



Dominican College Muckross Park

Our School Self-Evaluation Report and School Improvement Plan 25/26

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.

1.1 Outcomes of our last improvement plan from August 2024 to May 2025

The school welcomed the positive recognition of our SSE process as outlined in the Whole School Evaluation report by the Inspectorate published in January 2025¹. This highlighted that “there was very good evidence of meaningful ongoing engagement with school self-evaluation, which had a significant positive impact on teaching practices.”

To date, the following outcomes have been achieved:

- Success criteria have been integrated into subject department plans and are used when peer and self-assessment takes place.
- Staff have participated in CPD to support an inclusive school environment.
- A wellbeing committee encompassing staff and students has been created and is working to address identified objectives.

1.2 The focus of this evaluation

Using the very helpful feedback from the Whole School Evaluation: Management, Leadership and Learning Report, the area of focus for this Improvement Plan will centre on developing a whole school assessment policy, continued integration of ICT and expanding our wellbeing focus from the LGBTQ+ quality mark (which we have received) outwards to a focus on fully complying with Cineáltas: Action Plan on Bullying Implementation Plan 2023-2027².

Teaching and learning:

Assessment is a feature of the SIP process in Muckross under the category of Teaching and Learning. To date we have seen the integration of self-assessment and peer assessment into school assessment strategies with Success Criteria being used to facilitate this. Subject departments worked on incorporating this practice in 2024-2025. Expanding on this, and using suggestions from the MLL, the

¹ <https://assets.gov.ie/static/documents/muckross-park-college-donnybrook-dublin-4-dublin-3350f361-ac26-4caa-adce-eefa2000eab0.pdf>

² <https://assets.gov.ie/static/documents/cinealtas-implementation-plan-2023-2027.pdf>

target for this SIP will be to develop, in conjunction with all the education partners, an **Assessment Policy and a separate Homework Policy**, for the school.

ICT

It was noted in the findings and recommendations section of the *Whole School Inspection Report* that

“While students had some opportunities to use digital technologies in a few lessons, there is significant potential to expand its use throughout the school as a learning and assessment tool.”

This was born out by the survey data of 2nd and 5th year students. In answer to the question, *I often use digital devices – for example tablets, recording devices, iPads etc -as part of my lessons*, 38.63% Disagreed or Strongly disagreed.

The ICT Committee have discussed this at length. It was determined that the current provision of devices and desktops are no longer sufficient, or fit for purpose. With the quantity of CBAs in 2nd and 3rd year and new compulsory coursework coming on stream for Senior Cycle this is an area that is overstretched. A big spend is required and currently being approved by the school finance committee which will help alleviate this issue and help provide for increased access to technology for class use and not just project / assignment work. This will hopefully help meet the MLL recommendations and uphold ESRI research which highlights that, technology can *“enhance teaching and learning experiences, facilitate communication, support collaborative work and develop independent learning skills.”*³. For further details on device procurement and management please see the Digital Strategy for Dominican College Muckross Park 2025-2026.

The Digital Strategy for Schools to 2027⁴ emphasises that: *“ICT has become as much a core part of the education journey as basic literacy and numeracy skills are”*. A current serious issue posed by the use of ICT for education, is the prolific nature of AI. Artificial intelligence presents both wonderful learning opportunities and significant challenges for secondary schools. Upskilling in this area was identified by staff and the ICT committee as a priority.

We welcomed the statement by the Minister for Education in Dail Eireann on April 3rd, 2025, stating that:

“In order to support teachers and school leaders in this area, the Department of Education with the support of Oide Technology in Education (OIDE TiE) ..., is currently developing guidance on the use of AI in teaching and learning. It is intended that this guidance will be published and circulated to schools shortly.”

To strategically plan for this, the ICT committee has chosen this area for inclusion in the School Improvement Plan 2025-2026. A phased CPD plan was identified as being the most meaningful and sustainable. This plan aims to equip teachers with the knowledge, skills, and confidence to ethically and effectively integrate AI into their teaching and assessment practices, aligning with a future-focused Irish curriculum.

