



St. Mary's Christian Brothers' Grammar School

# SCHOOL DEVELOPMENT PLAN

(ONE YEAR INTERIM)

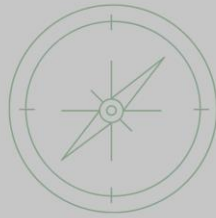
2024 - 2025



Edmund Rice  Schools Trust



# St Mary's CBGS 2024-25 Interim SDP Executive Summary



TRUST ★ EQUALITY ★ RESPECT



### 1. Whole-school Evaluation

- Robust self-evaluation for improvement
- Develop external school improvement networks
  - Meaningful staff professional development

### 2. Curriculum

- Improving our learning environment
- KS3 Homework strategy
- 8 week pupil support programme
- GCSE Curriculum pathways
- KS5 Attainment & Enrichment

### 3. Pastoral

- Positive behaviour
- Improve our systems and processes
- Teacher and Pupil Restorative Practitioners
- Improve whole-school attendance

### 4. Wellbeing

- Emotionally Healthy, Happy and Safe School
  - Staff wellbeing
  - EA 'Being Well, Doing Well' programme

### 5. Community Engagement

- Increased parental engagement (Newsletter and SIMs App)
- Working in partnership with parents to support pupil wellbeing
- Launch of Simmarian archive

### 6. AEN Provision

- Improve sensory provision for ASD, ADHD and ADD pupils (Outdoor Space)
- Staff training to better support AEN pupils

### 7. Facilities & Estate

- School Enhancement Programme- Approval granted
- Planning for new state-of-the-art Sports Hall

### 8. Shared Education

- Begin pupil engagement activities
- Promote and develop relationships between partnership schools

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St. Mary's CBGS – 2024-25 Interim SDP

Preface

This School Development Plan (SDP) includes the priorities we need to address during the 2024-25 academic year. We are currently undergoing a significant leadership transition in our school. During 2023-24, we have seen the retirement of our former Principal (Mrs Siobhan Kelly) and our former Pastoral Vice-Principal (Mrs Fiona Crookes). These departures resulted in the appointment of our new Principal (Mr Brendan McComb) and new Pastoral Vice-Principal (Mrs Amanda Barr). We have also appointed two new members of our Senior Leadership Team: Mr Cahal McEvoy (Whole School Evaluation and Quality Assurance) and Mr Patrick Linden (SENCO). To allow the new leadership team to fully establish themselves, carryout a robust evaluation, and plan for the long-term strategic vision and direction of our school, we have decided to implement a 1 Year Interim SDP 2024-25. The priorities within this plan have been identified after an analysis of a range of information, extensive consultation with parents/guardians, students, staff, post holders and the Board of Governors, as well as consideration of all aspects of school life.

The Board of Governors has delegated the Principal the requirement to monitor, evaluate and review the School Development Plan on an annual basis through evidence gathered, the verbal and written reports from those members of the ELT and SLT with responsibility for each of the Action Plans. Members of these teams will monitor the progress through meetings with their team members responsible for the Action Plan targets and report to the SLT and Principal annually. Other post holders evaluate progress in their areas of responsibility through meetings with the SLT and Principal annually. All post holders contribute to the Annual Report to the Board of Governors. An update on the SDP is presented to the Board of Governors at their meetings.

Pupil Population 5 Year Comparison																		
Year	Year 8 Total	Year 8 FSM	Year 9 Total	Year 9 FSM	Year 10 Total	Year 10 FSM	Year 11 Total	Year 11 FSM	Year 12 Total	Year 12 FSM	Year 13 Total	Year 13 FSM	Year 14 Total	Year 14 FSM	Year 15 Total	Year 15 FSM	Total	FSM Total
2019-20	182	77	177	60	177	64	177	81	177	66	135	41	112	27	23	7	1160	423
2020-21	182	76	186	79	178	64	180	69	179	90	136	44	139	44	0	0	1180	466
2021-22	181	67	184	63	184	64	178	50	179	59	153	61	128	29	15	4	1202	397
2022-23	177	71	185	48	185	57	184	54	178	51	138	32	134	38	2	1	1183	352
2023-24	177	70	181	77	184	61	184	67	183	57	151	41	122	27	18	8	1200	408



## 1. A statement and evaluation of the ethos of the school.

St. Mary's is an all-boys, selective grammar school. Our school was founded by Christian Brothers in 1866 and moved to our current site in 1968. St. Mary's was incorporated into the Edmund Rice Trust in 2007. Central to our work, is focusing on our mission of providing Catholic education in the Blessed Edmund Rice Tradition, with our School Chaplaincy Team leading celebrations of liturgical events. As an Edmund Rice School, our ethos is based on the five principles of the ERST Charter:

1. Nurturing faith spirituality and Gospel based values
2. Promoting partnerships in the school community
3. Excelling in teaching and learning
4. Creating a caring school community
5. Inspiring transformational leadership

Our strategic plan aims to shape life-long learners, as well as critical and innovative thinkers whose moral and spiritual integrity will enable them to become happy and effective adults. We are committed to building a learning community which nurtures and promotes the development of decent, caring and confident students who can contribute to the wider community and treat all people with a sense of justice.

A key part of our ethos in action is providing pupils with a variety of extra-curricular opportunities, including:

- Hurling
- Football
- Basketball
- Water Polo
- Eco Club
- Chess Club
- Social Justice Advocacy Group
- Handball
- Soccer
- Senior Student Leadership Team
- Music
- Whole School Student Council
- Edmund Rice Education Beyond Borders

During 2023-24, our pupils gained a huge amount of enrichment experience and success from these pursuits, including:

- Year 8 Cleveland blitz and Vince Halloran Plate winners (Basketball)
- Year 9 McNamee Cup winners (Hurling)
- Year 10 Gallagher Cup winners (Hurling)
- Year 11 Leonard Cup winners (Hurling)
- Year 12 Belfast Cup winners (Soccer)
- Bronze/Silver Wild Youth Awards (Eco-Club)
- Christmas Carol Service and Spring Concert
- ERRB Global Partners Classroom Partner
- ERI Youth Ambassador Initiative (Geneva)
- The People's Kitchen Shoe Box Appeal
- Homelessness Awareness 'Sleepout'
- First International Women's Day Event
- Belfast Marathon Relay (Belfast Foodbank)

Our Edmund Rice Ethos is strengthened by the St. Mary's family and particularly with contact through Alumni. This work is continuing with the introduction of new bursaries with the help of our Alumni and regular opportunities for current students to meet and engage with past pupils within a range of fields of industry. St Mary's Parent, Teacher and Friends Association (PTFA) also make a valuable contribution to fund raising.



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Celebrating pupil success is an integral part of our ethos and an important part of our Positive Behaviour Management Policy (April 2023). During 2023-24, we established a new St. Mary's Ambassador award system, creating 46 St. Mary's Ambassadors in a variety of disciplines, in recognition of outstanding achievement outside of the classroom. We also continued to develop our Assessment Review Point (ARP) academic achievements rewards system which to date has awarded 330 pupils with gift vouchers, certificates, letters of praise and achievements badges. We also held the first ever St. Mary's Got Talent show as part of our KS3 End of Year Celebration event. Every sports team, club or society within St. Mary's receives a pizza party in recognition of their effort and commitment across the school year. A visual record of our school ethos in action can be seen in our annual Simmarian magazine.

2. a) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT).*

GCSE Summary Data – 5 Year Comparison	2019-20	2020-21	2021-22	2022-23	2022-23 NI GRAMMAR School (GS) AVG	2022-23 NI GS AVG Males 20%+ FSM BAND	2023-24
7+ A*- C including Maths and English	81%	79%	85%	90%	93.6%	77.1%	83%
7+ A* - C	82%	84%	91%	91%	-	80.5%	94%
5+ A*- C including Maths and English	87%	83%	88%	96%	95.9%	83.8%	83%
5+ A* - C	91%	96%	98%	99%	97.6%	91.4%	94%
A* - C GCSE English	93%	84%	94%	99%	-	-	97%
A* - C GCSE Maths	93%	99%	91%	97%	-	-	98%

GCSE Summary Data – 5 Year Comparison (FSM Pupils Only)	2019-20	2020-21	2021-22	2022-23	2022-23 NI GS AVG FSM	2023-24
7+ A*- C including Maths and English	69%	72%	71%	86%	84.8%	-
7+ A* - C	71%	80%	79%	89%	-	-
5+ A*- C including Maths and English	78%	77%	76%	95%	89.1%	-
5+ A* - C	85%	94%	94%	98%	92.5%	-
A* - C GCSE English	89%	80%	87%	96%	-	-
A* - C GCSE Maths	88%	99%	82%	96%	-	-



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A2 Summary Data – 5 Year Comparison	2019-20	2020-21	2021-22	2022-23	2022-23 NI GRAMMAR School (GS) AVG	2022-23 NI GS AVG Males 20%+ FSM BAND	2023-24
3+ A* - C	52%	93%	81%	70%	83.8%	76.2%	68%
3+ A* - E	55%	100%	97%	91%	97.8%	95.6%	97%

A2 Summary Data – 5 Year Comparison (FSM Pupils Only)	2019-20	2020-21	2021-22	2022-23	2022-23 NI GS AVG FSM	2023-24
3+ A* - C	63%	89%	79%	65%	74.8%	-
3+ A* - E	67%	100%	91%	89%	95.4%	-

Curriculum Strategies for Improvement	Evidence	Impact
<p><b>Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>Investment in ICT</li> <li>Enhancement of KS3 Drama and HE provision</li> <li>Development of Technology facilities</li> <li>Skills builder (Year 8 &amp; 9)</li> <li>Departmental Action Planning</li> <li>Differentiated pathways</li> </ul>	<ul style="list-style-type: none"> <li>HOD requests for ICT upgrade in classrooms (May 2024)</li> <li>ELT minutes</li> <li>Programme of study and timetables</li> <li>Increased recruitment</li> <li>HOD meeting with ELT</li> <li>Bronze Award Achieved</li> <li>Pupil voice feedback</li> <li>Training on the ABSAME self-evaluation framework</li> <li>K3/K4/K4 pathways tailored to individual pupil needs and ability</li> <li>Data (CAT4/PTM/PTE/PASS/ ARP/SEAG)</li> </ul>	<ul style="list-style-type: none"> <li>To be evaluated 2024-25</li> <li>Pupil voice feedback</li> <li>First ever GCSE HE class</li> <li>Appointment of new permanent Technology teacher</li> <li>Redevelopment of Technology ICT and workshop facilities</li> <li>Impact measured on Skills builder hub</li> <li>HOD Action Plans</li> <li>Monitoring/evidence (Curricular VP)</li> <li>Greater HOD autonomy</li> <li>KS3 streaming</li> <li>KS4 enhanced/reduced GCSE profile</li> <li>KS5 – New pathways developed (E.g Cambridge)</li> </ul>



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Curriculum Strategies for Improvement	Evidence	Impact
		Technical – 1 Year equivalency)
<p><b>Raising Attainment</b></p> <ul style="list-style-type: none"> <li>• Study Skills development</li> <li>• Assessment Review Points (ARP)</li> <li>• KS3 Homework - Parental engagement</li> <li>• Academic Awards</li> <li>• Attendance</li> <li>• Pupil Support Programme</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 &amp;5 workshops developed and delivered</li> <li>• KS3 materials developed and delivered</li> <li>• X4 ARPs throughout the year</li> <li>• Year 8 individualised form class homework calendar</li> <li>• 330 awards presented to date – Gift vouchers/certificates post ARP2 &amp; ARP4</li> <li>• Data shared with pastoral team regularly</li> <li>• Head of Year attendance audit</li> <li>• Time for Head of Year to follow up on attendance issues</li> <li>• 300 personalised pupil revision class timetables</li> <li>• 400 revision classes took place</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice – 88% found workshops helpful</li> <li>• Academic intervention throughout the year by HOD, HOY &amp; SLT – Pupil support and parental engagement</li> <li>• Parental engagement via SIMS App</li> <li>• Homework clinics (Hampered by industrial action – Return to 2024-25)</li> <li>• Top Achiever badges in each form class</li> <li>• Promotion of academic success – Displays/Social media/Simmarian</li> <li>• Rewards system for good attendance in place</li> <li>• Pupils motivated to attend more regularly</li> <li>• Increased number of revision opportunities for all KS4 and 5 pupils</li> <li>• Increased parental engagement</li> <li>• Aug 2024 GSCE, AS and A2 results</li> </ul>





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2. b) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *providing for the special, additional or other individual educational needs of pupils.*

SEN Register: Breakdown by Year Group (2023-24)	
Year 8	28
Year 9	7
Year 10	11
Year 11	17
Year 12	10
Year 13	14
Year 14	1
<b>Total:</b>	<b>88</b>

SEN: breakdown by Code of Practice Stage (2023-24)	Stage1	Stage 2	Stage 3
Year 8	21	4	3
Year 9	5	0	2
Year 10	3	1	7
Year 11	7	2	8
Year 12	2	1	7
Year 13	5	1	8
Year 14	0	0	1

