**SCHOOL SELF EVALUATION REPORT**

**September 2023 – May 2024**

**Third Cycle: *Next Steps September 2022 – June 2026***

**1.1 Introduction**

Self-evaluation of teaching and learning in Maryfield College has been ongoing since September 2013.

The following themes, under the First Cycle of SSE, have been evaluated:

* Literacy
* Numeracy
* Assessment

Under the Second Cycle of SSE our focus was to embed the use of Learning Intentions and Formative Assessment with a view to enhancing student wellbeing.

We initiated and began work on the *Wellbeing: Promotion, Review and Development* cycle in 2021, implementing the following three strategies:

* ‘One Good School’ programme
* ‘How Well am I Doing?’ result tracker
* **Dr**op **E**verything **A**nd **M**ove (DrEAM)

During the academic year, 2022 – 2023, we undertook phase one of the four-year cycle *School Self-Evaluation: Next Steps September 2022 – June 2026*. This was a review year with three areas on which to focus:

1. The use of SSE to identify and reflect on the impact of Covid-19 on students.
2. The use of SSE to initiate a wellbeing promotion, review and development cycle by 2025.
3. To take stock of the effectiveness of our SSE process to date.

During the academic year, 2023 – 2024, we proceeded to implement phase two of *School Self-Evaluation: Next Steps September 2022 – June 2026* which covers the period from September 2023 to June 2026. This section falls under four main headings as follows:

1. Context-specific school priorities related to teaching, learning, equity and inclusion
2. National wellbeing goals
3. National curriculum goals
4. Other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development

Following the six-step process of SSE, we identified, implemented and monitored one strategy to support **teaching, learning, equity and inclusion**. This strategy is the use of differentiated timed homework.

We continued the implementation of our **national wellbeing goals**, particularly in Key Area 3 (Policy and Planning) and Key Area 4 (Relationships and Partnerships). We enhanced our strategies in Key Area 1 (Culture and Environment) with the construction of a Wellbeing Walkway.

We continued the implementation of the **Digital Strategy for Schools** with student and staff training and the advancement of our use of MS Teams.

We engaged with the **National Strategy for Education for Sustainable Development** through curriculum enrichment activities, projects and competitions.

**1.2 School Context**

Maryfield College is an all-girls voluntary post primary school under the trusteeship of the Le Chéile Trust. The current enrolment is 546 students. TY and LCVP are well established and are optional programmes that cater for 86and 23 students respectively. Students come from a variety of socio-economic backgrounds with a range of abilities. This is consistently reflected in the results of assessment testing of incoming students each year.

During 2023 – 2024 collaborative work took place between the Principal, Deputy Principal and SSE coordinator. The SSE coordinator is an AP ll post holder. The position of Whole-School Wellbeing Coordinator is held by an AP l post holder who liaises with the SSE coordinator and school senior management for matters pertaining to SSE and Wellbeing. SSE was included as an agenda item at staff meetings and also scheduled within Croke Park hours.

**2 The Findings**

Presentations regarding SSE and its implementation in our school were given by the SSE coordinator to the staff on 12 September 2023, 30 November 2023, 31 January 2024.

1. **The use of SSE to identify context-specific school priorities related to teaching, learning, equity and inclusion**

Staff selected ‘Differentiated Timed Homework’ as a strategy to support equity and inclusion in teaching and learning. This strategy provides for planned differentiation in the classroom.

* Workshops were given to staff byFidelma Downes, NCSE advisor, on 29 August 2023 regarding differentiation in the classroom and by Jean Reale on 22 February 2024 regarding the **U**niversal **D**esign **F**or **L**earning.
* A staff workshop was given regarding the implementation of ‘Differentiated Timed Homework’.
* Time was given to subject departments to integrate this strategy into subject department plans.
* This strategy was monitored by gathering staff feedback at the end of the academic year regarding the implementation of ‘Differentiated Timed Homework’. Further analysis of this feedback will be carried out in September 2024 and actions will be taken to further embed this strategy.

