



# De la Salle College Waterford

## Our Self-Evaluation Report and Improvement Plan 2024-2025



### 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets. In line with circular 56/2022, a review of Wellbeing Promotion is central to our School Self Evaluation Report & Improvement Plan.

#### 1.1 Outcomes of our last improvement plan from Sept 2023 to May 2024

In the academic year 2023-2024, the school's area of focus was Wellbeing Promotion (as per circular 56/2022), specifically, to :

- To improve the Wellbeing and Learning Environment within the classroom.
- To continue to improve and embed previous years focus areas with a special emphasis on improving the study skills of all students. This focus was in line with our previous years' focus & review of wellbeing in the College.

#### The following areas are prioritised for improvement:

- To positively affirm in each student, the importance of study.
- To encourage students to study on a regular basis.
- To show/explain to students different techniques of studying
- To get the students motivated to study independently, rather than it being teacher led.
- For students to understand that different subjects require different methods of study.
- To explain to 1st Years the idea of studying across a wide range of subjects

#### Improvement Targets:

1. Awareness of the section in the School Journal in helping develop Study skills  
In Sept 2022, 25% were aware of the section in the Student Journal. By March 2023 this had risen to 65%
2. Getting students to try to implement any of these study skills. 35% of students surveyed had implemented at least one of the described study skills
3. To get students studying independently and to increase the time that they study. 95% of students now study independently at home and 85% have increased the time they spend studying.
4. 4) To increase a student's ability to study
5. 95% of the students surveyed think that their ability to study has improved. 90% of them believe their subject teachers have helped them in how to study their subject.

## 1.2 The focus of this evaluation

We undertook a self-evaluation of wellbeing promotion (as per circular 56/2022) through teaching and learning during the period Sept 2024 to May 2025. We evaluated the following aspect(s) of wellbeing, teaching and learning, with a specific focus on Wellbeing promotion through :

- Student engagement with formative feedback.

This focus aligns with the development of key skills in Senior Cycle, Junior Cycle Key areas for learning and Wellbeing strands.

## 2. Findings

### 2.1 This is effective / very effective practice in our school

- A dedicated staff who wants each of our students to achieve their full capability, encourages students to fulfill their potential and provides valuable, regular feedback to students on assignments, tests, etc.
- Personnel in roles including our Year Heads, Wellbeing, Guidance, Pastoral Care, 'Check & Connect', Behaviour Support, AEN / Learning Support / Resource, EAL, Home-School Liaison, Programme Coordinators, Tutors, etc. who endeavour to make the students in the school feel welcome and important inside and outside of the classroom through different initiatives.
- A Learning support team who give individual attention to targeted students in our school, with Individual Educational Plans (IEPs), incorporating individual personal targets and feedback
- A student body that wants to engage and improve academically and who value feedback given.
- A Guidance team who work with all students to support personal, social and vocational needs.
- A positive rapport between staff and students as highlighted in our WSE and recent inspections exists, which promotes encouragement to students to try their best and fulfill their potential.
- An [Assessment, Feedback and Reporting Policy](#) with specific guidelines re Formative Feedback, including reporting, number of assessments per term, and a minimum number of times students will use the 'Student Reflection' to identify improvement goals.
- A whole school Formative Feedback sheet - see Appendix 1: Assessment Feedback Sheet in the [Assessment, Feedback & Reporting Policy](#) providing a structured approach to feedback.
- A whole school Student Reflection sheet - see Appendix 2: Student Reflection Sheet in the [Assessment, Feedback & Reporting Policy](#).
- Several teachers in the school, including Senior Management, are involved in the 2 year TL21 programme, with one team focusing on the use of Rubrics in formative assessment.

## 2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- The use of Assessment Feedback Sheets and Student Reflection Sheets form part of our [Assessment, Feedback & Reporting Policy](#).
- Feedback from Teachers who had recent incidental & subject inspections and Inspection reports highlighted the importance of written formative feedback being given.
- IEPs for students who receive Learning Support are on file.
- Student focus groups were held, one for Junior Cycle and one for Senior cycle. These focus groups reinforced that students value the feedback given by teachers, both verbal and written.
- Student, parent and teacher surveys all highlighted very good frequency and quality of feedback given, with individual differences and preferences for verbal versus written feedback.
- Student, parent and teacher surveys highlighted that feedback was received in all their exam subjects, in written, verbal and individual and whole class in format.

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

De La Salle College has identified & prioritised the following aspects of wellbeing, teaching & learning for further improvement:

- Increase student engagement with formative feedback.
  - Encouraging students to:
    - **actively reflect** on feedback given &
    - **identify a personal improvement goal**
  - Centralising the storage of feedback, personal improvement targets and assessment data.