³ *Embracing Diversity in all its Forms’: The Voluntary Secondary Sector in Irish Education*, 30 April 2024, ESRI

⁴ <https://assets.gov.ie/static/documents/digital-strategy-for-schools-to-2027.pdf>

Wellbeing

Circular 0056/2022 highlights the requirement on schools to use SSE to initiate a wellbeing promotion review and development cycle. Dominican College Muckross Park commenced this cycle in 2024-2025 building on information from a multi-stakeholder survey conducted in 2022-2023. The initial phase of this development cycle focused on the evidence-based LGBTQ+ Quality Mark initiative from Belong To. This has met with real success and the school met the requirement of accreditation this year⁵. As part of this process, the following targets were met:

Progress to date

- An LGBTQ+ and Allies group has been established in the school and meets on a weekly basis. A designated support team has been set up to facilitate this group and promote inclusion throughout the school.
- The library now includes a range of LGBTQ+ related resources, increasing access to relevant and affirming materials for students.
- To enhance visibility across the school, we have flown the Pride flag, displayed rainbow bunting, and placed LGBTQ+ icons and posters in classrooms and corridors.
- All staff members have completed the "Educators and Youth Workers Supporting LGBTQ+ Young People" e-training, and also participated in the in-person Belong To training, equipping them with the knowledge and confidence to support LGBTQ+ students.
- School policies have been reviewed to ensure they reflect our values and expectations around inclusion, support, and the prevention of bullying.
- Finally, the entire school community participated in Stand-Up Awareness Week, demonstrating a whole-school approach to inclusion and LGBTQ+ acceptance.

Building on this progress

The SSE process from 2022-2023 identified **that 74% of students felt a sense of belonging or feeling connected to the school community**. In the student surveys conducted as part of the MLL process in autumn 2024, the following results were found:

- 85% of students feel there is a good atmosphere in this school,
- 95% state they get on well with other students in this school
- 90% of respondents stated that other students in their year group treat them fairly and respectfully.

While we cannot prove direct causation to participation in the quality mark initiative, these results demonstrate an improvement in dynamics and relationships which we celebrate. To continue this endeavour, a school wellbeing team was founded this year to further build on this great progress. Encompassing students, teaching staff and senior management it has conducted focus groups alighting out of the survey findings from the MLL. The results of the focus groups identified three key areas to focus on for the next academic year. According to ESRI research, students who report feeling they belong at school and who perceive better wellbeing supports at school are more likely to score higher on life satisfaction⁶. We want this for our students.

The Cineáltas: Action Plan on Bullying Implementation Plan 2023-2027 outlines a comprehensive approach to preventing and addressing bullying in Irish schools. It emphasizes a "whole-education approach" rooted in principles of prevention, support, oversight, and community. Schools are now explicitly required (under Circular 55/2024, coming into effect from the 2025/2026 school year) to develop and formally adopt a "Bí Cineálta" policy. The summer term of 2025 saw the whole staff of Dominican College Muckross park participate in CPD relating to Cineáltas. Subsequently Staff, students and parents were surveyed using Department of Education templates. Participation in this data

⁵ <https://www.belongto.org/support-for-someone-else/at-school/lgbtq-quality-mark-schools-map/>

⁶ <https://www.esri.ie/publications/embracing-diversity-in-all-its-forms-the-voluntary-secondary-sector-in-irish-education>

gathering was impressive with significant feedback given which has helped create identifiable areas for improvement.

As a consequence of multiple consultations, advice and input, a strong, collaboratively developed, and inclusive "Bí Cineáltas" policy was developed. It sets clear expectations for behaviour, outlines roles and responsibilities, identifies preventative measures, stipulates identification, reporting, and resolution procedures for bullying and ensures transparency and accountability.

This cycle of SSE sees actions focusing on embedding this new policy by supporting its implementation. We will, produce an accessible School Culture and Values Declaration-a Cineáltas Charter, share the Cineáltas Policy with parents and facilitate a PA lead information session, and facilitate the creation of a student-friendly version of the Cineáltas Policy.

2. Findings

2.1 This is effective / very effective practice in our school

Investigations regarding assessment for learning, ICT and wellbeing under the *Looking at our School 2022 guidelines* showed that the following Teaching and Learning areas were effective in our school, and in many instances were highly effective.

