

Appendix 6 - Self-Evaluation Report (SER) 2024-25

1. Introduction

1.1 The Focus of the evaluation

The school continues to use the SSE process with increasing effectiveness to maintain an environment that fosters the management of change. We followed the Department of Education's guidance and endeavoured to identify and reflect on the impact of COVID -19 on the students' educational experiences. This involved delving into areas such as student wellbeing, motivation and engagement. The information we gathered will be used to help plan future learning experiences, work programmes and any other supports that may be implemented to help maintain and further develop our positive learning environment at our school.

The participation of all stakeholders is important in the evaluation process.

Parents/guardians and students are constantly in communication with staff at the school. Any material information disclosed by parents/guardians from these interactions is recorded individually by staff and in the notes section of the online VShare platform to allow for collaboration between different educational actors. Relationships, friendships, anxiety, stress, social media, and online interactions were areas raised by parents/guardians and students most often. Parents and students are also surveyed on different initiatives throughout the year.

The requirements of SSE for the first phase which began in September 2022 are set out as follows in circular 0056/2022.

1. Consider the requirements regarding use of the SSE process to initiate **a wellbeing promotion review and development cycle by 2025 as set out in Circular 0033/2022**

Research evidence:

As in 2022 23 staff at the school took part in research activities and completed individual surveys which provided staff with an opportunity to highlight their opinion on the schools "Whole School Approach - Four Key Areas Wellbeing Promotion". Majority of staff surveyed chose to continue with "Building Culture and Environment" as an area for continued focus.

2. We continue to use the SSE process to continue to build our school culture. Staff gave feedback (group work during a staff meeting) regarding the impact on the following areas:

- Wellbeing
- Our Ethos
- Physical Environment
- School Culture

Feedback from students was also collected through the following means:-

- Tutor group feedback
 - Student council feedback
 - Suggestion box in school
 - Parents council
 - Feedback to teachers, tutors and year heads.
 - PTSM - Parent Teacher Student Meetings / TY Surveys
3. Take stock of the effectiveness of their SSE process to date, developing and consolidating it as necessary to ensure it is collaborative, inclusive and impactful.

Research evidence:

SDP School Development Planning groups document all research findings and initiatives on the online platform share point.

<u>Leading Learning and Teaching</u>	<u>Policies & Procedures</u>	<u>Student Welfare</u>
<ul style="list-style-type: none"> • Digital Learning • Literacy • Numeracy • UDL 	<ul style="list-style-type: none"> • Code of Behaviour • Policy updates 	<ul style="list-style-type: none"> • Anti-Bullying • Restorative Practice

The third cycle of SSE 2022-2026

This cycle consists of two phases:

2022 - 2023: Review year

2023-24: Building School Culture

2023 - 2026: Choose the focus of the SSE

2024-25: Promoting Student Staff relationships

1.2 School Context

Kingswood Community College is a multi-denominational non-designated mixed school under the patronage of Dublin & Dun Laoghaire ETB. The school opened in September 2016 and has 990 students on roll.

Students enjoy a range of academic, cultural and sporting pursuits. The school strives to provide a well-rounded holistic education to all students. The staff, pupils, home, and the greater community enjoy a strong and active partnership. The school aims to nurture and support moral, social, cultural and academic development.

Physical and mental wellbeing are also of great importance. Wellbeing at the school is integrated into all school policies and school life in general. The 400 hours have been built into the Junior cycle syllabus. There are Oide courses and school resources available and promoted by the school for staff.

The school offers a broad and balanced curriculum. There is a vibrant atmosphere at the school where the different subject departments collaborate and share resources and ideas. Teaching and learning are greatly supported with the use of technology. Teachers create their own content, and each student has an iPad. Such is the magnitude of the innovation and creativity with the use of iPads that the school has been recognised as An Apple Distinguished School 2021-2024.

2. The Findings

2.1 This is effective / very effective practice in our school

Teaching and Learning

Objective 1: Continue to develop student self-confidence and a positive attitude through encouraging a growth mindset, providing positive feedback and promoting a safe supportive environment.

LAOS 2022 Learning and teaching

Domain: 1 - Learner Outcomes

Standard: 1 - Students enjoy their learning, are motivated to learn and expect to achieve as learners

Statement: (3) Students have a positive image of themselves as confident and capable learners and demonstrate this in their approach to their learning.

Aligns with restorative practice, UDL as it allows students to choose a mode that they are confident in, setting achievable academic goals while also fostering a community with respect at its core. Incorporates our DDLETB Ethos of: Respect, Excellence in Education, Care, Equality and Community.

