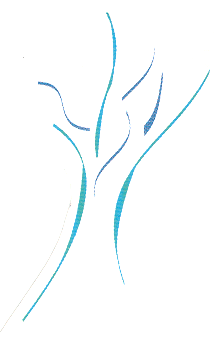
**School Self-Evaluation**

**2022-2023**

St Joseph’s Adolescent School  
Roll No. 20153N

# **1.1 Introduction**

This document records the outcomes of our last improvement plan and the findings of this self-evaluation.

**Outcomes of our last improvement plan from 2021-2022**

**Learner outcomes**

* Using the Learning Objectives document, each teacher will document if ‘students demonstrate the knowledge, skills and understanding required by the post-primary curriculum’ and whether ‘Students attain the stated learning outcomes for each subject, course and programme’.

**Learner experiences**

* Key teachers will work with students so all ‘Students experience opportunities to develop the skills and attitudes necessary for lifelong learning’.
* ‘Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning’ through using their journal and/or PDST student reflection sheet.

**Teacher individual practice**

* ‘The teacher selects and uses planning, preparation and assessment practices that progress students’ learning’ and ‘the teacher responds to individual learning needs and differentiates teaching and learning activities as necessary’, which is documented either generally in the ‘Strengths, Difficulties, Strategies’ document or in the weekly learning objectives document.

**Teacher’s collective/collaborative practice**

* When developing the student’s individual education plan ‘Teachers value and engage in professional development and professional collaboration’ by meeting to share observations regarding the student’s strengths, difficulties and strategies that support the learning outcomes for the young person.
* ‘Teachers work together to devise learning opportunities for students across and beyond the curriculum’ through team-teaching or designing cross-curricular modules

**LEADERSHIP AND MANAGEMENT**

**Leading learning and teaching**

* Within the context of the move of the Day Hospital to North Great Georges Street ‘Manage the planning and implementation of the school curriculum’ with the aim that the provision of education will ‘foster a commitment to inclusion, equality of opportunity and the holistic development of each student’

**Managing the organisation**

* Within the context of the changing learning environment for the AIPU students, and the new location of the Day hospital management will ‘Establish an orderly, secure and healthy learning environment, and maintain it through effective communication’ and ‘manage challenging and complex situations in a manner that demonstrates equality, fairness and justice’
* Management will ‘develop and implement a system to promote professional responsibility and accountability’ through the promotion and use of the ‘Strengths, difficulties and strategies’ document and the weekly learning objectives

**Leading school development**

* Within the context of the changing learning environment for both the AIPU and Day Hospital students the leadership team will ‘manage, lead and mediate change to respond to the evolving needs of the school and to changes in education’
* ‘Build and maintain relationships with parents, with other schools, and with the wider community’ through the work of the key teacher, which is captured on the Action Log in the individual education plan.

**Developing leadership capacity**

* ‘Empower staff to take on and carry out leadership roles’ through the LMT group and the review of policies by all staff.
* ‘Promote and facilitate the development of student voice, student participation, and student leadership’ through annual activities (e.g. Christmas concert and sports day) and the circulation of student questionnaire.

**1.2** **The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *May 2022* to J*une 2022* We evaluated the following aspect(s) of teaching and learning.

* Teacher Individual Practice
* Teacher Assessment Practice
* Teacher Collaborative Practice
* Wellbeing and Physical Environment
* Leadership and Management

We also evaluated enjoyment of education, meaningfulness and how useful education was to help students develop their future from a student perspective. We also asked students how else could we improve the school.