Learner experiences - effective/highly effective areas:

- Students assess their progress realistically and can describe their strengths and areas for development as learners.
- Students are able to reflect on their learning, thereby increasing their autonomy and effectiveness as learners.
- Students' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.
- Students demonstrate knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their wellbeing.
- Interactions among students and between students and teachers are respectful and positive, and conducive to wellbeing.
- Relationships and interactions in classrooms and learning areas create and sustain a very positive, cooperative, affirming and productive learning environment.
- Students' attainment in summative assessments, including certificate examinations, is inline with or above expectations.
- Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates and others in the school community.
- Students make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.

Teachers' individual practice - effective/highly effective areas:

- Teachers have the required professional qualifications and actively seek out further learning opportunities. They reflect critically on their own learning and practice. They engage in a range of personal and professional learning opportunities that develops their capacity as professionals to meet the learning needs of their students and contributes to school improvement.
- Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.

- Interactions among students and between students and teachers are respectful and positive, and conducive to wellbeing.
- Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.
- Teachers regularly provide pupils with constructive, developmental, oral and written feedback on their learning.

Teachers' collective/collaborative practice - effective/highly effective areas:

- The school is a key context in which teachers' professional learning occurs. Teachers engage actively and productively with, and devise, a variety of professional learning opportunities that involve critical reflection on learning and on practice.
- Teachers identify and engage in professional learning that develops their own practice, meets the needs of students and the school, and enhances collective practice.
- Teachers recognise the value of building whole-staff capacity and are willing to share their expertise with other teachers in the school.
- Teachers work to maintain positive and respectful relationships with colleagues and school management for the benefit of students' learning, and for the wellbeing of staff and students. Teachers are also mindful of and take responsibility for their own wellbeing.
- Teachers use parent-teacher meetings and other communication with parents very constructively to support parents' meaningful involvement in their children's education and development as learners.
- Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils, and work together to ensure that the learning is integrated.

2.2. This is how we know

External evaluation:

1. Pisa 2022 Main Study feedback.

PISA, or the Programme for International Student Assessment, is an OECD study that examines the knowledge and skills of students aged 15 in the areas of mathematics, reading literacy, and science. It also gathers a wide range of contextual information from students, their parents, and school principals through a number of questionnaires. In Ireland, the study is managed by the Educational Research Centre on behalf of the Department of Education. In 2022 Dominican College Muckross park participated in this study and this academic year the school data was shared with us.

Students participating in PISA answer a number of questions about their schooling, learning, and home lives through the student questionnaires immediately after testing on mathematics, reading and science. Some of the results from these questionnaires for our school were summarised for us and are very helpful for comparative purposes.

Sense of belonging – students from Dominican College Muckross park reported a significantly above average sense of belonging to their school. The mean score for Ireland on this belonging index was -0.13 which is significantly lower than the OECD average of -0.02, indicating lower levels of sense of belonging in Ireland than on average across OECD countries. For our school, students reported a score of 0.22 on this index.

Life Satisfaction - Students answered a question that featured a scale from one to ten (with 1 being the lowest score) "Overall, how satisfied are you with your life?" In Ireland, students on average rated their life satisfaction as 6.6 out of ten, lower than the OECD average score of 6.8. In our school,

the average rating in response to this question was 7.0 on this scale, again above average for both Ireland and OECD countries.

Feeling Safe- Students answered a number of questions about how safe they feel at school. The mean score for Ireland on this sense of safety index was 0.04 which is higher the OECD average 0.00, indicating a slightly higher level of feeling safe compared to the average for OECD countries. For your school, students reported a score of 0.17 on this index, again higher than Irish and OECD averages.

2. Whole School Evaluation: Management, Leadership and Learning Report Muckross Park College, 23/01/2025.

Accessible here: <https://assets.gov.ie/static/documents/muckross-park-college-donnybrook-dublin-4-dublin-3350f361-ac26-4caa-adce-eefa2000eab0.pdf>

This document, compiled by the inspectorate, reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

Summary of main findings:

