



School Self-Evaluation Support and Improvement Plan (SIP)

End of academic Year 2024/25

1. Introduction

As mandated by the DES circular 0056/2002, St. Andrew's College has now moved into the third cycle of the SSE process. The third cycle of SSE, 2022-2026, comprises two phases:

Phase 1 - 2022-2023: Review year, during which, schools are required to:

- Use/continue to use the SSE process to identify and reflect on the impact of COVID-19 on their pupils'/students'
 - educational experiences and outcomes.
 - Wellbeing.
 - Motivation and engagement in learning.
- Consider the requirements regarding the use of the SSE process to initiate a wellbeing promotion review and development cycle by 2025 as set out in Circular 0033/2021.
- Take stock of the effectiveness of their SSE process to date, developing and consolidating it as necessary to ensure it is collaborative, inclusive and impactful.

Phase 2 – 2023-2026: During this three-year period, the school will have the autonomy to choose the focus of their SSE in conjunction with a wellbeing promotion and review cycle as follows:

- Context-specific school priorities related to teaching, learning, equity and inclusion
- National curriculum goals
- Other national strategies, for example, the National Strategy for Education for Sustainable Development.

This report outlines the actions taken in the second year of the second phase.

1.1 Outcomes of Phase 1 as outlined above.

Feedback and wellbeing were chosen as themes of focus for the academic year 2023/24 as an outcome of the phase 1 review year 2022/23.

1.2 Outcomes of year 1 of Phase 2 as outlined above.

A survey was carried out to see if students attending a sixth year parent teacher meeting was viable. A feedback handout was developed. An audit of wellbeing initiatives was carried out. The Pieta House Amber Flag was applied for.

1.3 School context

St. Andrew's College is a co-educational, fee-paying secondary school under the trusteeship of St. Andrew's College, Dublin Ltd.

Founded in 1894 by the presbyterian community as a boys' school, it has grown substantially since it moved to Booterstown Avenue in 1973 and began operating as a co-educational school.

The school has a strong international dimension which creates a unique multi-cultural learning community.

2. Teaching & Learning - Feedback

We continued to focus on feedback as an area of focus for year 2 of phase 2 of this SSE cycle.

2.1 Oral Feedback

A survey was conducted among staff, with 81 responses. The survey was to find out if it was viable for sixth year students to attend the first of two parent teacher meetings in the academic year 2024/25 as oral feedback was outlined as an advisory area of focus during the student focus group and student surveys during the academic year 2023/24. Below are the findings:

Yes	36 staff members
No	45 staff members

After exploring further, sixth year students were not invited to attend the parent teacher meeting. Instead, staff were asked to return Christmas/Trial exams individually to sixth year students, allowing time for 1:1 verbal feedback.

2.2 Written feedback

The SSE committee designed a generic feedback handout for staff to use with their junior cycle students as a whole school approach to written feedback. The SSE coordinator presented this to all staff at the whole staff conference on 21/08/24. Departments were asked to edit the handout so that it was department specific. Staff were then asked to trial the handout with their first- and second-year classes before the midterm break.

2.3 Staff Survey

A survey was conducted among staff, with 31 responses. The survey questions were constructed using the Looking at Our Schools (LAOS, 2022) indicators of highly effective practice as a scaffold. Once the survey was completed, the SSE Coordinator, the SSE committee and senior management dedicated considerable time to analysing the detailed and extensive responses. Below are some of the initial quantitative findings of the survey:

Positive Findings
71% of staff members say they found the feedback handout useful.
84% of staff members say that their feedback specifies what students have achieved and what they need to improve. This is an increase of 12% on last year's survey.

Areas for Improvement
52% of staff members say that they did not use the feedback handout with first years.
48% of staff members say that they did not use the feedback handout with second years.

3. Wellbeing Promotion:

The requirements set out in Circular 0033/2021 regarding the initiation of a well-being promotion review and development cycle by 2025 were duly considered. This circular provided valuable guidelines and recommendations to enhance the overall well-being of students within the school. The SSE program has incorporated these requirements in this academic year to ensure a comprehensive and inclusive approach to student well-being.

In making decisions on the focus of SSE in the next year, the attention of schools is drawn to the Wellbeing Policy Statement and Framework for Practice 2018–2025.