SEN: Overview by need (2023-24)	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Social, Emotional, Behavioural and wellbeing	11	0	5	7	5	9	0
Cognition and Learning	12	3	2	4	1	2	0
Physical	0	1	0	1	0	2	1
Speech, language and communication	5	3	4	3	1	1	0
Sensory	0	0	0	2	3	0	0
<b>Total</b>	<b>28</b>	<b>7</b>	<b>11</b>	<b>17</b>	<b>10</b>	<b>14</b>	<b>1</b>

Looked After Children (LAC)	Children on the Child Protection Register (CPR)
8	1





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AEN Strategies for Improvement	Evidence	Impact
	<ul style="list-style-type: none"> <li>Training in SEN Transition Planning</li> </ul>	STEP and SLP (EA) Participants

2. c) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

Attendance Data – 5 Year Comparison	2019-20	2020-21	2021-22	2022-23	2023-24
Year 8	93.7	94.7	94.3	93.2	93.4
Year 9	93.2	92.7	92.4	93.1	91.2
Year 10	92.9	93.1	92.0	92.6	91.0
Year 11	91.4	92.4	92.2	90.3	89.8
Year 12	90.5	92.7	92.5	93.4	92.1
Year 13	93.3	95.1	91.6	94.8	93.2
Year 14	91.8	94.5	91.4	89.8	94.3
<b>Whole School</b>	92.4	93.5	92.4	<b>92.5</b>	92.0

2023-24 NI **SECONDARY** AVG Males 30%-309% FSM BAND = 86.7%

2021-2022 (Latest Data Available) GRAMMAR SCHOOL Attendance 92%

Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
<p><b>Pupil Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Develop and improve Pupil Health and Wellbeing</li> <li>Enrolment in EA 'Being Well, Doing Well' (BWDW) programme</li> </ul>	<ul style="list-style-type: none"> <li>New Ball Wall facility</li> <li>Lawlor Grand and West Belfast Hardship Funding</li> <li>Cancer NI support clinic to support pupils in quitting vaping</li> <li>PASS Mentoring programme and REACH4Resilience programme</li> </ul>	<ul style="list-style-type: none"> <li>Improved lunchtime provision</li> <li>A number of pupils have successfully stopped vaping</li> <li>During transition, Year 8 pupils' stress and anxiety reduced</li> <li>Team of pupil Mental Health Ambassadors</li> </ul>



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Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
<p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>• Ensure high standards of Safeguarding and Child Protection processes</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Address and Support Pupils with Poor Attendance</li> <li>• Celebrate Pupils with Outstanding Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Year 8 Wooden Principles (Pyramid of Success) embedded</li> <li>• Educating the Heart programme</li> <li>• Wellbeing Ambassador appointed</li> <li>• World Mental Health Day events (10<sup>th</sup> Oct 23')</li> <li>• BWDW pupil, parents, staff survey</li> <li>• Mental Health Week events (Feb 24')</li> <li>• KS4 Mood Matters, AWARE NI (Mar 24')</li> <li>• Child protection training for all staff</li> <li>• Safeguarding and child protection (SG&amp;CP) poster in every classroom</li> <li>• Preventative Curriculum presentations and workshops – Vaping, KS5 Driver Safety, RSE (Love for Life), Alcohol and Drugs Awareness, etc</li> <li>• All relevant staff have completed necessary (SG&amp;CP) training and Operation Encompass training</li> <li>• BOG (SG&amp;CP) meeting minutes</li> <li>• Attendance data reports – Regularly supplied to form teachers and Heads of Year</li> <li>• Letter sent to parents at key intervention points</li> </ul>	<p>leading awareness and support</p> <ul style="list-style-type: none"> <li>• Staff wellbeing presentations, workshops, training and opportunities (EA BWDW)</li> <li>• All staff follow SG&amp;CP processes and protocols</li> <li>• SG&amp;CP issues are responded to effectively and quickly</li> <li>• Pupils are aware of who our Designated and Deputy-Designated teachers are</li> <li>• St. Mary's is a safe space for our pupils</li> <li>• Greater parental engagement and communication regarding attendance issues via SIMS App</li> <li>• Greater intervention and support for poor attenders</li> <li>• 4 students referred to Education Welfare Officer</li> </ul>



St. Mary's CBGS – 2024-25 Interim SDP

Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Implementation and review of Positive Behaviour Policy</li> </ul>	<ul style="list-style-type: none"> <li>Discussion around attendance strategy at PLT – Minutes</li> <li>Published social media post promoting attendance celebrations</li> <li>Attendance certificates sent to all parents via SIMS App</li> <li>Review of Attendance Policy</li> <li>PLT/SLT/ELT Minutes</li> <li>Positive Behaviour Policy updated</li> <li>Behaviour incidents recorded on SIMS</li> <li>SIMS Behaviour Reports</li> <li>Celebration of Positive Behaviour – Academic Rewards – Ambassador Awards – Edmund Rice Awards – Social Media Posts – Pupil success celebrated via displays around the school – End of Year KS3 celebration ('St. Mary's Got Talent' show)</li> <li>Restorative Justice practices implemented – Staff training – Pupil training and awareness – Visual displays and murals</li> <li>Pupil voice surveys relating to all aspects of behaviour and Restorative Practice</li> <li>Funding for development of Restorative Practice</li> <li>EA Behaviour Support service meetings and documentation</li> </ul>	<ul style="list-style-type: none"> <li>One-to-one attendance mentoring through LCBP participant</li> <li>Establishment of a consistent attendance rewards system</li> <li>Greater accuracy in the recording of attendance</li> <li>Increased parental engagement relating to behaviour via SIMS App</li> <li>Staff capacity to effectively use SIMS increased through training – 'Conduct Summary' and 'Behaviour Management' Module</li> <li>Detention protocols improved</li> <li>Uniform standards improved - 'Shoe Bank'</li> <li>Lateness protocols improved – 'Punctuality Improvement Team' established – 42% reduction in Year 8 occasions of lateness 2023-24, in comparison with Year 8 occasions of lateness 2022-23</li> <li>15 Peer Restorative Practitioners trained and awarded certificates</li> <li>Pupils wearing achievement badges – Ambassador, Academic Achievement, Restorative Practitioners, Social Justice Advocacy Group</li> </ul>



St. Mary's CBGS – 2024-25 Interim SDP

Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
		<ul style="list-style-type: none"> <li>• Pupils with most challenging behaviours supported</li> <li>• A more restorative approach to serious sanctions</li> </ul>

2. d) A summary and evaluation, including through the use of performance and other data, of the school's strategies for — *providing for the professional development of staff.*

**Staff Development and Training 2023-2024 (Year 3)**

Staff INSET day	Agenda Items
INSET 1 23/08/2023	Principal's Address SDP Year 2 outline Safeguarding Staff training – supporting pupils with ADHD ELT updates (FC, GOC, DF) Analysis of GCSE/A2 Results Pastoral Briefings Staff Mass
INSET 2 (31/08/2023)	Overview of Areas for Attention in SDP (SLT) HOD Meetings – Departmental APs Whole staff training Staff wellbeing - Divis Mountain walk
INSET 3 (29/09/2023)	West Belfast Area Learning Community joint Staff Well-being Day ( <u>AM session</u> with lunch) Keynote speaker: Art of Brilliance, Mr Paddy Cordell Workshops to include: <ul style="list-style-type: none"> <li>- Enhancing Resilience / Mental 'Wealth' (Nicola Lynagh)</li> <li>- Cara Friend / Aa Out Anti-Bullying Staff / Pupils (Jo McParland)</li> <li>- Strive NI School Anxiety and Emotional Regulation (Elaine McCrisken)</li> <li>- Hopeful Minds (Mary Dunne)</li> <li>- Staff Well-being and Self Care (Prof. Suzanne Martin)</li> <li>- Mindfulness (Catherine Wells)</li> <li>- Good Mood Food/Well-being (Wendy Donaldson and Liz McCabe)</li> <li>- Restorative Practice (Martina Jordan)</li> </ul> <u>PM session</u> Cancer Focus NI Speaker on St. Mary's campus – "Dangers of Vaping among young people"



St. Mary's CBGS – 2024-25 Interim SDP

Staff INSET day	Agenda Items
SDD 1 (27/10/2023) (Twilight 26/10/23)	Departmental follow-up ARP1 Year 9 PTM (School Cloud) SEAG Familiarisations for staff assisting on site and separate presentation for Year 6 parents
INSET 4 (22/12/2023)	Staff well-being day off-site in lieu of staff assisting with SEAG testing on Saturday 11 <sup>th</sup> November and Saturday 25 <sup>th</sup> November 2023.
INSET 5 (12/01/2024)	Pupil reports Staff Directed Time Budgets
SDD 2 (28/03/2024) (Twilight 24/01/24 and 21/02/24)	Departmental work – Analysis and departmental discussion for ARP2 HOD workshop on Value Added 24/01/24 - Year 10 PTM (School Cloud) 21/02/24 - Year 11 PTM (School Cloud)
SDD 3 (29/03/2024) (Twilight 06/03/24 and 20/03/24)	06/03/24 - Year 12 PTM (School Cloud) 20/03/24 - Year 8 PTM (School Cloud) Departmental work
SDD 4 (19/04/2024)	Coursework Moderation PPA Departmental work
SDD 5 (29/05/2024)	Year 8 CAT4 Testing Departmental meetings Preparation of ARP4 in-house assessments Completion of end of year BoG report Completion of evaluation of current departmental action plans in HoD report and HoY report Completion of special considerations for pupil public examinations.

Strategies for Improvement	Evidence	Impact
<p><b>Leadership Capacity Building Programme (LCBP)</b></p> <ul style="list-style-type: none"> <li>Designed to develop staff leadership capacity internally – Area of development linked to SDP key priorities</li> </ul> <p><b>STEPS to Leadership – EA</b></p> <ul style="list-style-type: none"> <li>External TPL for emergent leaders</li> </ul>	<ul style="list-style-type: none"> <li>10 participants 2023-24</li> <li>Allocated 1 period per week off timetable</li> <li>SLT mentoring</li> <li>Email from EA</li> <li>Email from Curriculum VP to all staff</li> </ul>	<ul style="list-style-type: none"> <li>100% capacity to contribute to SDP priorities developed</li> <li>70% capacity to lead a SDP priority developed</li> <li>70% have continued onto year 2 (2024-25)</li> <li>1 new recruit onto programme for year 2 (2024-25)</li> <li>Several staff have applied for 2024-25 STEPS programme</li> <li>School Improvement Project to be linked to SDP priorities</li> </ul>



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Strategies for Improvement	Evidence	Impact
<p><b>SLP Senior Leadership Pathway – EA</b></p> <ul style="list-style-type: none"> <li>External TPL for existing middle leaders</li> </ul> <p><b>New Leadership Team</b></p> <ul style="list-style-type: none"> <li>New Principal appointed</li> <li>New Pastoral VP appointed</li> <li>New Senior Teacher (SENCO) appointed</li> <li>New Senior Teacher (Whole School Evaluation and Quality Assurance) appointed</li> <li>2 new Head of Year appointments</li> <li>New post created – Assistant Head of English and Whole School Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Email from EA</li> <li>Email from Curriculum VP to all staff</li> <li>Relevant training offered for all new post-holders – External EA</li> <li>Internal capacity building through support and collaboration</li> <li>SLT minutes</li> <li>PLT minutes</li> <li>ELT minutes</li> <li>One-year interim SDP 2024-25 to allow new leadership team to establish itself</li> </ul>	<ul style="list-style-type: none"> <li>One staff member has applied for 2024-25 SLP programme</li> <li>School Improvement Project to be linked to SDP priority</li> <li>Leadership capacity developed</li> <li>Development of whole school literacy strategy</li> </ul>

2. e) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *managing attendance and promoting the health and well-being of staff.*

Staff Attendance and Promotion of Health and Wellbeing Strategies for Improvement	Evidence	Impact
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>School policies reviewed and updated</li> <li>Staff made aware of policy and procedures regarding attendance at the beginning of each year</li> <li>Return to work interviews conducted by the principal and Bursar, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>DENI - TEACHERS' ABSENCES NOT EXCEEDING THREE WORKING DAYS - CIRCULAR NUMBER: 2014/18</li> <li>Attendance Policy – Non-Teaching Staff – Mar '24</li> <li>Attendance Policy – Teaching Staff – Mar '24</li> </ul>	<ul style="list-style-type: none"> <li>Staff are well informed regarding attendance policy and procedure</li> <li>Staff attendance is consistently very good</li> </ul>