- The overall quality of teaching and learning was very good, with some exemplary practice observed. Some aspects of practice required development to achieve a good standard.
- The board of management provided very good quality oversight and high-level strategic direction to the school; there is a need to bring the timetabled curricular time for social, personal and health education (SPHE) and civic, social and political education (CSPE) in line with the requirements of the specifications and Junior Cycle Wellbeing Guidelines.
- The overall quality of leadership and management was very good; the senior management team were highly effective in leading the school, with examples of excellent practice in some areas.
- There were very good leadership opportunities for staff and students; teachers actively sought out these opportunities and student participation and input were strongly supported at all levels in the school.
- There was very good evidence of meaningful ongoing engagement with school self-evaluation (SSE), which had a significant positive impact on teaching practices.
- The overall quality of support for students' wellbeing was very good; the school offered an excellent range of extra and co-curricular activities that built a strong sense of community and significantly enhanced students' experiences.

Internal evidence:

1. As part of the Bí Cineálta policy consultation, parents, teachers and students were surveyed using Department of Education questions. This data has helped to focus the Wellbeing Element of our SIP. Survey questions can be accessed here:

<https://www.gov.ie/en/department-of-education/publications/resources-to-support-engagement-with-school-staff/>

2. This year saw the creation of a Wellbeing Committee in the school with students, teachers and members of the SMT participating. Focus groups were held with each year group, conducted by senior prefects, to discuss the findings of the Inspectorate survey. This feedback has been used to

create a shared understanding of that data and identifiable targets are being worked on for the following year.

3. In achieving our LGBTQ+ quality mark, we surveyed parents, teachers and students to assess progress to date.

Summary of Survey Findings

The following reports compare and summarise the responses from the key stakeholders across two surveys conducted as part of the quality mark process. The initial surveys were conducted in 2023 and the follow-up surveys were conducted in 2025.

Student Survey Comparison Report

Between 2023 and 2025, student responses reflected a strong cultural shift toward inclusivity and visibility for LGBTQ+ students. Positive sentiment increased significantly across all areas, with large gains in awareness of LGBTQ+ support staff, active student clubs, inclusive curriculum, and visible posters and resources. Reports of uncertainty (“Don’t know” responses) dropped notably, and bullying incidents were rarely reported. Open-ended feedback was minimal in 2025, indicating general satisfaction and improved communication of supports.

Parent Survey Comparison Report

Parents and guardians showed a major increase in awareness and support for LGBTQ+ inclusion from 2023 to 2025. Agreement rose across key areas including inclusive policies, visible representation, support systems, and LGBTQ+ themes in SPHE. The number of parents unsure about what was happening in the school significantly declined, reflecting stronger communication and engagement. Feedback became more positive and appreciative, though some requested further information sessions or balanced representation of broader diversity themes.

Staff Survey Comparison Report

Staff responses shifted from moderate positivity and some uncertainty in 2023 to near-unanimous agreement by 2025 on the school’s inclusive culture. There was a marked increase in awareness of the LGBTQ+ Support Team, student clubs, and visual representation in the school environment. Open-ended feedback in the initial survey called for clearer guidance and visibility, while later comments affirmed satisfaction and a desire for continued engagement. The school’s efforts in training, visibility, and inclusion were clearly recognized by staff.

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

- Development of whole school Assessment Policy and Homework Policy
- Improve ICT Infrastructure (See Digital Strategy 2025-2026)
- **Upskilling of staff with a focus on: Artificial Intelligence.**
This objective is to empower teachers to critically understand, ethically apply, and pedagogically use AI tools to enhance teaching, learning, and assessment, while preparing students for an AI-driven world.
- To sustain and progress our positive and inclusive school culture and environment which provides a space where children, young people and staff experience a sense of belonging and feel safe, connected and supported.

