

Ratoath College

Mol an Óige agus Tiochaidh Sí



Our Self-Evaluation Report and Improvement Plan



Ratoath College

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1. Introduction

“School self-evaluation is about reflecting on and improving how teachers teach and how students learn” (Circular 0040/2016, page 4). School self-evaluation provides learners, practitioners and all school partners an opportunity to review, revise, edit and improve in a collaborative manner. It involves gathering information from a range of sources, analysing the data and then making judgements with the aim to improve student learning.

This document records the findings of this self-evaluation and our current improvement plan, including targets and actions we will implement to meet these targets. This is a working document and as such it will be updated on an ongoing basis when targets are met or when necessary adjustments need to be made.

1.1 School Context

Ratoath College is a co-educational, multi-denominational Deed of Trust Community College founded in 2005 to cater for the educational needs of the parishes of Ratoath and Curraha under the joint trusteeship of the Louth and Meath Education and Training Board (LMETB) and the Roman Catholic Bishop of Meath, Thomas Deenihan.

The school endeavours to provide an education for all its students, one which aims to develop all aspects of the individual – aesthetic, creative, inquisitive, cultural, emotional, intellectual, moral, physical, political, religious, social and spiritual development, for personal and family life, for working-life, for living in the community and for leisure.

The Board of Management of Ratoath College together with LMETB manages the school. The school has a population of more than 1100 students and a staff of over 100, including teachers, SNAs, secretaries, caretakers and ancillary staff members. Due to its size the school has three Deputy Principals.

The school aims to provide the best possible education service to all the students entrusted to our care. Working together, the Board, parents, staff and students, aim to continue to provide the excellent service that has been established and to improve the overall quality, so that our students benefit from the support and expertise available to them.

1.2 The focus of this Evaluation

We undertook self-evaluation of teaching, learning and assessment practices during the period September 2021 to May 2022. We evaluated the following aspects:

- Quality of Teaching and Learning
- Support for learning difficulties
- Support for high achievers
- School as a learning place
- School as a professional place
- Assessment and Examinations

2. Findings of this Evaluation

2.1 This is effective/very effective practice in our school

List the main strengths of the school in teaching and learning from Staff perspective;

- Professional leadership, with a participative approach to leadership. Everyone is involved in decision making.
- Shared vision and goals, collegiality and co-operation between management, staff, parents and students.
- Good channels of communication between staff, students and parents.
- A positive learning environment that is orderly and conducive to learning.
- Focus on purposeful teaching with structured lessons and adaptive practice
- Positive reinforcement is encouraged with clear discipline procedures implemented with fairness.
- Regular constructive feedback is given with a focus on praise and encouragement.
- Good home-school partnership with effective communication and consultation with parents.
- A learning organization, focusing on on-going school improvement and staff development through CPD.
- Policies are well addressed and communicated to all stakeholders.
- Continued positive reinforcement of students and teachers alike
- Achievements are always applauded and encouraged - Mol on Oige.
- The warm relationships between the teachers and the students make this school special.

- We welcome visitors and new students and staff to our school with a staff mentor system.
- We have an effective 'Ladder of Referral' which helps with the daily running of our school.
- We have a caring and efficient SEN department and pastoral care team.
- We have an approachable and friendly management staff who listen and take on board new ideas and initiatives to enhance the teaching and learning in our school.
- Effective organization of our school calendar, school activities and subject days/weeks.

List the main strengths of the school in teaching and learning from Student perspective;

- Students are motivated and committed to the school, as evidenced by an active extracurricular program, Green Schools Leadership Team, Student Cinnire Team, Wellbeing Team and Student Council.
- The care of students is a significant strength in the school. There are good pastoral care systems in place involving Moltoiri, Caomhnoiri, Special Needs Assistants, Special Needs Coordinator, Guidance Counsellor, Cinnire team and Chaplain.
- Staff are dedicated to the provision of a wide range of co-curricular and extracurricular activities for students.
- Students' achievement is acknowledged and celebrated by the school community, on the school website and social media accounts, in the school magazine and newsletters, during Award Ceremonies and Student of the Month Ceremonies and displays in key areas of the school.
- Positive reinforcement strategies with a focus on praise and encouragement for students.
- Clear discipline procedures are implemented with fairness and regular constructive feedback is shared with students.
- There is an acknowledgement of students' rights, boosting of students' self-esteem and encouraging students to progress with their accomplishments in school.
- Students are provided with an orderly and attractive learning environment that is conducive to learning.

