



**ST. BRIGID'S**  
PRESENTATION SECONDARY SCHOOL



**ST. BRIGID'S PRESENTATION  
SECONDARY SCHOOL,  
KILLARNEY,  
CO. KERRY.**

**School Roll Number: 61340S**

**SCHOOL SELF-EVALUATION REPORT**

**Evaluation Period: August 2023 – June 2024**

**Report Issue Date: June 2024**

## What is School Self Evaluation?

SSE is an evaluation process that every school in Ireland must engage in. The six-step process is used to identify improvements that can be made in the school community, set targets associated with these improvements and track the schools progress in achieving these aims.



### Step 1: Identify Focus

Our school has identified four areas of focus for our SSE process:

- Literacy
- Numeracy
- Collaboration
- Digital Learning Framework (DLF)

The targets are decided on through the analysis of all data collected by the committee from staff and students.

### Step 2: Gather Evidence

Each year evidence is gathered through various methods. This data allows us to plan for the year ahead. We collect this through different methods such as:

- Meetings
- Surveys
- Focus groups.
- Engagement with the student council
- Parents' council meeting minutes
- Digital communications or other types of communication about the progress and outcomes of the SSE process

### Step 3: Analyse Data and Make Judgements

*What does this data tell us?*

From the data collected each year, and the data collected over the last number of years, targets are set for each academic year. These targets aim to promote continuous improvement in the identified areas, with the subsequent improvement in the Teaching and Learning of the

school as the overarching goal. At the end of each year, each committee puts forward the lists of targets to the school's SSE coordinator for implementation during the following academic year.

#### **Step 4: Write and Share Report and Improvement Plan**

The identified targets are presented to the Board of Management in the form of a School Improvement Plan (SIP). The targets each year are outlined to staff both in the Staff Handbook and at staff meetings at the beginning of the year and updates as necessary through staff meetings.

#### **Step 5: Action**

*What do we need to do?*

As outlined above, the inspectorate, during their inspections, will take account of the school's engagement with the SSE process and the outcomes of the engagement. This means that we have a responsibility to be aware of the school's identified SSE targets each year, and to implement these procedures in your class in so far as is reasonably possible.

**Circular 0056/2022 published in August 2022** sets the background for our SSE process in 2022-2026.

The third cycle of the School Self-Evaluation (SSE) process (2022-2026) comprises of two phases. The academic year of 2022-2023 was the review year where our school used the SSE process to identify and reflect on the impact COVID-19 had on our school communities' educational experiences and outcomes, their wellbeing, their motivation to learn and their engagement in learning on teachers and staff, students, parents, etc.

The results of the survey (which can be viewed in the SSE report published in June 2023) were used to develop the focus of our SIP for 2023-2026 addressing school priorities related to teaching, learning, equity, and inclusion.

#### **School Context**

St. Brigid's Presentation Secondary School Killarney is an urban, voluntary post- primary school for girls only under the trusteeship of CEIST. It is conducted in accordance with CEIST Charter values and takes cognisance of the Presentation tradition. There are currently 773 students enrolled and 21 feeder schools. A total of 98 students accessed learning support this year. The learning support classes run alongside Irish classes across all year groups, and

they also take place at other times depending on the needs of students. The school had a resource allocation of 6.92WTE for 2023/2024 which amounted to 152.24 hours.

The school has well-established programmes for both Senior Cycle and Junior Cycle students. At Senior Level, we offer Transition Year, Leaving Certificate Vocational Programme (LCVP), Leaving Certificate Applied (LCA) and the established Leaving Certificate. At Junior Level, we offer the Level 1 and Level 2 Learning Programmes (L1LP & L2LP). We have an ASD class which this academic year is at capacity with six students accessing the support we offer.

The school is committed to excellence and strives to improve the quality of teaching and learning. First Year students are afforded the opportunity to study a wide choice of subjects (17 in total) and this taster programme continues to prove beneficial as students can make informed decisions having experienced all optional subjects.

Information evenings were provided in-person for both students and parents to facilitate them in making informed choices going into 2<sup>nd</sup> Year, 5<sup>th</sup> Year as well as our ASD class, Transition Year, The Leaving Certificate Vocational Programme, and the Leaving Certificate Applied Programme. Consequently, students choose to follow programmes appropriate to their strengths and interests. Individual meetings were also facilitated with the guidance counsellor and programme coordinators where required.