3.1 Wellbeing audit

The wellbeing coordinator and SSE coordinator carried out an audit of wellbeing initiatives currently being carried out in the college. The statements of effective practice in the wellbeing policy statement and framework for practice were used to do this. The SSE committee then also looked at the working document to add to it. Finally, the wellbeing committee met to add anything that may have been missed.

Positive Finding

The college has many initiatives that meet the statements of effective practice in the four key areas of culture and environment, curriculum, policy and planning, and relationships and partnerships.

Areas for Improvement

Under the statement 'Where an extra-curricular programme is provided, the school links with community-based clubs and organisations to ensure that it is broad, accessible and inclusive' in the key area of curriculum, we felt that more could be achieved.

3.2 House Cup

Wellbeing Framework for Practice

Key Area: Culture and environment

Indicator of success: Children, young people and staff experience a sense of belonging and feel safe, connected and supported.

Statement of effective practice for all: The wellbeing of the whole school community is central to the school's ethos/mission statement, and school leaders and management actively promote wellbeing.

In keeping with the statement of effective practice in the key area of Culture and Environment as outlined in the Wellbeing Policy Statement and Framework for Practice, and as a result of the recommendation of the 2022/23 SIP recommendation that work in collaboration with the anti-bullying committee should continue to counteract bullying and other negative behaviours. The anti-bullying committee, under the leadership of the anti-bullying coordinator, ran 3 house cup events during this academic year with a themed dress-up competition at Halloween, a festive decorating competition at Christmas and the House Cup Day in April.

The core goal of the house cup is to create a sense of community while empowering senior students to be role models for junior years.

3.3 Amber Flag

Wellbeing Framework for Practice

Key Area: Curriculum (Teaching and learning)

Indicator of success: Children, young people and staff experience a sense of belonging and feel safe, connected and supported.

Statement of effective practice for all: Wellbeing promotion within the school develops children and young peoples' awareness of mental health difficulties and information is shared about when to seek help and who to go to when distressed.

The 2022/23 SIP recommended that SSE in 2023/24 should "Enhance student confidence levels in seeking and acquiring emotional and mental wellbeing support", and "Introduce additional mechanisms to support the emotional and mental wellbeing of students and in doing so alleviate scholastic pressures, anxiety, stress and overwhelming emotional experiences."

In keeping with this statement of effective practice as outlined in the Wellbeing Policy Statement and Framework for Practice and the 2022/23 SIP recommendation to enhance student confidence levels in seeking and acquiring emotional and mental wellbeing support, the 6th year team began work on applying for the Pieta Amber Flag. The Pieta Amber Flag initiative recognises the efforts of primary schools, secondary schools, Youthreach, third level institutions, further education and training centres, clubs and organisations to create healthy and inclusive environments that support mental wellbeing.

To begin the Amber Flag process, the committee made a wellbeing noticeboard for students which is located on the main corridor beside the nurse's station. See Appendix 1a.

The purpose of the noticeboard is to make students aware of the supports in SAC – clearly and visually and by images show students where to go if they are upset and photographs of the guidance department staff and nurse.

Students worked on a decision tree – what to do if you are not feeling good in school- they worked closely with Guidance and SLT about wording, it is completed, printed and on the board. See Appendix 1b.

Lists of outside agencies with a synopsis of work they do was also created. QR codes were made for quick access to the information.

Two fundraisers were carried out in aid of Pieta House, as part of the Amber Flag initiative requirements. Firstly, a fun run was held on the 12th of December. Over 60 students and staff accumulated 300 km to match the 300 calls that are made to pieta house every single day. The event was held on school grounds. Students signed in and turned in the sponsorship cards/ donated and ran anything from 1km to 10kms. €1,400 was raised.

Secondly a 'lá geansaí glas' (green jumper day) was held on the 14th of March. Students paid €2 to wear a green jumper for the day. €870.80 was raised.

The final requirement for the Amber Flag initiative was a mental health day/week. The Christmas House Cup day was held on Wednesday the 18th of December. The students decorated the different house areas with Christmas decorations during Periods 3 and 4. A wellbeing week was also held between the 7th – 11th April which was relevant for this requirement. Various activities were held throughout the week which promoted healthy wellbeing for both staff and students. The activities

included various workshops/webinars, 1st year DSPCA dog walk, 'Morning Mile', 'Just Dance', lunchtime karaoke.