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

Timeframe of this improvement plan is from August 2025 to May 2026

Element 1: Teaching and Learning - Assessment

Targets	Development of whole school Assessment Policy and Homework Policy
Actions	<ol style="list-style-type: none"> 1. Form a dedicated steering group to lead the process. They will audit current practices and gather input from all stakeholders (teachers, students, parents) to identify key needs and determine current best practice. 2. Clearly define the policy's purpose and principles. Outline how assessment will support learning, inform teaching, be both formative and summative, and cater to diverse student needs, reflecting the school's mission and values. 3. Detail comprehensive assessment practices. To include: types, frequency, feedback mechanisms, data recording, reporting to parents, differentiation, and moderation procedures to ensure consistency and fairness. 4. Draft, consult, and refine the policy by circulating it to all staff and stakeholders for feedback, incorporating revisions, and securing formal ratification from the Board of Management. 5. Implement and continuously review the policy through regular monitoring of its effectiveness, and scheduled revisions to ensure its ongoing relevance and impact on student learning and school improvement.
Persons / groups responsible	<ul style="list-style-type: none"> ➤ SSE coordinator will develop a steering group to lead the development of the policy. (Exam coordinator, DP, SEN team, teaching staff, student representatives) ➤ Students council and student voice will consult on the draft and revise it. ➤ BOM for input and approval. ➤ Subject Department Coordinators lead discussion and report views. ➤ Individual Teachers to introduce it into their classroom practice.
Criteria for success	<p>Shared Understanding & Buy-in: All stakeholders, especially teachers, clearly understand the policy's purpose and principles, leading to strong teacher ownership and confidence in its implementation.</p> <p>Integrated Practice: Assessment is woven into daily teaching and learning, with consistent use of formative feedback, student self-assessment, and diverse methods that reflect curriculum outcomes (e.g., Junior Cycle CBAs).</p>

	<p>Fairness & Consistency: Practices are consistently applied across the school, ensuring fairness for all students (including those with SEN) through clear criteria, moderation procedures, and transparent reporting.</p> <p>Positive Impact & Continuous Improvement: The policy enhances student learning and progress, fostering a growth mentality.</p>
Progress and adjustments	<p>A clear indication of progress in this area would be reduced student anxiety around assessment. This might be seen in the following ways:</p> <p>Student feedback (e.g., surveys, focus groups) indicating less stress about tests. Greater comfort in asking for feedback and engaging with mistakes as learning opportunities.</p>
Targets achieved	Commence in August 2025 with the aim of a working draft in place for discussion at Staff Meeting on 25/11/2025, input from Student representative before Christmas and updated draft to the BOM in early 2026. (Appendix of policy to include reference to AI which will be updated in April after phase 2 of Element 2)

Element 2: ICT

Targets	<p>Improve ICT Infrastructure (See Digital Strategy 2025-2026)</p> <p>Upskilling of staff with a focus on: Artificial Intelligence.</p> <p>This objective is to empower teachers to critically understand, ethically apply, and pedagogically use AI tools to enhance teaching, learning, and assessment, while preparing students for an AI-driven world.</p>
Actions	<p>This CPD plan aims to integrate AI effectively and ethically into teaching and learning into Dominican College Muckross Park. It's structured in three phases:</p> <p>Phase 1: AI Literacy & Awareness: Build foundational AI knowledge, understanding its educational implications (opportunities, challenges, and ethics), and initiate school policy discussions on AI use, including data privacy.</p> <p>Phase 2: Pedagogical Integration & Experimentation: Explore practical, ethical ways to use AI for differentiation, teacher productivity (e.g., lesson planning, rubric creation), and student creative tasks under teacher guidance. This includes small-scale teacher pilot projects.</p> <p>Phase 3: Ethical Leadership, Innovation & Sustainability: Hold subject department meeting to peer-share learning experience to date around AI and strategies for incorporation into future senior cycle project work. Design "AI-proof" assessments for summative end of term assessments.</p>
Persons / groups responsible	<p>Whole Staff: Active participation in all phases, engagement with workshops, and contribution to policy discussions.</p> <p>School Leadership: Championing the initiative, allocating resources, supporting CPD, and leading policy development and review.</p> <p>IT Committee: Driving the planning and implementation of the CPD, curating resources, providing initial technical guidance, and facilitating pilot projects.</p> <p>Subject Coordinators: Leading subject-specific AI integration discussions, facilitating collaborative planning, and supporting colleagues.</p> <p>External Experts (e.g. ADAPT, OIDE, NCCA, industry experts etc.): Providing specialised workshops and current best practices.</p> <p>Students & Parents: Providing feedback on AI usage and policy (indirectly contributing to policy refinement and impact assessment).</p>

