

Our Self-Evaluation Report and School Improvement Plan

1. Introduction

This document outlines the progress from our previous improvement plan, the key findings of our current self-evaluation, and the strategic School Improvement Plan (SIP) to guide our 2024–2027 cycle. It is informed by stakeholder feedback and data gathered from across the school community.

1.1 Outcomes of our last improvement plan from 2021 to 2024

- Collaborative use of OneNote supported planning and implementation.
- Data-driven Priority Groups implemented actions aligned with DEIS areas.
- Strong outcomes observed in literacy, numeracy, attendance, and parental engagement.
- Plans were shared with KETB and the Board of Management.

1.2 The focus of this evaluation 2025 / 2026 to 2027 / 2028

Transitions	• Attendance • Lack of motivation • Students not attending class (Travelers) • Lack of students organisation • CBA Timetabling • Homework • Uniforms • Vaping in the toilets • Use of phones at break/lunch - taking away from socialising • Use of AI • First years - technology use
Retention	• Lack of motivation

	• Social media/phone obsessed • Socio Economic • Mental health issues • Lack of parent input •
Attendance	• Students on holidays during term time • Parents with limited English and/or IT proficiency unable to use the school app • Teachers laptops outdated and insufficient student laptops • Internet provision is inadequate & inconsistent • Projectors not always reliable • Parents not attending PTS Meetings - not able to communicate about their attendance. Highlight it to parents
Literacy	Information Attendance Motivation EAL Learners Literacy Challenges – Literacy Levels Reading for Meaning Reading Comprehensions Exam language Language of assessment Action Verbs Oral communication skills – reporting & presenting

Numeracy	• Attendance – students signing out after lunch.... • Accountability and responsibility... "Managing Myself"?? • Students find it difficult to manage/perform skills that we take for granted: measuring weighing, simple computation etc.
Exam Attainment	• Parents Reading Reports • Amalgamating Communication messages for parents e.g. way2pay, VsWare, iClass etc. • Attendance • Sign-out culture • Walking on the left side of corridor/Bag rack location • Vaping – Vape Detection Solution?
Partnership with Others	• Attendance • Parents engagement in school life • Integration of students from different backgrounds • Cultural barriers • Students' difficulty with research (CBA/ LC projects)

2. Findings

2.1 This is effective / very effective practice in our school

Transitions	Attendance, lack of motivation, poor organisation, homework, uniforms, vaping, phones at breaks, AI use, CBA timetabling.	1st Year organisation & homework, technology use, OneNote training for students and teachers.
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Retention	Lack of motivation, overuse of phones/social media, socio-economic challenges, mental health issues, lack of parental input.	Student motivation, social media impact, mental health supports, parental involvement.
Attendance	Students on holidays, parental IT/language barriers, poor ICT infrastructure, parents not attending PTMs, late sign-ins/early sign-outs (Fridays).	Parental engagement, building attendance habits, communication barriers.
Literacy	Low motivation, EAL challenges, literacy levels, comprehension, exam language, oral communication.	1st Year literacy: comprehension, assessment language, oral presentation.
Numeracy	5th/6th Year sign-outs, accountability, gaps in life skills (measuring, weighing, computation), calculator use.	Attendance (5th/6th), life skills (measuring/weighing), calculator skills.
Exam Attainment	Parents not reading reports, fragmented communication (Vsware/iClass/Way2Pay), attendance/sign-out culture, vaping, corridor use.	Parent engagement with reports, communication clarity, attendance, CAT4 analysis.
Partnerships with Parents	Parental engagement, integration of diverse backgrounds, cultural barriers, student research challenges, phone/app issues.	Parent attendance at PTMs, cultural/language support, parent involvement in projects.

2.2 This is how we know

Homework completion, OneNote usage, student organisation survey.
Student & parent surveys, attendance/engagement data, wellbeing data.
Attendance logs, VSware reports, app usage stats.
NGRT, teacher assessments, literacy evaluations.

Last year's stats, staff observations, student surveys.
CAT4 subject analysis, parent report surveys, attendance logs.
PTM attendance logs, parent council records, surveys.

2.3 This is what we are going to focus on to improve our practice further

Killarney Community College – SSE 2024–2027 Master Summary Table

1. Transitions

Focus / Target	Target 1: Ensure 1st Year students are proficient in Microsoft Teams & OneNote. Target 2: Ensure 5th Year students have sufficient study skills to support transition to Senior Cycle.
Baseline / Evidence Needed	No current data: survey 1st Years on Teams & OneNote use. Survey 5th Years on study habits.
Classroom Actions	Integrate Teams & OneNote use into daily lessons. Teach study skills explicitly (note-taking, organisation).
Whole-School Actions	Run 1st Year induction on OneNote/Teams. Deliver 5th Year study skills workshops. Share good practice at staff meetings.
Monitoring	Compare survey data pre- and post-intervention. Track homework completion via OneNote.
Success Criteria	≥80% of 1st Years proficient in Teams/OneNote. ≥75% of 5th Years report improved study skills.