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Staff Attendance and Promotion of Health and Wellbeing Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> <li>• Sympathetic approach to paid leave when staff experience a bereavement</li> <li>• Principal in regular contact with staff on long-term sick</li> </ul> <p><b>Staff Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Family friendly working arrangements – Career breaks and temporary variance to contracts</li> <li>• Occasional hospitality for staff on Staff Days</li> <li>• Staff invited to Y14 leavers mass breakfast</li> <li>• Twilight sessions to gain extended breaks for staff</li> <li>• Health and wellbeing opportunities provided for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Bereavement Policy – Sep '23</li> <li>• Staff Handbook</li> <li>• Principal briefing Aug '24</li> <li>• Staff Time Budgets</li> </ul> <ul style="list-style-type: none"> <li>• Health and Safety Policy - Apr '22</li> <li>• Promoting a dignified workplace Policy – Apr '21</li> <li>• Equality, Diversity and Inclusion Policy – Mar '19</li> <li>• Positive Behaviour Policy – Apr '23 devised in collaboration with staff</li> <li>• Staff EA 'Being Well, Doing Well' Survey – 77% of staff rate work enjoyment levels 4+ out of 5 and 93% of staff are proud to work in St. Mary's</li> <li>• Staff Voice SDP Survey Jun 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Staff attendance at health and wellbeing day WBALC Sep '24</li> <li>• Staff engaging in EA Wellbeing opportunities</li> <li>• Cancer Focus NI presentation increased staff awareness of vaping dangers</li> <li>• Club Oibrithé Mhuire – Increased staff opportunities for socialising and celebration – Christmas dinner, end of year dinner, last man standing, quizzes, etc</li> <li>• Staff participation in St. Mary's Got Talent show Jun '24 (25)</li> <li>• International Women's Day event Mar '24</li> <li>• Staff benefit from EA BWDW participation</li> <li>• New Wellbeing Champion Appointed</li> <li>• Staff wellbeing day planned for 26<sup>th</sup> May '25</li> </ul>

2. f) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies*



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Promoting links with Parents and our Local Community Strategies for Improvement	Evidence	Impact
<p><b>Parents and Community</b></p> <ul style="list-style-type: none"> <li>• Parents, Teacher and Friends Association</li> <li>• SIMS App development</li> <li>• School Cloud PTM</li> <li>• Simmarian Archive development</li> </ul> <p><b>Links with Other Schools</b></p> <ul style="list-style-type: none"> <li>• Establishment of Shared Education Partnership</li> <li>• School Improvement Networking</li> <li>• Extra-Curricular Activity</li> <li>• Membership of West Belfast Area Learning Community</li> </ul> <p><b>Business Community</b></p> <ul style="list-style-type: none"> <li>• Promoting partnerships with Alumni</li> <li>• Academic bursaries</li> </ul>	<ul style="list-style-type: none"> <li>• PTFA events throughout the year</li> <li>• Parental inductions for each key stage</li> <li>• Parental communication via SIMS App</li> <li>• Social media posts</li> <li>• Social Justice Advocacy Group activities</li> <li>• Edmund Rice Education Beyond Borders group activities – Trip to Geneva</li> <li>• Careers advisor support</li> <li>• AEN Coffee Morning</li> <li>• Social media posts</li> <li>• Music – Christmas carol service and Spring concert</li> <li>• Eco club activities</li> </ul> <ul style="list-style-type: none"> <li>• Shared Education linked schools – Malone College, Coláiste Feirste and Methody</li> <li>• Primary 7 pupil taster days with feeder primary schools</li> <li>• Participation in DCU school improvement research group</li> <li>• Senior Teacher Whole School Evaluation establishing school improvement network with other schools</li> <li>• Participation in GAA, soccer, basketball, water polo, etc with and against other schools</li> </ul> <ul style="list-style-type: none"> <li>• Utilising local business services during staff wellbeing days</li> </ul>	<ul style="list-style-type: none"> <li>• Community use of facilities including swimming pool, 3G pitch and new Ball Wall</li> <li>• Greater parental and community awareness of pupil success and positive activities</li> <li>• Improved public perception of St. Mary's</li> </ul> <ul style="list-style-type: none"> <li>• Increased awareness of diversity and inclusion amongst pupils</li> <li>• Positive recruitment for SEAG transfer test and application for admission into year 8</li> <li>• Knowledge and expertise shared regarding school improvement frameworks and strategies</li> <li>• Enrichment opportunities and experiences for pupils that represent St. Mary's</li> <li>• Recognition of outstanding achievement through Ambassador Awards</li> </ul> <ul style="list-style-type: none"> <li>• Improved staff wellbeing</li> </ul>



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Promoting links with Parents and our Local Community Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> <li>• Work experience</li> <li>• Guest speakers</li> <li>• Careers presentations</li> </ul> <p><b>Voluntary and Statutory Bodies</b></p> <ul style="list-style-type: none"> <li>• Queen's University</li> <li>• University of Ulster</li> <li>• Scottish Universities</li> <li>• Liverpool Universities</li> <li>• Cambridge University</li> <li>• Collaboration with West Belfast Partnership Board</li> <li>• Collaboration with Antrim GAA and Gaelfast</li> <li>• PSNI</li> <li>• BDACT – Belfast Drugs and Alcohol Coordination Team</li> </ul>	<ul style="list-style-type: none"> <li>• Senior school work experience placements</li> <li>• Motivational speakers</li> </ul> <ul style="list-style-type: none"> <li>• Use of facilities for training and seminars</li> <li>• Presentations to Year 14 pupils</li> <li>• PSNI link officer presenting to pupils on a range of issues</li> <li>• Homeless community events</li> <li>• Careers Trip to Cambridge July '24</li> </ul>	<ul style="list-style-type: none"> <li>• Brother Lynam Award – Top performing A level Mathematics pupil</li> <li>• The Tracey Family Award – Top performing A level Physics pupil</li> <li>• Larkin Cassidy Award – Top performing A level pupil going on to study Law</li> <li>• Pupils inspired by guest speakers</li> <li>• Networking and future employment opportunities for pupils</li> </ul> <ul style="list-style-type: none"> <li>• Year 14 pupils well informed and supported through UCAS process</li> <li>• Hardship funding secured e.g. Lawlor Fund</li> <li>• Use of facilities for Antrim GAA</li> <li>• Effective TPL for staff</li> <li>• Effective preventative curriculum delivered to pupils regarding a wide range of issues</li> </ul>

2. g) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.*

Promoting use of ICT Strategies for Improvement	Evidence	Impact
<p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• School ICT facilities monitored, evaluated and upgraded regularly</li> </ul>	<ul style="list-style-type: none"> <li>• 7 ICT suites and 2 Senior Studies with computer access for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have access to the necessary resources to complete controlled</li> </ul>



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Promoting use of ICT Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> <li>• Investment in latest technology to advance teaching and learning</li> <li>• Improved communications with parents</li> <li>• Develop extra-curricular ICT opportunities for pupils</li> <li>• ICT Curriculum</li> </ul> <p><b>Continued Professional Development</b></p> <ul style="list-style-type: none"> <li>• Build capacity of staff to use ICT resources effectively to improve school procedures and operations</li> <li>• Planned training for SIMS Parent App achievement notifications for parents (Parent Survey Jan '24)</li> <li>• Refresher training planned for 2024-25</li> <li>• MS Teams used for external staff development</li> <li>• Remote IT access for staff</li> </ul> <p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>• Relevant policies approved and updated</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with specific learning needs supplied with laptop</li> <li>• Department furnished with latest interactive whiteboards, visualiser and display technology</li> <li>• Upgrade of Drama department lighting controllers (DMX Models)</li> <li>• Music department equipment upgrade</li> <li>• Departmental, Careers, AEN and Head of Year Google Classrooms</li> <li>• Coding club, media projects, newsletter, pupil involvement in production school promotional videos</li> <li>• Subjects offered – Year 9 and 10 IT, GCSE, AS, A2 and BTEC pathways in Digital Technology</li> <li>• Cambridge Technical pathway offered</li> </ul> <ul style="list-style-type: none"> <li>• Staff interactive whiteboard training (NIAVAC)</li> <li>• SIM training on SIMS Parent App and Behaviour Management module</li> <li>• HoDs training in use of CCEA Analytics</li> <li>• PLT and SLT trained in running reports</li> <li>• Use of SIMS 'Conduct Summary' embedded</li> <li>• Monitoring and evaluation of action planning</li> <li>• My School login</li> </ul> <ul style="list-style-type: none"> <li>• Acceptable Use Policy Mar '24</li> </ul>	<p>assessment and homework</p> <ul style="list-style-type: none"> <li>• Pupils learning experience enhanced</li> <li>• Pupils and parents engaging with learning and support remotely</li> <li>• Pupil development of IT skills and competencies</li> <li>• Opportunities for pupils to pursue careers in IT</li> </ul> <ul style="list-style-type: none"> <li>• Pupil learning experience enhanced</li> <li>• Increased parental engagement</li> <li>• Middle and senior leaders engaging with data monitoring reports</li> <li>• More meaningful target setting and self-evaluation</li> <li>• Pastoral leaders have greater understanding and awareness of pupil behaviours and experience</li> </ul> <ul style="list-style-type: none"> <li>• Staff and pupils are guided and supported in safe and acceptable use of all ICT</li> </ul>



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Promoting use of ICT Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> <li>• Efforts made to streamline and improve processes</li> <li>• Senior staff specialist training</li> <li>• Online evaluation processes</li> <li>• Electronic monitors displaying school updates</li> <li>• Improved communication</li> <li>• Upgrade of school CCTV systems</li> <li>• Increased traffic to school social media outlets and website</li> <li>• Increased PTM attendances through use of Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Data Protection Policy Mar '24</li> <li>• E-Safety Policy Mar '21</li> <li>• GDPR Jan '21</li> <li>• Word Processing Policy (Examinations) Oct '22</li> <li>• Uniform branded templates for staff use – PowerPoint, email signatures and 2024-25 Interim SDP Executive Summary</li> <li>• Head of C2K Bromcom training</li> <li>• Use of MS Forms and Google Forms for monitoring and evaluation</li> <li>• Electronic monitors displaying school updates</li> <li>• New CCTV cameras and vape alarm technology in key areas</li> <li>• St. Mary's Got Talent 2024 winning act video has had 33,000 views on school Facebook page</li> <li>• Regular promotion of school success and positive news</li> <li>• Use of School Cloud for PTM</li> </ul>	<ul style="list-style-type: none"> <li>• related resources available to them</li> <li>• ICT resources are used effectively to improve school administration, operations and governance</li> <li>• School prepared for transition from SIMS to Bromcom</li> <li>• Parent, pupil and staff voice informing actions and targets</li> <li>• Improved staff and pupil health and safety and safeguarding</li> <li>• Improved reputation and prestige of school</li> <li>• Increased PTM Attendances</li> </ul>

Strategies for Improvement - Department Requirements - ICT Equipment for teaching rooms – Jun '24	Request	Total Cost
Business	2xTV 1xIWB Brackets	2x£1795 1x£1985 3x£95
Geography	2xTV 1xIWB Brackets	2x£1795 1x£1985 3x£95
History	2xTV 2xIWB Brackets	2x£1795 2x£1985 4x£95



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Maths	3xTV 4xIWB Brackets	3x£1795 4x£1985 7x£95
Media	1xTV Bracket Laptop Trolley 20 Capacity (Yr 14 Study/Media E21)	1x£1795 1x£95 1x£963
Politics	2xTV Brackets	2x£1795 2x£95
RE	2xTV Brackets	2x£1795 2x£95
Spanish	1xTV 1xIWB Brackets	1x£1795 1x£1985 2x£95
Science	5xTV 4xIWB Brackets Laptop Trolley 16 Capacity	5x£1795 4x£1985 9x£95 1x£806
Technology	2xTV Brackets Laptop Trolley 16 Capacity	2x£1795 2x£95 1x£806
Sport	2xTV Brackets	2x£1795 2x£95
Music	5 Yamaha PSR Keyboards 16 Headphones (iclever) 8M-Audio mini-Key stations 2 fender amps 1 vox bass amp	5x£245 16x£9.99 8x£38 2x£190.63 1x£91
Drama	Upgrade Lighting Controllers to DMX models	TBC
<b>Total Cost</b>		<b>£73,546</b>

IT Resources	Equipment Count
Desktop PCs	180
Laptops	80 (Surface Pro)
Visualisers	47
iMacs	21 (Music Dept)
Interactive Whiteboards	40
iPads/Tablet Devices	Approx 200
Printers	31 networked (non-networked TBC)



### 3. a) An assessment of— *the school's current financial position and the use made of its financial and other resources*

#### **How are we doing in relation to the School's current financial position and the use made of its financial and other resources?**

The last couple of years have been difficult for the Education sector and this applied to us as well. With high inflation rates and a lack of Government spending, the budget was reduced in real terms. The lack of a political establishment (Stormont) restricted the processing of budgets, and the last year was particularly difficult. In the last financial year, we very much reduced our spend in all areas but mainly allocation of resources to our academic departments and on our premises. While we had a significant deficit in year, our retained balance shows a small surplus. This is positive going into this financial year and with a stabilising of our pupil numbers has allowed us to tackle some of the areas that have been neglected due to a lack of finance.