## 3. 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**

## Our Improvement Plan

<u>Target</u>	<u>Action &amp; Persons Responsible</u>	<u>Criteria for Success</u>	<u>Progress &amp; Adjustme</u>	
<p><b>1. There will be an increase in the % of 5th year students centrally storing assessments &amp; feedback from December '24 to May '25</b></p>	<ul style="list-style-type: none"> <li>● Develop a Formative Feedback Goal &amp; Assessment Tracker (SSE Team) ● Inform staff via email, meetings, SSE board (SSE Team &amp; SSE Coordinator)</li> <li>● Liaise with targeted 5th year subject teachers one-to-one (SSE Team &amp; SSE Coordinator)               <ul style="list-style-type: none"> <li>● Resource teachers with trackers (SSE Team &amp; SSE Coordinator)</li> </ul> </li> <li>● Monitoring: Link with teachers, review student copies / spot checks (SSE Coordinator &amp; Whole Staff)</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback Tracker created and centrally stored in copies by students</li> <li>● Staff can describe SSE focus and expectations</li> <li>● Teachers engaged and supported in implementation of SSE targets</li> <li>● There is an increase in the % of 5th year students centrally storing assessments &amp; Feedback (spot checks)</li> </ul>	<ul style="list-style-type: none"> <li>● SSE Team linked in with 5th yr teachers re: roll out of Trackers.</li> <li>● Updated staff at further meetings incl. SDP meeting.</li> <li>● Provided additional Trackers to teachers where needed.</li> <li>● Providing a central place for students to get additional Trackers if needed</li> <li>● Monitoring of Teacher and Student feedback on a live SSE Team doc.</li> <li>● Spot checks by teachers on use of trackers to encourage &amp; reinforce use.</li> </ul>	<p style="text-align: center;"><b>Yes</b></p> <ul style="list-style-type: none"> <li>● 75% of students said that since the introduction of the Trackers, they are keeping more of their feedback &amp; assessment data in one place (see Appendix I).               <ul style="list-style-type: none"> <li>● Spot checks - 95% of students were centrally storing their assessment &amp; feedback data in 1 place (see Appendix II).</li> </ul> </li> <li>● Staff Survey &amp; Feedback reaffirmed increase in central storage of feedback and assessment data through the use of the Feedback Trackers.</li> </ul>

