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Príomhoide: Feargal O'Baoill

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Leas-Phríomhoide: Tara Uí Mhaoláin

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Coláiste Dún an Rí School Improvement Plan 2025-2028

1. Introduction

Since our establishment in 2016, as a school we set targets for improvement in areas such as Literacy, Numeracy, Student Engagement and Wellbeing with consultation from all stakeholders. Targets were set in each of these areas which staff endeavoured to improve upon. In many cases we achieved some improvement. Nonetheless, upon an advisory visit from the Inspectorate, it became clear we may have been treating these areas of improvement in isolation rather than cohesion between targets from each area complimenting much of the work taking place within the school.

Focus groups were held with each year group which established a number of areas that students felt improvement could be sought. This allowed us to compile a survey to see if these views reflected the views of other stakeholders, including the staff and parents. From this data a number of areas were identified that staff began to explore.

This visit from the inspectorate offered a fresh perspective on SSE and allowed us to step back and see the process through a different Lens which envisaged a single improvement plan drawing upon multiple key documents and marrying a number of aspects of school life together to seek improvement. In particular, this document was created with reference to the key areas of wellbeing promotion. We informed our targets by analysing the four pillars of wellbeing promotion as outlined in the Bí Cinealta document which are culture and environment, curriculum, relationships and partnerships and policy and planning.

1.2 The focus of this evaluation

We initially undertook self-evaluation of teaching and learning during the period September 2024 –December 2024. We evaluated the following aspect(s) of school life

- Teacher/Student Relationships
- Homework/ study habits
- Feedback and Reflection
- Inclusivity in the classroom
- Transition from primary to secondary
- School Curriculum

1.3 - Review

A review of our targets will take place in May 2025

2.1 Target setting using Looking at our school's document.

Using the looking at our school document we identified a number of statements of practice within the domains of Learner Experience and Learner Outcomes which the data suggested we could seek further improvement. Whilst some standards were quite effective, we could seek to move towards highly effective practice.

- Students achieve the intended learning of the lesson or sequence of lessons, which has been appropriately differentiated where necessary.
- Students demonstrate that they have achieved the intended learning outcomes for the term and year, which have been appropriately differentiated where necessary
- Students' attainment in summative assessments, including certificate examinations, is in line with or above expectations.
- Students assess their progress and are aware of their strengths and areas for development as learners.
- Students take pride in their learning and follow the guidance they receive to improve it.
- Students reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves

2.1 This is effective / very effective practice in our school (LAOS, 2022)

- Teaching and learning committee have set goals to create a folder in Subject department Teams to create Differentiated tasks on topics – Scaffolded and Extension activities
- Teaching and Learning committee have provided workshops on AI to generate differentiated worksheets/activities.
- Whiteboard provided in each classroom specifically for Learning Intentions.
- Academic Mentoring has been put in place and targets have been set for each class with mentoring taking place for Leaving Certificate Students.
- Self-Reflection Sheets attached to each end of term exam.
- Space provided in school diary for goal setting.
- Junior Cycle results have been very positive in recent years.
- Allocation of Croke Park hours for in-house professional development to give staff time to reflect on and share effective teaching practices.
- Peer observation to share best practice
- Teachers are regularly released for external CPD opportunities, supporting ongoing professional growth and innovation in teaching and assessment.
- Increased involvement of the Student Council in shaping practices and policies within the school
- A noticeable increase in student uptake of Higher Level subjects for State Examinations

2.3. This is how we know

Data was gathered in Autumn 2024 in the following ways:

- Student Focus Groups with each year group
- A student survey

- A parent's survey
- A staff survey
- Student CAT tests
- State Exam results

2.3 This is what we are going to focus on to improve our practice further

As a staff we will focus on the following areas for improvement:

- To increase the number of students who achieve or exceed the intended learning outcomes in summative assessments, including certificate examinations.
- Increase the percentage of students who actively assess their progress, follow feedback, and set meaningful goals
- To increase the percentage of students who find the academic structure in the school inclusive of their needs (learning is both accessible and challenging)
- School leaders will establish a structured framework for fostering a culture of reflection, collaboration, and innovation.

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan, we will record:

The **progress** made, and **adjustments** made, and **when**

- **Achievement of targets** (original and modified), and **when**

LAOS 2022

Domain		Statements of effective practice	Statements of highly effective practice
Learner Outcomes	"Students attain the stated learning outcomes for each subject, course and programme"	Students achieve the intended learning of the lesson or sequence of lessons, which has been appropriately differentiated where necessary.	Students achieve, and at times surpass, the intended learning outcomes for the lesson or sequence of lessons, which has been appropriately differentiated where necessary.