The Board of Governors have authorised spend in a number of areas and this will allow the new Principal to target his specific plans. These include, but not limited to, an improvement in pupil behaviour and better use of cover staff, significant upgrade of our teaching and learning equipment in classrooms and a significant improvement in our environment.

#### **How do we properly and effectively manage the resources at the disposal of the school, ensuring appropriate arrangements are in place for financial management?**

The Financial sub-committee of the board of governors meet regularly to review the accounts and the vision for the school.

Finance is a standing agenda item and accounts are presented to the Board of Governors for review.

Accounts are audited by AAB Group Accountants, The Quays, Dromalane Mill, Newry BT35 8QS annually and presented for approval.

Along with an annual plan and budget, there is a three-year financial plan produced annually to the Board of Governors to ensure the longer-term goals are met. There is effective financial stewardship ensuring that finances are well managed and are used appropriately for long and short-term priorities.

### 3. b) An assessment of— *the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards.*

#### **How are we doing in relation to the planned use of the School's projected resources in the period covered by the plan in support of actions to bring about improvement in standards?**

The Board of Governors, in conjunction with the Executive Leadership Team (ELT), have constructed a budget that reflects our current financial situation with particular reference to staff costs versus curriculum need, refreshing of ICT resources, learning and teaching and extra- and co-curricular resources and utility costs. Pupil behaviour and the school environment have been particularly targeted in this 1-year plan.



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<b>3 yr Income and Expenditure Report</b>				
		<b>2024</b>	<b>2023</b>	<b>2022</b>
<b>Income</b>				
School Budget Share Income		6,048,178	6,061,269	6,002,865
Excepted Items		52,081	579,424	599,043
Earmarked funding		648,800	355,677	332,162
Other Income		31,553	21,720	54,951
<b>Total Income</b>		<b>6,780,612</b>	<b>7,018,090</b>	<b>6,989,021</b>
<b>Expenditure</b>				
Teaching F/T & Sub		4,482,695	4,526,252	4,566,341
Support Services		1,509,281	1,397,911	1,322,785
Music Tuition		36,487	34,367	32,232
Language Assts		25,379	19,663	22,444
Redundancy		0	0	0
Insurance		84,521	75,605	50,939
Fuel, Light and Water		149,450	187,893	129,592
Cleaning Supplies & Protective clothing		9,384	9,958	10,028
Maintenance of Grounds and Buildings		191,940	223,670	189,986
Maintenance & hire of of Equipment		19,750	63,875	21,914
Photocopying/Printing/publications		45,780	34,725	29,609
Advertising		6,227	4,303	3,464
Postage & Telephones		6,902	11,696	13,600
Stationery & Consumables		47,703	52,274	47,726
Text books, Comp software & Teaching mats		23,592	23,398	21,180
Extra Curricular		39,111	42,032	21,292
Professional fees		4,754	16,365	17,640
Accountancy fees		6,875	6,575	6,575
Examination Fees		132,187	104,050	89,533
Purchase of Equipment		65,537	47,505	47,319
Transport, Subsistence and Minibus exps		32,665	41,243	33,616
Hospitality		10,436	12,907	3,480
Staff course fees		8,445	3,317	5,008
Sundry Exps		14,741	33,352	4,637
<b>Total Expenditure</b>		<b>6,953,842</b>	<b>6,972,936</b>	<b>6,690,940</b>
<b>Surplus/Deficit</b>		<b>-173,230</b>	<b>45,154</b>	<b>298,081</b>
<b>Surplus C/F</b>		<b>58,391</b>	<b>231,621</b>	<b>186,467</b>



4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.

**A Review of Year 3 of the SDP Targets (2023-2024) – Baseline position for Year 1 SDP Targets**

**2024-2027**

Year 3 of the School Development Plan (2023-24) saw progress made against our SDP targets, however, because of action short of strike by our teaching colleagues, some of our planned initiatives were hindered. A number of staff development slots that had initially been set aside for staff training were then used to meet parents and complete PTMs. Despite union action, we were delighted to see full engagement by teaching and non-teaching staff in the delivery of extra-curricular clubs, societies and sports. We were also exceptionally pleased to see a large number of staff deliver after school support lessons over a twelve-week period during Term 2 and 3 of this academic year. We are hopeful that this will bear fruit when we receive our public examination results in August 2024.

This year we saw staff continuing to engage in our Leadership Capacity Building Programme, attend ERST Induction training, continue to be fully involved in fundraising through our Social Justice Advocacy team and PTFA. We were also delighted to see small steps in the development of our Shared Education partnership with three other local schools.

This year saw a number of new staff settle into school, including a new HOD for Mathematics and Digital Technology, and these appointments have enriched our middle management.

This year we continue to invite alumni, speakers and host events for EREBB to inspire and educate our students. It is important to also acknowledge the ethos of St. Mary's and the work of our Eco Club student members and their mentors.

Area of Focus	Progress	Evidence
<p><b>Quality of Provision</b></p> <p>To develop Year 8 and 9 pupils' competencies across a number of core skills that are essential for success, both from an academic perspective and in the working world: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork.</p> <p>To develop the current provision for the skills programme to ensure that there is dedicated time for the delivery of Skills Builder to Year 8 and 9 pupils.</p>	<p>Achieved:</p> <p>1    2    3    <b>4</b>    5</p> <p>Not Achieved:</p>	<p>Skills Builder training log.</p> <p>Skills Builder application for Silver Award.</p> <p>Posters and resources used with pupils.</p> <p>NovaT6 model for Skills Builder classes.</p> <p>Feedback from pupils in relation to the Skills Builder programme.</p> <p>Feedback from pupils in relation to the Skills Builder programme.</p>



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<p>To develop the programme to a level where we meet the set criteria for the Silver Award, as determined by the Skills Builder partnership.</p> <p>To ensure that there is evident value added in relation to student skill competency across some of the essential skills.</p> <p>To introduce the concept of class project-based learning that covers some of the key skills. This will facilitate collaborative pupil learning.</p> <p>To better connect and communicate skills development with the HoDs and YHs, to ensure that skills development is not confined to skills classes, and provide pupils with the opportunity to recognise the relevance of the skills they are being taught and their transferable nature.</p> <p>To baseline the provision for homework across a key stage by seeking parental feedback in relation to a number of aspects of homework provision.</p> <p>Work with HoDs and STs to formulate ways to help parents with supporting their son's homework to include:</p> <ul style="list-style-type: none"><li>• Improved communication to parents about matters relating to homework.</li><li>• Creation of a homework calendar to reflect expectations from departmental policies (class specific).</li><li>• Running a homework support clinic for parents during induction.</li><li>• Use of homework support officers to help subject teachers with parental communication when homework is not met.</li></ul>		<p>Class specific homework calendar.</p> <p>All aspects of communication with parents on SIMs app.</p> <p>Induction material used with parents in relation to homework.</p> <p>Minutes from parental meetings.</p>
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<ul style="list-style-type: none"> <li>• Initiation of parental interviews for addressing concerns about repeat offenders not completing homework.</li> <li>• Use of SIMs app to assist in parental communication.</li> </ul> <p>To continue to work with HoDs in relation to improving process of planning and self-evaluation to bring about meaningful improvement for AFAs identified at departmental level. This will include a clear timeline for the review of first-hand evidence and interim evaluation review points that will be reported on.</p> <p>Enhance provision in Year 10 for Home Economics and Drama classes.</p> <p>The overall aim is to improve the learning experience and outcomes for pupils in these subject areas with a view to improve GCSE recruitment in 2023/24.</p> <p>To introduce Drama experiences for new Year 8 and 9 pupils outside their timetable.</p> <p><i>(Leadership and Management, Quality of Provision)</i></p>		<p>HOD Reports Departmental timeline for interim and final evaluation</p> <p>Minutes from SLT link evaluation meetings.</p> <p>New SoW for Year 10 Drama and HE.</p> <p>Recruitment figures for GCSE Drama and HE, following Options in Feb 2024.</p> <p>Pupil and staff feedback in relation to the quality of pupil learning in Year 10 Drama and HE.</p> <p>ARP grades in Year 10 Drama and HE.</p>
<p><b>Whole School Evaluation and Quality Assurance</b></p> <p>1) <b>Lead and support all staff in evaluation and improvement processes</b> (2023-24 Action Planning/BOG Reporting – Year 3)</p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved: N/A</p>	<p>HOD PowerPoint baselining presentation with GOC – 29/08/23 <a href="#">HoDs PP Presentation Updated Aug 2023</a></p> <p>Link to PLT baselining presentation <a href="#">PLT 29th Aug 2023 - Planning for Improvement</a></p> <p>Link to first PLT monitoring point 2023-24 <a href="#">HOY Monitoring 15th Nov 2023</a></p>



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-		Head of Year monitoring point – Punctuality, attendance, sanction, ARPs May 2024 – Scheduled Jan Monitoring did not take place on account of Industrial Action.
<p>2) Develop WSE expertise through effective TPL and plan for 2024 – 2027 SDP</p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved: N/A</p>	<p><b><u>DCU Research Group Compendium guidance and draft submission</u></b>  <a href="#">June 2023 DCU Action research cluster Dr Shevlin Guidance Session</a>   <a href="#">Draft Outline Compendium 3 St. Mary's CBGS Belfast</a></p> <p><b><u>Pupil Survey Links</u></b>  Year 8 2023-24 Survey Link – 168 completed  <a href="https://forms.gle/pQBD3NqWDk1vqQKj6">https://forms.gle/pQBD3NqWDk1vqQKj6</a>  Year 9 2023-24 Survey Link – 130 Completed  <a href="https://forms.gle/25HnqixKWnmg6frT6">https://forms.gle/25HnqixKWnmg6frT6</a>  Year 10 2023-24 Survey Link – 141 completed  <a href="https://forms.gle/H4fQx9vBeubX5Vt98">https://forms.gle/H4fQx9vBeubX5Vt98</a>  Year 11 2023-24 Survey Link – 73 completed  <a href="https://forms.gle/DQW3NKxMTMHBEzY86">https://forms.gle/DQW3NKxMTMHBEzY86</a>  Year 12 2023-24 Survey Link – 100 completed  <a href="https://forms.gle/tiBvQk974PXLskw28">https://forms.gle/tiBvQk974PXLskw28</a>  Year 13 2023-24 Survey Link – 125 completed  <a href="https://forms.gle/sBrnnyXi3sJNLcXo7">https://forms.gle/sBrnnyXi3sJNLcXo7</a>  Year 14 2023-24 Survey Link – 87 completed  <a href="https://forms.gle/bGaKxQThRVCQMzbh7">https://forms.gle/bGaKxQThRVCQMzbh7</a></p>



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		<p>Parent SDP Monitoring and baseline survey – 253 completed  <a href="https://forms.gle/XoaBrGeFtBoQVQWc9">https://forms.gle/XoaBrGeFtBoQVQWc9</a></p> <p>Stimulus for SDP areas of focus  <a href="#">WBALC SDP PRIORITIES 22</a></p> <p><a href="#">SLT Planning session Dec 2023</a>  <a href="#">2024-27 SDP Baseline Planning</a></p> <p>Pupil BWDW Survey Link –  <a href="https://forms.office.com/e/sqCBwua3eb">https://forms.office.com/e/sqCBwua3eb</a> 637 completed</p> <p>Parent BWDW Survey Link –  <a href="https://forms.office.com/e/LVWWhyUXFS1">https://forms.office.com/e/LVWWhyUXFS1</a>  165 completed</p> <p>Staff BWDW Survey Link –  <a href="https://forms.office.com/e/3ahy2FwE50">https://forms.office.com/e/3ahy2FwE50</a>  62 completed</p> <p>Support Staff BWDW Survey Link –  <a href="https://forms.office.com/e/Xmz3TYqPUv">https://forms.office.com/e/Xmz3TYqPUv</a>  20 completed</p> <p>2021-24 SDP Monitoring and 2024-27 SDP Baselining  <a href="#">2023-24 Pupil Survey Analysis</a></p> <p>1,946 surveys completed</p>
<p><b>3) Develop a culture of meaningful distributed leadership that will lead to:</b></p> <ul style="list-style-type: none"> <li>- Emergent leadership</li> <li>- Teacher Leadership</li> <li>- Collaboration</li> <li>- Effective TPL</li> </ul>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved: N/A</p>	<p><b><u>LCBP Resources</u></b></p> <p><a href="#">Leadership Capacity Building Programme - Specification - 2023-24</a></p> <p><a href="#">Expression of Interest - Leadership Capacity Building Programme 2023-24</a></p> <p><a href="#">LCBP Potential Areas for Development</a></p> <p><a href="#">Informal discussion schedule</a></p>