# **2. Findings of this evaluation**

**2.1** This is effective / very effective practice in our school

*The following main strengths of the school in teaching and learning were identified.*

* Teacher individual Practice was in line with *Looking at our school’s quality framework*. Teachers identified clear learning intentions for each lesson, adapted to meet student needs and reviewed on a group basis by staff.
* Teachers assess both knowledge and skills in class and are aware of providing appropriate feedback to students
* Teachers feel a level of respect from their peers and management.
* Teachers feel that Principal and Deputy Principal manage and oversee the smooth running of the school and model and develop a mutual sense of trust and shared accountability
* Student PDST reflection sheet/journal was not being used on a regular basis with all students.
* Students enjoyed their learning and found it meaningful

**2.2.** This is how we know (*List the evidence sources. Refer to pupils’ dispositions, attainment, knowledge and skills.)*

* Techer self-assessment questionnaires
* Group discussion of findings from questionnaires
* Student evaluation
* Observation and analysis of student folders

**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.)*

* Giving students strategies for their own improvement. This will be focused on in key teacher meetings, group discussion and fed back to students in class and in Key Teacher Meeting. These will be documented in SSD document.
* We will provide relevant CPD to staff and inform them of same
* Working on making the physical environment suitable for staff and students alike
* Develop a weekly timetable for students and demonstrate to students how their learning will help them in their future
* Wellbeing is the National theme for SSE 2022-2023. We are going to focus on improving Wellbeing for students and staff. Develop group classes that focus on Wellbeing and provide trips for outside learning opportunities. Develop groups for students that provide them with skills that they will use when left school.
* Students will reflect on their learning with the principal and key teacher. Student timetable will be adapted where possible.

**3. Our improvement plan**

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)

As we implement our improvement plan we will record:

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

**School Improvement Plan 2022/2023**

**Timeframe of this improvement plan is from 2022 to 2023**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success**  (How we will measure **progress** and check **outcomes)** | **Progress and adjustments**  **7/Feb/23** | **Targets achieved** |
| Students to be able to identify strategies & areas for improvement | Each classroom teacher discusses with students areas for improvement and strategies that help  Key teacher reviews strategies with student in SSD document | All staff  Key Teacher | Positive student feedback- All students to fill out student questionnaire on discharge | Key teacher reviews SSD. All teachers have been given SIP and reminded re focus on strategies. | WIP |
| Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning’ | Weekly discussion with key teacher re priorities and reviewing goal set in SSD  Bi-weekly discussion with Principal re timetable | Key Teacher  Principal | Positive student feedback- All students to fill out student questionnaire on discharge | AIPU students have enjoyed opportunity to request certain lessons. Feedback questionnaires returned to date indicate a positive school experience  Need to prioritise Key teacher meeting for each student in AIPU. | Weekly Timetable for AIPU students completed. |
| Provide opportunities for students to experience wellbeing on a weekly basis | Teachers develop gp classes and organise trips for students once every three weeks. | All classroom teachers | Positive student feedback- All students to fill out student questionnaire on discharge | Developed Drama, Study Skills and Media Groups. Relaxation gp to be held weekly with Sr. A.  Trips organised for students include Garden of Remembrance and National Gallery Trip arranged- AIPU students ubale to go on trips as a group.  Group classes have been developed and are available on shared drive. | WIP |
| ‘Teachers value and engage in professional development and professional collaboration’ | Teachers collectively review SSD doc for each student on a weekly basis  Teacher develop group class on collective basis and team teach where appropriate  Teachers to be given information on a regular basis re opportunity for relevant CPD | All class teachers  Class teachers  Principal | Teachers engage in CPD.  Positive teacher feedback- Teacher fill in questionnaire at end of year. | Emails distributed to staff on a regular basis re CPD.  CPD Training arranged for all staff on December 7th on *Autism* in SJASby Middletown and JCT training online on January 23rd. Currently awaiting dates for Office training and use of interactive whiteboard. | Work ongoing |
| ‘Build and maintain relationships with parents, with other schools, and with the wider community | Key teacher will liaise with parents and send SSD, Minutes of School Meeting and Profile of Learning to Parent for each student. They will also communicate with the key student’s school and send above named documents to school also. These documents will be encrypted.  Subject teachers from SJAS may also contact the base school. | Key teacher | Positive parent feedback | Parent questionaire survey has been developed and sent on a trial basis to 3 parents from AIPU and 3 3 parents from DH. Feedback is positive to date. | Completed |