		Students demonstrate that they have achieved the intended learning outcomes for the term and year, which have been appropriately differentiated where necessary.	Students demonstrate that they have achieved, and at times surpassed, the intended learning outcomes for the term and year, which have been appropriately differentiated where necessary.
		Students' attainment in summative assessments, including certificate examinations, is in line with or above expectations.	Students' attainment in summative assessments, including certificate examinations, is in line with or above expectations.
Learner Experience	"Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning"	Students assess their progress and are aware of their strengths and areas for development as learners.	Students assess their progress realistically and can describe their strengths and areas for development as learners.
		Students take pride in their learning and follow the guidance they receive to improve it.	Students have a sense of ownership of their learning, take pride in it, and take responsibility for improving it
		Students reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves	Students reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection
Leadership and management Domain 1: **Leading learning and teaching**	Promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment	The principal, the deputy principal(s) and other leaders in the school foster a culture of reflection, learning and creativity. They have generally high expectations for students and lead staff in striving for improved outcomes. They support reflective practice and promote	The principal, the deputy principal(s) and other leaders in the school foster a culture in which reflection, learning and creativity flourish. They lead the school community to continuously strive for excellence by setting high expectations for students. They promote a culture of

		a culture of improvement	continuous improvement by supporting colleagues to become reflective practitioners
		The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, to support the inclusion of student and parent participation in policy development around learning and teaching and to increase students' interest in learning.	The principal, with those leading the process, uses SSE very effectively to encourage teaching that is engaging and challenging, to support the inclusion of student and parent participation in policy development around learning and teaching and to enable all students to become active and motivated learners.
		The principal, the deputy principal(s) and other leaders in the school encourage teachers to develop their learning, teaching and assessment practices, and to share their practice.	The principal, the deputy principal(s) and other leaders in the school expect and encourage teachers to develop and extend their learning, teaching and assessment practices, and to share and discuss practices that have proven successful at improving students' learning.
		The principal and other leaders in the school support teachers to use digital technologies in their learning, teaching and assessment practices, and evaluate the effectivess of the use of these technologies.	The principal and other leaders in the school lead a process of empowering teachers to embed digital technologies in their learning, teaching and assessment practices, and regularly evaluate the effectiveness of the use of these technologies.
		The principal, the deputy principal(s) and other leaders encourage innovation and creativity. They recognise the value of individual and collective contributions and achievements.	The principal, the deputy principal(s) and other leaders in the school actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and

			achievements.

Our Improvement Plan

Timeframe of this improvement plan is from [2025] to [2028]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Review Dates
To increase the number of students who achieved above or in line with their potential within the learning outcomes in summative assessments, including certificate examinations **by 5%** through the integration of digital technologies, reflective practice, and study skills using mind mapping. **Rewording:** **To increase** the number of students who achieved 0% - 19% results below expectation in summative	1. ***Integrate Digital Tools:*** Use educational apps and online resources to enhance lesson engagement and differentiation.	Subject department to integrate Examrevision.ie as a method of differentiating study Subject department to integrate more assignment work submissions on Teams	Data collected on students accessing examrevision.ie Each teacher to include one Teams assignment by May 2025. Question to collect this data provided through teacher and student survey.	ExamRevision.ie placed Coláiste Dún an Rí students in the top 10 users within the country. However, only 31% of students surveyed identified using the software. 78% of students identified using Teams in class There has been an increased engagement and an improvement in formative assessment.	**27/05/25** **04/09/25**
	2. **Reflective *Practice:*** Implement regular self-assessment and reflection sessions to help students identify strengths and areas for improvement and inform teacher reflection	Each subject to utilise the self-reflection sheet in school diary and incorporate reflection through classwork and homework. Each teacher to gather data on areas student have identified they need more work on.	Review students' reflective logs for self-awareness and understanding of reflection for improvement. Use Athena and formative assessments to identify common themes and areas for	88% of students outlined do not use the 5-minute reflective paper in the school journal. There is considerable work to be done here.	

assessments, including certificate examinations **by 5%,** from 22% to 27%, through the integration of digital technologies, reflective practice, and study skills using mind mapping. **Reworded: To increase** the number of students who have no results below expectation in summative assessments, including certificate examinations **by 5%,** from 22% to 27%, through the integration of digital technologies, reflective practice, and study skills using mind mapping.			improvement.		
	3. ***Mind Mapping:*** Teach students to use mind mapping techniques to organise and retain information effectively.	Teaching and Learning committee to coordinate 'Study skills week'. Tutors deliver study skills during tutor class Teachers to scaffold mind map construction skills in class and apply to a topic covered.	Assess the quality of students' mind maps. Compare summative assessment results with expectations. Collect feedback from students and teachers on the effectiveness strategies and tactics implemented. Analyse survey data with Athena for overall effectiveness.	80% of students identified using mind maps in class or as part of study. Some teachers outlined that fishbone diagrams are more beneficial to senior groups as more detail can be included. Staff to support teachers with implementing fishbones. Each student received a study skills lesson during tutor class and this will be repeated this year to move towards highly effective practice.	