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<p>- Scaffolding of leadership</p>		<p><a href="#">LCBP Action Plan Template (Not used due to industrial action)</a></p> <p>PowerPoint - <a href="#">BOG WSE Presentation 13th Jun 2023</a></p> <p>PowerPoint - <a href="#">LCBP Aug 2023 Launch Presentation</a></p> <p><a href="#">Programme evaluation following informal discussion – 19<sup>th</sup> March 2024</a> <a href="#">LCBP Evaluation 2023-24</a></p> <p><a href="#">Participant survey</a> <a href="https://forms.gle/ew4tqyTGUwHN9An9">https://forms.gle/ew4tqyTGUwHN9An9</a></p> <p><a href="#">Survey results:</a></p> <ul style="list-style-type: none"> <li>- <a href="#">7/10 – Good/Excellent progress in area of development</a></li> <li>- <a href="#">8/10 – Capable of leading improvement for SPD priorities</a></li> <li>- <a href="#">9/10 – 4+/5</a></li> <li>- <a href="#">10/10 – Well support by mentor and programme</a></li> <li>- <a href="#">10/10 – TPL sessions beneficial</a></li> <li>- <a href="#">10/10 – Capable of contributing to improving SDP priorities</a></li> <li>- <a href="#">2/10 not continuing in year 2 of programme</a></li> <li>-</li> </ul>
<p>4) Punctuality Improvement Team</p>		<p><b><a href="#">Punctuality Improvement Team letter templates, referral templates and procedures</a></b></p> <p>PowerPoint - <a href="#">2023-24 Year Group Induction Info LATES AND AMBASSADOR AWARDS</a></p> <p><a href="#">Punctuality Intervention Team Process 2023-24</a></p> <p><a href="#">3 Lates Letter</a></p> <p><a href="#">6 lates Friday DT letter</a></p> <p><a href="#">9 lates Tuesday DT letter</a></p> <p><a href="#">FT HOY HOS Referrals</a></p> <p><a href="#">SIM APP Message 20+ Lates 2022-23</a></p> <p><a href="#">SIMS Parent App info</a></p> <p><b><a href="#">AM/PM Lateness Data</a></b></p> <p>Excel - <a href="#">Year 13 and 14 Lates (2)</a></p> <p>Excel - <a href="#">KS4 Lates Spreadsheet (1)</a></p>



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		<p>Excel - <a href="#">ks3 lates (1)</a></p> <p>2022-23 Lateness count up to 29/11/22 – <b>2180</b>          2023-24 Lateness count up to 29/11/23 – <b>2504</b>          = <b>12.9%</b> increase (Indicates increased enforcement of punctuality standards by form teachers)</p> <p>2022-23 Lateness count up to 08/04/23 – <b>5261</b>          2023-24 Lateness count up to 08/04/24 – <b>5413</b>          = <b>12.9%</b> has been reduced to a <b>3%</b> increase (Indicates increased enforcement of punctuality standards by form teachers and that the process is having an impact)</p> <p>Most important baseline data for 2024-27 SDP:</p> <ul style="list-style-type: none"> <li>- 2022-23 Year 8 (Current year 9) <b>551</b> up to 08/04/23</li> <li>- 2023-24 Year 8 <b>325</b> up to 08/04/24 = <b>41% reduction</b></li> <li>- Jan 2024 Pupil Survey <b>34%</b> positive increase in pupil attitudes towards punctuality compared to Dec 2022.</li> </ul>
<p><b>5) Look for additional quality assurance opportunities and achieve improvements in these areas</b></p>		<p>Searches of pupils known to be vapers, confiscation of vapes and 10 pupils sent home 24/11/24 – 28/11/24</p> <ul style="list-style-type: none"> <li>- Huge reduction in number of times vape alarm has sounded – <b>24/11/23 = 0 – 27/11/23 = 2 – 28/11/23 = 1</b> (Monitoring and follow up ongoing)              Significant reduction of queue for E Block toilet, relieving pressure</li> <li>- on facility and improving pupil punctuality for class</li> <li>- CCTV and Anti-vape signage displayed - <a href="#">VAPING POSTERS</a></li> <li>- Continued monitoring</li> </ul> <p><b>Ambassador Awards</b>          PowerPoint - <a href="#">Ambassador Awards</a></p> <p><a href="#">Ambassador Awards week beginning 16th Oct 2023</a></p> <p><a href="#">Ambassador Awards Photos Sep 2023</a></p> <p>As of 08/04/24, <b>46</b> St. Mary's Ambassador Awards badges have been given out</p>



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		<p><b>End of Year KS3 Celebration</b> St. Mary's Got Talent Event launched with all year group Assemblies April 2024</p> <p><b>ARP Awards</b> Display created in foyer</p> <p>To date <b>288</b> certificates/letters and gift vouchers have been given out since ARP Awards began</p> <p>Staff survey Jan 2024 – <b>90%</b> Staff agree pupil success is celebrated regularly and that we showcase pupil achievements</p>
<p><b>Positive Behaviour</b></p> <p>Continued implementation of the Positive Behaviour Policy.</p> <p>Focused strategic meetings between pastoral groups.</p> <p>Effective recording of behaviour issues on Behaviour Management module/Sims. (Care &amp; Welfare)</p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved: As EA are ceasing the use of Sims (possibly January 2025) changes to modules will require staff development and planning.</p>	<p>Year Heads continuing to drop into their respective Form Classes on a Wednesday during Form Period and during morning registration on the other days. This is to support Form Teaches especially in some of the more challenging classes.</p> <p>Heads of School continuing to meet with their respective Year Heads to listen to and support day to day issues they are facing. This allows for further support and intervention from the Pastoral VP and Principal when required.</p> <p>Feedback from PLT, SLT, ELT.</p> <p>Minutes of PLT and Key Stage meetings (PLT minutes 21<sup>st</sup> February 2024).</p> <p>Behaviour reports on pupils.</p> <p>Pupil voice</p> <p>YH and HoS discussions. Feedback from meetings with parents.</p> <p>Feedback from SLT/YH/pulps''</p>
<p><b>Rewards and Sanctions</b></p>	<p>Achieved:</p>	<p>Awards presented. Assemblies.</p>





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<p><b>Rewards</b> Pupil success to be recognised appropriately in each Key Stage.</p> <p><b>Sanctions</b> Increase the number of pupils who complete their detention.</p> <p>More effective strategy in place to address lateness to school.</p> <p>Decrease in the number of lates recorded across all year groups.</p>	<p>1   2   3   4   5</p> <p>Not Achieved:</p>	<p>Social media posts. Golden Badge academic achievement badges. Letters home to parents. Certificates presented.</p> <p>Letter of praise, vouchers, ARP results. Minutes from PLT and KS meetings.</p> <p>Higher proportion of pupils attending the initial detention period.</p> <p>PLT minutes</p> <p>Sims reports on lates.</p>
<p><b>Staff Well being</b></p> <p>Staff are engaged in well-being sessions. Further engagement with the staff committee to extend opportunities for staff to get together.</p>	<p>Achieved:</p> <p>1   2   3   4   5</p> <p>Not Achieved:</p>	<p>Staff attended a mental health well-being half day organised by the WBALC on 29<sup>th</sup> Sept '23. Presentation by Cancer Focus NI to all staff 29/09/23. Two staff have continued with training by Cruse Bereavement after an invitation was offered in May '23. Staff are regularly updated with information from the EA on Health Well opportunities, either attending courses or online information sessions.</p> <p>Club Oibrithe Scoil Mhuire have organised a staff Christmas Dinner for Thursday 14<sup>th</sup> Dec '23. They have also organised a Last (Wo)Man Standing for members. In addition, all members receive a scratch card on their birthday.</p> <p>On Friday 8<sup>th</sup> March St. Mary's hosted a significant event in the ERLT for <b>International Women's Day</b>.</p> <p>Staff are kept fully informed of the support offered by the EA's <b>Healthwell Programme</b>.</p> <p>Sessions available for all staff include the following: Mindfulness Learning for Life and Work 5 ways to Mental Wellbeing Approaching retirement Face to face nutrition workshops</p>



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		<p>Domestic and sexual abuse and violence.</p> <p>We have successful in achieving a place on the <b>Being Well Doing Well</b> initiative offered by the EA.</p> <p>Mrs Lewis has been working closely with Sharon Clerkin in preparatory work to roll this initiative out over the next five years. We have selected Joanne Carron as the Wellbeing Champion for St. Mary's. This is a very exciting programme and will benefit staff, pupils and parents moving forward.</p> <p>Staff participation.</p> <p>Cancer Focus NI presentation to staff on Friday 29<sup>th</sup> Sept '23</p> <p>Emails to staff</p>
<p><b>Pupil Well-Being</b></p> <p>Pupils fully informed of the dangers of vaping and the detrimental impact on their health.</p> <p>Effective use is made of the new Ball Wall</p> <p><b>Transition of Year 8 pupils into post-primary: attitude to work, wellbeing, study skills</b></p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved:</p>	<p>Vaping posters have been made available to all Year Heads for their respective notice boards and key areas of the school.</p> <p>Cancer Focus NI Year Group/Class presentations.</p> <p>On the 6<sup>th</sup> March '24 our Year 9 pupils took part in Smashed Live, around alcohol issues.</p> <p>Our Year 13 pupils have attended the <b>Road Safety Roadshow</b> held in St. Genevieve's on 21<sup>st</sup> March '24.</p> <p>We currently have two pupils who attend the <b>NI Football Academy</b> and have been very successful. One pupil has been offered a contract with Arsenal FC and another has attended a recent trial with Manchester City FC. We have supported these boys in their endeavours, and they are continuing to achieve academically as well.</p>



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		<p>Meeting (11<sup>th</sup> April '24) with Ian Stewart the new Academy Player Care and Education Officer for the Irish FA Academy at UUJ.</p> <p>Three soccer teams in Belfast Cup Finals in recent weeks, Year 9,10 and 12.</p> <p>Operation Encompass. Calls continue giving us information which allows us to check in with pupils in our care who have witnessed or been aware of DV incidents.</p> <p>Feedback from lunchtime supervisors.</p> <p>Updated Year 8 and Year 9 pastoral booklet (to be delivered in Term1/2).</p> <p>PASS data</p> <p>Study Skills materials provided by Kellie McAleese and Raymond Herron adapted.</p> <p>PPT displayed regularly as well as other materials -Paddy Linden</p> <p>Educating the Heart Programme' – focuses on Compassionate Global Citizenship. Training places to be investigated Sept/Oct 2023?</p> <p>Children in Crossfire. (2019) Educating the Heart: 2017-18 Research Report, Derry: Children in Crossfire.</p> <p>Joanne Carron: FutureLearn 'Teacher Development Microcredential – Mental Health course.</p>
<p><b>Focused strategic meetings between pastoral groups</b></p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved:</p>	<p>Timetable for Key Stage meetings., Minutes from Key Stage meetings. Notes from meetings. Year Head Log reports. Behaviour Management reports. Minutes of meeting Wednesday 7<sup>th</sup> February 2024. Follow up: strategic intervention with pupils causing concern (pastoral and academic).Targeted intervention with 10F began February 2024 – YH and HoS. – behaviour and uniform. Improvement evident. Several meetings organised with parents and pupils with Year Heads and Head of School (Year 9 and Year 10). Parents very supportive and positive</p>



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		<p>improvements seen with most pupils concerned. YHs to continue to monitor the pupils weekly and liaise with HoS. Further intervention will involve Pastoral VP. Year 8 pupils: no HoS intervention needed</p>
<p><b>Public Examinations</b></p> <p>The Centre will have all required policies in place and will respond to all requests for additional information to be included in policies/documentation.</p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved:</p>	<p>Information re: use of AI shared with staff. Teachers to make pupils aware of consequences of using AI in CA.</p> <p>Examination Policy and Controlled Assessment Policy extensively updated March 2024.</p> <p>Updated Invigilator training materials (April 2024). Invigilator training session: Thursday 11<sup>th</sup> April 2024 (MDL, AMcK)</p> <p>Year 10 exam protocol PPT shared with staff 8<sup>th</sup> April 2024. FT to go through this with pupils during Form Period. Further PPTs to be shared with other year groups week beginning 15<sup>th</sup> April.</p> <p>Policies and exams documentation. Emails, PPTs for year groups.</p> <p>Email 5<sup>th</sup> February 2024.</p> <p>Updated Policies</p> <p>Training materials Records of training sessions, training documentation.</p> <p>PPTs, emails</p>