List the main strengths of the school in teaching and learning from a Parent perspective;

- The college supports effective communication and consultation with parents and parental involvement in their child's education is encouraged in school through regular communication channels e.g. Caomhnoiri, Moltoiri, text messages, school reports, Dialann communication, social media messages, parent/student/teacher meetings, Parent Association meetings and BOM meetings.
- There is huge parental support for and co-operation with the school and has a good reputation in the community.
- Parents are happy with how their child is treated within the school, with fairness, courtesy and respect being acknowledged from parents.
- The range of subjects provided by the school is wide and effectively inclusive.
- School activities are well organised and parents are very happy with the range of extra-curricular activities which are provided to students.
- Students have opportunities to take responsibility in school and opportunities to experience success but inside and outside the classroom.
- Teachers are approachable and understanding and it is easy to make an appointment to see an individual teacher if necessary.

2.2. This is how we know

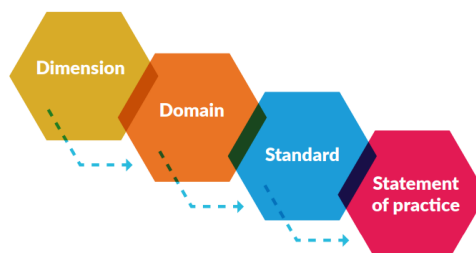
- Staff, Parent and Student Questionnaires
- Group discussion of the collated responses in relation to Teaching and Learning.
- Plenary staff sessions using SCOT analysis (strengths, challenges, opportunities, threats).
- Completion and record of student attainment, knowledge and skills in school reports.
- Completion and record of student attainment, knowledge and skills in progress reports.
- Feedback from all teachers through collaborative team leaders.
- Discussion and feedback from whole staff meetings.
- Discussion and feedback from subject department meetings.
- Discussion and feedback from student focus groups.
- Discussion and feedback from Caomhnoiri and Moltoiri at Year Group meetings
- Discussion and feedback from AP1 Management Meetings.
- Discussion and feedback from BOM and Parents Association meetings.
- Discussion and feedback from Parent/Student/Teacher meetings.

2.3 This is practice which was highlighted as areas which need to be improved on further

- Concentration on teaching and learning with an academic emphasis and a focus on individual student achievement where all students reach their full potential.
- Focus on high expectations and intellectual challenge provided to all students, including students who are high achievers.
- More systematic recording, monitoring and analysis of our student's ability, progress and performance throughout their learning by teachers.
- Through teacher collaboration and sharing of knowledge, investigate differentiation methods which can be used consistently, in all classrooms and in all subjects, by all teachers.
- More support for students and parents in the area of effective study skills, so that students feel confident in their learning and understand how they can be effective and efficient with their study time.
- Develop our own unique sustainability journey, promoting environmental education and collaboration with all members of our school community, so we can adequately minimise the impacts of climate change and respond to our individual and collective responsibilities as a school community.
- Ensure our examinations and assessments are as effective and as efficient as possible, ensuring that our staff and students understand their responsibilities preparing for examinations and that our SEN students and L2LP students continue to be included and assisted in all areas of the examination and assessment process.

2.4 Looking at our School

When planning for improvement in Ratoath College there are permanent planning sections, such as mandatory policies, legislative requirements, the Deputy Principal post structure of middle management. The School Evaluation and Improvement Plan draws upon these sources, and the developmental sections, such as subject departments, internal teams and committees and extra-curricular activities. The Looking at our School 2016/2022 document was developed by the Inspectorate as a guide to self-evaluation for schools. It outlines a Quality Framework and is divided into two main dimensions: 'Teaching and Learning' and 'Leadership and Management'. Within these dimensions there are subcategories, illustrated in the diagram below:



The LOAS 2016/2022, school improvement resources and school self-evaluation research and documentation are some of the literature used to inform this strategic plan.

