

SCHOOL NAME: St. Fiacc's NS School Self-evaluation Report Retention
1 - INTRODUCTION - Short paragraph about the school context, information on previous work undertaken in relation to SSE

The focus of this evaluation
School Details:

St Fiacc's N.S is a co-educational urban Catholic school serving the Graiguecullen community. The school hosts 600 pupils of 28 nationalities. It has 24 mainstream class teachers and 9 Additional Needs teachers. St Fiacc's N.S is a DEIS Band 2 school.

We undertook self-evaluation of Transition during the period 1/09/2022 to 7/03/2023 where we gathered qualitative and quantitative data from students through the following means:

- Conducting a questionnaire on retention with 6th class pupils.
- Conducting a questionnaire on retention with 6th class parents.
- Conducting a whole staff survey on retention.
- Benchmarking retention against the quality framework

FINDINGS

This is effective / very effective practice in our school

- *Supports are in place to ensure retention at primary level, including SCP, HSCL and attendance supports.*
- *Processes are in place to identify risk factors and vulnerable pupils at weekly care needs meetings.*
- *Strategies are in place for pupils to support transfer to second level such as:*
 - All 6th class pupils participate in a School Completion 1 day transition programme to prepare them for transfer.
 - Ensuring all pupils are offered a place at second level.
 - The Pupil passport is completed and forwarded to the transferring school.
 - Pupils on School Support Plus Files are discussed with link SEN of transferring school to ensure resources are put in place prior to the new school year.
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This is how we know (based on staff survey, pupil survey)

- Evidence gathered from Student and parent Surveys.
- Evidence gathered from whole staff Retention review.

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

- On a student survey of pupils in 6th class:
 - 30% said they were anxious about attending secondary school.
 - 81% plan on completing the leaving cert.
 - 66% plan on going to college.
 - Common worries listed about First year are: not finding their way around; not making friends; being bullied; the work.
 - Pupils look forward to: new friends; new subjects; clubs/sport.
 - The main reasons pupils go to school are: friends; to learn; teachers.
- On a student survey of parents of pupils in 6th class:
 - 37.5% said that their children were anxious about attending secondary school.
 - Almost all expect their child to complete the leaving certificate.
 - 77.5% expect their child to attend college.
 - 40% listed social as their greatest worry.
 - 30% hoped that their child would be happy/enjoy school.
 - 45% listed the teachers as the main reason for attending Saint Fiacc's.

- When transition was Retention using the quality framework domain learner experiences 6th class teachers felt the following statement of effective practice needed work in the context of transition to second level: *Pupils can, with some guidance, transfer and apply skills learned in one context to another context.*

These surveys prioritise anxiety as an area to target in our action plan.

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

SSE CO-ORDINATOR		Miss Gillian Doyle
TARGET	<ul style="list-style-type: none"> • To maintain and promote the present 100% retention rate at Primary. • That 60% of our target pupils from 3rd - 6th will be members of a school committee/team/club. • That 60% of our EAL pupils from 3rd - 6th will partake in a school organised event. 	
ACTIONS		WHO IS RESPONSIBLE?
<ul style="list-style-type: none"> • Promote student wellbeing in the classroom by developing a respectful and cooperative learning environment enabling students to engage, progress and achieve in line with or above expectation • Ensure weekly restorative circles on Monday mornings. • Use of restorative questions when managing challenging behaviour. • Whole School staff to monitor, communicate and report concerns 		<p>Whole Staff</p> <p>Miss Doyle/Mr Bolton</p> <p>Whole staff/Mr Bolton</p> <p>HSCL, Miss Kavanagh</p>

<p>regarding retention or risk of early school leaving indicators to appropriate personnel</p> <ul style="list-style-type: none"> ● Creating & implementing a Care Needs Team consisting of Principal; AP2 attendance; HSCL; Deputy; SENCO to monitor attendance, check notes/class roll calls, make phone calls/send text messages to parents when students absence or absenteeism trend raises concerns. ● Strong communication and relationship with the EWO on a whole school and individual target student basis ● Officially referring a child to the Education Welfare Services (EWS) where Early school leaving/refusal/chronic absenteeism occurs ● Extra-Curricular Activities throughout the school from sporting activities, lunch time activities, library, student council and more ● Summer camps & holiday engagement for targeted students ● Working closely/in conjunction with the SEN department where student needs are identified and learning support hours are provided to students with SEN needs to enhance their learning, engagement and school experience ● SCP targeted support and intervention on a child centred basis 	<p>Care Needs Team</p> <p>Care Needs Team</p> <p>Care Needs Team</p> <p>Extracurricular coordinator</p> <p>Principal & HSCL SENCO</p> <p>SCP</p>
<p>MONITORING STRATEGIES AND APPROACHES</p>	<p>WHO IS RESPONSIBLE?</p>

<ul style="list-style-type: none"> ● Targeted staff training in Restorative practices in year 1 ● Implementation of Restorative Circles and Restorative questions in year 2 with continued CPD. ● Monitoring attendance ● Referral to SCP/EWO ● Coordinate Extra curricular ● Engagement with DEIS Camps/CRYS Camp/Summer Programme ● SEN intervention where appropriate 	<p>Principal</p> <p>Miss Doyle. Mr Bolton</p> <p>Care Needs Team</p> <p>Miss Kavanagh</p> <p>Mr Bolton</p> <p>Principal & HSCL</p> <p>SENCO</p>
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<p>EVALUATION - Criteria for success - Are we making progress?</p>	<p>EVALUATION TOOLS How do we know?</p>
<ul style="list-style-type: none"> ● A 100% retention rate at Primary. ● A positive school climate 	<p>Data from Aladdin.</p> <p>Individual student and student focus group feedback</p> <p>Parental survey</p> <p>.</p>

<p>NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS: As we monitored, did we have to adjust targets? Change or adapt actions?</p>
<ul style="list-style-type: none"> ● ● ● ● ●

TARGETS	ACHIEVED (INCLUDE DATE)			
	Yes		No	

Retention SSE Report SIP ST. Fiacc's NS DEIS PLAN

	Yes		No	
	Yes		No	

See <http://schoolself-evaluation.ie/primary/resources/reporting-sse/> for more templates including:

- The Board of Management Annual Checklist
- A suggested template for communicating a summary report to the Whole School Community