St. Vincent's Secondary School
Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1   Outcomes of our last improvement plan from [Sept 22] to [May 23]

Retention
That the percentage of students who complete 3 years Post-Primary education and the Junior Certificate/ Cycle Examination will be maintained at 100%.   **Achieved and Maintained**
That the number of students to complete LCA will be 14/14 (beginning Sept 2020, gathering data)   **Difficult to achieve due to attendance issues and fluctuating numbers of students - target needs modification**

Attendance
Wholeschool absence rate declines in Year 1 – from 12.07% (2018/19) to 11.54% Year 2 – from 11.54% to 11% Year 3 – from 11% to 10%   **COVID massively affects data - check. 9700/62556 = 15.51%**
Wholeschool the chronic (more than 20 days) absentee rate declines in Year 1 – from 30.1% (2018/19) to 28% Year 2 – from 28% to 26% Year 3 – from 26% to 24%   **COVID massively affects data - check 147/401 36.66%**
To lower the amount of students throughout the whole school who are chronically late (more than 33 lates) in Year 1 – from 14.71% to 13% Year 2 – from 13% to 11% Year 3 – 11%-9%   **OVID massively affects data - check**   **All lates >31 58/401 14.46%**

Literacy
To increase incoming 1st years students confidence toward oral presentations by following their progress through their Junior Cycle.   **Mixed result more students strongly like but equally more strongly dislike speaking aloud in class.**
To embed a culture of reading among our Junior Cycle students by tracking their attitude towards reading and usage of the library.   **Positive improvement there has been an increase from 18% to 22% in students who like reading.**

Numeracy
To improve incoming 1st year students digital literacy skills through the explicit teaching of practical and functional digital skills and their use of technology in school, tracking their progress from Sept 2020 (Gathering Data)   **Definite Improvement and Successes in this area - check figures - 77.6% see Improvement**
To improve Junior Cycle students attitude and approach to problem solving throughout all our subjects (Gathering Data)   **Not a success - was not embedded in class routines and not fully engaged by some subject departments - seen as a maths dept initiative**

Attainment
Using Tracking Data to target students who are underachieving in both Junior and Senior Cycle   **This is happening, we identified students who were underachieving in 5 or more subjects and they were given support.**
Streamlining assessment reporting in Transition Year and creating an explicit success criteria   **TY working group set up and met three times, new assessment process set up for Sept 2023**

Review of results at LCA to target students who are underachieving using Tracking system **Regular meeting with parents**
Transition
Improve our incoming 1st years experience of transitioning from primary school by evaluating over a three year cycle **78% like the induction classes at the beginning of the year** **76% found it easy to settle into school**
That there will be an increase in the proportion of students who proceed to higher education on completion of the senior cycle from 36.60% (achieved 2018) to 45%. **Year 1 2021 – 47% to 49% Year 2 2022 49% -52% Year 3 2023 52% to ?.**
That we will maintain the percentage at below 10% of students whose destination on completion of the senior cycle is unemployment rather than progression to further education **Excellent, unemployment at 2% again 2021 and 2022**
Partnership with Parents
There will be an increase in the level of involvement of parents in their children's education, through attendance at PTM, Correspondence, attendance at events. **Difficult to ascertain between 2020-2022 due to COVID Restrictions - Very encouraging numbers at PTMs 69.72% average this year**
Formation of a parents committee **Successfully up and running, meeting regularly with RD and management**
Other
To maintain the partnership with outside agencies and utilise their supports given to our students, parents and our school **Excellent, outside agency is at 39**
To Grow our involvement in Glasnevin community and maintain our enrolment **Enrolment figures are up from 382 (21/22) to 401 (22/23)**

1.2   The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *(Sept/2022)* to *(May/2023)*. We evaluated the following aspect(s) of teaching and learning:

- The above 8 strands of DEIS

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- Engagement of stakeholders
- Data collection from stakeholders
- Improved results in literacy and transitions

2.2. This is how we know

List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.

- Student, staff and parents engagement in both qualitative and quantitative data
- Comparison of data from previous years.

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- New three year DEIS plan