2.5 Gathering Data

This document outlines the findings from a series of whole school Self-Evaluation focus group workshops, held during the course of the academic school year 2021 - 2022. The results gathered were analysed using a themed coding process, and this evidence has informed the School Improvement Plan 2021 – 2024. The six-step process, as documented in the School Self-Evaluation Guidelines 2016-2022 Post-Primary, “facilities repeated cycles of analysis or a return to a previous stage as required”, (pg. 11). Ratoath College uses this process to continuously reflect and improve upon Teaching and Learning and Leadership and Management strategies.



January 2023:
We are currently
on **Stage 3.**

2.6. School Self-Evaluation

Organising and running a school during Covid-19 in Ratoath College presented challenges and opportunities for the school environment. The purpose of the questionnaires, checklists and open-ended evidence gathering focus group workshops, were to use discussions points to pause, reflect and provide feedback on three main areas: opportunities and challenges, promoting a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment; and school vision – what next? The research methodology was researched, planned and delivered by the school planning post holder and workshops were developed. One workshop with staff was online, whilst the others were conducted face to face. Each workshop had several smaller groups (5-6 on average), the facilitator controlled the time for each discussion point and each participant provided feedback anonymously.

Research and evaluations were divided into four groups. whole staff feedback, Student Council and Cinnire Team feedback, Parents Association feedback and Board of Management feedback.

2.7 Analysing and Making Judgements

A themed coding process was used to identify themes; these themes were then linked to standards and statements of effective or highly effective practice for both Teaching and Learning and Leadership and Management, (Looking at Our Schools, 2016/2022). Potential priorities were drawn from these findings; the findings were then ranked and the School Improvement Plan 2022-2026 was developed. Please note, this is a live document; therefore, it adapts to the needs of the school as they arise.

2.8 Our Future Focus

As a school, we highlighted the domains, standards and practice as areas of improvement and will be focusing on two key areas of improvement, ‘**Student Attainment**’ and ‘**Sustainability**’. Under the umbrella of Student Attainment, we will develop four individual School Improvement Plans, addressing Differentiation, Study Skills, Student Attainment Tracking and Examinations/Assessments.

2.9 School Improvement Plan Distribution

A draft School Improvement Plan is distributed to staff for review and feedback. Once this has been presented and edited to incorporate feedback, it is made available to all school partners. The document is considered a live document and therefore it is reviewed, edited and updated on a regular basis: changes are made to meet the dynamic needs of the school as a whole. All SIP targets will be summarised on a Ratoath College SSE/SIP poster, making our school improvement plans visible and transparent to all members of our school community.

2.10 School Strategic Plan and Monitoring Process

The Ratoath College School Improvement Plan sets out the targets and measurable processes used by the whole school environment. These include various methods such as online surveys using staff meetings, questionnaires on Teams, subject department meetings, Management meetings, whole school presentations at staff meetings, live word and excel files, visual posters and social media posts.

2.11 Identify Focus

The LAOS six-step process scaffolds a school to allow it to continue and move through the steps in a fluid manner. It is sometimes necessary to move forward and back between steps before the cycle begins again. With this in mind, continuous feedback as part of the SIP actions outlined below, provide the school leaders, and all school partners, with a means to identify further areas of development for future planning. Promoting highly effective learning and teaching is at the core of our school improvement process and this is underpinned and implemented by a staff team who are passionate about life-long learning for all.

3. Our improvement plan

Our five individual SIPs have recorded the following information:

- 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 plans, we will record:

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

3.1 Links to LAOS 2016/2022

The following areas will be focused upon during the Academic Year 2022-2026:

1. **Differentiation** - Learning and Teaching, Domain 3: Teachers' Individual Practice

Standards	Statements of effective practice	Statements of very effective practice
The teacher selects and uses teaching and learning approaches appropriate to the learning intentions and to students' learning needs.	Teachers meaningfully differentiate content and activities to cater for the varying needs, interests and abilities of students.	Teachers meaningfully differentiation content and activities to ensure that all students are challenged by the learning activities and experience success as learners.