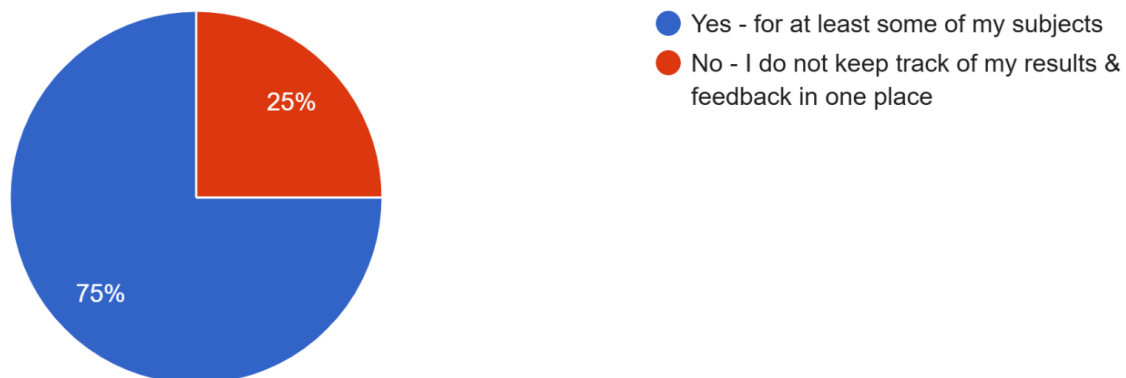
<p><b>2. There will be an increase in the amount of 5th year students who report reflecting on their feedback.</b></p>	<ul style="list-style-type: none"> <li>● Increase students' awareness of exam literacy skills, marking schemes to support reflection on their assessments &amp; feedback <b>5th year Year Head, Teaching Staff</b> - 5th yr YH coordinated workshops across a range of subjects, delivered in house by Teachers with experience correcting the State exams</li> <li>● SSE presentations to individual 5th year class groups to build awareness of SSE targets (&amp; previous targets) &amp; the use of Trackers to reflect on feedback(<b>SSE Coordinator</b> )</li> <li>● SSE notices on student media /Google Classroom re use of Trackers (<b>SSE Coordinator / Student Council Coordinator/ PR Coordinator</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback Trackers will illustrate engagement with feedback from assessments. <ul style="list-style-type: none"> <li>● Students will actively reflect on feedback given in assessments &amp; record their reflections in the form of a target on their Tracker</li> </ul> </li> <li>● Teacher feedback will illustrate improved engagement with feedback by 5th yr students.</li> </ul>	<ul style="list-style-type: none"> <li>● Updates on Google classroom re Feedback Trackers</li> <li>● Reminder emails, staff presentations &amp; contact with staff re: reminding students to use the trackers &amp; allowing time, etc.</li> <li>● Feedback from staff re use of Trackers, changes/adaptations for next year, etc. <ul style="list-style-type: none"> <li>● Follow up email to Parents in advance of the 5th yr summer exams.</li> </ul> </li> <li>● Review of student Trackers to assess use of Trackers ongoing by Teachers, SMT and SSE Coordinator</li> </ul>	<p><b>Yes</b></p> <ul style="list-style-type: none"> <li>● Spot checks - 82.9% of students were recording reflective targets in their Feedback Trackers (see Appendix II)</li> <li>● 62.5% of students said that since the introduction of the Trackers, they are reading the feedback written on tests (see Appendix I). <ul style="list-style-type: none"> <li>● essays &amp; assignments more.</li> <li>● Staff Survey &amp; Feedback reaffirmed the use of Trackers to support students to engage more with the feedback given</li> <li>● 62.5% of 5th year students surveyed said the use of the Trackers helped them to keep track of their results &amp; how</li> </ul> </li> </ul>
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<p><b>3. There will be an increase in the % of 5th year students setting personal improvement goals from Christmas '24 to May '25</b></p>	<ul style="list-style-type: none"> <li>• Communication with Parents re supporting their son to reflect on their feedback using the Trackers (<b>SSE Coordinator</b>)</li> <li>• SSE Noticeboard for whole school community to highlight SSE targets (current &amp; previous), Target trackers (<b>SSE Coordinator</b>) <ul style="list-style-type: none"> <li>• <b>SSE Team</b> Liaison with 5th yr exam subject teachers re use of Trackers to support reflection on feedback.</li> </ul> </li> <li>• <b>SSE Coordinator</b> updating staff on SSE and asking <b>Teachers</b> to remind &amp; allow time for students to update their Trackers following the return <u>of an assessment</u>.</li> <li>• <b>SSE Coordinator</b> presentations on using Feedback Trackers</li> <li>• <b>SSE Team</b> linking in with 5th yr exam teachers re supporting students with target setting</li> <li>• <b>5th yr Exam subject teachers</b> reminding &amp; supporting students to set improvement targets <ul style="list-style-type: none"> <li>• SSE Noticeboard, Google Classroom &amp; Student Council TV re: goal setting &amp; creating SMART targets. <b>SSE Coordinator &amp; Wellbeing &amp; Student Council coordinator</b></li> </ul> </li> <li>• Parent email re Setting Targets &amp; using the trackers in advance of the 5th year exams &amp; sharing target setting &amp; smart goal infographics</li> <li>• Increase students' awareness of exam literacy skills, marking schemes to support target setting (<b>5th Yr Year Head, Teaching</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are actively recording personal improvement goals in their trackers.</li> <li>• Teachers allow some time for students to update their tracker &amp; record their improvement goal.</li> <li>• Students can review feedback given &amp; identify and create an improvement goal <ul style="list-style-type: none"> <li>• Students understand how to set personal improvement targets.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student survey to assess progress re reflection &amp; engagement with feedback.</li> </ul> <p>SDP &amp; Staff meeting updates to all staff on the SSE focus, progress to date, appreciation of all support given and reminding students to engage with the Trackers and allow students time to do so.</p> <p>More support needed for some students regarding how to set improvement targets - simple explainer guide created &amp; Guidance support to students.</p> <p>Whole school awareness campaign increased , particularly in the lead up to summer exams with communication with parents and students</p>	<p>they were getting on in class assignments &amp; tests (see Appendix I).</p> <ul style="list-style-type: none"> <li>• However, more targeted support may be needed for some students to support engagement with Feedback</li> </ul> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• Spot checks - 82.9% of students were recording reflective targets in their Feedback Trackers (see Appendix II) <ul style="list-style-type: none"> <li>• 78.3% of students surveyed said that 'since introducing the Trackers,' they have started to set their own improvement targets/goals following feedback on an assignment/assessment in all-some of their subjects (see Appendix I). <ul style="list-style-type: none"> <li>• Initial data gathering through focus groups &amp; surveys indicated that less than 10% of students set personal</li> </ul> </li> </ul> </li> </ul>
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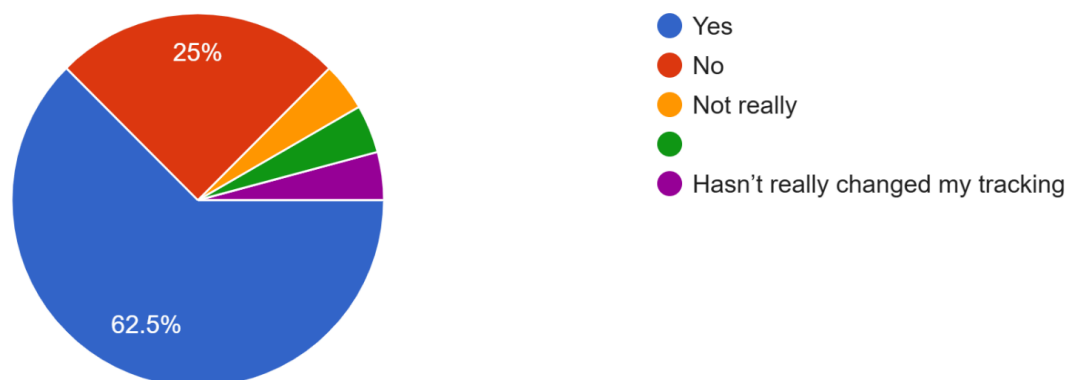
	<p><b>Staff</b> - 5th yr YH coordinated workshops across a range of subjects, delivered in house by Teachers with experience correcting the State exams</p>		<p>regarding target setting &amp; use of trackers.</p> <p>For 25/26, use of Feedback Trackers will be included in Guidance modules for students.</p>	<p>targets to improve on following feedback given.</p> <ul style="list-style-type: none"><li>• However, more targeted support may be needed for some students to support engagement with Feedback &amp; target setting</li></ul>
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## Appendix I: Results of 5th yr Student Survey (April-May '25)