And

Teaching and Learning

Objective 2: Create and maintain a culture of inclusion and belonging which supports wellbeing and enables students to feel supported by staff.

Domain: 2 – Learner Experiences

Standard: 2 - Students grow as learners through respectful interactions and experiences that are challenging and supportive

Statement: (2) Relationships and interactions in classrooms and learning areas create and sustain a very positive, co-operative, affirming and productive learning environment.

Aligns with House Activities, our wellbeing programme, guidance, our extracurricular programme, AEN support and student leadership programme within the school. Incorporates our DDLETB Ethos of: Respect, Excellence in Education, Care, Equality and Community.

And

Teaching and Learning

Objective 3: Create and nurture a positive and dynamic learning environment that challenges students academically while inspiring curiosity, creativity, and innovation.

Domain: 3 – Teachers' individual practice

Standard: 1 - The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

Statement: (5) Teachers model enthusiasm and enjoyment in learning and thereby create a learning environment where students are self-motivated to engage in, extend and enjoy their learning.

Aligns with our trad digital philosophy as teachers can create traditional lessons that are fun and engaging while our 1:1 iPad programme allows students to further enhance interest developed in class through independent learning, using the tools on the iPad for creativity, etc. Teachers setting up clubs and extra challenges for their subjects. Incorporates our DDLETB Ethos of: Respect, Excellence in Education, Care, Equality and Community.

And

Leadership and Management

Domain: 3 – Leading School Development

Standard: 4 - Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

Statement: 1 The principal, the deputy principal(s) and other leaders in the school adapt to changes in context or the policy environment and manages the implementation of the changes well.

Aligns with Welcome pack for students and staff for return to school and other staff initiatives

Leadership and Management

Create and maintain a positive school culture and a safe, healthy, and purposeful learning environment:

Domain: 2 - Managing the Organization:

Standard: 1 - Create and maintain a positive school culture and a safe, healthy and purposeful, learning environment, and sustain it through effective communication.

Statement 2: The board of management and the principal fulfil their responsibility to create and maintain an environment of security and wellbeing in the school, including one in which bullying behaviour is prevented and addressed.⁸ They develop and implement clear policies to ensure the safety and wellbeing of all students and staff.

Aligns with Visual displays and assemblies contribute to a positive school culture.

Leadership and Management

Domain: 2 – Managing the Organisation

Standard: 1 - Create and maintain a positive school culture and a safe, healthy and purposeful, learning environment, and sustain it through effective communication

Statement: 4 . The principal, the deputy principal(s) and other leaders in the school foster a positive school culture that supports learning and teaching and they encourage respectful interactions at all levels within the school community. TAligns with

Aligns with Students responsibility for goal target setting. Student focus group

2.2. This is how we know

1. Awareness of the SSE Process

- Objective: Increase awareness and understanding of the School Self-Evaluation (SSE) process to strengthen student–staff relationships, promote collaboration, encourage feedback, and provide opportunities for student voice and leadership.
- Actions & Progress:
 - Staff Survey & Student Feedback: In August and September 2024, surveys were conducted for both staff and students, engaging nearly 400 students and over 60 staff. This helped identify a focus for the year and assess the current state of student-staff relationships.
 - SSE Student Committee: A student committee was established in October 2024 to analyse survey results and focus on improving relationships. Monthly meetings are held to discuss progress and implement changes.
 - Communication: SSE updates are presented regularly at staff meetings, with feedback from the Student Committee in May 2025. Students also presented at Whole school staff meetings. Staff were updated throughout the year with articles and updates in our weekly “ Staff Updates”.
- Review: The SSE process has been integrated into regular school operations, and feedback has been used to refine practices, with ongoing assessments throughout the year.
- Wellbeing Link: These initiatives foster positive relationships, boosting wellbeing by ensuring students and staff have a voice in the school’s development.

2. Promotion of Our Ethos

- Objective: Strengthen student–staff relationships by embedding core values into daily school life through assemblies, visual displays, awards, themed events, and leadership opportunities.
- Actions & Progress:
 - Year Group Assemblies & Ethos Awards: Regular assemblies highlight the school's core values, with monthly ethos awards celebrating students who embody respect, care, and community.
 - Ethos Tree & Posters: The unveiling of the Ethos Tree in December 2024 and updated posters around the school reinforce core values and contribute to creating a visually cohesive representation of the school's ethos.
 - Ethos Ambassador Program: This program, launched in January 2025, provides training for students on how to model core values and support others in embodying them.
 - Wellbeing Week & ETB Week: Events such as Wellbeing Week in January and ETB Week in March engage students with the school’s values in a fun, interactive way.
- Review: The school continually assesses engagement with ethos-related events and displays, with end-of-year awards recognising students' contributions to the school’s ethos.
- Wellbeing Link: These activities enhance students' wellbeing by fostering a sense of belonging and recognition, reinforcing positive behaviours and attitudes.