Targets	**Actions**	**Persons / groups responsible**	**Criteria for success**	**Progress and adjustments**	**Targets achieved**
Increase the percentage of students who actively assess their progress, follow feedback, and set meaningful goals from 73% to 78% by the end of the academic year.	1. **Self-Assessment Tools:** Utilise structured self-assessment worksheets/rubrics to regularly evaluate their strengths and areas for development.	Subject Departments decide on Self-assessment method and actively implement it within their classes. Teaching and Learning Committee to demonstrate some strategies	Have students maintain records of where they regularly record their self-assessments in their copies, reflections on their strengths, and areas for improvement. Use surveys to gather student and parent feedback on their self-assessment practices and their perceived progress	62% of students identified the use of self-assessment in classes. This is good progress but will need to be developed further.	
	2. **Goal-Setting Workshops:** Each term, conduct workshops to help students set and review personal learning and behaviour goals using Athena	TY Co-ordinator to plan for introducing TY mentoring – to help goal setting for junior students Teachers/tutors to set homework that involves goal setting as part of their subject each term Teachers to set targets set	Structured Mentoring class in place for September 2025 Conduct periodic one-on-one or group reviews where students discuss their self-assessments and progress with teachers.	21% of students identified having goals set in all there subjects, whilst a further 34% had goals set on Athena in some subjects. Further work to be done to encourage each teacher to utilise the goal setting system. Teachers to get students to populate “My Progress Review” in school journal pg.36 Teachers agreed to have 4 in class	

		on Athena for each year group – done during subject dept meetings and speaking to students 1 to 1 or during PTSMs		assessments completed with each year group before March 1st and to document them in school diary for tracking attainment and goal setting	
	3. **Feedback Integration:** Teachers integrate regular, actionable feedback into lessons, encouraging students to take pride in and improve their learning.	Verbal feedback. Allow time for students to record verbal feedback beside the assigned work/copy and teacher to sign Written feedback to be actioned and returned with parent signature	Use surveys to gather teachers' perceptions on students' ability to utilise and improve their learning based on feedback.	74% of students outlined that they don't record verbal feedback in their copy. Needs to be worked on going forward. 55% of students action feedback and get it signed.	

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To increase the percentage of students who find the academic structure in the school inclusive of their needs (learning is both accessible and challenging) from 57% to 62% by the end of the academic year 2025-26	1. **Gifted and Talented Programme:** Teachers utilise strategies from the gifted and talented programme to enable our top achievers to achieve beyond their current ability.	Core Group to deliver CPD on various strategies All teaching staff to integrate the strategies into their practice.	Students with higher CAT scores are challenged and do not feel bored in there learning. Use surveys to gather students' perceptions on how their academic needs are being catered for.		
	2. **Buddy System:** TY students chose a module where they work	Timetabled link teacher – to oversee a theme with the group each week, organise	The transition from Primary to Secondary becomes a seamless	Timetable has not aligned as we had hoped this year. Instead this taking place during SPHE/CSPE	

	with a number of first year students each week helping them to transition into school life, setting them academic targets in there school diary, modelling good behaviour and being a point of reference within the school community in line with our Bí Cineálta policy.	guest speakers and events. Year Head to deal with any issues that arise from the buddy system when reported by a buddy. TY students develop their leadership capacity within the school and develops their confidence to take on student leadership roles in Senior Cycle.	experience for incoming cohorts. Student Voice is promoted Use surveys to gather students' perceptions on how the transition from Primary to Secondary has gone.	class twice a term. Buddy's are going in and out of class during pastoral care to support students and are also involved in organising lunchtime activities for first years. Buddies are engaged in LIFT programme. This develops leadership competencies through self awareness and autonomy	
	3. **AI Co-Pilot for differentiation:** Teacher engages with training on the use of Microsoft Co-pilot and utilise it as a teaching aid to develop resources and work which is tailored to suit the needs of every student in the class, particularly those who struggle the most.	Anthony, Lorraine and Deirdre lead the roll out of Co-pilot Teaching and Learning Committee to continue the roll out and support its use for AEN Every teacher uses it to create resources (extension and scaffolded activities) within their subject departments as shown at recent teach meets hosted by the Teaching and Learning Committee to help support our AEN students.	Students of varying ability feel included in the learning and catered for academically. Teachers create a bank of work which they can save in their "Scaffolded" and "Extension" folder within their Subject Department Plans. Use a survey to gather teachers perceptions on how Co-pilot has helped them to cater for differentiation within the classroom	Survey circulated and data being collected. October (2025) Teach meets ongoing.	