2. Retention

Focus / Target	Improve student motivation, mental health awareness, and parental involvement among 2nd & 3rd Years.
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Baseline / Evidence Needed	Student & parent surveys. Attendance & engagement data. CBA completion & participation data.
Classroom Actions	Track CBA completion & engagement. Identify low-motivation students and support through feedback.
Whole-School Actions	Develop visible 'Support Hub' (digital or physical) for wellbeing supports. Continue HSCL, SEN, and Wellbeing initiatives. Increase parent workshops.
Monitoring	Compare attendance, engagement, and survey data year-on-year.
Success Criteria	Improved attendance & motivation. Increase in parental involvement. Students report greater awareness of school supports.

3. Attendance

Focus / Target	Target 1: Identify 1st Year students missing 7–12 days in first 9 weeks. Target 2: Communicate with parents of those students, focusing on EAL & IT barriers.
Baseline / Evidence Needed	VShare attendance logs. App usage & communication records.
Classroom Actions	Reinforce attendance expectations in tutor time. Teachers communicate early patterns to Year Head.
Whole-School Actions	Formal letters to parents. Year Head-parent meetings (with translation support). Attendance info shared via app & newsletter.

Monitoring	Weekly VSware data review. Record of meetings held. Compare termly attendance trends.
Success Criteria	≥20% reduction in students missing 7–12 days. Increased parental awareness & engagement.

4. Literacy

Focus / Target	Improve students' oral communication skills across all subjects.
Baseline / Evidence Needed	Student & teacher surveys. Observation & CBA oral presentation results.
Classroom Actions	Integrate oral tasks (pair work, presentations, debates). Use speaking frames and peer feedback.
Whole-School Actions	Introduce 'Speaking Across the Curriculum.' Staff CPD on oral strategies. Display classroom supports for oral skills.
Monitoring	Review oral participation per term. Compare survey confidence data.
Success Criteria	≥75% of students report improved confidence speaking. Improved CBA oral outcomes.

5. Numeracy

Focus / Target	Target 1: Improve calculator competence for 6th Years (new calculator model). Target 2: Improve life skills (measuring, weighing, computation) for 1st Years.
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Baseline / Evidence Needed	Anecdotal only. Need baseline surveys & observation data. Compare practical subject performance.
Classroom Actions	Regular calculator exercises. Include measurement tasks in practical subjects. Use numeracy language consistently.
Whole-School Actions	Host calculator workshops for 6th Years. Launch 'Numeracy in Action Week.' Create student-led tutorial videos.
Monitoring	Pre/post student confidence surveys. Teacher observations.
Success Criteria	≥80% of 6th Years confident using new calculator. Improved measurement accuracy in 1st Year practical tasks.

6. Exam Attainment

Focus / Target	Target 1: Increase % of 1st Year parents/students viewing VSware reports. Target 2: 90% of 1st Years maintain results within CAT4 ability band.
Baseline / Evidence Needed	2nd Year survey on report access. CAT4 survey of teachers. Attendance & performance logs.
Classroom Actions	Teachers use CAT4 data for differentiation. Include reflection sheets post-exams.
Whole-School Actions	Provide parent guides (video/text) for VSware. CAT4 refresher training for staff.

	Regular communication of report access reminders.
Monitoring	Compare VSware usage data termly. Review CAT4 vs exam results annually.
Success Criteria	≥20% increase in parental report engagement. ≥90% maintain within CAT4 bands. Consistent CAT4 data use by teachers.

7. Partnerships with Parents

Focus / Target	Target 1: Increase parental engagement at PTMs for EAL/culturally diverse families. Target 2: Improve clarity of parent-school communication (attendance, app use).
Baseline / Evidence Needed	PTM attendance logs. Previous DEIS PTM data. VSware attendance records.
Classroom Actions	Tutors stress PTM importance. Encourage students to bring communication home.
Whole-School Actions	HSCL-led home visits. Translated PTM reminders & guides. Student-led PTM invites. Short videos on using app & accessing info.
Monitoring	Compare PTM attendance year-on-year. Parent survey feedback. App usage tracking.
Success Criteria	≥20% increase in PTM attendance. Improved parental understanding of school systems.

	Greater engagement from EAL parents.
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3. Our Improvement Plan

From 2024 to 2027, we will continue the SSE/SIP/DEIS cycle through our Priority Groups aligned with the DEIS themes. Each Priority Group is led by a teacher with a post of responsibility and will monitor targets, review impact, and report termly to the Board of Management. Key areas of focus include Transitions, Retention, Attendance, Literacy, Numeracy, Exam Attainment, and Parental Engagement.

Stage one will involve the data gathering stage, and from consultation with staff, may involve data currently being collected through the new Bí Cinéalta process, the Yellow Flag initiative, and KCC provision mapping. Data has proved to be rich and extremely relevant to the school, and priority groups have indicated they would like the opportunity to consider some of the key points identified in this body of work; this aligns closely with the School Self-Evaluation (SSE) and DEIS planning frameworks, which emphasise collaborative reflection, evidence-informed decision-making, and a focus on equity and inclusion. At this stage, both quantitative and qualitative data sets—including attendance patterns, wellbeing indicators, teaching and learning practices, and student voice—will be analysed in a structured manner to identify emerging themes, strengths, and areas for development. This participative approach ensures that planning is grounded in the lived experience of the school community and supports the development of targeted, measurable actions that respond meaningfully to the needs of identified priority learners, while remaining consistent with national guidelines for continuous school improvement and DEIS action planning.

We will remain committed to the Department of Educations ‘Strategy to 2035’ and use these goals to inform our school planning.