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<p>To develop the team of restorative practitioners and agree roles and contributions to enhance the structured provision of Restorative Intervention and support within the school and to build towards a community approach to Restorative Values</p> <p>To oversee the provision of a whole school platform of Restorative Practice resources via 'Connect RP' to allow all staff to undertake independent TPL</p> <p>To strengthen links with local external agencies (Community Restorative Justice Derry) to increase awareness of community collaboration in Restorative Practices and avail of multi-level (Wave 1, 2 and 3) funded training opportunities</p> <p>To develop the contribution of DH in the Leadership Capacity Building Programme to enhance RP provision and provide opportunities for TPL and broadening leadership capacity</p>		<p>Alternate course being sought via CRJ Ireland as funding in question for Michelle Stowe courses. Funding has not been sourced</p> <p>The roles of the expanded RP team will be addressed after the completion of the Paul Dix course by the phase 2 cohort Proposal to ring-fence an existing Non-Teaching period of each teacher on this cohort as an 'RP' Period and assign an intervention timetable</p> <p>The Connect RP whole school platform of restorative resources has been paused due to funding concerns. An online library of resources will be collated from courses already completed by staff and made available on the shared staff folders. Resources have begun to be collated from Paul Dix online course which will be added to the Connect RP resources and organised into subject areas on the school staff area.</p> <p>DH has overseen the production of a PowerPoint presentation giving an overview of Restorative Practices and Values and together we have been presenting it at assemblies to all year groups. To be completed this week. Other contributions are noted in this review.</p>
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<p>To research, create and manage a Teacher Professional Library</p> <p>To examine the possibility of embedding Restorative language and in some key school policies</p> <p>To enhance student understanding of restorative Practices and Values and promote its use as a means to resolve conflict and behavioural incidents</p> <p>To increase student engagement with Restorative Practices as a desirable and rewarding alternative to sanction</p> <p>To establish and provide training and learning opportunities for a team of Student Restorative Practice Ambassadors</p> <p>Elicit leadership and responsibility in students</p> <p>To formally introduce parents to the school's Restorative Approach and Values and encourage parents to support the school in its Restorative journey</p>		<p>Emails to DH and staff PowerPoint Minutes of meetings</p> <p>Some funding has been acquired (£100) to start the purchasing of books for the library. A number of books already in circulation amongst staff. A selection of books have been acquired and distributed to the cohort completing the Paul Dix course. A booklist has been compiled and will be sourced using NAPCE funding and remaining EA Grant funding Emails from NAPCE Lodgement</p> <p>Books in circulation Booklist</p> <p>PowerPoint delivered to all year groups Survey questions designed to gauge student understanding and buy-in. Positive feedback from student survey regarding their views on Restorative Practices in the school PowerPoint Emails to Heads of Year Feedback from HoYs Staff Voice (2024) Student survey responses</p> <p>15 students enrolled on an EA delivered Peer Restorative Practitioner training course 2 of 4 sessions completed 13 Students completed EA training Certificates Awarded</p>
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<p>The school will build upon links created with Newbridge CS in Kildare to enable collaboration, student engagement and the sharing of good practice</p> <p>To expand the visual Presence of Restorative values throughout the school</p> <p>To further the use of the St Mary's themed poster created for the homework diaries across the school</p> <p>A comprehensive presence for Restorative Practice to be designed and created for our school website</p> <p>To use the secured EA funding to design and produce two murals celebrating the school's Restorative Values</p>		<p>Attendance at an EA Shared Education opportunity celebrating the Peer RP Practitioners</p> <p>Discussion around roles and routines of Peer RP Group for next school year</p> <p>Training secured for September 2024 for cohort 2</p> <p>Peer practitioners can liaise with Student Council to inform future development and provision for RP in supporting students</p> <p>Emails to EA facilitators</p> <p>P33 Bookings</p> <p>Application Form for student participation</p> <p>Presentation certificates</p> <p>Student folders</p> <p>Photo on Website / Social Media</p> <p>NVQ Level 1 applied for</p> <p>EA Video from event</p> <p>Student testimonials</p> <p>Material was produced for inclusion in Year 8, 11, 12 student and parent inductions and delivered by Heads of Year</p> <p>New funding application submitted by EA to facilitate cross-jurisdiction sharing of practice</p> <p>Induction presentations</p> <p>Emails to ST KS3</p> <p>Emails to HoY</p> <p>Notice Board updated and signs produced for display on corridors</p> <p>Funding Letter</p> <p>Second multi-school funding application unsuccessful</p> <p>EA Letter / emails</p>
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		<p>A poster based on display logo printed and laminated on A3 for N-Block and Q-Block rooms.          Will be expanded across school          Posters printed by TON          A3 laminated posters ready for distribution to N and Q Block rooms          Homework diary pages updated with RP</p> <p>Pricing for Plywood received from Homefit          DH had recruited a team of students representative of all year groups for design phase          Meetings with mural artist          Murals completed – multi-year involvement in design and drawing          Locations identified and awaiting installation          WhatsApp messages to Homefit          Emails to DH          List of student names          Meetings with mural artist          Discussion with Donagh Finnegan re location for creation of murals          Murals          Meetings with SKY / DF</p>
<p><b><u>A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY</u></b></p> <p>To develop a bespoke area of the website to create a library of school magazines from the distant past to the present</p>	<p>Achieved:</p> <p>1    2    3    4    5</p> <p>Not Achieved:</p>	<p>TON has completed the scanning of school based magazines          Website and Facebook appeal to public          New editions from 1936-1942 received          Scanning to be done during exam period</p> <p>Final edition completed 16<sup>th</sup> April          S Smart final checking files before sending to website provider for building of online area</p> <p>Editions loaned by public</p>



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		<p>Emails to S Smart Emails to TON Web/Social Media Posts and emails received PDF copies of scans</p>
<p><b>1) Implementation of Personalised Learning Plans for KS3 pupils on the SEN Register. (PLP)</b></p> <p>PLP Phase 2 reviews Sharing of good practice with other LSCs within WBALC</p>	<p>Achieved:</p> <p>1   2   3   4   5</p> <p>Not Achieved:</p>	<p>E mail details of PLP training PLP training materials for AEN staff PLPs on SIMS IEPs in Staff Folder</p> <p>Minutes from WBALC LSC Cluster Meetings</p>
<p><b>2) CPD opportunities for AEN staff.</b></p>	<p>Achieved:</p> <p>1   2   3   4   5</p> <p>Not Achieved:</p>	<p>PLP Training materials</p> <p>Google classroom records Google for for evaluation of CPD AEN staff CPD records AEN Dept Google classroom for sharing resources.</p>
<p><b>3) Update PASS Mentoring Programme</b></p> <p>(24 Year 8 pupils completed an evaluation survey on the PASS Mentoring Programme in May 2023.)</p> <p>(Staff Mentors completed a staff evaluation survey April 2023)</p>	<p>Achieved:</p> <p>1   2   3   4   5</p> <p>Not Achieved:</p>	<p>PASS survey – staff member evaluation PASS survey – pupil evaluation</p> <p>Copy of letters to parents and updated PASS overview Updated PASS mentoring resources – Pupil booklet and Mentor guide Attendance record at weekly PASS meetings. Emails from PASS Mentors to Year 8 form teachers.</p> <p>Moving Forward Making a Difference Report Using diagnostic assessment to address learning gaps and delivering brief and regular interventions. Planning interventions to complement high quality classroom teaching.</p>
<p><b>Attendance (Students)</b></p> <p>• Level of whole school attendance to increase in line with NI Grammar School Average of 95%.</p>	<p>Achieved:</p> <p>1   2   3   4   5</p>	<p><a href="#">Full analysis of attendance data at key reporting points.</a></p> <p>Attendance Certificates on SIMs.</p> <p>Current Attendance Data</p>



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<ul style="list-style-type: none"> <li>• Increase in attendance levels across all year groups and reduction in the number of students with less than 95% attendance.</li> <li>• Incremental improvements for students who have shown patterns of poor attendance. Those identified at monitoring point 1 in the year should show improvement in subsequent monitoring points.</li> <li>• Reduction in number of IRIS Reach messages being sent out.</li> </ul>	<p>Not Achieved:</p> <p>Attendance continuing to improve across the school</p>	<p>Summary data for EWO analysis.</p> <p>Reports from DB</p> <p>OC Letters to parents Minutes of parental meetings YH letters to parents</p> <p>Published social media posts relating to attendance celebrations.</p> <p>Draft attendance policy</p>
<p><b>Develop Effective Senior School Pastoral Programme</b></p> <p>Ensure that we are fulfilling the needs of students according to the latest guidance from EA contained their Preventative Curriculum Document.</p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved:</p>	<p>Study skills materials distributed to FTs Careers information distributed to FTs. Regular topical/relevant assemblies for each year group.</p> <p>Research has begun to implement the following for new academic year. Drugs Awareness,</p> <p>Updated pastoral booklets.</p> <p>Pupil/Staff Voice</p> <p>Year Group Assemblies.</p>
<p><b>Senior School Enrichment</b></p> <p>Induction programme staff and modules identified and are being delivered.</p> <p>Irish, French, Cookery, Debating, PE, Faith, ICT</p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved:</p>	<p>Induction presentations from HoS/YH.</p> <ul style="list-style-type: none"> <li>• Refreshed induction programme.</li> <li>• Minutes of HoS/YH meetings.</li> </ul> <p>Enrichment modules:</p> <ul style="list-style-type: none"> <li>• Pupil evaluation so far has been very positive.</li> </ul>



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<p>Year 8 mentoring programme is ongoing led by PLN/KR.</p> <p>Preventative Curriculum presentations:</p> <ul style="list-style-type: none"> <li>• Motivational speakers have been invited in to speak to students.</li> <li>• AWARE – Mental Health</li> <li>• GAMCARE – Gambling awareness.</li> <li>• Young Driver presentation</li> <li>• Vaping</li> <li>• Motivational Speaker sp</li> </ul>		<ul style="list-style-type: none"> <li>• Very positive anecdotal feedback from staff so far. Very enthusiastic staff.</li> <li>• Very positive anecdotal feedback from staff so far. Very enthusiastic staff.</li> <li>• Full enrichment evaluation forms for staff and students have been distributed to be completed by May.</li> </ul>
<p><b>SIMs: Effective Use of Behaviour Management</b></p> <p>Further training relayed to PLT members to enable them to analyse data effectively.</p> <p>Monitor behaviour notifications for parent through SIMs App.</p> <p>Regular distribution of awareness material to parents outlining communication available through SIMs Parent App,</p>	<p>Achieved:</p> <p>1   2   3   4   5</p> <p>Not Achieved:</p>	<p>Training materials distributed to all staff.</p> <p>PLT minutes outlining training given to PLT members.</p> <p>Behaviour notifications for parent through SIMs App.</p> <p>Immediate behaviour information available to pastoral team through SIMs Home Page.</p> <p>Analysis data showing incidents recorded along with follow-up actions and outcomes on SIMs</p>
<p><b>Raising Academic Achievement (KS5)</b></p> <p>Less than 20% of students achieving lower than 3 A-C grades in year 13 ARP2 in Jan 2024.</p> <p>Reduction in the number of students achieving lower than 3 A-C grades in year 13 ARP3 in April 2024.</p> <p>Reduction in the number of students who are 2 or more grades below their chance</p>	<p>Achieved:</p> <p>1   2   3   4   5</p> <p>Not Achieved:</p> <p>Awaiting public examination results in August 2024</p>	<p>New Study Skills programs took place during induction. Study Skills Seminars took place during year 13 Induction</p> <p>ARP assessments academic intervention</p> <p>Action Plans developed and agreed with student.</p> <p>Clear and achievable targets set.</p> <p>Identify students scoring less than 3 A-C grades as well as students 2 grades below their chance analysis grades.</p>



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<p>analysis grades in 2 or more subjects from ARP2.</p> <p>Increased uptake of after school facilities to 20% of senior students using this facility at least once per week.</p>		<p>Underachieving students will complete PASS to identify pastoral barriers to learning.</p> <p>Liaise with parents to ensure parental support throughout.</p> <p>Volunteers needed to help supervise late study.</p> <p><b>Enhance Late Study</b> Began after Halloween, Late study runs from 3.15-4.30pm Monday to Thursday.</p> <p>Follow up materials distributed to FTs for use during form periods post Halloween.</p> <p>Recruiting Volunteers for late study post Halloween to enhance use of late study.</p> <p><a href="#">Senior school revision presentation March 2024.</a></p> <p><a href="#">Senior school revision booklet March 2024.</a></p> <p>Results of examinations in August 2024</p>
<p><b>Lead and engage staff in the Steps into Sharing programme, encouraging CPD in this area.</b></p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved:</p> <p>Attendance continuing to improve across the school</p>	<p>CW and SKY certificate of completion for all Shared Education modules.</p> <p>INSET agenda highlighting time allocated to staff engagement with Shared Education TPL modules.</p> <p>Staff presentation on Shared Education delivered.</p>
<p><b>2) Promote and develop our new Shared Education partnership, with a focus on relationship-building between partner schools.</b></p>	<p>Achieved:</p> <p>1   2   3   <b>4</b>   5</p> <p>Not Achieved:</p> <p>Further development once funding has been confirmed by DE.</p>	<p>Minutes of meetings</p> <p>Shared Education Leadership Journal</p> <p>Copy of presentation delivered to staff</p> <p>Letter to parents</p> <p>Updated school website</p> <p>Shared education partner meetings in three of the four schools</p> <p>School prospectus – photos and partner profiles.</p>



