

Fingal Community College: School Improvement Plan

Completed 30/05/25 following consultation with staff SSE group.

Targets	Actions	Implementation period	Action Leader: Implementation Team:	Monitoring and Review Dates	Measuring Impact (Review). How / when/with whom to check if Target is achieved.
To embed the Reading to Learn strand.	<ul style="list-style-type: none"> SSE coordinator will liaise with the literacy coordinator and literacy team as well as staff and senior management to encourage students to read independently which contributes to excellence in education. Continue with our literacy initiatives eg: DEAR, Debating club, translation club, what we are reading, student bookclub etc. Use accelerated reader to encourage students with lower reading ages to read more and improve their reading abilities. The English dept will continue to promote and 	Sept 2025 - June 2026	SSE coordinator and committee Literacy coordinator Accelerated reading coordinator T&L Coordinator and committee SEN coordinator	May 2026	Students on accelerated reader will continue to be tested throughout the year by the team. Results to measured against previous test scores. Students and parents will be surveyed about their reading habits. Results compared across different year groups and measured against 2024-2025 stats,

	use the school library in lessons.		Teaching staff English dept		
To implement Independent Study Skills	<ul style="list-style-type: none"> • Focus on exam command words and reference them in lessons. • Study skills seminars (Rayse the Game, Inspire Study skills) • 1st year study skills module will build positive study habits and teach students how to study effectively. • Revision classes before formative exams delivered during SPHE / CSPE / Life Skills classes. • T&L coordinator to organise learning ambassadors to promote study skills and revision techniques. • Promotion of supervised study after school. • School subscription to studyclix & The Language Gym to be renewed and 	Sept 2025 - June 2026	SSE coordinator Study skills teachers Guidance dept CSPE teachers Guest speakers Student learning ambassadors	Sept 2025 May 2026	Review of outside speakers after delivery of study skills seminars by teachers and students. Survey parents and students in relation to study and homework habits. Compare with last year's results to determine progress made. Focus group of students to determine how students' study, the pitfalls and what helps. Review of mobile phone policy Sept 2026.

	<p>benefits advertised to staff and students.</p> <ul style="list-style-type: none"> • Digital detox in school to encourage students to focus more on their learning and less on devices. • Mentor 6th year students to motivate, guide and support them through their final year in Fingal CC. 		<p>Mobile phone policy committee</p> <p>Teacher mentors.</p>		
Gathering data on Well-being review	<ul style="list-style-type: none"> • Attend training and collaborate as a staff for Provision Mapping. • Ensure parents, students and staff are aware of Bí Cineálta policy and that the student friendly policy is visible in the school and recognised by students. • TLP project on student resilience: Bounce back better. Lessons designed to help students cope during difficult times and situations. • Wellbeing policy to be reviewed. • Promotion of the variety of extra-curricular events in school. 	Sept 25 – June 27	<p>Inclusion team</p> <p>Wellbeing coordinator and committee</p> <p>Student council</p> <p>TLP Committee</p> <p>All staff</p>	May 2026	<p>Stakeholders to be surveyed throughout the year through focus groups and PTMs.</p> <p>Regular meetings of student council and feedback to SMT. Water station to be brought into school next year.</p> <p>Bring Wellbeing policy to BOM at the end of the year.</p> <p>TLP committee to survey staff at beginning of year and end of year to measure the success of their project and use feedback to determine future planning.</p>

	<ul style="list-style-type: none"> • Cater to student and staff wellbeing through a variety of initiatives. • Celebrate the good that happens in our school. • Students to have a voice on how their school experience could be improved upon. 				
To continue to work on and reflect on our embedded strands.	<ul style="list-style-type: none"> • Review of Assessment to take place 2025-2026. • Remind staff of embedded strands and give examples of good practice in Literacy, Numeracy, Feedback, Assessment, Well-being and Differentiation. • Liaise with well-being coordinator to promote staff and student well-being • Work with the T&L coordinator to promote staff CPD and in-house teach meets which support our embedded and current strands. 	Sept 2025 - June 2026	<p>SSE coordinator and committee</p> <p>Numeracy coordinator</p> <p>Literacy coordinator</p> <p>Well-being coordinator</p> <p>Teaching and learning</p>	April 2026	<p>Review of Assessment will be ongoing over the year so findings of the review will be gathered at the end of the academic year and changes put into place 26/27.</p> <p>T&L coordinator to measure the benefit of T&L methodologies from staff and through a focus group of students.</p> <p>Staff, student and parental surveys throughout the academic year.</p>