The National Literacy and Numeracy Strategy, School Self-Evaluation Guidelines for Post-Primary Schools 2022-2026, Looking at Our School 2022 – A Quality Framework for Post-Primary Schools, SSE guidelines in circular 0056/2022 and the Framework for Junior Cycle have informed and guided the school's planning and self-evaluation process.

**Involvement in our school's SSE & SIP:**

- SSE Coordinator
- Teaching & Learning Coordinator
- Senior Management
- Middle Management – AP1 & AP2
- Teachers
- Students
- Parents Council
- Parents/guardians
- Board of Management

**Our school self-evaluation and school improvement plans are made available to the school community in the following ways:**

- School website (full version)
- Staff Sharepoint
- App notification to parents/guardians (parent-friendly version)
- Parent council meetings (parent-friendly version and full version)
- Board of Management (presentation/report)
- Student Council (presentation).
- QR code on SSE noticeboard in all classrooms

### **TEACHING AND LEARNING REVIEW**

High quality teaching and learning is of utmost importance at St Brigid's. Our effective teaching fosters a positive learning environment, encourages student engagement and motivation. This, in turn, enhances comprehension and retention of information.

Our quality teaching equips students with essential skills and critical thinking abilities which allows a strong academic foundation, preparing them for future educational and professional endeavours.

Results from the Leaving Certificate class of 2022/2023 are shown below, with a comparison to the national average.

<b>Leaving Certificate Subject</b>	<b>2023 National Figure for H1</b>	<b>2023 St Brigid's Figure for H1</b>	<b>2023 St Brigid's Figure for H1-H4</b>
Irish (HL)	15.4%	34%	98%
English (HL)	7.4%	6%	89%
Maths (HL)	10.9%	11%	84%
History (HL)	15%	22%	89%
Geography (HL)	12.4%	39%	82%
Art	16.6%	33%	100%
Home Economics (HL)	14.9%	32%	87%
Biology (HL)	18.8%	36%	79%
Physics (HL)	20.8%	60%	100%
Chemistry (HL)	22.8%	22%	72%
Agricultural Science (HL)	12.4%	11%	89%
Music (HL)	21.9%	21%	96%
Accounting (HL)	19.6%	18%	82%

139 students sat Junior Cycle examinations. Below is a summary of results for Irish, English and Mathematics.

<b>JC Subject</b>	<b>Higher Level</b>
Irish	92% of students who sat the higher-level paper achieved a grade of distinction, higher merit, or merit. 7% of students achieved a distinction.
English	90% of students who sat the higher-level paper achieved a grade of distinction, higher merit, or merit. 4% of students achieved a distinction.
Mathematics	69% of students who sat the higher-level paper achieved a grade of distinction, higher merit, or merit. 3% of students achieved a distinction.

100% of students who sat the Junior Certificate in our school passed all exams.

### **CONTINUED EMBEDDING OF NUMERACY, LITERACY AND ASSESSMENT FOR LEARNING STRATEGIES.**

Literacy and numeracy are part of every class and not seen as a separate focus.

- Literacy graphics and literacy & numeracy acronyms displayed across the school. Graphics include Cube, key number circles, learn letters, mistakes, good study habits, examination key terms, reflect & learning.
- Agreed literacy & numeracy strategies used by staff.
- Literacy and numeracy discussed at subject meetings and included in subject department plans.
- Reading for pleasure books are available for students in Room 12.
- First Year students write a letter to themselves on their first day of school. The letters are placed in safekeeping until the students are in Leaving Cert.
- Students are encouraged to write articles relating to activities/events in the school and submit them for the school app/school magazine/etc.
- Maths classes continue to be timetabled concurrently for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> Year students. This facilitates students to change levels easily.
- A numeracy wall has been created outside room 22 and Maths boards erected outside room 22 & room 30 all of which display students' work and notifications throughout the year relating to numeracy.
- The student and teacher diaries incorporated ideas for the promotion of numeracy and literacy.

### DEAR Programme:

January saw a 6-week continuation of the Drop Everything and Read programme. First, TY, and LCA were the participating year groups. Before beginning DEAR, students took a test on their first day, during which their reading age was recorded. Students were tested again after the six weeks, and their results were compared. Analysis indicated that the reading age had improved.

### EAL students:

We continue to support students who study English as an additional language and students who move to Ireland for various reasons. The move to Ireland, a new language and a new education system is very difficult. We took the following steps to help them become more literate and numerate.