3. Wellbeing and the Promotion of Relationships

- Objective: Promote wellbeing and strengthen student–staff relationships through shared experiences, communication, and achievements.
- Actions & Progress:
 - Display Walls: Wellbeing tips and resources are displayed on the ground and first floors to provide ongoing support and promote wellbeing across the school community.
 - Wellbeing Week & Staff Steps Challenge: Activities like silent discos, karaoke, wellness walks, and a steps challenge provide opportunities for staff and students to

- engage in shared, wellbeing-focused events that strengthen relationships and build community.
 - House Events & KCC Got Talent: House events foster teamwork and community building, while the "KCC Got Talent" show provides a platform for students to collaborate and support one another.
- Review: Feedback from students and staff through surveys and participation in activities is used to assess the effectiveness of these initiatives in promoting wellbeing and improving relationships.
- Wellbeing Link: These events and initiatives focus on building relationships through shared positive experiences, supporting both physical and emotional wellbeing.

4. Building on Inclusivity

- Objective: Build an inclusive school culture that values every student's voice and fosters positive relationships by providing leadership opportunities and encouraging participation in school life.
- Actions & Progress:
 - Creation of Ethos Ambassadors and SSE Committee: Two student groups were created to engage students in school life and the development of school culture, with regular meetings providing students opportunities to express their opinions and actively shape the school environment.
 - Range of Co-Curricular & Extra-Curricular Activities: A diverse set of activities caters to students' varying interests and abilities, ensuring that all students feel seen, heard, and supported.
 - Tutor Time Presentations: Presentations and assemblies help raise awareness about the opportunities for students to get involved in the SSE and Ethos Ambassador programs.
- Review: The involvement of students in these groups is tracked through meeting attendance and feedback on their experiences. The effectiveness of co-curricular and extracurricular activities is measured by student engagement and participation.
- Wellbeing Link: Inclusivity promotes a sense of belonging and emotional support, helping students develop a strong, supportive community where all voices are valued.

Surveys & Feedback: Regular surveys and feedback from students, staff, and parents allow us to gauge the success of each initiative. Adjustments are made based on these insights to ensure continued progress.

Student Voice & Agency: By actively involving students in policy creation, leadership roles, and feedback loops, we ensure that students are not only recipients of school initiatives but also active participants in shaping their learning and school experience.

Cross-Department Collaboration: Collaboration across departments (Wellbeing, SSE, Ethos, Houses,

At Kingswood Community College, the actions outlined in the School Improvement Plan (SSE Focus 2024 - 2025) have had a significant, positive impact on students. These initiatives have enhanced their academic, emotional, and social experiences in multiple ways.

Benefits to Students

1. Strengthened Student-Staff Relationships

- Through the School Self-Evaluation (SSE) process, both students and staff had the opportunity to provide valuable feedback on relationships and school priorities. This

feedback loop created a sense of ownership and responsibility, empowering students to contribute to the school's development.

- Monthly surveys and the establishment of a Student Committee ensured that students had an active role in shaping the school's focus, particularly in relation to improving relationships. The continuous engagement with students through surveys and committee meetings allowed for a more inclusive approach, which in turn strengthened student-staff rapport.
- These efforts directly contributed to a positive and supportive school environment, enhancing students' sense of being valued and heard. Students felt more connected to the staff, leading to improved wellbeing across the school community.

2. Greater Awareness and Integration of School Ethos

- The core values of the school—respect, care, and community—became more deeply embedded in everyday school life. Initiatives such as Year Group Assemblies, the Ethos Tree unveiling, and ethos-related competitions provided students with regular opportunities to engage with and reflect on the school's values.
- Ethos Ambassadors were selected and trained to model these core values and lead initiatives that celebrated the school's culture. These students had the opportunity to represent their peers and help shape the ethos of the school, giving them a stronger sense of belonging and purpose.
- Celebrations like Wellbeing Week and ETB Week brought the community together, helping students internalize the importance of these values, fostering an environment where mutual respect and care were a daily practice.