2. **Study Skills** – Learning and Teaching, Domain 2: Learner Experiences

Standards	Statements of effective practice	Statements of very effective practice
Students engage purposely in meaningful learning activities.	Students are able to learn both independently and collaboratively in a purposeful and creative manner.	Students are able to learn both independently and collaboratively in a very purposeful, creative and productive manner.

3. **Attainment Tracking** – Learning and Teaching, Domain 3: Teachers' Individual Practice

Standards	Statements of effective practice	Statements of very effective practice
The teacher selects and uses planning, preparation and assessment practices that progress students' learning.	Teachers maintain assessment records that are clear, useful, easy to interpret and share.	Teachers maintain assessment records that are clear, useful, easy to interpret and share, and are tailored to students' individual learning needs.

4. **Examinations and Assessment** – Learning and Teaching, Domain 4: Teachers' collective/collaborative practice

Standards	Statements of effective practice	Statements of very effective practice
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.	Assessment is an integral part of learning and teaching. Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.	Assessment is an integral part of learning and teaching. Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.

5. **Sustainability** – Learning and Teaching, Domain 1: Learner Outcomes

Standards	Statements of effective practice	Statements of very effective practice
The teacher selects and uses teaching and learning approaches appropriate to the learning intentions and to students' learning needs.	Students are recognized as key contributors to our sustainable future. In line with the curriculum, their understanding of environmental, social and economic issues and of active citizenship, with the associated rights and responsibilities in local and wider contexts is being developed. They are enabled to act responsibly for a more sustainable world.	Students are recognised as key contributors to our sustainable future. In line with the curriculum, their understanding of environmental, social and economic issues and of active citizenship, with the associated rights and responsibilities in local and wider contexts is being developed. Students are enabled to contribute positively, actively and compassionately towards the creation of a more sustainable and just world.
Leadership and Management Domain 2: Managing the organization Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	The school values and promotes a commitment to sustainable development and implements practices and policies that embed the principles of sustainability in the daily routines of the school.	The school prioritises and promotes, as a core value, a commitment to sustainable development; the school community collectively develops and implements practices and policies to embed principles of sustainability in the school's daily routines.

SCHOOL IMPROVEMENT PLAN**September 2021 to September 2024****1. Differentiation**

ACTION PLAN CO ORDINATOR:		Ursula Hynes
TARGETS	<ul style="list-style-type: none"> Teachers will incorporate adequate differentiation strategies into their teaching, learning and assessment strategies, ensuring students are provided with a clear sense of attainable and challenging learning outcomes, to fully maximise their potential. 	
ACTIONS	PERSONS RESPONSIBLE	
<ul style="list-style-type: none"> CPD Differentiation presentations to all staff advocating the use of effective differentiation strategies which can be used in class. Time allocated to staff at subject department level to collaboratively plan and design their own differentiation strategies for their subject area. Clearly communicate to all staff that Differentiation is one of our five key targets for our School Improvement Plan over the next three years. Teachers will provide increasingly more complex tasks to students who have adequate prior knowledge and ability, differentiating upwards with tasks that require deeper thinking and problem solving. Teachers will pitch each lesson at the right level for students in the class using student data (from a variety of sources including Athena and our SEN Register) to inform the expected standard of classwork and homework from each student. Teachers will model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable and aligned to their individual needs and abilities. Teachers will use suitable strategies using Blooms Taxonomy, to ensure students are motivated to learn through having a clear sense of attainable, stimulating and challenging outcomes. Teachers will provide suitable and inclusive differentiation strategies for students with SEN and students taking the L2LP programme within a mixed ability mainstream class. 		Joey Jordan (Post holder) All Teachers and SNAs Management
MONITORING STRATEGIES/APPROACHES		
<ul style="list-style-type: none"> Student feedback comments after classroom differentiation strategies are used. Teacher feedback reflections after using different differentiation strategies. Parent feedback at Parent/Teacher/Student meetings. Teachers evaluating differentiation strategies success in subject department meetings with colleagues. Monitoring and discussion of differentiation strategies success at whole staff meetings and presentations. 		
EVALUATION / CRITERIA FOR SUCCESS		
(Are we making progress? / How do we know?)		
Differentiation postholder will continuously monitor and analyse the following:		
<ul style="list-style-type: none"> Students surveyed about their motivation to learn, having a clear sense of attainable and challenging outcomes. Teachers report that classroom management issues are reduced due to students being more engaged due to lessons being differentiated and pitched to student's ability. Teachers meaningfully differentiation content and activities to ensure that all students are challenged by the learning activities and experience success as learners. Staff receive focused and highly effective professional development which strengthens their knowledge and skills and supports leadership development in this area. 		
NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS		
•		
TARGETS	ACHIEVED	
• CPD differentiation presentations to all staff.	Yes	
• Time was allocated to staff at subject department level.		
• Teachers are using increasingly more complex tasks differentiating upwards with tasks that require deeper thinking and problem solving.		
• Teachers are using suitable strategies based on Blooms Taxonomy in class.		
• Teachers are using inclusive differentiation strategies for students with SEN and students taking the L2LP programme.		
• Teachers will promote an open classroom door and collaborative policy in school.		