			coordinator and committee. Senior management team.		
Focus on 40 years of Fingal Community College. Celebrate 40 years in the heart of Swords	<ul style="list-style-type: none"> • Organise events to celebrate the school and its history over the past 40 years. • Plans for students from all year groups to get involved. • Inspire a sense of belonging and pride in our place in Swords. 	Sept 25 – June 26	40 th anniversary committee SMT AP1s	May 2026	A look back on the year and all that we did to celebrate our milestone. Photos to be displayed and shared with our stakeholders.

As per our school development plan and with our collaboration with the Teaching and learning team we are focusing on the following standards from LAOS.

Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their wellbeing.	Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their wellbeing.
	Students have the skills to modify and adapt their behaviour when required.	Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.
	Students apply critical thinking and problem-solving skills in their approach to their learning.	Students apply critical thinking and problem-solving skills in their approach to their learning and develop as autonomous learners.
	Students demonstrate an enquiring attitude towards themselves and those around them.	Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.

<p>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p>	<p>Students assess their progress and are aware of their strengths and areas for development as learners.</p>	<p>Students assess their progress realistically and can describe their strengths and areas for development as learners.</p>
	<p>Students take pride in their learning and follow the guidance they receive to improve it.</p>	<p>Students have a sense of ownership of their learning, take pride in it, and take responsibility for improving it.</p>
	<p>Students reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.</p>	<p>Students reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection.</p>
	<p>Where the school curriculum provides opportunities to do so, students are able to negotiate their learning, thereby increasing their autonomy as learners.</p>	<p>Where the school curriculum provides opportunities to do so, students are able to negotiate and reflect on their learning, thereby increasing their autonomy and effectiveness as learners.</p>
	<p>Students take responsibility for their own learning and use the learning resources, including digital technologies, provided to them to develop their skills, apply their understanding and extend their knowledge.</p>	<p>Students take responsibility for their own learning and use the learning resources, including digital technologies, provided to them and sourced by themselves, to develop their skills, apply their understanding and extend their knowledge.</p>

<p>The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p>	<p>Teachers have the required professional qualifications. They engage in a range of personal and professional learning opportunities, and in ongoing reflection on their learning and their practice.</p>	<p>Teachers have the required professional qualifications and actively seek out further learning opportunities. They reflect critically on their own learning and practice. They engage in a range of personal and professional learning opportunities that develops their capacity as professionals to meet the learning needs of their students and contributes to school improvement.</p>
	<p>Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust.</p>	<p>Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.</p>
	<p>Teachers have high expectations of students' learning and behaviour, and communicate these expectations effectively to students.</p>	<p>Teachers have high expectations of students' learning and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.</p>
	<p>Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas.</p>	<p>Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.</p>
	<p>Teachers, through their own enthusiasm for and enjoyment of their subject area, motivate students to engage in and enjoy their learning.</p>	<p>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.</p>

Teachers work together to devise learning opportunities for students across and beyond the curriculum	Students' reflection and feedback on their learning are reviewed and acted upon during teachers' individual and collaborative planning activities.	Students' reflection and feedback on their learning are systematically reviewed and acted upon during teachers' individual and collaborative planning activities.
	Teachers plan collaboratively for learning activities that enable students to make meaningful connections between learning in different subjects.	Teachers plan collaboratively for learning activities that enable students to make meaningful and progressively more challenging connections between learning in different subjects.
	Teachers collaboratively plan learning experiences that help students to see learning as a holistic and lifelong endeavour.	Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour.
	Teachers work effectively with each other and with parents to support students with identified learning needs.	Teachers work very effectively with each other and with parents to support students with identified learning needs.
	Teachers use parent-teacher meetings and other communication with parents constructively to support parents' meaningful involvement in their children's education.	Teachers use parent-teacher meetings and other communication with parents very constructively to support parents' meaningful involvement in their children's education and development as learners .