			Avoid too much teacher talk in the classroom as highlighted in a recent subject inspection		

Leadership/Management Targets					
Targets	**Actions**	**Persons / groups responsible**	**Criteria for success**	**Progress and adjustments**	**Targets achieved**
By the end of the **academic year,** school leaders will establish a structured framework for fostering a culture of reflection, collaboration, and innovation. This will include regular professional learning opportunities, the integration of digital technologies in teaching and assessment, and the active participation of students and parents in shaping learning policies. Success will be measured through teacher engagement, student learning outcomes, and the effectiveness of digital tools in enhancing	1. **Promoting a Culture of Reflection & Improvement:** Implement structured reflective practices and peer observations, where teachers and leaders engage in ongoing discussions about improving teaching and learning through dedicated Croke Park hours and facilitating relevant CPD and staff meetings 2. **Enhancing SSE for Inclusive and Engaging Teaching:** Strengthen SSE processes by involving students, teachers, and parents in shaping teaching and learning policies through surveys, focus groups, and	Senior Management and Leadership Team- Teaching and learning lead and committee Link DP and Leadership Team ,SSE coordinator, wellbeing coordinator and Teaching and learning coordinator	**1. Participation & Engagement:** Track teacher participation in professional learning communities (PLCs), SSE discussions (SD Minutes), and CPD sessions to assess commitment to reflective practice and collaboration. **2. Student Performance & Engagement:** Analyse student assessment data and engagement levels before and after implementing improved teaching strategies and digital	SSE has been integrated into to all Croke Park meeting agendas, Subject Department Agendas are circulated with SIP checklists,. Teach meet calendar has been devised by T&L Coordinator. Whole Staff CPD on RELATE and Co Teaching took place in August '25 to support staff. Planet youth survey has taken place and will further help inform the direction we take an if any adjustments in our SIP are required. Athena has updated their database to give us a reading on state examination results which	

teaching and assessment.	consultations. Two hours Croke park will be dedicated to staff for SSE evaluation throughout the academic year. SSE will also feature on all Croke Park agendas		tools.	will be analysed in the coming weeks.	
	3. **Encouraging Collaboration & Professional Development:** Develop a structured plan for teachers to share best practices, including regular CPD sessions, team teaching, and online resource sharing platforms- (share relevant CPD opportunities for staff to help realise vision.)	Senior management teaching and learning coordinator,link DP, Digital Learning coordinator	**3. Feedback from Stakeholders:** Gather feedback from teachers, students, and parents through surveys and focus groups to measure the impact of policy changes and digital integration on learning experiences.	Planet youth survey end of October. Whole Staff CPD on RELATE and Co Teaching took place in August '25 to support staff, Teachmeets on the use of technology and methods of self assessment completed to date this year	
	4. **Supporting & Evaluating Digital Technology in Teaching:** Provide targeted training for teachers on integrating digital tools in learning and assessment, followed by an evaluation of their effectiveness in enhancing student learning.	Senior management teaching and learning coordinator,link DP, Digital Learning coordinator, SSE coordinator, AEN coordinator	**4. Effectiveness of Digital Technologies:** Evaluate how frequently and effectively digital tools are used in teaching and assessment by tracking usage data and reviewing teacher and student feedback. *Supporting the development of the curriculum by introducing Coding as a Short Course	Wi-Fi Infrastructure upgraded to support the use of devices and to begin preparation for the integration of additional devices school bought/ BYOD (which we are currently exploring). Coding reintroduced to TY students and demo for students and parents at open night for incoming first years.	

			with a view to the introduction of Computer Science at Senior Cycle.		

Wellbeing Key Area	Indicators of Success	Wellbeing Statements of effective practices for all	Wellbeing Statements of effective practices for Some& Few
Key Area 2 Curriculum (Teaching and Learning)	Children and young people experience, high quality teaching, learning and assessment, which provides opportunities for success for all.	• Teachers are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working. • Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and	Teachers design and prepare for differentiated teaching methods and assessment of learning outcomes for children and young people at risk or with additional and/or complex needs, so they experience a sense of achievement.

		achievement for all children and young people. • Children and young peoples' enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework.	
Key Area 1 **Culture & Environment**	Children, young people, and staff experience a sense of belonging and feel safe, connected and supported	• Opportunities for continuing Professional Development (CPD) are provided to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom environment • The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff in the school.	The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.
Key Area 4 **Relationships & Partnerships**	Children and young people , their parents and other external partners are actively involved in	• Relationships and partnerships are supported through a range of agreed	Befriending and buddy systems are in place for children and young people who require support to

	wellbeing promotion within the school community	formal and informal structures, such as, student councils. Prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning. • School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work.	interact with peers.