

St. Caimin's Community School



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2026-2027

Context:

The work of the School Self Evaluation Team and that of the management and staff around the School Improvement Plan for 2026-2027 was guided by the:

- ***Wellbeing Policy Statement and Framework for Practice and School Self Evaluation: Next Steps September 2022 - June 2026 (SSE: Next Steps)***
- ***LAOS - A Quality Framework for Post-Primary Schools 2022***
- ***Guidance on Artificial Intelligence in Schools 2025 (Department of Education & Youth)***

This School Improvement Plan (SIP) is anchored around the short- and medium-term goals identified in our School Plan 2023-2028.

Outcomes of our last improvement plan:

- **Healthy Eating: the percentage of students who report that they are happy with the healthy eating options available at St. Caimin's has increased from 37% to 65%.**
 - 75% of students have noticed an improvement in the healthy eating options. The Wellbeing Team is continuing to work with the canteen, breakfast club and homework club to improve the nutritional value of food options. This is under constant review.
- **Wellbeing document:** this document has been started and is continuing to be developed to include all areas of wellbeing across the school.
- **Attendance: the percentage of students missing 20 days or more has been reduced from 21% to 15.3%.**
 - The attendance officer has been working directly with students with high absenteeism and working on effective strategies to improve attendance with a view to putting these strategies into our attendance policy.
 - An attendance Grant for Schools under the Free Education Scheme for the 2025/2026 school year was awarded. This is a once-off payment to all schools to promote and support regular school attendance of children and young people. This was used to promote attendance drives, and for incentives and prizes for different events, etc.
- **Sustainability: the number of recycling bins that are collected each week has been increased from 4 to 5.**
 - Regular Green Club & Social Sustainability meetings have taken place throughout the year. This group has carried out an electricity conservation project and 3 litter audits to date. Our School Sustainability Policy is currently at the research stage. An application was made to An Taisce for the Green Schools Initiatives, e.g. School Sustainability (Air Pollution/Planting/Sowing/Fashion Projects).

Engagement in the SSE process to date & findings of this evaluation:

Through stakeholder surveys, student focus groups and feedback, we discovered the following:

- 80% of teachers surveyed are using AI for planning, assessment, differentiation, administration, data analysis, etc. The main concerns for staff around the use of AI include the accuracy of information, the over-reliance on AI by students, a lack of critical thinking and independent learning and its use in coursework/AACs. Staff have an appetite for AI support around how teachers and students can use AI effectively. There is a desire for a clear policy or protocols around AI use in our school.
- 75% of students surveyed are using AI. There is good awareness of its limitations to their learning. However, there is only moderate awareness of inaccuracies in AI. There is low awareness of the environmental impact of AI. Most students surveyed are using AI for research purposes.
- Most parents surveyed were not fully aware if students are using AI. There is an appetite for support among parents in particular in relation to the following: school rules/school AI policy, information on the dangers of AI, guidance on how to use AI effectively and appropriately, how AI can be used in the world of work and how our students can develop skills in this area, how students should reference when AI has been used to prepare coursework.

This is what we did to find out what we were doing well, and what we could do better:

1. Review of how the 2025-2026 targets and actions were being realised in our school.
2. Student council focus group.
3. Student surveys & feedback.
4. Parent surveys & feedback.
5. Staff surveys & feedback.
6. Audit of VSware attendance data.
7. Facility management (Apleona) feedback and waste management review.

Our Improvement Plan

Having reviewed the SSE process to date, the following area was identified as our focus for the 2026-2027 academic year:

Ethical & Effective AI Use in Teaching, Learning & AAC Implementation

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)
- The **progress** and any **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

We will also continue to monitor our progress in the areas of:

Wellbeing, Attendance & Sustainability

Finalise and Implement AI Policy	
Target 1:	Domain 1: Leading Learning & Teaching Domain 3: Leading School Development
Dimension 2: Leadership & Management	Standards:
TARGET	ACTIONS
MONITORING & PROGRESS	CRITERIA FOR SUCCESS & TIMELINE
PEOPLE RESPONSIBLE	MONITORING & PROGRESS
<p>Promote a culture of reflection, improvement, collaboration, innovation and creativity in teaching, learning and assessment.</p> <p>Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education.</p>	<p>Record of staff feedback; minutes of meeting; draft comparison document retained.</p> <p>BOM minutes; website upload confirmation; communication log.</p> <p>Department meeting minutes; sample subject plans reviewed; student journal updated.</p>
<p>Finalise and implement whole-school AI Guidelines to lead ethical AI use, particularly in relation to AACs, by June 2026.</p>	<p>Revised guidelines prepared for BOM. Mar–Apr 2026.</p> <p>Policy reviewed and publicly accessible. May–June 2026.</p> <p>AI guidance reflected in subject plans and student materials. Sept–Oct 2026.</p>
<p>Whole School: Circulate draft AI Guidelines for staff/student consultation and revise accordingly.</p> <p>Present policy to BOM for review and publish on school website, issue summary to parents and students.</p> <p>Department & Classroom Level: Embed guidelines into practice through department planning, classroom guidance sheet, and inclusion in student handbook.</p> <ul style="list-style-type: none"> Ensure subject departments discuss implementation at first department meeting in September. Develop a one-page “AI Use in AACs – Quick Guide” for classrooms. Add AI use guidance to Homework Journal / Student Code of Behaviour. 	<p>AI Working Group, Senior Leadership SSE Team, Principal/ BOM</p> <p>Subject departments Teachers AI Ambassador Team Year Heads</p>