- Our EAL coordinator undertook testing of their level of proficiency and co-ordinated the provision of appropriate supports.
- Our Deputy Principal, EAL coordinator and SEN department designed an EAL student support file which was specific to the needs of the learner.
- Teachers were encouraged to utilise Microsoft Present Live in the classroom and in-service provided.
- Each EAL student had a student support file uploaded to SharePoint for teachers to learn more about the individual students, their previous educational history, their strengths, difficulties, etc.
- EAL visual supports were placed in each classroom so that students could be prompted by teachers on what they wanted them to do by point.
- Laptops were purchased for EAL students to use in the classroom to help them to access the work easier in the mainstream class.
- EAL student abilities were tested throughout the year by the EAL coordinator to monitor progress being made and to highlight what stage they are at in their learning journey.
- EAL resources available on SharePoint.

The Teaching and Learning Co-ordinator carried out a school wide student survey in April 2024. Following analysis of the results the following recommendations were made:

1. Focus on Practical Learning: Students desire more hands-on learning activities and less emphasis on rote memorisation, particularly in subjects like foreign languages and Irish. They want to apply their knowledge to real-life situations and engage in class discussions and debates.

2. Individualised Support: Students value individual supports. This includes providing more personalised explanations, correcting homework essays, and offering additional resources for subjects like chemistry and foreign languages.

3. Reduce Workload and Stress: Many students feel overloaded with homework and stressed about completing the curriculum. Students feel they would benefit from a reduction in pace, more time for revision and understanding of complex topics.

4. Promote Interactive Learning: Students appreciate interactive and engaging teaching methods, such as class discussions, group activities, and practical applications of concepts. They also value more positive reinforcement and encouragement from teachers.

5. Prepare for the Future: Students value preparation for life beyond school, including talks on money management, applying for mortgages, and other practical life skills.

6. Utilise Technology: Suggestions include incorporating technology into learning through apps and using I.T. resources more effectively, especially in subjects like LCVP and Home Economics.

7. Celebrate Diversity: There's a desire for more recognition of students' achievements in various areas, not just academics, to foster a sense of inclusivity and value within the school community.

The survey indicates a strong foundation in the school's learning environment, with opportunities to further enhance teaching and learning through tailored support, interactive methods, and holistic education.



## **REVIEW OF TARGETS FOR IMPROVEMENT FOR ACADEMIC YEAR 2023/2024**

### **Target 1:**

**Expansion of the extracurricular timetable and increase student participation.**

#### Required Action/Success criteria:

- The extra-curricular timetable to be reviewed considering student survey results.
- New activities to possibly be added such as rowing and dancing.
- Expansion of timetable to include more non-sporty activities.
- Input from parents to encourage their daughter to participate more in extra-curricular activities.
- Survey to be carried out in April 2024 to review student uptake numbers.

#### Actions:

- Overall, the extra-curricular timetable is a full and diverse schedule.
- Activities are offered on a voluntary basis by staff.
- Additions to the extra-curricular timetable included: Zumba, Games For All, I.T. for All, Walk and Talk, Law Society, History Club, Coiste Gaeilge and Creative Writing.
- Other activities continue to take place: Athletics, Cross-Country, Rugby, Crochet, Choir, Book Club, Sewing Club.
- A range of competitive sporting activities are available: Camogie, Rugby, Tag Rugby, Volleyball, Basketball, Badminton, Gaelic Football, Athletics, and Cross Country.
- Teachers also offer students non-competitive sporting activities such as Couch to 5km, and Games for All.
- Activities on offer for students for establishing student wellbeing within our school community include Yellow Flag and Amber Flag.
- The timetable was shared by our extra-curricular coordinator to parents/guardians via the app and with students via Teams. The timetable was placed on noticeboards and on the website.

