



Holy Family Secondary School

School Improvement Plan May 2023

Year 2 of 5 Year Plan (2021-2026)

Introduction

The school has formed and initiated a five-year improvement plan (HFSS SCHOOL PLAN 2021-2026) in consultation with all stakeholders. This strategic development plan is available to read on the school website; <http://www.holyfamily.ie/policy-2/>

The focus for the year's school improvement plan (SIP 2022/2023) examined one of the targets set in that School Plan under the target pillar of "Strengthening our culture and ethos' through the lens of "**Community links** -To establish greater networking and community outreach connects". The main method used was to embed this target across all subject areas, with each department selecting and actioning one specific aim to increase community links in their subject. This whole school approach is necessary to create a notable improvement from baseline data and to ensure students are facilitated with opportunities and education on a regular, ongoing basis. It is hoped that this method, embraced and shared by all teachers, will create real tangible change in school life. Furthermore, we wish empower our students to become active members of their community both now and in the future. To evaluate our progress, both students and parents were surveyed on our performance in this area. This document outlines findings and actions from 2021/22 and targets arising for 2022/23.

In aligning the 'Looking At Our Schools 2016' quality framework as a tool to support reflection, self-review and evaluation over the next 5 years for the school's standards and statements of quality. We aim to keep our focus on four core questions:

1. *What is our shared vision at HFSS that shapes our school community?*
2. *Who are our learners?*
3. *What is our vision of success for learning for each pupil?*
4. *How can we best improve practices in our teaching and learning community?*

Main Aim 2022/2023

We aimed to foster a culture in school life which overall increased our links with the greater community. We define this in more detail as: increasing our visibility in the community, building our students awareness and involvement in their local community and overall preparing our students to be active members of their community both now and after leaving formal education in HFSS. Equip with the knowledge of opportunities beyond school life, and the confidence of having been previously exposed to these clubs, facilities and charities, it is hoped that each student would have the opportunity for volunteerism, connection and inclusion throughout their lives. There are many well established pathways for community links already in the school and all plans for the year acknowledged the good work being done already and sought to build on this.

Also, the department of education released a circular to request each school complete a Covid-19 impact survey to assess the effect of the pandemic in our school. We had complete autonomy as to what our focus of priority would be and after discussion decided to survey all stakeholders on the impact of Covid-19 on teaching and learning in our school.

Furthermore, our student voice survey development in 2021/22 was repeated in April 2023 and the data compared to the year previous. Parents were also invited to contribute this year. A question on community engagement was added to the survey for this year's School Improvement Plan (SIP) target. This metric continues to be used to direct and measure our progress towards the goals outlined in our school five year plan.

Summary of main findings 2022/2023

The following data details the schools progress towards our targets in the school plan areas largely based on survey results.

- Students were largely in agreement (72%) that they can share their voice but would appreciate more surveys and tutor time to better enable them in this process. This had dropped from 83% last year and will be an area we need to monitor.
- 90% of students agree/strongly agree we are a sustainable and environmentally friendly school community. This is in line with last years survey.
- 69% of students agree/strongly agree they are satisfied with subject choice. This again is the area students were least content with, however it is up from 60% in 2022. This may reflect the introduction of technical graphs which was the 2nd most requested subject in previous survey. The parents surveyed also cited subject choice as their main concern from topics surveyed.
- 81% of students agree/strongly agree the school physical environment is pleasant and fit for purpose. This is a marked improvement from last years score of 74%. Areas mostly frequently mentioned for improvement included improved bathroom facilities and bigger lockers.
- 79% of students agreed/strongly agreed that they are educated about opportunities in the community in school life. 13% of students said that they are not currently involved in their local community and were unsure of what they would be interested to join.
- Our data from student survey showed that we had improved significantly in two areas out of four also surveyed in 2022 (subject choice and physical environment), stayed with high standard in one area surveyed (sustainability) and disimproved in one area (student voice).
- Our Covid-19 impact survey showed that parents and teachers noted that the pandemic had resulted in moderate to significant impact on teaching and learning (parents 49% moderate, teachers 54% significant)
- All stakeholders (parents, teachers and students) agreed in two out of their top three concerns for teaching and learning. Stress/overwhelm was cited as the main issue by parents and students, with teachers citing it as their third most common concern.
- All stakeholders agreed that motivation was the second most concerning area having an impact on teaching and learning in our school community.

