



Waterpark College Our Self-Evaluation Report and Improvement Plan 2025-26

Preface

With reference to *School Self-Evaluation: Next Steps 2022-2026* (including DES Circular 0056/2022), Waterpark College has continued to conduct reflective analysis of what works well in the school and what needs to improve in relation to national or school-specific priorities. Adhering to the six-step SSE process (please see Fig. 1 below), Waterpark College acknowledges its strengths and has identified areas for improvement. We have planned and implemented actions for these improvements and monitored the effectiveness of these actions in terms of their impact on learning and teaching and the experiences of pupils/students, including their wellbeing.

Fig. 1 Six-Step SSE Process





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 Sept. 2025 to May 2026

- Promoted student wellbeing by fostering a positive learning and teaching environment through whole-school student reflection & targeted differentiation
- Developed and facilitated learner autonomy through whole-school student reflection & targeted differentiation
- Initiated *Bí Cineálta le Cheile week* & due its success will become an annual event
- Greater awareness of *Bí Cineálta* programme & QR Code in diaries & displayed in school which has been accessed

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept. 2025 to May 2026. We evaluated the following aspect(s) of teaching and learning:

- Uniformed Student Reflective Practice Strategy (PINS)
- *Bí Cineálta*
- Guidance for All Guidance for All – Continuum of Support (CoS) – 3rd year cohort

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- Created sub-committees/focus groups, for each of the three focus areas, who presented progress updates at staff meetings
- All teaching-staff continue to review the data/progress to inform next steps
- Collegial approach in gathering evidence-based findings
- Student Voice (see Appendices 1 & 2)
- Teacher Voice (see Appendix 3)
- Findings helped us make informed decisions together to bring about sustained improvement in Learning and Teaching
- Data shared with all stakeholders
- Transformational reflection helps determine next steps and aids in fostering a positive learning and teaching environment



2.2. This is how we know

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

- Meetings (e.g. Staff, Students & Student Council, Parents Council, PTMs)
- Surveys (all stakeholders, including random selection of student body to ascertain student-voice from all years)
- Focus groups (staff and students)
- Digital communications (all stakeholders)

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Teacher Reflection
- Guidance for All – Continuum of Support – JC cohort
- *Bí Cineálta* programme
- Acceptable Usage Policy / AUP – Digital Strategies

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 Sept. 2026 to May 2027

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Teacher Reflection	*All teachers trained to use uniformed Teacher Reflection Sheet *Collaborative approach as all teacher's upload reflection to One Drive *Subject-Department review of Teacher Reflection to determine next steps *Highlights areas of success or that needs improvement	All teachers	*Individual teacher reflection	*End of year subject-department collaborative reflection to determine next steps	*Constantly under review both individually & collaboratively *Determined by improvement/maintaining student results in summer exam
Guidance for All – Continuum of Support	* Differentiated homework *Termly submissions to shared OneDrive Folder to monitor progress in mainstream classes *One drive folder with all policies and information available to all staff	- Continuum of Support Team - WSG Team - SEN Team - All staff - All students	*Differentiated homework *Reflecting on results *Termly targets for AEN students	*Gather stakeholder voice *Reflect on data & share findings with stakeholders *Review level of engagement	*Improvement in the Continuum of Support for all, some, few *Termly submissions *Progress made by AEN students



Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Bí Cineálta programme	* <i>Bí Cineálta</i> Focus Groups- teachers, students *More visuals in school *Continue <i>Bí Cineálta le Chéile</i> week *Student survey focussed on <i>Bí Cineálta</i> *Collating/reviewing data * QR Code available will continue * <i>Bí Cineálta</i> annual with all stakeholders *One drive folder with all policies and information available to all staff	<i>Bí Cineálta</i> Teacher Focus Group <i>Bí Cineálta</i> Student Focus Group - Wellbeing/SPHE teachers - All stakeholders: staff, students, parents/ guardians	* <i>Bí Cineálta</i> in action * <i>Bí Cineálta</i> Student Focus Group in action (student voice)	*Gather teacher & student voice *Reflect on data & share findings with teachers & students	*All stakeholders to engage in <i>Bí Cineálta</i> programme *Review & evaluate & data *Adjust according to findings to determine next steps
AUP Digital Strategies	*Develop Waterpark College AUP *WS Policy for AI in AAC & CBAs *WS Agreed Referencing system *Focus group update staff, students & parents on progress during staff meetings (& emails, as necessary throughout the year)	- AUP Focus Group - AUP Student Focus Group? - All teachers	*All staff & students adhering to ICT policy *Using ICT to enhance teaching & learning	*AUP Focus Group check-ins/progress updates at Staff Meetings	*Constantly under review by AUP Focus Group & stakeholders *ICT skills developed by students to reduce stress when working on course work including CBAs & AACs *WS Referencing system in place *Timely submission of digital projects (JC & SC)