3. Promoting Wellbeing Through Shared Experiences

- Wellbeing became a central focus with activities like Wellbeing Week, where students and staff participated in wellness activities such as silent discos, wellness walks, and a karaoke session. These shared experiences helped strengthen connections between students and staff and contributed to a more positive and supportive school culture.
- Additionally, the Staff Steps Challenge and other wellness-focused events encouraged students and staff to be more active, reinforcing the importance of physical wellbeing alongside emotional and social wellbeing.
- The school's focus on wellbeing also led to the creation of Wellbeing Display Walls, which provided ongoing reminders and tips for managing mental health and supporting each other.
- The creation of the Ethos Ambassador Program and SSE Committee gave students leadership opportunities that allowed them to influence school life. Through these initiatives, students could express their opinions, engage in school development, and help create a more inclusive school environment. These roles empowered students to take ownership of their school culture, fostering a sense of pride and responsibility.
- All students had the opportunity to participate in various activities, regardless of their abilities or interests. Whether through House events, talent shows, or co-curricular activities, every student felt included, valued, and part of the school community.
- These leadership and participation opportunities were crucial in building students' self-confidence, developing essential skills like teamwork and communication, and ensuring that all voices were heard in school decision-making.

5. Creating a Safe, Positive, and Engaging Learning Environment

- Throughout the year, the school fostered a positive atmosphere by celebrating student achievements and reinforcing respectful interactions through various activities. Visual displays, competitions, and the Good News Stories board helped create a culture of positivity, where students were encouraged to celebrate their successes and support one another.
- The integration of wellbeing-focused lessons and communication strategies in Junior Cycle SPHE classes allowed students to develop important life skills, such as effective communication, conflict resolution, and emotional regulation.
- These efforts contributed to a school environment where students felt secure, respected, and supported—both in and outside of the classroom.

6. Fostering Community and Connection

- Events like House Competitions and KCC Got Talent brought students together, encouraging collaboration, creativity, and school spirit. These activities allowed students to work in teams, build friendships, and experience the joy of shared accomplishments.
- The inclusion of diverse co-curricular and extra-curricular activities meant that students could engage in something meaningful outside of academics, helping to further build their confidence and provide a balanced school experience.
- Overall, these initiatives promoted a sense of community and connection, making students feel part of something larger than themselves and contributing to a sense of pride in their school.

In Conclusion:

The actions from the School Improvement Plan (SSE Focus 2024 - 2025) have led to stronger student-staff relationships, an enhanced sense of school ethos, and a more inclusive, supportive school culture. By providing students with opportunities for leadership, participation, and personal growth, the school has cultivated an environment where students feel valued, supported, and empowered.

These initiatives not only helped improve academic achievement but also fostered a sense of belonging and wellbeing, ensuring that students thrive emotionally, socially, and academically.

Through these actions and review mechanisms, Kingswood Community College demonstrates ongoing commitment to improving student-staff relationships, promoting inclusivity, and fostering a positive, wellbeing-focused school culture.

Benefits to the School

The actions and results outlined in the School Improvement Plan (SSE Focus 2024 - 2025) have had significant benefits for the entire school community, extending beyond individual students to positively impact staff, leadership, and the broader school culture. Here's how these initiatives have contributed to the school as a whole:

1. Strengthened School-Wide Relationships

- **Improved Communication:** The active involvement of both students and staff in the School Self-Evaluation (SSE) process fostered open lines of communication. Surveys and feedback loops allowed everyone—staff, students, and leadership—to share their perspectives, creating a more transparent and collaborative environment. This openness helped to strengthen relationships between staff and students and encouraged a more responsive and adaptive leadership approach.
- **Enhanced Staff Engagement:** The inclusion of the SSE Student Committee in decision-making helped to create a more collaborative atmosphere among staff and students. Staff felt more connected to student needs and aspirations, fostering an inclusive approach to school development that considered the voices of both groups.
- **Wellbeing Link:** By promoting mutual respect and feedback across all levels, the initiatives improved overall communication and relationships, which contributed to a healthier, more supportive work environment for staff and students alike.

2. Reinforced School Ethos and Values

- **Cohesive School Culture:** The school's focus on embedding core values—respect, care, and community—across all aspects of school life created a unified culture. Initiatives like Ethos Assemblies, the Ethos Tree unveiling, and ethos-related competitions made these values visible and tangible to the whole school community, reinforcing a shared understanding of what Kingswood Community College stands for.
- **Consistent Reinforcement of Values:** The integration of these values into daily routines, through student awards, assemblies, and leadership programs, meant that students, staff, and leadership were all aligned in their approach to creating a respectful and caring environment. This consistency reinforced the school's commitment to fostering a supportive and inclusive culture.
- **Wellbeing Link:** As students internalized these values, they became more likely to engage in positive interactions with each other and staff, improving the overall wellbeing and atmosphere of the school.

