Our Self- Evaluation School Report 2023-2024
Scoil Mhuire, Trim

School self-evaluation is a collaborative, inclusive, and reflective process of internal school review. An evidence-based approach, it involves gathering information from a range of sources, and then making judgements to improve teaching and learning and student wellbeing.

Scoil Mhuire undertook self-evaluation of teaching and learning during the period September 2022 to May 2023.

1. In accordance with the third cycle of SSE: Next Steps, (Review year) The school used the SSE process to identify and reflect on the impact of COVID-19 on the pupils' students. (1) educational experiences and outcomes, (2) their wellbeing, 3) their motivation to learn, and (4) their engagement in learning.
2. To evaluate the effectiveness of the SSE process of school evaluation to date.
3. Consider the requirements regarding use of the SSE process to initiate a wellbeing promotion review and development cycle by 2025.

Findings

1. This is what we found out about the impact of Covid 19 on the student body and school community.

<u>Educational experiences and outcomes</u>

The students expressed mixed feelings about online learning, however many of the students were happy to be back learning in school classroom.
The students indicated that Maths, Irish and some modern languages were the two subjects which they fell behind in during the pandemic.

<u>Student Wellbeing</u>

A high percentage (91%) of students feel stressed in the evenings due mainly to academic pressure or friendship issues.
It was noted that extracurricular activities did not increase their stress levels.
Students and Parents indicated that they are aware of in school supports, which include year head, form teacher, guidance and counselling in the school, special educational needs support, IT supports, and extra lunchtime supports.

<u>Motivation to learn.</u>

A high percentage of students have set high expectations for themselves, and other students are aware are parental expectations to achieve.

<u>Their engagement in learning</u>

During the school closures, 69% students engaged with online learning most of the time, 28% of the students engaged some of the time and 4% did not engage at all.
The students used a variety of electronics devices to engage in online classes, mainly laptop computers and mobile phones while a minority uses play stations and Xboxes.
73% of students had their own devices and 27% had to share a device with other household members.
Since the schools reopened, Students are engaging in classroom learning and many students indicated that they are enjoying their school experience. 75% students indicated that they preferred in person teaching and 27% enjoyed group work.

2. **Effectiveness of SSE process of school evaluation to date**.

The whole school teaching and learning strategies which have been introduced by the SSE process since 2012 were included in subject plans and used as appropriate throughout the year.

Literacy

- The classrooms are a literacy rich environment where there are word banks displayed for each subject area. Teachers inform students of key words in relation to topics which are being studied.
- Reading for leisure and independent reading is encouraged in the school, using the little library and whole school initiatives of Drop Everything and Read (DEAR) which occurred twice this year in December and March.
- There was an 1st year readathon in April and May, where students were encouraged to read books of their choice. Class prizes were awarded to the students who read the most pages.
- All classrooms have special books shelf installed and they contain relevant books which have been purchased from a grant.
- A 'Shelfie' competition was held in March, where teachers displayed photographs of their book shelfs and students had to guess the ownership of the bookshelf. This highlighted the importance of reading throughout the whole school community.
- The use of the READ board is also promoted by teachers allowing students to display literacy works, interesting articles, samples of their written work and recommended reading materials.
- Parents are aware of the literacy initiatives in the school and encourage their daughters to read by purchasing books or visiting the library.
- A weekly lunch time Book club has members from 1st-5th year and are part of the YA (Young Adult) initiative with books borrowed from the local library.

Numeracy

- Test results are handed back to students in fraction form and students have calculated the percentage which they have received. There is evidence that this has helped students understand percentages.
- Teacher and students are aware of the various numeracy initiatives which are implemented in the school. Some students feel that the initiatives helped their numeracy skills.
- There was evidence that there is a cross link between numeracy and patterns in various subjects and Maths.
- Microsoft Office is the ICT system used in Scoil Mhuire. Most teachers and students have indicated that they are confident using OneDrive and Microsoft Teams in their subject areas. A need to review whether the whole school or individual teachers decide whether they use the Microsoft systems in their classrooms.
- Regarding Cyber security, Scoil Mhuire staff and students understand the importance of creating and using passwords. Staff are aware of the Cybersecurity policy (June 22)
- It has been noted that that there is a need for continued training in ICT skills, particularly One Note for teachers as new digital software improves and changes. An ICT staff mentoring team could be very helpful to staff members to resolve minor ICT issues.
- There is a still a need to use technology to support SEN students and that more training in a variety of ICT methods would be necessary.

Assessment for learning

- A variety of Assessment for Learning strategies are used in the classroom throughout the year. Teachers are aware of the variety of AFL strategies which can be used such as the white boards and traffic lights in the journal. Exit tickets, menti -metre, Padlet and open questions are all whole school strategies that continue to be popular,
- Teachers are aware of the assessment and reporting policy (June 2022)
- Parents are most familiar with written reports and parent /teacher meetings as a means of receiving feedback.

Differentiation

- Teachers continued to differentiate Learning Intentions at the beginning of class and the survey indicated that over half the teachers allocated homework using the differential Homework coloured boards.
- Differentiation of learning intentions and homework is also encouraged in subject plans.

3. **Initiation of a wellbeing promotion review**
   - A wellbeing team have been established in the school and the initial process of reviewing wellbeing in the school has commenced.
   - The feedback from the research on the impact of Covid 19 on students indicated that student's isolation and mixing with other students was an issue, so lunchtime activities were increased, and students were encouraged to join them.
   - Wellbeing events throughout the academic year included whole school sports day, Stand up week, Wellbeing week, Healthy Eating, and staff activities events.