Focus for 2023/2024

- Continued focus on fostering increased community links (building on work done in 2022/23)
- Improving our sustainability in HFSS

HFSS School Improvement Plan 2022/2023

Actions

Actions taken in 2022/23:

- Presentation made to staff to highlight our school improvement plan target and its potential benefits to our students. Each department was requested to select one action their subject would take and submit to SSE coordinator on teams.
- Following the Department of Education circular, MLT met to discuss what the focus of HFSS Covid-19 impact survey would be. Decisions made to focus on teaching and learning and request the input of all stakeholders.
- Consultation between the SSE committee, MLT, and AEN departments to create a COVID-19 impact survey which was inclusive and would be informative.
- Surveys were launched on teams and via the school app. 820 stakeholders responded to the survey.
- Data was collated, and analysed and a report formed. The report alongside the raw data was shared with senior management. The survey results were shared with parents, students, and staff, and actions arising and taken were also highlighted.
- One main action arising from the COVID-19 impact survey was to undertake a review of our curriculum offered at Junior Cycle. This was actioned by the curricular review committee who presented MLT with four potential options. Feedback from guidance, business, science, and other departments was gathered, collated, and shared with MLT for their consideration. The SSE coordinator then surveyed their top two options and presented the remaining options to the staff. They then selected their most preferable option: To add Business Studies to the option line for students commencing in 2025, thereby reducing the Junior Cycle subjects examined by one.
- Subject coordinators were requested to document their progress towards their community link target by highlighting their goal in teams in green/red/orange, signifying complete, incomplete, or ongoing.
- A review of the Transition Year Curriculum was undertaken. All TY teachers were invited to participate and give their input into the most appropriate hour allocation in their subject. The results were discussed with MLT and TY coordinator who adjusted the TY curriculum with consideration to the information gathered.
- The decision was made that an alternative random sample of students from each year group would be asked to take part in the student voice survey. Small revisions were made to the format to improve on learnings from the last survey. This included requesting SRC members to aid the SSE coordinator in the running of the survey, using tablets to facilitate the survey with minimal disruption to computer rooms and merging senior and junior cycle surveys as the data differences last year were non-significant. Also, two questions on community links were introduced into the survey too measure progress on the current SIP target.
- Parents were surveyed, using a similar format on the school plan to the students' survey. It was decided to introduce an "unsure" option onto the Likert scale for parents' survey for areas of school life they may not feel they can conclusively offer an endorsement or objection to due to lack of knowledge. 91 parents responded.
- Data was collated and shared. The student survey from the current year was compared to the previous year to note trends and highlight any areas of progression or lack thereof.
- Some other actions arising from ongoing surveys and continuous SSE were:
 - Technical Graphics trial in Transition Year deemed a success and listed on the option line for incoming first years 2023/24.
 - Agricultural science was added to the subject choice for senior cycle students.
 - Science labs were upgraded with an additional science room created.
 - Sports and activities in the gym facilitated with teachers to supervise.
 - Many additional extra-curricular clubs were created to equip all students with opportunities to get involved in something they are interested in.
 - Pollinator-friendly garden created.

	<ul style="list-style-type: none"> ○ Politics & Society, Agricultural Science and Senior Cycle PE remain embedded as TY subjects added. ○ Ongoing commitment to facilitating additional colour and murals in school (already achieved and taking place). ○ Tutor time allocation each term dedicated to student voice deemed a success and will continue to be embedded in the calendar. ○ Increased number of school lockers. ○ Continuation of improved student representative formal meetings with the Board of Management (BOM) and Senior Leadership Team. <ol style="list-style-type: none"> 1. Captain and Deputy Captains with BOM (December annually- School Captain's theme) 2. SRC and BOM in March annually <p>Actions for 2023/24:</p> <ul style="list-style-type: none"> ➤ Present 2022/23 findings from student and parents survey to staff. Share SIP for year ahead. ➤ Equip subject departments with documents to plan their community links target for the year. ➤ Present to Parents Association at AGM to keep them abreast of progress made and areas we still are targeting for improvement. ➤ SSE committee for 2023/2024 to be formed and meet. ➤ Wellbeing and SSE coordinators to meet and review current wellbeing hours timetabled. Committees are to undertake a review of potential options for how additional wellbeing hours can be implemented in HFSS. ➤ Options for wellbeing hours presented to MLT, feedback gathered, and final options presented to staff. Time for consideration was given and then staff surveyed on which option they feel is the best fit for our school. ➤ Staff copying codes audit and review of paper waste conducted. ➤ Green schools committee to meet and discuss ways to increase our sustainability. ➤ SRC elections. SRC electives to meet with senior management and SSE Coordinator to be informed about the last report which can aid their planning for the year. ➤ Continued evaluation of targets success including those key aims outlined above. ➤ Continued use of school student/parent surveys as a metric to identify areas for improvement and judge progress towards school plan targets to date. ➤ Curriculum will continue to engage with community and local links where possible to establish school visibility in the community and facilitate our students' lifelong engagement with their local community. ➤ Establish contact with businesses in the hope of increasing sports sponsorship.
Success Criteria	<ul style="list-style-type: none"> ➤ Required actions are met as specifically outlined above. ➤ Repeat survey yields increased positive data from year 2023/24 indicating progress when compared to year previous and/or baseline data. ➤ Increased involvement of both local community groups/representatives in school and students involvement in the community as measured by survey and informal observation. ➤ School paper use greatly reduced
Persons responsible	Leader of SSE , Senior and Middle Leadership, all staff
Timeframe	September 2023- June 2024
Review Date	June 2024