The SSE co-ordinator compiled the application and uploaded it to the Pieta House portal. On the 5th of May, the college was awarded the Pieta House Amber flag – *'Your Amber Flag Committee has shown great commitment in promoting positive mental health by encouraging teamwork and contributions from peers. Our team has thoroughly enjoyed seeing the results of your efforts through the wonderful initiatives you organised. We hope that by taking part in the Amber Flag initiative, you will continue to raise awareness of stigmas which exist and the stressors on our collective mental and emotional wellbeing.'* Staff and students who worked on the Amber Flag initiative were awarded a certificate.

3.4 National Strategy for Education for Sustainable Development.

A dedicated School Sector Climate Action Mandate was published in March 2023. The School Sector Climate Action Mandate sets out the overall targets for reductions in greenhouse gas emissions and energy usage and how schools can play their part in the Climate Action agenda including through the adoption of a Sustainability Policy Statement. This policy statement is currently in draft form and will be passed to staff and student council for consultation in August.

4. Improvement Plan

4.1 Teaching & Learning - Feedback

The survey results showed that staff found the reflection sheets to be effective but that only 52% of staff used them.

The focus will move to a *'Teaching Walkthrus – Five Step Guides to Instructional Coaching'* by Tom Sherrington and Oliver Caviglioli, model. This model includes a set of guides for teachers and leaders regarding the implementation of WalkThrus as a tool for the development of learning and teaching. This includes the use of instructional coaching scenario and the more general organization of effective professional learning.

A collaborative group of teachers was formed to focus on this area for the academic year 2025/26. They will trial a WalkThru and present their findings to the whole staff.

4.2 Wellbeing – Amber Flag (Appendix 1)

It is recommended that the initiatives introduced to achieve the Amber Flag be maintained. The wellbeing noticeboard should be updated and maintained. The fun run fundraiser should be held annually and the participation rate increased. The green jumper day should be held annually.

The Amber Flag must be renewed every two years. Preparation for this should begin in the next academic year.

4.3 Wellbeing – Civic and community engagement (Appendix 2)

As part of the review of the wellbeing framework under the statement 'Where an extra-curricular programme is provided, the school links with community-based clubs and organisations to ensure that it is broad, accessible and inclusive' in the key area of curriculum, we felt that more could be achieved. A review of the civic and community engagement projects has been completed and we will look to highlight gaps in the coming academic year.

4.4 National Strategy for Education for Sustainable Development

The statement of sustainability policy will be passed to the BOM for ratification. Areas of focus in the coming year will be

- Staff Presentation on SDG'S and schemes of work
- Posters of SDG's in classrooms
- Greens flags - Biodiversity flag
- Recycle Cans bins project

4.5 Wellbeing promotion and review cycle

Using the Wellbeing Frameworks statements of effective practice, continue to map the College's wellbeing programme so that gaps can be highlighted in statements and a cycle of improvement planned.

Appendix 1

A. Pieta House Fundraiser



Christmas Charity Run

300 km to match 300 calls a day

pieta

**ST ANDREWS COLLEGE
FUNDRAISER FUN RUN in aid of
PIETA HOUSE**

RUN 4 FUN IN AID OF PIETA 300 MILES

St Andrews Athletics Squad is hosting a Fun Run Fundraiser in aid of **Pieta House** on Thursday the 12th December.

Pieta House answers on average **300 calls** per day, and we want to run **300 km** as a school to help those struggling with their Mental Health.

We are calling on all students and staff to run at least one kilometre for Pieta House.

€1 = 1 km - an athlete can do up to 5 km

Let's reach our goal or even go beyond for **Pieta House**

Sponsorship cards will be distributed in advance, or you can donate on the day

**THURSDAY
12th DECEMBER
4-5pm**

Goal: 300 km

Location: Room P.05 for sign in and donation drop off

**More information:
usamuels@st-andrews.ie**

B. Amber Flag Award



Appendix 2

A. Civic and Community Engagement Audit