## Extra-curricular timetable (January 2024):



### St. Brigid's Presentation Secondary School Extra-Curricular Activity Timetable 2024 (Update 17<sup>th</sup> December 2023)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before School</b> 8.00 – 9.00		<b>Activity:</b> Cross Country Running 9(Jan 18) <b>Location:</b> Gym/Knockreefer <b>Co-ordinator:</b> Mr. O'Keeffe and Ms. Burns	<b>Activity:</b> Volleyball <b>Location:</b> Gym <b>Co-ordinator:</b> Ms. B O'Connor & Ms. A. Finnerty		
<b>Lunch time</b>	<b>Activity:</b> Choir <b>Location:</b> Music Room <b>Co-ordinator:</b> Ms. R. Healy  <b>Activity:</b> Yellow Flag Committee <b>Location:</b> Rm 7 <b>Co-ordinator:</b> Ms. C. Hollissy and Ms. M. Carey and Ms. V. Dineen.  <b>Activity:</b> St. Brigid's Law and Debating Society <b>Location:</b> Room <b>Co-ordinator:</b> Mr. D. Kelly  <b>Activity:</b> English Speaking Club <b>Location:</b> Art Rm <b>Co-ordinator:</b> Ms. Gallagher  <b>Activity:</b> Games for All <b>Location:</b> Gym <b>Co-ordinator:</b> Ms. S. O'Driscoll  <b>Activity:</b> Creative Wellbeing (for students and staff) <b>Location:</b> Art Room 27 <b>Co-ordinator:</b> Ms. F. Archibald	<b>Activity:</b> Guitar Club <b>Location:</b> Music Room <b>Co-ordinator:</b> Mr. S. Sheldon  <b>Activity:</b> IT for All <b>Location:</b> Rm 28 <b>Co-ordinator:</b> Ms. A. O'Donoghue  <b>Activity:</b> Amber Flag <b>Location:</b> Assembly <b>Co-ordinator:</b> Ms. T. Healy Rae  <b>Activity:</b> Crochet <b>Location:</b> Room 7 <b>Co-ordinator:</b> Ms. A. McCarthy  <b>Activity:</b> Tabletop Games Junior Club <b>Location:</b> Room 11 <b>Co-ordinator:</b> Ms. J. Moynihan and Ms. E. O'Riordan	<b>After School Wednesday 1.30 - 2.15</b>  <b>Activity:</b> Sewing Club at 1.30pm <b>Location:</b> Room 27 <b>Co-ordinator:</b> Ms. G. Green	<b>Activity:</b> History Club <b>Location:</b> room (28) <b>Co-ordinator:</b> Ms. M. Carey  <b>Activity:</b> Senior Book Club <b>Location:</b> Room 5 <b>Co-ordinator:</b> Ms. M. Cotter  <b>Activity:</b> Zumba-(dance) <b>Location:</b> Gym <b>Co-ordinator:</b> Ms. V. Dineen  <b>Activity:</b> Tabletop Games Club <b>Location:</b> Room 11 <b>Co-ordinator:</b> Ms. J. Moynihan and Ms. E. O'Riordan	<b>Activity:</b> Walk and Talk for Juniors <b>Location:</b> Demesne <b>Co-ordinator:</b> Ms. A. McCarthy  <b>Activity:</b> Creative Writing <b>Location:</b> Room 22 <b>Co-ordinator:</b> Ms. O'Driscoll  <b>Activity:</b> Games for All <b>Location:</b> Gym <b>Co-ordinator:</b> Ms. A. O'Donoghue
<b>After School</b> 4.00 – 5.00	<b>Activity:</b> Camogie <b>Location:</b> Demesne <b>Co-ordinator:</b> Mr. C. O'Keeffe and Ms. C. O'Donoghue  <b>Activity:</b> Rugby and Tag Rugby <b>Location:</b> TBC <b>Co-ordinator:</b> Ms. J. Moynihan, Ms. O. McCarthy and Ms. V. Dineen  <b>Activity:</b> <b>Location:</b> <b>Co-ordinator:</b>	<b>Activity:</b> 2nd year Basketball <b>Location:</b> Gym (4-5.45) <b>Co-ordinator:</b> Ms. K. Ahern  <b>Activity:</b> 1 <sup>st</sup> Year Football (Jan 16 <sup>th</sup> ) <b>Location:</b> Demesne <b>Co-ordinator:</b> Ms. McFadden, Ms. O'Donoghue and Ms. Burns.	<b>Activity:</b> Basketball 2.15 (Senior/Cadette) in the gym <b>Co-ordinator:</b> Ms. K. Ahern  <b>Activity:</b> 2 <sup>nd</sup> year Football <b>Location:</b> Demesne <b>Co-ordinator:</b> Ms. A. McCarthy and Ms. A. O'Donoghue  <b>Activity:</b> Couch to 5k <b>Location:</b> Demesne <b>Co-ordinator:</b> Mr. J. O'Connor  <b>Activity:</b> Badminton (Jan 17 <sup>th</sup> ) <b>Location:</b> Gym <b>Co-ordinator:</b> Ms. S. Galvin	<b>Activity:</b> 1st year Basketball <b>Location:</b> Gym (4-5.45) <b>Co-ordinator:</b> Ms. K. Ahern	Please note: All activities are run on a voluntary basis by staff and in the event of a teacher being absent, the activity may be cancelled at short notice. In the event of this, students will be facilitated to ring home from the school office at lunchtime.  The changing rooms in the gym are used for all activities.  If participating in activities in the gym or outdoors students are encouraged to bring all their belongings to the gym as they may be unable to access the school building after the activity.  Games for all at lunchtime is not competitive and is open to all year groups and abilities.  Additions to the timetable may take place from time to time and the most recent timetables will be on display at reception, in the assembly area and in the Gym.

