



Name of School Coláiste Mhuire Co-Ed		Year Developed- 2021/22
SSE Team Members	Ann Marie Cullen Marie Delaney Patricia Hickey Denis Quinn Paddy Stapleton Clare Wallace	Data gathered Surveys with all students across all year groups Survey administered to all staff Survey to all parents Survey to Board of Management Focus Group with AP1 staff Focus groups with staff (Series of Jam boards) Focus group with students
<p>In November 2021 a series of surveys were conducted with stakeholders in Colaiste Mhuire Co-Ed. These included the students, staff, parents and board of management members. We did a series of “swot analysis” jamboards with staff. We also conducted a focus group with the assistant principals. While many of the questions were adapted from material provided to us by the research team at Dublin City University, several were adapted by the team. We also included questions on Excellence in Education which we adapted from the quality statements of effective practice in Looking at Our School 2016 A Quality Framework for Post-Primary schools.</p>		

Effective practice in the school

Centrality of Ethos

- 92% of parents and 94% of staff felt that they were aware of the ethos of the school.
- 90% of parents felt it was an important factor in choosing our school.
- 95% were aware of the values promoted by the school.
- 79% of students report that teachers and school leaders talk to them about the values that are important.

Excellence in Education

Parents

- 93% of parents feel that their children are motivated to learn and expect to achieve.
- 90% feel that they try hard in exams.
- 89% of parents felt that their children take responsibility for their own learning.
- 86% of parents feel that teachers have high expectations.

Teachers

- 100% engage in a range of (CPD) relevant to students' learning.
- 100% feel that teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where students are self-motivated to engage in, extend and enjoy their learning.
- 94% say they use formative assessment to work with students on clear strategies for improvement
- 94% say that they plan for assessing all relevant aspects of students' learning using both assessment of learning and assessment for learning.
- 100% view collaboration as a means to improve student learning and to enhance their own professional development and as a matter of course share expertise with other teachers in CMCO.
- Teachers listed the following as promoting excellence in education
 - excellence and leadership in digital integration,
 - Involvement in the DEIS scheme
 - student teacher relationships,
 - openness to the pedagogical approaches for 21st century learning,
 - the range of subjects on offer,
 - the range of programmes (JCSP, L2, TY, LCA etc) on offer,
 - access to quality professional development,
 - a culture of lifelong learning with the further education department in particular,
 - excellent culture of respect which improves classroom management,
 - culture of rewarding success,
 - involvement with School Business Partnership and STEM activities
 - culture of academic tracking and target grades
 - reputation for student support - very good learning support department, ASD unit etc. Staff are trained and qualified in this area and there is an understanding regarding the ownership for differentiation resting with

- subject teachers.
- excellent co and extra curricular opportunities

Students

- 85% of students say that from their mistakes they learn.

Care

- 97% of parents felt their child was cared for in the school.
- 99% of parents felt that their child's wellbeing was promoted.
- 96% of parents say their child is happy in school.
- 93% of parents feel that their child gets on well with their teachers.
- 96% of parents feel they can raise issues of concern about their child with staff in the school.
- 94% of parents feel that the school tries to work with parents for the benefit of their students.
- 90% of parents feel that teachers get to know their children.
- 97% of parents say they know how to arrange to meet management/teachers.
- 85% of students feel that students are cared for and know who to approach if they have a problem.
- 97% of staff say that staff model caring behaviour in interactions with members of the school community.
- 89% agree that staff support each other's wellbeing.
- 91% of staff feel supported in their work.

Teachers listed the following as promoting care in our school

- Student support team
- Good student teacher relationships
- Behaviour for learning teacher
- Home School Liaison
- ASD team
- 2 school guidance counselors
- Clear DLP and Child protection procedures
- School policies to support and care of students
- Strong pastoral care from class tutors and year heads
- Caring ancillary staff
- Strong SNA team
- Good facilities for students with disabilities - a universal approach
- School information system supports communication of care needs
- Le cheile system/big brother-big sister systems for 1st years
- Very good anti bullying systems
- Strong emphasis on wellbeing and the whole school ENERGY programme
- Excellent canteen facilities and low cost nutritious dinners
- Good outdoor spaces
- High retention levels
- Very good parent teacher relationships