SCHOOL IMPROVEMENT PLAN**September 2021 to September 2024****2. Study Skills**

ACTION PLAN CO ORDINATOR:		Ursula Hynes
TARGETS	<ul style="list-style-type: none"> Deliver our own comprehensive Study Skills program to students, staff and parents each year and facilitate follow-up sessions where necessary throughout the year. 	
ACTIONS		PERSONS RESPONSIBLE
<ul style="list-style-type: none"> Deliver an inhouse Study Skills program to all our 6th & 3rd year students in term one, Develop our own Study Skills booklet for students. Roll out our Study Skills sessions to all year groups. Present our Study Skills sessions to teachers and staff. Present our Study Skills program to parents. Clearly communicate to all staff that Study Skills is one of our five key targets for our School Improve Plan over the next three years. Teaching students 'How Learning Happens' & how their brain works. Deliver study skills techniques that embed and promote independent learning e.g. Mind Mapping, Flash Cards. Teach students 'Retrieval Practice' strategies for effective learning. Facilitate a study skills session for each class through our monthly Tutorial programme. Subject teachers will provide opportunities for guided and then independent retrieval practice activities, so students gain proficiency of the skills involved and students' progress towards mastery of retrieval practice independently through homework. 		Ursula Hynes (Post Holder) All teachers and SNAs Management
MONITORING STRATEGIES/APPROACHES <ul style="list-style-type: none"> Student feedback comments after study skills sessions Teacher feedback comments after study skills sessions Parent feedback comments after study skills sessions Teacher monitoring of student engagement in study strategies in class Monitoring of student study skills success in subject department meeting Monitoring of student study skills success in parent/student/teacher meetings TY study mentor programme 		
EVALUATION / CRITERIA FOR SUCCESS (Are we making progress? / How do we know?) Study Skills postholder will continuously monitor and analyse the following: <ul style="list-style-type: none"> Students are familiar, confident and committed to using the most effective and efficient study strategies i.e. retrieval practice, study strategies, individual study timetabling. Students are able to learn both independently and collaboratively in a very purposeful, creative manner and productive manner. Teachers and leaders are familiar and invested in the importance of retrieval practice and incorporate it into their daily teaching, learning and assessment and homework strategies. Parents are familiar with our study skills program so they can support their child at home with their own individual study planner. Leaders ensure that staff receive focused and highly effective professional development which strengthens their knowledge and skills and supports leadership development in this area. 		
NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS <ul style="list-style-type: none"> 		
TARGETS		ACHIEVED
<ul style="list-style-type: none"> Deliver our own comprehensive Study Skills program to 3rd and 6th year students 		6 th year-Sept. 22 3 rd year-Nov. 22
<ul style="list-style-type: none"> Deliver our own Study Skills program to staff 		All staff –Sept. 22
<ul style="list-style-type: none"> Deliver our own Study Skills program to parents 		Not yet
<ul style="list-style-type: none"> Study skills is incorporated into our monthly themed Tutorial programme, which is delivered by Caomhnoiri, in four intensive follow-up study skills sessions. 		In progress
<ul style="list-style-type: none"> Deliver our own TY study mentor programme to mentor students not meeting academic potential and provide support in the areas of homework, reading and mentoring. 		In progress