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<p>To improve the school environment/facilities available in St. Mary's CBGS</p> <p>1) Continue to improve the school environment and facilities available in St. Mary's CBGS</p> <p>SEP 2 Application -Sports Hall and associated facilities to the value of £4million.</p>	<p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p>	<p>Regular attendance at planning and preparation meetings with DE (including but not limited to Head of School Enhancement Programme – Clare Brady, Central procurement directorate – Philip Halliday), outside providers (Architects – Knox &amp; Clayton LLP, Civil &amp; Structural Engineers –</p> <p>Minutes of meetings</p> <p>Scoping reports Planning documentation</p> <p>Further visits to Sports facilities across other N.I. schools by the Principal and Head of Corporate Services to inform design.</p> <p>Delivery (CPD) advised that Stage 1 report is at final review stage ready to be passed to the DE for approval.</p> <p>2023-2024 we await DE advice regarding the availability of funding to progress the project, currently the project is with the finance team in DE.</p>
<p>1) Additional land for future development</p> <p>The Trustees have secured ownership of the lands from the Christian Brothers to the ERST Trustees of St. Mary's. In line with budget availability the site will be cleared, drained and prepared for use by the school.</p>	<p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p>	<p>Started to clear some of the bushes in preparation for drainage. Further work planned as the weather improves during the summer break.</p>
<p>3) New Ball Wall completed (May 2023) and will now be available to both students during the school day and community use in the evenings. recreational facility</p>	<p>Achieved:</p> <p>1 2 3 4 5</p> <p>Not Achieved:</p>	<p>Official opening of the Ball Wall took place in Term 1. Ball Wall fully operational by St. Mary's students and neighbouring communities.</p> <p>Lunch time supervision protocols HOY Assembly notes/ PowerPoint</p> <p>Lighting and cameras around the perimeter of the Ball Wall and MUGA to be completed Sept 2023. Pathways completed April 2024</p> <p>Website - Official opening photographs and documentation.</p>
<p>2) Refurbishment of specific areas of the school to include:</p>	<p>Achieved:</p> <p>1 2 3 4 5</p>	<p>Principal and Head of Cooperate Services visits to choose appropriate seating.</p> <p>Minutes of meetings, notes, drawings (Front Wall and Music block development)</p>



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	<p><b>Not Achieved:</b> Current projects to be completed in the summer recess (July – August 2024): Front wall, Music block and painting and refurbishment in the ER building.</p>	<p>Invoices and agreed spend with the sub-committee of the BoG. Many classrooms and corridors were painted between July 2023 – April 2024.</p>
<p>3) Improved links with Alumni to assist with aspects of Teaching and Learning</p>	<p><b>Achieved:</b> 1   2   3   <b>4</b>   5</p> <p><b>Not Achieved:</b> Further development of links with Alumni supported by H. McG. and the careers department. Golf event postponed to September 2024.</p>	<p>Ethos report recording Alumni contribution during 2023-2024</p> <p>Alumni Bursaries distributed to our students: 07/09/23 Fintan Moreland was awarded the bursary for Physics (supplied by Colm Tracey past pupil) and Alen Shaiju received the Brother Lynam Award - the Maths bursary (supplied by an alumnus who prefers to remain anonymous). Garrett Tolan was awarded the Larkin-Cassidy Bursary (supplied by Mrs Sinéad Larkin (BOG)). <b>Conor Connolly</b> received the Computer award sponsored by Terence Burns. We celebrated lunch in the Devenish Complex with the past Year 14 award winners. Our guest speaker was another past pupil, Danny Moore. It was an enjoyable occasion for all those present.</p> <p>Alumni and HODs/ Careers Officer for mock interviews and careers events.</p> <p>Golf Day organised for 10<sup>th</sup> May – postponed to September (due to poor weather).</p>



## 5. An assessment of the challenges and opportunities facing the school.

Challenges	Opportunities
<p><b>KS3 Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>There are several pupils in Year 9 (2023-24) who have been identified as being weak in literacy and numeracy. Most of these pupils reside in the DEF classes. The current Year 10 GCSE options process presents a curriculum that does not cater for the needs of pupils who have stanine 2 or 3 in literacy and numeracy.</li> </ul> <p><b>Positive Behaviour</b></p> <ul style="list-style-type: none"> <li>Whole school data as of 1<sup>st</sup> May 2024 – Attendance 92%</li> <li>Occasions of lateness 5748</li> <li>Detentions issued 874</li> <li>Suspensions 51 – Each of these areas present a pertinent area for attention for our Pastoral Leadership Team (PLT) for the 2024-25 academic year.</li> </ul> <p><b>Intake - School prestige and community perception</b></p> <ul style="list-style-type: none"> <li>Year 8 (2024-25) SEAG:</li> <li>Band 1 – 27 pupils</li> <li>Band 2 – 21 pupils</li> <li>Band 3 – 17 pupils</li> <li>Band 4 – 37 pupils</li> <li>Band 5 – 39 pupils</li> <li>Band 6 – 34 pupils</li> <li>No SEAG – 2 pupils</li> <li>Total pupils with SEAG data = 177</li> </ul> <p>We face a perennial challenge regarding our Year 8 admissions; as a grammar school we aspire to have a Year 8 intake with as high a number of Band 1 and Band 2 grades as possible. As can be seen from the above data, in order to improve in this area, we</p>	<p><b>Assistant Head of English and Whole School Literacy Coordinator – Strategies for Improvement</b></p> <ul style="list-style-type: none"> <li>Framework for marking will be sent out to all staff to ensure a consistent approach to marking across the school.</li> <li>Plan to develop a 'Proofreading prompt sheet' to be introduced to all students (starting with KS3) as spelling, punctuation and grammar were highlighted as the biggest challenge in terms of literacy and communication in the staff survey results.</li> <li>Vocabulary limitations were also highlighted as a concern – Launch of the 'Word of the Week' initiative in the week beginning 8th September. Posters will be displayed on the doors of each English room and the initiative will be rolled out for Year 8 students. This will run for 10 weeks. After the mid-term break, I plan to develop this by liaising with HODs to develop a bank of subject specific vocabulary to be promoted on a whole school level. Year 8 spelling competition as part of this.</li> <li>Staff response in Literacy survey focused on how 'students are not able to write at length.' Therefore, as part of the Year 8 literacy programme we will restructure the programme and create an additional 'literacy challenges' programme which will provide students with an opportunity to apply their learning to extended writing challenges. This will also act as evidence for how effective the programme has been. We have already held meetings with the staff delivering this programme. Creative writing workshop with</li> </ul>





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Challenges	Opportunities
<p>must improve school prestige and reputation within the local community.</p> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• 66% of pupils agree extra support is available when needed</li> <li>• 51% of parents and carers agree teachers/staff support their child(ren) when they feel upset or worried</li> <li>• 80% of pupils feel safe in class</li> <li>• 70% of pupils feel safe around school</li> <li>• 32% of pupils know how to access the school counsellor</li> <li>• 74 % of teaching staff agree that pupils are asked their views</li> </ul> <p><b>Facilities and estate</b></p> <ul style="list-style-type: none"> <li>• Our main building was built in 1968 – The age of this building presents a persistent challenge and requires a great deal of creativity, care and attention to keep these facilities in as good a condition as possible.</li> </ul> <p><b>A2 results</b></p> <ul style="list-style-type: none"> <li>• 2022-23 3 A*- C – 71% (Grammar Average 2022/23 – 83.8%)</li> <li>• 2023-24 3 A*- C – 68%</li> </ul> <p><b>Effective TPL</b></p> <ul style="list-style-type: none"> <li>• Ineffective nature of one off TPL workshops.</li> <li>• The need for individualised TPL for staff.</li> </ul>	<p>'Fighting Words NI' to see if this would also be a good way to boost student motivation and develop writing skills.</p> <ul style="list-style-type: none"> <li>• Liaising with a local library and arrange to get all Year 8 students signed up for a library membership. This will involve a form and internet consent sheet going home to parents. Once all students are registered this will enable them to access the 'Borrowbox' app on their own devices at home and access a range of e-books and audio books to try and promote reading for pleasure.</li> </ul> <p><b>New Pastoral VP</b></p> <ul style="list-style-type: none"> <li>• Positive Behaviour for Learning through establishing 'relentless routines'.</li> <li>• Restructuring of whole school pupil log system with specific trigger points.</li> <li>• Consistent and robust approach to recording of pupil behaviours – 'Records need a response'. Establishment of 3 Rs before a behaviour is recorded – Request, Remind, Record.</li> <li>• Use of conduct summary and Achievements on SIMS for the first time.</li> <li>• Suspension process centralised by Pastoral VP and a clear hierarchy in place to deal with suspensions.</li> <li>• Increased presence of SLT throughout the day.</li> <li>• ELT meetings moved to after school to free up ELT at key times.</li> <li>• Cover model improved - qualified teachers from NISTR used, as far as possible.</li> <li>• Lunchroom repurposed as multiuse area – Cover Centre and lunchroom – Laptop tray with 30 laptops in this area.</li> <li>• New staff induction process made more robust.</li> </ul>



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Challenges	Opportunities
	<ul style="list-style-type: none"> <li>• Evaluation points scheduled to evaluate the effectiveness of 'Relentless Routines' to date.</li> <li>• Directed Time, Staff Development Days, INSET and Twilight Sessions – Time allocated for increased parental engagement.</li> </ul> <p><b><i>Improve Reputation of School</i></b></p> <ul style="list-style-type: none"> <li>• Increase traffic to school website and social media.</li> <li>• Look for opportunities for participants in STEPS programme to develop this area.</li> <li>• Build links with feeder primary schools.</li> <li>• Work with local politicians and charity groups to enhance pupil enrichment opportunities.</li> <li>• Launch of Simmarian online archive.</li> <li>• Use of local media to highlight positive success stories.</li> <li>• Enhance our school facilities and estate.</li> </ul> <p><b><i>Facilities and estate</i></b></p> <ul style="list-style-type: none"> <li>• Business case approval and Stage 1 approval for brand new £6,000,000 state of the art sports hall to be completed by Nov '27.</li> <li>• Development of new school entrance to reflect a modern vision for the future direction of St. Mary's.</li> <li>• Development of a new Technology suite and the repurposing of an old toilet block into a new IT room.</li> <li>• Redevelopment of our music department.</li> <li>• Resurfacing of gravel pitch.</li> <li>• Other opportunities to be explored.</li> </ul> <p><b><i>EA Being Well Doing Well (BWDW)</i></b></p> <ul style="list-style-type: none"> <li>• Staff, pupil and parent surveys have been completed.</li> </ul>



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Challenges	Opportunities
	<ul style="list-style-type: none"> <li>• Presentation to staff from Sharon Clerkin to introduce programme 2023-24.</li> <li>• Scheduled workshops on 24<sup>th</sup> Oct 2024 and 5<sup>th</sup> March 2025.</li> <li>• Staff wellbeing day 26<sup>th</sup> May 2025.</li> <li>• Development of other wellbeing opportunities.</li> </ul> <p><b><i>Pupil Support Programme (Post ARP2)</i></b></p> <ul style="list-style-type: none"> <li>• Over 300 pupils at KS4 and 5 were provided with individualised after school revision class timetables and over 400 revision classes were held across KS4 and 5 over an 8-week period in April and May 2024, resulting in significant improvements in the academic performance of these pupils.</li> <li>• During 2024-25, we will build upon the success of this programme, develop and improve, through increased parental engagement and even more opportunities for revision.</li> </ul> <p><b><i>STEPS/SLP School Improvement Project (SIP)</i></b></p> <ul style="list-style-type: none"> <li>• 6 staff have been accepted onto the EA STEPS to leadership programme and one staff member has been accepted onto the EA SLP programme. Each of these staff will complete a school improvement project (SIP) that will be linked to an area of the SDP.</li> <li>• 8 staff participating in a Leadership Capacity Building Programme led by senior staff. Each staff member given responsibility for developing an area of the SDP.</li> </ul>



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6. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.

The Board of Governors, in conjunction with the Senior Leadership Team, have ensured that the School Development and Action Plans have been developed in consultation with all major stakeholders. The School Development Plan takes into consideration:

- Circulars, advice and guidance from the Department of Education, CCEA and other examination boards
- Presentation from Curriculum Vice Principal on public examinations
- Pupil voice exercises at key SDP monitoring points
- Parental voice exercises at key SDP monitoring points
- Staff voice exercises at key SDP monitoring points
- Reports from the BOG Finance sub-committee as reported to the full BOG
- Reports from the BOG Safeguarding sub-committee as reported to the full BOG
- Governance reports (ISEF standards) following each BOG meeting
- BOG ethos reports
- SLT presentations on areas of responsibility
- Regular correspondence between Principal and BOG chair.