## Target 2.

### Enhance student wellbeing.

#### Required Action/Success criteria:

- Wellbeing activities to be held for students throughout the academic year.
- Activities to reflect student feedback in survey, such as: coffee mornings, mindfulness classes, meditation, increased mentoring activities.
- Year Heads to communicate to students the supports available if they need it. For example: teachers, year head, guidance counsellor, outside counselling services, etc.

#### Actions:

- The Wellbeing Co-ordinator and one of the Deputy Principals attended training and have identified a plan for the future of wellbeing in our school.
- A Well-being committee has been formed.

### Target 3

**Provide support to students with study skills to alleviate student stress levels and promote a healthier approach to learning.**

Required Action/Success criteria:

- Study skills seminar to be delivered to all year groups, with particular emphasis on final exams for 3<sup>rd</sup> and 6<sup>th</sup> Year students before Christmas and mock examinations.
- A range of initiatives to promote this target for example: study skills and tips to be shared with students throughout the year through TEAMS groups.
- A healthy balance to be promoted for students between study & downtime.

Actions:

- Study skills seminar has been delivered to 3<sup>rd</sup> and 6<sup>th</sup> year students by our school guidance counsellors.
- A one-hour study skills presentation was provide to 3<sup>rd</sup> year students and the support material made available on Teams.
- 6<sup>th</sup> year students received a study skills seminar from the guidance counsellor. It was delivered during class time which was beneficial as the class groups were smaller and students were encouraged and able to ask specific questions.
- 2<sup>nd</sup> Years received an hour-long study skills presentation as a whole year group.
- 1<sup>st</sup> years received a two-hour study skill before Christmas and the support materials made available on Teams.
- 1st years had individual meetings with a guidance counsellors. Concerns were referred to Year Head.
- During the week of house exams study skills tips were shared via the school intercom.
- Leaving Cert students were scheduled for 1-1 meetings.
- Advice on study skills and the importance of exercise and healthy eating were included in the student diary.

### Target 4

**Promoting Student Voice within the school community.**

Required Action/Success criteria:

- Student council existence promoted with the school community and participation encouraged.

- Student council events provide more chances for students' voices to be heard.
- Effective communication between student council, class representatives and class groups.
- Student council representatives to present to Board of Management.
- Students continue to have input in policy reviews.
- Whole school surveys to be carried out for student input.

#### Findings:

- An elected Student Council exists supported by an AP2. The Student Council was involved in activities such as organising wellbeing days, fundraising for charity, providing feedback on school diaries and uniforms, presenting proposals to the Board of Management, etc. Members of the Student Council represented the school at Comhairle na nOg, CEIST Student Leadership Day and other events.
- Student Mentoring - TY students received mentor training from Foroige with the intention of mentoring First Year Students next academic year
- Culture Day – (an initiative of the Yellow Flag Committee) students wear traditional dress, bring in traditional food and drinks, and showcase traditional dance and music.
- An extensive extra-curricular timetable is in place
- Amber Flag status retained – a group of students organise initiatives create a healthy, inclusive school environments that supports mental well-being. Coffee mornings were held for each year group.
- Wellbeing days were offered to all year groups
- SPHE & RSE teachers attended in-services and policies updated accordingly. First Year Year Head and a Guidance Counsellor are co-timetabled for all SPHE classes in First Year.
- There is a very strong student support structure in the school with class teachers and Year heads as well as a Student Support Team that meet every week to focus on the welfare needs of students and members of the team met with students on a one-to-one basis when necessary.
- SEN team meet weekly.
- Students receive merit stickers and commendation cards to acknowledge positive actions. These are given by individual teachers, Year Heads, and through the Student Support Team.
- Mental Health & Wellbeing noticeboard was updated throughout the year.
- Strong professional and supportive relations are maintained with NEPS.

- Induction afternoon for incoming First Years and their parents/guardians invited to a coffee morning.