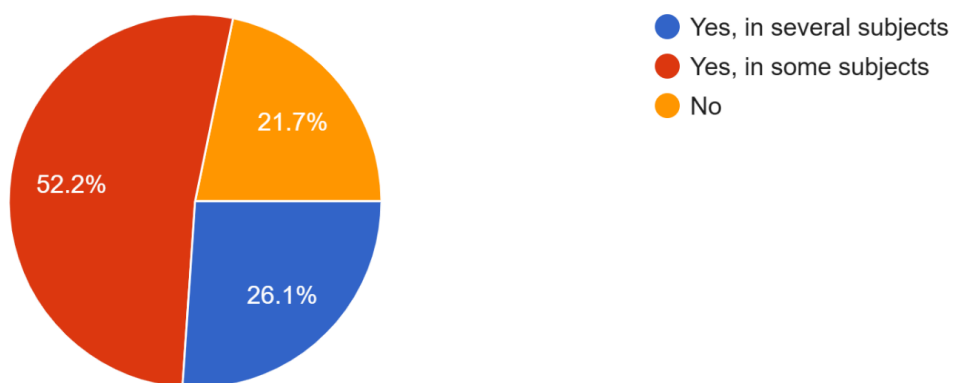
Since the feedback trackers were introduced do you keep more of your recent results & targets in one place (e.g. on a Feedback tracker in a copy, in your journal, etc)



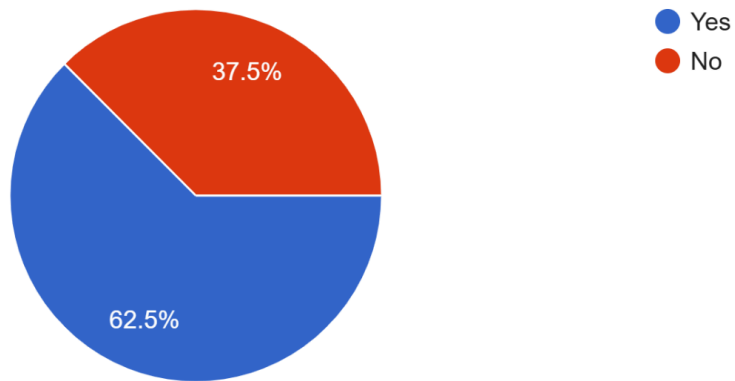
Have these Trackers helped you keep track of your results & how you are getting on in class assignments and tests



**Since introducing the Trackers, have you tried to / started to set yourself targets / things to improve on after getting feedback from a test / assignment (e.g. revise definitions, practice diagrams)?**



**Since Christmas, do you read the feedback written on tests, essays, assignments more?**



## **Appendix II: Results of SSE Student Tracker Spot Checks (April-May '25)**

<b>5th yr Group</b> (higher,ordinary, mixed)	No of students that had the Feedback Trackers in their copies	% or No of students that were using the Feedback Trackers & recording improvement targets
Choice subject - Mixed	14/15	11/15
Choice subject - Mixed	18/20	17/20
Choice subject - Mixed	25/25	25/25
Core subject - Ordinary level	20/25	5/25
Core subject - Higher level	25/25	24/25
Choice subject - Mixed	25/25	25/25

Choice subject - Mixed 15/15 15/15

Choice subject - Mixed 20/20 19/20

**Total 162/170 141/170**

**% 95% 82.9%**