1. **The use of SSE to initiate a wellbeing promotion, review and development cycle by 2025.**

We continued to embed the four strategies which were initiated during the 2021-2023 period, namely:

* *One Good School Programme*
* Use of the Athena academic monitoring tracker system
* **Dr**op **E**verything **a**nd **M**ove
* Use of ‘Positive Moments’, using VSware positive behaviour reporting

Overview of our Wellbeing initiatives:

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| --- | --- |
| **Key Area** | **Strategies Implemented** |
| **Key Area 1 Culture and Environment** | * *One Good School Programme* * Use of the Athena academic monitoring tracker system * Construction of Wellbeing Walkway * Active Schools Week * Participation in the Active Schools Flag programme, *Year 1 – Try It Out* * Watercoolers installed for staff and students |
| **Key Area 2 Teaching and Learning** | * Use of the Athena academic monitoring tracker system * **Dr**op **E**verything **a**nd **M**ove |
| **Key Area 3 Policy and Planning** | * Substance Use Policy (developed and ratified in consultation with students, parents and staff) * Link developed with Crinan Youth Programme in support of our substance use policy. |
| **Key Area 4 Relationships and Partnerships** | * Continuation of fostering the strong **partnerships between our school and the local schools** in the community through: * outreach visits * invitations to Maryfield Open Evening * invitation to school musical, * principals and deputy principal lunches * Presentation to staff by Principal and Deputy Principal regarding the **student voice** both within the classroom and in a whole-school context using Lundy model. This area will be further developed next year with a view to establishing a student forum. Continuation of consultation with Student Council regarding school policy development and student issues. * **Community partnership** developed through school participation in the ‘Marino 100’ celebrations. * Parent Teacher Meetings held in-person, allowing teachers to provide feedback to parents on student progress, attainment, and areas for improvement. * Launch of Maryfield school iClass app * TPL for staff |

1. **The use of SSE to promote other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development**

The **Digital Strategy** and e-learning plan identified and met the following targets for 2023 – 2024:

* Continuation of 1st Year MS induction on iPads and Pcs
* The set-up of subject Teams for all classes
* Student digital engagement on a weekly basis with each subject
* Continued staff engagement in the PDST Digital Portfolio online course
* The continued support of teachers in Teams

School management has begun to engage with the **Education for Sustainable Development** plan. Under the Education for Sustainable Development the following actions were taken, aligning with Action 1.3b of the *ESD Implementation Plan to 2030*:

* Student competition to design a cover for the school journal (2023 – 2024) on the theme of UN Sustainable Development Goals
* An Taisce Green Flag awarded for Transport
* 1 hour 20 minutes timetabled allocation per week for TY green schools/sustainable development education

1. **Taking stock of the effectiveness of our SSE process to date**

* Feedback was received from staff regarding the effectiveness of the ‘Differentiated Timed Homework’ strategy. Initial analysis of this feed back suggests that a wide variety of differentiation strategies are in use throughout all subject areas. The use of the strategy is well supported by staff. Specific observations regarding the success, or otherwise, of the strategy were not widely provided in the feedback.
* The adjustments to our Literacy, Numeracy and Wellbeing initiatives following the review year of 2022 – 2023 were implemented. Strategies to address the effects of Covid-19 school disruptions on our students were implemented. The effectiveness of these adjustments and strategies have not yet been assessed.
* Ongoing monitoring and evaluation of the Active Schools Flag programme by the Active Schools co-ordinator and Active Schools support team took place throughout the year. On completion of *Year 1 – Try it Out* a review meeting took place on 28 May 2024.

1. **Progress made on previously identified improvement targets**

* We continued to engage with the implementation of the Third Cycle of SSE, *School Self-Evaluation: Next Steps* which runs from September 2022 to June 2026. The strategy of ‘Differentiated Timed Homework’ was implemented and monitored.
* We continued to embed strategies to build confidence in our students following the findings of the review of the effects of Covid-19 on our students.
* Training in the use of the Athena academic monitoring tracker system was provided for staff in September 2023.
* The Wellbeing Walkway was constructed and launched during Active Schools Week. This was an initiative that was suggested by staff during the 2021/2022 school year.
* The two key Wellbeing areas of ‘Relationships and Partnerships’ and ‘Policy and Planning’ were addressed the year. Strategies were chosen and implemented. (see grid above)

1. **Looking Ahead**

* A timeline of SSE planning and progress is currently being worked on.
* Further analysis of the feedback on the ‘Differentiated Timed Homework’ strategy will be carried out in August/September 2024.
* Student participation both within the classroom and at whole-school level to be further developed in the year 2024 – 2025.
* Two sessions of Online TPL will be provided by Oide in the areas of digital learning and technology will take place during the first term.
* There will be further investment in digital infrastructure.
* Management and staff will continue to engage with the *ESD to 2023: Implementation Plan 2022 – 2026* and identify possible actions.
* Our Wellbeing strategies will be monitored and adjusted if necessary.
* The school Code of Behaviour will be reviewed.
* The Acceptable Usage policy will be reviewed.