SCHOOL IMPROVEMENT PLAN
September 2021 to September 2024
3. Student Attainment Tracking

ACTION PLAN CO ORDINATOR:		Ursula Hynes
TARGETS	<ul style="list-style-type: none"> • Make collecting and using data a routine and regular part of teaching practice and feedback to inform and guide 'where to next' with explicit teaching and learning. • Use data to evaluate individual student progress to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful. 	
ACTIONS		PERSONS RESPONSIBLE
<ul style="list-style-type: none"> • Put systems and structures in place to record achievement data that has been collected. • Prioritise professional learning in effective and efficient use of data to help improve teacher data skills and confidence. • Clearly communicate to all staff that Student Attainment Tracking is one of our five key targets for our School Improve Plan. • Teachers will regularly record and review student learning records (including Athena records) to inform differentiation and future direction of their specific learning goals. • Engage in collaborative analysis of data with colleagues including Caomhnoiri and department colleagues to accurately display the growth and achievement of every student and build collective teacher responsibility for all students' learning. • Using data available, teachers will provide clear and specific feedback that identifies the next step and skills needed for students to improve and reach their highest potential. • Using data available, teachers will regularly communicate all their student's attainment results with their parent/guardian and discuss their goals to help them understand and appreciate the expectations the teacher has for their child. 		Mo Nissar (Post Holder) All Teachers, Management and SNAs Management
MONITORING STRATEGIES/APPROACHES		
<ul style="list-style-type: none"> • Teachers are consistent in their methods when collecting data between classes and over time so that comparisons of student progress are accurate and clear. • Teacher feedback comments after student attainment tracking sessions • Monitoring of student attainment tracking success in subject department meeting • Monitoring of student attainment tracking at parent/student/teacher meetings 		
EVALUATION / CRITERIA FOR SUCCESS		
(Are we making progress? / How do we know?)		
Attainment tracking postholder will monitor and analyse the following:		
<ul style="list-style-type: none"> • The school consistently promotes the extensive use of student attainment tracking by teachers and leaders, to ensure student progression is monitored closely ensuring they maximise the potential of every student. • Teachers maintain assessment records that are clear, useful, easy to interpret and share. • Teachers take the time to triangulate various sources of data to help them develop a full understanding of the specific learning needs of every student. • Leaders and teachers support colleagues to use a range of data to improve teaching practice by modifying teaching programmes and implementing classroom strategies as part of an ongoing improvement cycle. • Leaders ensure that staff receive focused and highly effective professional development which strengthens their knowledge and skills and supports leadership development in this area. 		
NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS		
•		
TARGETS	ACHIEVED	
Teachers are collecting and using data consistently to monitor their teaching practice and guide future subject planning with explicit teaching and learning goals.		
Data is used by teachers, Caomhnoriri, parents and Moltoiri to evaluate individual student progress to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successfully reaching their potential.		
Individual student attainment data is readily available and clearly communicated to parents using progress reporting, online exam reporting, PTMs and Caomhnoir/Moltor meetings.		
Using data available, teachers regularly communicate all their student's attainment results with their parent/guardian and discuss their goals to help them understand and appreciate expectations.		
Teacher self-evaluation at subject department level.		
Develop student attainment/achievement certificates		

SCHOOL IMPROVEMENT PLAN
September 2021 to September 2023
4. Examinations & Reporting