3. Strengthened School Leadership and Community Engagement

- **Leadership Development:** The creation of the Ethos Ambassador Program and SSE Committee gave students opportunities for leadership, which, in turn, allowed staff to collaborate with them on school initiatives. These student-led groups provided fresh perspectives on school development and helped to make leadership more inclusive. Staff leadership was enhanced through engagement with these groups, and the shared responsibility for initiatives fostered a more community-oriented leadership style.
- **Student Agency and Involvement:** With initiatives like Wellbeing Week, ETB Week, and KCC Got Talent, students were empowered to take an active role in school life. These events helped foster a sense of pride and ownership in the school, making the whole community feel more engaged and connected.
- **Wellbeing Link:** By involving students in leadership and school-wide initiatives, the school encouraged a sense of collective responsibility for the community's wellbeing, reinforcing a supportive and engaged school culture.

4. Improved School Environment and Culture

- **Inclusive School Culture:** The focus on inclusivity through events like House Competitions, extra-curricular activities, and the diverse leadership opportunities provided for all students contributed to an environment where every student felt valued. By ensuring that all students, regardless of ability or interest, could participate in co-curricular and extra-curricular activities, the school built a more inclusive community.
- **Celebrating Achievements:** Recognizing achievements through ethos awards, the Good News Stories board, and other student celebrations helped to build a positive and motivating environment. These recognitions not only celebrated individual successes but also created an atmosphere where the entire school could come together to support and appreciate each other.
- **Wellbeing Link:** The recognition and celebration of student achievements—whether academic, extracurricular, or personal—fostered a positive school culture where students and staff could take pride in the collective success of the school community.

5. Holistic Development and Personal Growth

- **Opportunities for Growth:** The school's focus on wellbeing and personal development through wellness events, leadership programs, and inclusive activities provided opportunities for both students and staff to grow in areas beyond the academic curriculum. These activities helped students develop important life skills such as teamwork, leadership, and emotional regulation, while also providing staff with new ways to engage with students.
- **Wellbeing for All:** Events like the silent disco, karaoke sessions, and wellness walks brought students and staff together, creating shared experiences that contributed to a positive, supportive atmosphere. By making wellbeing a collective priority, the school ensured that it was not only students who benefited but also staff who were encouraged to focus on their own health and wellbeing.
- **Wellbeing Link:** These holistic opportunities supported the overall development of the school community, ensuring that everyone—students and staff alike—felt supported and valued as they developed both personally and academically.

6. Sustainable and Ongoing Improvements

- **Continuous Reflection and Adaptation:** Through regular updates and feedback loops, including surveys and meetings, the school was able to assess progress and adjust ongoing initiatives. This ensured that the actions and results of the School Improvement Plan were not one-time efforts, but part of an ongoing process of improvement and development.
- **Sustainable Impact:** By embedding values such as respect, care, and community into daily school life and providing students with leadership and personal growth opportunities, the school has created a sustainable framework for positive change. These initiatives have not only had an immediate positive impact but have set a foundation for continued improvement.
- **Wellbeing Link:** Continuous reflection and adaptation to the school's needs helped maintain a focus on the wellbeing of both students and staff, ensuring that improvements were sustainable and supportive over the long term.

The actions outlined in the School Improvement Plan (SSE Focus 2024 - 2025) have had far-reaching benefits for the entire school community. These initiatives have not only enhanced the relationships between students and staff but have also helped create a more inclusive, supportive, and engaged school culture. By fostering leadership, communication, and wellbeing, Kingswood Community College has become a place where everyone—students, staff, and leadership—feels valued, supported, and empowered to contribute to the school’s ongoing success.

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.

Domain 2: Learner Experiences

Standard: Students engage purposefully in meaningful learning activities

Statement 3: Students understand and can explain the purpose of their learning tasks and can extend and develop the activity meaningfully.

- Promotion of the school ethos and core values in the school and greater community. Highlight to all stakeholders the importance of excellence in education, care, respect, equality and community.
- Quality and use of school buildings and grounds
- Further promotion of student and staff wellbeing in order to develop further our school and classroom climate and culture.
- Respond wherever possible to the impacts of COVID-19 on our pupils’/students’ educational experiences and outcomes.

School Improvement Plan – 2024/25

LAOS in conjunction with **Wellbeing Framework**

LAOS Dimension: Learning & Teaching

Learner Outcome

Standard: Students enjoy their learning, are motivated to learn and expect to achieve as learners.

Statement – 4: Students have a positive image of themselves as confident and capable learners and demonstrate this in their approach to their learning.

Wellbeing Framework

Culture and Environment

- Mission and Ethos
- School and classroom climate and culture
- Quality and use of the school buildings and grounds

School Improvement Plan 2024 2025