

St. Caimin's Community School



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2025-2026

Context:

The work of the School Self Evaluation Team and that of the management and staff around the School Improvement Plan for 2025-2026 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***
- ***2nd National Strategy on Education for Sustainable Development - ESD to 2030***

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:

- Analysis of extra-curricular data to ascertain engagement levels in lunchtime clubs and extra-curricular activities.
- JCPA logbook created for inclusion in 2025/2026 Junior Cycle student journals to record participation in curricular and extra-curricular activities.
- Student surveys and focus groups to establish the level of satisfaction with the healthy eating options available in our school. This focus on healthy eating and good lifestyle choices aims to build on the good habits promoted by our feeder primary schools.
- High sugar drinks no longer for sale in canteen. Majority of staff & students using refillable water bottles.
- Trials during homework and breakfast club of healthier food choices by students.
- Reduction in number of No Homework comments on VSWare by 54% to 43%.
- Differentiation team delivered whole-school training in August 2024.
- Differentiation approaches incorporated into department schemes of work.

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

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

- 37% of students said they were happy with the healthy options offered in the canteen. Focus group interviews highlighted that there was a clear need to educate students on what food were healthy and to build better understanding of the nutritional value of canteen food.
- Evidence gathered during the development of the school plan (2023 – 2028) identified the menu in the canteen as being one of the greatest concerns from a wellbeing perspective in the school.
- Our audit of the attendance data showed that 21% of students currently miss over 20 school days per year. Our school community believe that attendance is a key area of focus for 2025/26. An Attendance Officer was appointed in 2024/25 to implement interventions and awareness drives.
- A review of waste management and recycling at our school revealed that more work is needed around education and awareness. It also showed that there is a significant issue with contamination of recycling bins.

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

1. Review of how the 2024-2025 targets and actions were being realised in our school.
2. Student focus groups.
3. Student survey.
4. Parent feedback.
5. Teacher feedback.
6. Audit of VShare attendance data.
7. Facility management (Apleona) feedback and waste management review.

Our Improvement Plan

Having reviewed the SSE process to date, these 3 areas were identified as our focus for the 2025-2026 academic year:

1. **Wellbeing:** to increase the % of students who report that they are happy with the healthy eating options available at St. Caimin's from 37% to 46%.
2. **Attendance:** to decrease the percentage of students missing 20 days or more from 21% to 12%.
3. **Sustainability:** By the end of the academic year, the number of recycling bins that are collected each week are to be increased from 4 to 5.

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:

- Extra-curricular activities to support student wellbeing & engagement
- Differentiated approaches to Teaching & Learning

Key Areas 1 & 3:	Wellbeing: Culture & Environment and Policy & Planning			
Wellbeing Promotion Indicators of Success:	Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.			
Statements:	The wellbeing of the whole school community is at the heart of school policies and plans. The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food are used to motivate children and young people.			
TARGET	ACTIONS	PEOPLE RESPONSIBLE	CRITERIA FOR SUCCESS	MONITORING & PROGRESS
To increase the % of students who report that they are happy with the healthy eating options available at St. Caimin's from 37% to 46%.	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> • Increase healthy food options • Introduce brown bread, oats and bananas and at breakfast club • Increase number of hot nutritious meal options available each day in the canteen • Introduce healthy snacks at homework club <p><u>Department Level:</u></p> <ul style="list-style-type: none"> • Departments should avoid food rewards as incentives. Options should include social rewards such as homework passes, positive VSWare points & positive comments. <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> • Teachers should model and use every-day teaching opportunities to encourage healthy eating habits, i.e. no energy drinks in the classroom. 	<ul style="list-style-type: none"> - All Teachers - Year-heads - Management - SSE Team - Wellbeing Coordinator & Team - Subject departments - Teachers - Teachers 	<ul style="list-style-type: none"> - Numbers of students participating in breakfast and homework clubs - Wellbeing Indicators - student survey - Feedback from students (Focus group) - Link to student performance/concentration levels - Feedback from Apleona and canteen staff 	

Key Areas 1 & 2:	Attendance: Culture & Environment and Curriculum (Teaching & Learning)			
Wellbeing Promotion Indicators of Success:	Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing. Children, young people and staff experience a sense of belonging and feel safe, connected and supported.			
Statements:	Children and young people are actively engaged in learning and enjoy coming to school. Children and young people and staff have a strong sense of belonging to the school. 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.			
TARGET	ACTIONS	PEOPLE RESPONSIBLE	CRITERIA FOR SUCCESS	MONITORING & PROGRESS
To reduce the percentage of students missing 20 days or more from 21% to 12%.	<p>Whole School:</p> <ul style="list-style-type: none"> Monitoring and tracking of all students by Attendance Coordinator with specific interventions at certain thresholds of days. Raise awareness of the attendance tracking process to parents and students at year group assemblies and parent meetings. Positive attendance rewards: Attendance drives done for year groups at different months with high achievers rewarded. <p>Department Level:</p> <ul style="list-style-type: none"> Raising awareness of the importance of high levels of attendance using continuous assessment and regular communication with the students of when these assessments will occur. <p>Classroom Level:</p> <ul style="list-style-type: none"> Commitment to student engagement through the consistent use of praise and encouragement, active learning methodologies, class activities, trips and extra-curricular events. Maintaining accurate class rolls 	<ul style="list-style-type: none"> All Teachers Year-heads Management SSE Team Attendance Coordinator Subject departments Teachers Teachers 	<ul style="list-style-type: none"> Results analysis and performance feedback from teachers on specific students. Attendance Coordinator tracking report. Student survey 	

LAOS Domains 1 & 2:	Learner Outcomes and Managing the Organisation			
Standards:	Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum. Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice.			
Statements:	Students are recognised as key contributors to our sustainable future. The school values and promotes a commitment to sustainable development and implements practices and policies that embed the principles of sustainability in the daily routines of the school.			
TARGET	ACTIONS	PEOPLE RESPONSIBLE	CRITERIA FOR SUCCESS	MONITORING & PROGRESS
By the end of the academic year, the number of recycling bins that are collected each week are to be increased from 4 to 5.	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> • Drop everything and learn session to educate and raise awareness of school recycling bins and to eliminate contamination of recycling bins. • Further development of Green Schools Committee. <p><u>Department Level:</u></p> <ul style="list-style-type: none"> • Sustainability to be referenced in all subject plans. <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> • Teachers should model and use every-day teaching opportunities to highlight and encourage recycling, i.e. specifically avoiding contamination of classroom bins. 	<ul style="list-style-type: none"> - All Teachers - Year-heads - Management - SSE Team - Sustainability Coordinator - Subject departments - Teachers - Teachers 	<ul style="list-style-type: none"> - Results from Sustainability survey to determine students/staff awareness - Green schools committee activities – monitor and review progress - Sustainability Coordinator review of waste reduction and recycling. - Feedback from Apleona 	

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.
- Check your child's homework to see if there is a choice of homework tasks available to them.
- 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 **166** school days, from 26/08/2024 to 30/05/2025. Our school week is 28 hours. Unavoidable school closures were mitigated for by the cancelation of various school events.
- 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 and Ms. Jenny O'Halloran.

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. Will be ratified in August 2025
- 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**