ACTION PLAN CO ORDINATOR:		Ursula Hynes
TARGETS	<ul style="list-style-type: none"> Working collaboratively, the school will continue to develop and delivery highly efficient and inclusive assessment, examination and reporting procedures, that assess students' academic progress effectively, ensuring that the examinations are accessible to all students regardless of their academic ability or specific learning needs. 	
ACTIONS		PERSONS RESPONSIBLE
<ul style="list-style-type: none"> Staff and management will examine the structure and procedures of current exam and reporting practices, making changes where necessary to ensure our examination procedures and inclusive, professional and effective. Staff and management will consult with all stakeholders to ensure all students, regardless of their academic ability or learning needs, are adequately supported in all examinations. Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment. Staff will be made fully familiar with their individual and collective responsibilities in ensuring all our examination and reporting procedures are carried out to the highest possible standards, ensuring exams resemble state examinations. Teachers ensure their assessments/examinations are set at an appropriate standard, and reflect state examination standards in relation to content, presentation and length. Teachers make time after every assessment to give students timely and relevant feedback, including student self-evaluation, aiming to improve student's performance in future tasks. Teachers use examinations and Athena data as an assessment and learning tool to provide students with opportunities to reflect on their performance, to inform future learning goals. This can be achieved by providing students with annotated work samples that explicitly show the features of novice work, compared with more/very proficient work. Students can then determine that level of their own work and which features need to be incorporated in order to achieve the next level of proficiency in future examinations. 		Eimear Kilrane & Lorna Clerkin (Post Holders) All Teachers, Management and SNAs Management
MONITORING STRATEGIES/APPROACHES		
<ul style="list-style-type: none"> Exam postholder monitors and reports back on student's familiarity, confidence and commitment to our inclusive examination practices and procedures in our school. Exam postholder analyses and reports back on teacher's familiarity with their individual responsibilities in ensuring all our examination procedures are carried out to the highest possible standards, ensuring our mini mock and mock examinations resemble official Junior Certificate and Leaving Certificate examinations. Exam postholder surveys parents to review their level of confidence with our Examination procedures and if they can support their child with their examinations. Exam postholder monitors encouragement towards staff continuous professional development which strengthens teacher knowledge and skills and supports leadership development in this area. 		
NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS		
TARGETS	ACHIEVED	
Staff and management examined the structure and procedures of current exam practices and reporting, making some changes to examination procedures e.g. Summer assessments moved to end of May.		
Presentations to staff before all examinations, clearly outlining responsibilities in ensuring all our exam procedures are carried out to the highest possible standards, resembling official state examinations.		
Presentations from our SEN coordinator to ensure the inclusion of all students (including L2LP students) in our examination practices, regardless of their academic ability or specific learning needs.		
Teachers make time after every assessment task to give students timely and relevant feedback that they can use to improve their performance in future tasks including adequate reporting comments.		
Teachers design their assessments/examinations to an appropriate standard, ensuring they are challenging and reflect state examination standards in relation to content, presentation and length.		