Staff Capacity Building in AI & AACs				
Domain 1: Learner Outcomes				
Domain 3 & 4: Teachers' Individual & Collective Practice				
TARGET	ACTIONS	PEOPLE RESPONSIBLE	CRITERIA FOR SUCCESS & TIMELINE	MONITORING & PROGRESS
<p>Standards:</p> <p>Build staff capacity and confidence in using and guiding ethical and effective AI use, particularly in relation to AACs, from 50% to 75%+.</p>	<ul style="list-style-type: none"> Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum. Teachers value and engage in professional learning and professional collaboration. <p><u>Whole School:</u> Establish and train AI Ambassador Team (3–5 staff members). Deliver whole-staff CPD session on AI & AAC guidance. Conduct staff confidence survey and provide follow-up supports (AI clinics / check-ins).</p> <p><u>Department & Classroom Level:</u> Create a shared digital resource & AI prompt bank, lesson ideas, subject-specific AAC guidance.</p>	<p>Principal</p> <p>AI Working Group</p> <p>AI Ambassador Team</p> <p>SSE Coordinator</p>	<p>AI Ambassador team trained and roles defined. By June 2026.</p> <p>100% staff attendance at training; resources accessible to all staff. Sept 2026.</p> <p>75%+ staff report increased confidence in AI guidance. Dec 2026.</p>	<p>Record of training completed/ Attendance record;</p> <p>Conduct staff confidence survey.</p> <p>Survey analysis report;</p> <p>Offer additional drop-in clinics where needed.</p> <p>Log of AI clinic attendance;</p> <p>Review AI use at subject department meetings and December staff meeting.</p>

Student & Parent Readiness for AACs				
Domain 2: Learner Experiences Domain 3: Leading school Development				
<ul style="list-style-type: none"> Students experience opportunities to develop the skills and attitudes necessary for lifelong learning. Build and maintain relationships with parents, with other schools, and with the wider community. 				
TARGET	ACTIONS	PEOPLE RESPONSIBLE	CRITERIA FOR SUCCESS & TIMELINE	MONITORING & PROGRESS
<p>Target 3: Dimension 1 & 2: Learning & Teaching/Leadership & Management</p> <p>Standards:</p> <p>Ensure that 75%+ of TY & LC1 students & parents demonstrate an understanding of ethical and appropriate AI use for schoolwork & AACs.</p>	<p>Whole School: Deliver structured AI literacy workshops to all TY and LC1 students. Implement student understanding check (quiz/reflection) and address identified gaps. Share Oide Parent Guide/ Provide FAQ document addressing AI & AAC concerns/Host parent information session. <u>Department Level:</u> Subject departments to monitor appropriate AI use and AACs in line with guidance. <u>Classroom Level:</u> Ensure class teachers have provided students with a one-page "AI Use in AACs – Quick Guide" for their subject.</p>	<p>Year-heads Management Team SSE Coordinator LTL Team Subject departments Teachers</p>	<p>100% LC1 participation recorded. Sept 2026 – Mar 2027. 75%+ students demonstrate understanding of appropriate AI use. Mar 2027. Parent session delivered; resources shared with full parent body. Sept–Oct 2026.</p>	<p>Attendance records; Student feedback survey; Quiz data analysed; Attendance data; Parent feedback survey;</p>

This is what you can do to help:

- Encourage your young person to get involved in school activities.
- Encourage your child to attend school and to engage to the best of their ability.
- Browse the material available on the school website explaining School Self Evaluation, Learning to Learn, Special Educational Needs supports and school policies.
- Browse the material available on healthy eating choices and encourage your child to take greater ownership and responsibility for making healthy eating choices.
- Model recycling and sustainability at home and encourage your child to act more responsibly at home and school for a more sustainable world.
- Have conversations with your child about their use of AI for school purposes.
- Remind your child to reflect regularly on their learning and to note areas for improvement on their work.
- Have conversations with your child about their preferences for learning and support them to present work in a way that maximises their strengths.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

- The Department requires all post-primary schools to have **166 school days** each year, and a **28-hour school week**.
- This year we had **165** school days, from 25/08/2025 to 29/05/2026. Our school week is 28 hours. (Department sanctioned an exceptional closure day on the 12th February 2026 due to bereavement).
- The Department sets out a **standardised school year and school holidays**.
- This year we took all our school holidays within the permitted time - **YES**
- The Department sets out arrangements for **parent/teacher meetings and staff meetings**, all parent/teacher meeting and staff meetings, all in line with the Department's regulations **YES**

Looking after the children in our school

- The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this - **YES**
- All teachers know about the *Procedures*, and we have told all parents about them and how we follow them - **YES**
- Our Designated Liaison Person (DLP) is Ms. Maria Sheehan, and our Deputy DLP is Ms. Derval Glendon-Garry

Enrolment and attendance

- The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.
- We have an admissions policy, and it is published - **YES**
- We reviewed (and updated) our admissions policy during this academic year. It was ratified by the Board of Management on the 2nd September 2026
- We keep accurate attendance records and report them as required - **YES**
- We encourage high attendance in the following ways: Reward good attendance. Encourage attendance at assemblies and information evenings with parents. We have an Assistant Principal 1 post holder monitoring attendance and supporting families to promote good attendance.

Positive behaviour for a happy school

- The Department requires schools to have a code of behaviour and asks us to consult parents and students about it. We do this - **YES**
- Our code of behaviour describes and supports positive behaviour - **YES**
- We have a very clear and high-profile anti-bullying policy in our school - **YES**