**Target 5:**

**To promote staff wellbeing and to continue to empower staff to take on and carry out leadership roles.**

Required Action/Success criteria:

- Emphasis on dignity and respect in the workplace.
- Staff wellbeing activities planned throughout the year.
- Subject link person to be rotated every year to give opportunity to others to take on a leadership role.
- Support staff initiatives.
- Encourage staff CPD.
- Facilitate staff presentations at staff meetings

Actions:

- Dignity in the Workplace Policy shared with staff via SharePoint.
- Staff were made aware of employee assistance services available.
- Staff wellbeing activities were organised throughout the year by our voluntary social committee and Wellbeing Co-ordinator.
- The Board of Management funded the celebrations for significant days as well as prizes for staff social events.
- Staff wellbeing morning was organised for September and January by our wellbeing coordinator.
- Subject link person is rotated annually.
- Staff CPD was encouraged, and time allocated to support them.
- Staff presentations was facilitated at staff meetings.

**Target 6:**

**To review identified policies.**

Required Action/Success criteria:

- Copies of policies will continue to be drafted in consultation with all concerned stakeholders: staff, parents, Board of Management and Trustees.

- Some of the policies will be made available online.
- All policies available for parents to view in the main school office (during office hours only).

Actions:

The following Policies were reviewed in the 2023/2024 school year:

- Admissions Policy
- Admissions Policy for Transition Year
- Admissions Policy for Leaving Certificate Applied
- Code of Behaviour
- SPHE Policy
- Anti-Bullying Policy
- Attendance Policy
- Special Educational Needs Policy
- School Tours/Trips Policy
- Academic Policy
- Digital Learning Plan
- Job Sharing Policy
- Career Break Policy
- Therapy Dog Policy
- Strategic Plan
- Personal Leave Policy
- Free Junior Cycle Book Scheme Policy
- Child Protection Policy

**Summary of school self-evaluation findings:**

Our school has strengths in the following areas:

- Meeting the needs of all students in terms of the range of subjects they are offered at Junior and Senior Level, the range of programmes available and the effective use of the resource allocations model (Junior Cert, Leaving Cert, LCVP, LCA, L2LPS, etc.)
- Students appear happy in school and avail of the comprehensive extra-curricular timetable on offer
- Literacy, numeracy, and Assessment for Learning strategies are promoted across the school community in line with SSE targets.

- Collaboration with St. Brendan's College continues to maximise subject options for the students. Furthermore, First Year students are offered a taster programme for the full academic year which enables them to make informed decisions regarding subjects for their Junior Certificate.
- We have an ASD class.
- There is a very strong SEN team comprising of five SEN coordinators that look after students with learning needs. We have one SEN coordinator per year group, where possible.
- SEN is addressed at every staff meeting.
- SNA's regularly attend training to further their own CPD.
- Common assessments take place at both Christmas and Summer as part of the house exams which apply to all year groups (except Junior & Leaving Cert in the summer).
- The progress reports for Leaving Cert students serve as motivation to the students, with the new enhanced feedback system.
- Students' uptake levels and performance in the State Examinations compares very favourably with national norms exceeding national figures in many cases.
- Uptake of Maths, Irish & English at higher level in Junior Cert & Leaving Cert State Exams has remained above the national figures for the past number of years.
- The Student Support System (Wellbeing Tutor/Class teacher/Year Heads/Guidance Department/Pastoral Care Team) is highly developed and is recognised by both students and parents as a key support system in the school.
- The mentoring programme is well established training senior students to act as mentors for 1<sup>st</sup> Year students and other new students who join into different year groups at various stages of the year.
- Mental Health & Wellbeing of both staff and students is a central part of school planning. The school has an active Youth Mental Health team and has retained the Amber Flag. The school has also received the Ambassador's award and the Yellow Flag.
- The Board of Management continues to fund additional external counselling for students.
- The ICT strategy is well developed. Microsoft Office is the chosen platform and is used by management and staff.
- There is a willingness amongst staff to share good practice and to engage in CPD and feedback.

- Peer and group work are used effectively, and students are also encouraged to work independently.
- The link between parents and the school is strong and the parent's council is very active and supportive of the school.
- Policies are regularly reviewed with all stakeholders.

**Areas prioritised for improvement in our SIP 2024-2025:**

The following areas are prioritised for improvement and are further explained in the school's SIP:

1. Strengthen links with local charities, community, and sporting organisations.
2. Study skills promotion for all year groups.
3. Continued focus on Wellbeing through a supported Wellbeing Committee
4. Expanding the range of subjects and using technology in subjects to meet the needs and interests of students.
5. Student Academic Tracking
6. To review identified policies.