SCHOOL IMPROVEMENT PLAN**September 2021 to September 2023****5. Sustainability**

ACTION PLAN CO ORDINATOR:		Ursula Hynes
TARGETS	<ul style="list-style-type: none">Students are enabled to contribute positively, actively and compassionately towards the creation of a more sustainable and just community.The school community collectively develops and implements practices and policies to embed principles of sustainability in the school’s daily routines.	
ACTIONS		PERSONS / GROUPS RESPONSIBLE
<ul style="list-style-type: none">Clearly communicate to all staff that Sustainability is one of our five key targets for our School Improve Plan over the next three years.Form a ‘Sustainability Leadership Team’, which represents all members of our school community and continually promotes new green initiatives.Conduct an Environmental Review, outlining problem areas, black spots and feedback from questionnaires and surveys.Design an Action Plan, with a comprehensive timeline of our sustainability goals for the next three years with school mascot.Conduct monitoring and evaluation reports outlining our progress in relation to reducing litter and waste in our school and reward progress.Promote sustainability initiatives in school by informing and involving the entire school community e.g. Sustainability Action Day.Develop a Green Code & Logo for Ratoath College, displaying our unique code throughout our school e.g. posters in classrooms, on handbooks etc.All subject teachers incorporate and document links with the theme of sustainability into their curriculum work in class, using the Take 1 Programme and SDG goals.All students to receive a Reusable Water Bottle in September 2022.All staff to receive a Reusable Coffee Mug in September 2022.Our new Green School Policy communicated clearly to all members of our school community before our return to school in September 2022.Incorporate our Sustainability themes into our Tutorial Programme twice yearly.Continue to make improvements to the built environment of the existing school with art and sustainability projects.Introduce a Wild Garden/ Orchard to our school.Make improvements and investments in relation to our energy use in our school.Promote more cycle/wall/scoot to school initiatives.Introduce composting to staffrooms and throughout the school buildings.Incorporate more sustainability programmes into our TY programme schedule.		Ursula Hynes (Post Holder) All Teachers, SNAs, Management, Caretakers, Staff.
MONITORING STRATEGIES/APPROACHES		
<ul style="list-style-type: none">Sustainability Leadership Team will monitor litter, waste and single-use plastics on a weekly basis.Classroom teachers will monitor and take responsibility for keeping their classroom clean, and plastic free.Moltoiri will monitor year groups success in relation to L&W management, recycling and plastic water bottles.The school has taken a whole school approach to improving our school environment and sustainability.There is heighten student and staff awareness about important issues such as Climate Change, Sustainability, Circular Economy and responsible Waste and Litter Management.There are continuous iimprovements to the built environment of the existing school.		
EVALUATION / CRITERIA FOR SUCCESS		
(Are we making progress? / How do we know?)		
Sustainability postholder will continuously monitor and analyse the following:		
<ul style="list-style-type: none">Students report on their commitment to all our sustainability goals and initiatives in our school.Teachers and leaders are invested in all our sustainability goals and new initiatives and incorporate sustainability lessons into their daily teaching and curriculum work where possible.Parents are fully familiar with our Green Schools Policy and our sustainability goals so they can support their child to act in a responsible way both in school and at home.		

- Leaders ensure that staff receive focused and highly effective professional development which strengthens their knowledge and skills and supports leadership development in this area.
- The school community recognise and appreciate positive sustainability art work and sculptures within our school buildings and improvements to the built environment of the existing school.
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NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

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TARGETS	ACHIEVED
Form a 'Sustainability Leadership Team', who will represent all members of our school community.	Yes
Conduct Environmental Review, outlining problem areas and identifying areas of improvement.	Yes
Design an Action Plan, with comprehensive timeline of our sustainability goals for three years.	Yes
Conduct monitoring and evaluation reports outlining progress in relation to reducing litter & waste.	Yes
Promote sustainability initiatives in school by informing and involving the entire school community.	Yes
Incorporate our Sustainability themes into our whole school Tutorial Programme.	Yes
Develop a Green Code for Ratoath College, displaying our unique code throughout our school.	Yes
Teachers incorporate and document links with the theme of sustainability to their curriculum work.	Yes
All students to receive a Reusable Water Bottle and staff a reusable coffee mug in September 2022.	Yes
Our new Green School Policy communicated clearly to all members of our school community.	Yes
Reward staff and students for exceptional commitment to our Sustainability initiatives regularly.	Yes
Develop a Sustainability Mascot to promote new sustainability targets for students.	Yes
Painting the entire building to lighten and brighten the school environment, halls, GP area, gym etc.	Yes
Changing roof tile from green to white, to reflect light more efficiently.	Yes
Replacing corridor florescent lights with more efficient LED ones.	Yes
Collaboration with the Art Department to create murals to brighten the schools' corridors.	Yes
Enter the Young Environmentalist Awards 2023	Yes
Successful obtain the Green Schools 'Litter & Waste' Flag 2023	Pending
Develop a Wild Garden/Orchard	Pending
Participate in the Take 1 Programme	Pending
Document all sustainability modules & lesson plans in all subject department plans from Sept. 2023	Pending
Incorporate more sustainability modules into the TY programme from September 2023	Pending