Respect

- 96% of parents feel that their children are respected in the school.
- 98% of parents feel that they are respected when dealing with the school.
- All parents agree that we have a code of behaviour in place.
- 99% of parents say that they are aware of the school's expectations of their children.
- 93% of parents feel that the code of behaviour is implemented fairly.
- 95% of students feel that the code of behaviour is implemented fairly
- 92% of students feel accepted for who they are.
- 100% of teachers agreed that respect is an important core value in this school.
- 100% of teachers agree that the code of behaviour is implementation and that expectations for behavior are communicated.
- Teachers highlighted the following as examples and contributors in this area
 - Respect is highlighted as a core value
 - Teachers and students enjoy excellent rapport
 - Good policies - code of behaviour, anti bullying, Acceptable use policy etc in place
 - Students see respect so they give respect
 - Respect is central to the first year induction programme and belonging plus
 - Systems such as the merit system, reach for the stars, hands up look up and the clear instruction contribute to respect
 - Students with additional needs are fully integrated
 - The school adopts a student centred approach to decision making
 - Respect posters around the school
 - Good systems in place, AP1 meetings, staff meetings etc

Equality

- 95% of parents feel that their children are treated equally.
- 98% of parents feel that their children have the same opportunities to participate in school life as other children.
- 98% of parents feel that their children's rights are respected.
- 98% of parents feel that their children are treated with dignity.
- 99% of parents feel that the admissions policy is fair.
- 94% of students feel that the school treats students equally.
- 90% of students say the school is known for treating all kinds of students equally.
- 100% of staff feel that equality is a core value, informs policy and decision making and that everyone is treated equally in terms of equality of opportunity and supports.
- Teachers felt that equality could be seen in the school in
 - Weeks such as standup week
 - Equal opportunities for Extra curricular participation eg in sport, school show etc.
 - Admissions policy promotes equity
 - Supporting students through team teaching rather than withdrawal
 - Co-ed nature of the school
 - SCP and HSCL targeting attendance and retention

- Student attendance at Parent Teacher meetings
- Learning about multiculturalism with our international students
- Library books in many languages
- A social rather than medical model of inclusion is used for students with additional needs
- Staff induction and support
- Equality of opportunity for all hobbies and sports
- Awards night celebrates diversity
- Strong emphasis on anti bullying
- Belonging plus in first year which creates a culture of belonging for all
- Student led subject choices
- Student council

Community

- 94% of parents feel that their child feels part of the community.
- 92% of students feel they belong.
- 92% of students are proud to be a student in the school.
- 86% of students found it easy to settle.
- 98% of students have friends in school.
- 100% of teachers say community is promoted as a core value.
- All teachers agree that they are encouraged to contribute and support the development of the school.
- 91% of teachers say that we have clear and effective communication systems in place.
- Teachers identified the following aspects of where community as a core value is highlighted
 - Solidarity and good relationships amongst the staff
 - Good relationship with parents and strong PTA
 - Supportive and diverse Board of Management
 - School business partnership
 - Intergenerational choir with Padre Pio Nursing home
 - Dome shared with GAA
 - Strong links with sports organisation eg FAI, GAA, Basketball Ireland etc
 - Links with local Banks
 - Fundraising for local charities
 - Christmas Market
 - Great relationships and collaboration with local primary schools
 - Great relationships and collaboration with TUS and MIC
 - Summer camps on CMCO site
 - Excellent school musical
 - Very good relationships with local business who provide work experience to further ed, LCA, TY and 5th year LCVP

Multi Denominational

- 93% of parents agree that the school is multi-denominational.
- 93% of parents feel that students of all religions and beliefs are treated equally.
- 91% of parents feel that the school environment and activities do not privilege any particular group over another whilst at the same time acknowledging students of all faiths.
- 91% of parents feel that important school events are multi-denominational in nature and in line with the ethos of the school.
- 97% of staff say that religions and beliefs are treated equally.
- 94% of students feel that we welcome students of different faiths and are treated equally.

Areas for improvement in the school

Centrality of Ethos

- We would like that a bigger percentage of students understand the term ethos. (Of interest is that all ticked several examples of this and chose them to be of high importance).
- From the Board of Management point of view the need to include Ethos in school policies and to reference ethos more clearly was identified.

Excellence in Education

- The need for further embedding of formative assessment is noted
- Actions around the engagement of students in target setting and their expectations of personal learning were noted

Care

- To engage with a jigsaw project to promote student care of each other

Respect

Overwhelmingly positive part of the school.

Equality

- To upskill staff in this area

Community

- To engage students more actively in student voice

Multi Denominational

- To consult students and parents on religious symbols
- To engage with Professional Development