Criteria for success	<p>Teacher AI Literacy & Confidence: Teachers understand AI's principles, ethical considerations, and feel confident applying it pedagogically.</p> <p>Ethical & Effective AI Integration: AI is used purposefully in teaching and learning, enhancing differentiation and teacher productivity, while adhering to academic integrity and data privacy policies.</p> <p>Adaptive Assessment: The school effectively designs assessments that are resilient to AI misuse and promote critical thinking.</p> <p>Student AI Literacy: Students understand AI's capabilities, limitations, and ethical implications, becoming critical and responsible users.</p> <p>Culture of Innovation: The school fosters a continuous learning environment where teachers share AI best practices and explore new applications.</p>
Progress targets and timeframes	<p>Phase 1 (Aug-Dec 2025): After CPD survey teachers to determine improved understanding and reduced anxiety about AI.</p> <p>Phase 2 (Jan-April 2026): Evidence of teachers experimenting with AI in classrooms (e.g., through lesson plans, shared resources, pilot project feedback). At Croke Park meeting on March 26th have subject department meetings discussing the progress to date and materials used. Feedback from this to feed into Assessment Policy (See T&L Element 1).</p> <p>Phase 3 (May-June 2026): School AUP policy is consistently applied. Students demonstrate critical engagement with AI.</p>

Element 3: Wellbeing - Inclusion

Targets	To sustain and progress our positive and inclusive school culture and environment which provides a space where children, young people and staff experience a sense of belonging and feel safe, connected and supported.
Actions	<ul style="list-style-type: none"> To produce an accessible School Culture and Values Declaration, a Cineáltas Charter, which outlines the school's culture and values and how they can help to prevent and address bullying, in an age appropriate manner. The Declaration will include, for example, a school's focus on welcome, inclusion and wellbeing⁷. Share the Cineáltas Policy with parents and facilitate a PA lead information session. Foster student responsibility and leadership in promoting a positive school culture by facilitating the creation of a student-friendly version of the Cineáltas Policy. This aims to encourage students to be advocates for positive behaviour, becoming peer educators, leading by example and helping their classmates understand and adhere to the policy.
Persons / groups responsible	<p>Students (Student Council, Anti-Bullying Committee, Prefects): Direct responsibility for creating the student-friendly version, designing its format, and potentially acting as peer educators.</p> <p>Parents' Association (PA): Co-present the information session with the Assistant Principals, prepare materials (with school support), disseminate information to the wider parent body, and facilitate discussion and feedback from parents.</p> <p>Teachers (all staff): Provide input on school culture, values, and practical strategies for preventing/addressing bullying. Integrate the Charter's principles into their daily teaching and interactions.</p> <p>School Leadership (Principal, Deputy Principal): Ultimate oversight, strategic direction, and ensuring actions reflect the school's mission and values.</p>

⁷ <https://assets.gov.ie/static/documents/cinealtas-implementation-plan-2023-2027.pdf> Pg. 14, 1.1

<p>Criteria for success</p>	<p>Increased Parent Understanding: Parents express a clear understanding of the Cineáltas Policy, including definitions of bullying, reporting procedures, and the school's approach to prevention and intervention.</p> <p>Student Advocacy: An increase in students confidently discussing bullying, challenging inappropriate behaviour, and reporting incidents, demonstrating their role as peer educators.</p> <p>Consensus and Buy-in: The Charter is developed through a collaborative process that genuinely involves staff, students, and parents, leading to broad acceptance and ownership.</p>
<p>Progress and adjustments</p>	<p>Annual Review: Schedule an annual review of the Charter by the SMT, Wellbeing Team, and Student Council to ensure its continued relevance and effectiveness, adapting to any new challenges or insights related to school culture and bullying.</p> <p>PA Debrief: The PA committee and school leadership debrief after the session to identify what worked well and what could be improved for future sessions.</p> <p>Peer Review Sessions: Facilitate peer review sessions where students critique each other's work, providing constructive feedback on clarity, engagement, and ethical implications.</p>
<p>Targets achieved</p>	<ul style="list-style-type: none"> • The Cineáltas student friendly version is prominently displayed in key visible locations around the school and on the school's website. • School-wide surveys indicate an average increase in students' reported understanding of the school's core values and their link to anti-bullying efforts, compared to a baseline (taken in April 2025). • Cineáltas Policy shared with 100% of parents via accessible digital and/or physical formats by November 2025.