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7. Identification of the areas for development, which shall be informed by the school's self-evaluation and include

a) *the school's key priorities for the period of the plan, based on the Department's priorities for education.*

b) *planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT.*

c) *the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion.*

d) *the financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcome identified at sub-paragraph (b)*

e) *the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.*



St. Mary's CBGS – 2024-25 Interim SDP Action Plan  
SDP 2024-25 SLT Action Plan – Curriculum GOC

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>To improve the learning environment for teaching staff by properly equipping and resourcing teaching rooms, creating an environment conducive to effective teaching and learning. The quality of the learning environment significantly impacts the effectiveness of teaching and student outcomes. To ensure our teaching staff can deliver high-quality lessons, it is crucial that teaching rooms are adequately equipped with the necessary resources and technology.</p>	<p>Currently only a small number of teachers in a few departments have access to the latest digital touch interactive whiteboards to help with the delivery of their lessons to pupils. The vast majority of teaching rooms have screens and data projectors installed that are in disrepair and display poor visual quality.</p> <p>All teaching staff have not received any training on the use of technology to enhance the delivery of lessons. This includes the use of the Microsoft surface pro laptops and the use of visual displays to include digital touch interactive white boards.</p>	<p>The majority of teachers in a few departments have access to the latest digital touch interactive whiteboards to help with the delivery of their lessons to pupils. The vast majority of teaching rooms will be equipped with the latest up to date visual displays to include the reallocation of some of our Samsung screens.</p> <p>All teaching staff will receive training on the use of technology to enhance the delivery of lessons. This includes the use of the Microsoft surface pro laptops and the use of visual displays to include digital touch interactive white boards.</p>	<p>Conduct a comprehensive audit of existing teaching rooms to identify gaps in resources and equipment.</p> <p>Gather feedback from teaching staff regarding their needs and suggestions for improvement.</p> <p>Install or upgrade interactive whiteboards, projectors, and sound systems in all teaching rooms.</p> <p>Ensure reliable internet connectivity and access to necessary software and online platforms.</p> <p>Provide training sessions for staff to effectively utilise new technology.</p> <p>Offer continuous professional development opportunities focused on using new resources and technologies.</p>	<p>Redesign classroom layouts to facilitate different teaching methods, such as collaborative learning and individual work. Attend all CPD workshops on the use of technology for lesson delivery in the classroom.</p> <p>Engage in collaboration and sharing of best practices among teaching staff across different departments. Look at and adapt resources to ensure compatibility with new technologies.</p>	<p>Make pupils and parents aware of how they can utilise any aspect of technology that is being used at home/in school/study where appropriate. e.g. use of Google apps for education or Microsoft educational apps.</p>		<p>List of ICT order for Departments</p> <p><a href="#">T:\SLT SDP Evidence 2024-25\ICT Equipment for teaching rooms.docx</a></p>
<p>To baseline the provision for homework across a key stage by seeking parental feedback in relation to a number of aspects of homework provision.</p>	<p>Over 40% of parents surveyed felt that the amount of homework that their son is completing at home is not enough.</p> <p>67% of parents survey felt that the difficulty level of homework set for their son was pitched at the correct level.</p>	<p>By the end of 2024-25 we want less than 10% of parents feeling that the amount of homework that their son is completing at home is not enough.</p> <p>By the end of 2024-25 we want over 90% of parents to feeling that</p>	<p>GOC to work with RG to set up structures to better communicate expectations for homework to all new Year 8 and 11 pupils.</p> <p>This will include a homework expectations briefing for all Year 8 and 11 parents during induction.</p>	<p>HoDs and Year 8/11 teaching staff to help formulate a homework calendar that is both class and subject class specific.</p> <p>Year 8/11 teaching staff to inform RG about Year 8/11 pupils who are repeat</p>	<p>Pupils adhere to any instructions relating to the completion of homework tasks and fully use their homework diaries and homework calendar.</p>		<p>Notes from Hod Forum RE Homework</p> <p><a href="#">T:\SLT SDP Evidence 2024-25\Homework HoDs.docx</a></p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Curriculum GOC

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>Work with HoDs and STs to formulate ways to help parents with supporting their son's homework to include:</p> <ul style="list-style-type: none"> <li>Improved communication to parents about matters relating to homework.</li> <li>Creation of a homework calendar to reflect expectations from departmental policies (class specific).</li> <li>Running a homework support clinic for parents during induction.</li> <li>Use of homework support officers to help subject teachers with parental communication when homework is not met.</li> <li>Initiation of parental interviews for</li> </ul>	<p>29% of parents surveyed felt that their son did not learn anything meaningful from completing the homework set for them by their subject teachers.</p> <p>40% of parents surveyed felt that they only occasionally were able to see what homework was being set for their son.</p> <p>30% of parents surveyed felt that their son never enjoyed completing homework that was set by their subject teacher.</p> <p>85% of parents surveyed stated that the time spent per subject per week should not exceed one hour.</p> <p>25% of parents surveyed stated that they have to remind their son(s) to complete their homework on a daily basis.</p> <p>38% of parents surveyed felt that they didn't have enough knowledge to help/support their son with his homework.</p> <p>96% of parents agreed that they would welcome the creation of a homework calendar that was class specific.</p> <p>85% of parents agreed they wanted weekly reminders of homework related issues and announcements.</p> <p>95% of parents want to be informed if their son is not completing his homework.</p>	<p>their sons are extending their learning through homework.</p> <p>By the end of 2024-25 we want the vast majority of parents of Year 8 pupils to be fully informed on a regular basis about the expectations of what homework is to be completed by their son across all his subjects.</p> <p>By the end of 2024-25 we want to ensure that pupils who are repeat offenders in relation to not doing homework are addressed and their parents are contacted and where necessary parental meetings are facilitated.</p> <p>By the end of 2024-25 we have reduced the number of overall recorded incidents relating to homework by at least 20% with a focus on improving the non-completion aspect of recorded behaviour.</p> <p>Concentration of efforts in Year 8 and 11 to establish a good culture for homework starting KS3 and KS4 classes.</p> <p>Establish with HoDs a consistent approach to addressing issues relating to the non-completion of homework.</p>	<p>GOC in conjunction with HoDs and Year 8 STs to create a class-specific homework calendar for parents.</p> <p>RG to act as a homework communication support officer and to manage all aspects of communication to parents relating to homework through the SIMs app.</p> <p>RG to act as a follow up homework subject support officer to follow up with parents of pupils who are repeat offenders of not completing homework. Working in conjunction with GOC and RG will liaise with parents to better support them in being able to help their sons with homework.</p> <p>GOC and RG to evaluate the impact of the drive in relation to improving pupil engagement by re-running the survey with parents during the third term of the 2024-25 academic year.</p> <p>GOC to work with HoDs to establish new protocols for addressing issues in relation to non-completion of homework.</p>	<p>offenders in relation to not completing homework tasks.</p> <p>Year 8/11 teaching staff issue relevant homework as agreed by departmental policy on the homework calendar.</p> <p>Teaching staff to implement new protocols for addressing issues in relation to non-completion of homework.</p>			<p>staff survey RE Homework Provision</p> <p><a href="#">T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff - June 2024.html</a></p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Curriculum GOC

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>addressing concerns about repeat offenders not completing homework.</p> <ul style="list-style-type: none"> <li>Use of SIMs app to assist in parental communication.</li> </ul>	<p>In the 2023-24 academic year there were 4899 incidents recorded by staff on SIMs for homework related issues (Non-Completion (80%) and poor quality (20%)). Issues relating to homework makes up 41% of all recorded incidents relating to poor behaviour/indiscipline.</p> <p>The highest number of homework related record incidents was in year 11 (1254). Out of all the homework related issues recorded by staff:</p> <p>52% of them were concentrated in Years 8 – 10 (KS3) 43% in KS4 and 5% in KS5.</p>						
<p>To continue to work with HoDs in relation to improving process of planning and self-evaluation to bring about meaningful improvement for AFAs identified at departmental level. This will include a clear timeline for the review of first-hand evidence and interim evaluation review points that will be reported on.</p>	<p>The majority of HoDs are currently using external and internal data to identify AFAs that are directly linked to the issues relating to the quality of provision for pupils studying subjects in their department.</p> <p>The majority of HoDs are accurately baselining in a quantifiable way the current provision for AFAs that have been identified to bring about improvement in pupil outcomes.</p> <p>All HoDs are performing one interim evaluation of progress made against their AFAs which involved them gathering relevant FHE as outlined on their report and making a judgement call on progress made against set success criteria based on this evidence.</p>	<p>Link members of the SLT re-established.</p> <p>All HoDs engage in the process of action planning and self-evaluation following the format of the HoD report to address AFA relating to improving the quality of provision for pupils studying their subject.</p> <p>All HoDs perform a full interim and final evaluation where first hand evidence can be checked by a link member of the SLT.</p>	<p>GOC and CME to talk HoDs through the format of the HoD report to include examples of best practice for HoD planning in 2023-24.</p> <p>GOC to communicate to HoDs the new SLT links and task HoDs to establish their timeline for interim evaluation.</p> <p>GOC to schedule interim evaluation meetings with SLT links once departmental timelines are established by HoDs.</p> <p>GOC and CME are to challenge and support HoDs throughout the action planning process.</p> <p>GOC to liaise with SLT links in relation to the content in HoD APs and the</p>	<p>HoDs are to establish AFA that are important for their department and directly relate to improving pupil outcomes.</p> <p>HoDs to establish a departmental timeline which details interim evaluation review points and meet with their SLT link to talk to FHE about progress made against set targets.</p> <p>HoDs, in conjunction with departmental staff, to lead and manage the actions contained within their HoD report.</p>	<p>Pupils will engage with all aspects of departmental development as outlined in their HoD report.</p>	<p>HOD PP August 2024</p> <p><a href="#">T:\SLT SDP Evidence 2024-25\HoDs PP August 2024 Staff Presentation (2).pptx</a></p>	





St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Curriculum GOC

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	The vast majority of HoDs did not complete a final evaluation detailing any progress made against targets set out in HoD reports due to industrial action.		process for interim evaluation to include challenge and support for HoDs.				
To establish an eight-week revision and support programme across all departments, delivering targeted revision lessons to selected GCSE, AS, and A2 level pupils to help them prepare for their public examinations in August 2025.	<p>76% of Year 12 cohort identified for participation in the programme</p> <p>60% of Year 13 cohort identified for participation in the programme</p> <p>62% of Year 14 cohort identified for participation in the programme</p> <p>69% of Year 12 pupils achieving 5+A*-C in ARP2</p> <p>47% of Year 12 pupils achieving 7+A*-C in ARP2</p> <p>29% of Year 13 pupils achieving 3+A*-C in ARP2</p> <p>45% of Year 14 pupils achieving 3+A*-C in ARP2</p> <p>On average 85% participation of students identified attended sessions in 2023-24</p> <p>The value added for the students involved in the programme (comparing APR2 to examination outcomes in August 2024) was:</p> <p>GCSE 5+ A*-C</p> <p>GCSE 7+ A*-C</p>	<p>Less than 75% of Year 12 cohort identified for participation in the programme</p> <p>Less than 60% of Year 13 cohort identified for participation in the programme</p> <p>Less than 62% of Year 14 cohort identified for participation in the programme</p> <p>At least 80% of Year 12 pupils achieving 5+A*-C in GCSE Summer 2024</p> <p>At least 60% of Year 12 pupils achieving 7+A*-C in GCSE Summer 2024</p> <p>At least 50% of Year 13 pupils achieving 3+A*-C in GCSE Summer 2024 (in those subject which cash in at AS level)</p> <p>At least 60% of Year 14 pupils achieving 3+A*-C in GCSE Summer 2024</p>	<p>Collaborate with teaching staff to identify pupils who would benefit most from targeted revision support based on their current performance and ARP1/2 grades.</p> <p>Prioritise students who are at risk of not achieving their potential or who need additional assistance in particular subjects.</p> <p>Develop a detailed eight-week schedule outlining the revision sessions for each subject, ensuring a balanced and comprehensive approach.</p> <p>Allocate dedicated time slots for each subject, avoiding clashes and ensuring students can attend multiple sessions if needed.</p> <p>Implement a system to track student attendance and progress throughout the programme.</p> <p>Gather feedback from students and teachers to evaluate the effectiveness of the revision sessions and make necessary adjustments.</p>	<p>Ensure each department is equipped with the necessary resources, including past exam papers, revision guides, and interactive tools.</p> <p>Communicate the importance of the revision programme to students and parents, encouraging full participation and commitment.</p> <p>Offer incentives or recognition for attendance and active participation to motivate students.</p> <p>Keep parents informed about the revision programme schedule and their child's progress.</p> <p>Provide tips and resources for parents to support their child's revision at home.</p>	Attend scheduled sessions and fully participate in the programme.		



**St. Mary's CBGS – 2024-25 Interim SDP Action Plan**

**SDP 2024-25 SLT Action Plan – Curriculum GOC**

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	AS 3+A*-C A2 3+A*-C	<p>On average 95% participation of students identified attended sessions in 2024-25</p> <p>By implementing this focused revision and support programme, we aim to boost student confidence and improve their performance in the upcoming examinations.</p> <p>Targeted revision sessions will help bridge knowledge gaps, reinforce key concepts, and develop effective exam techniques.</p>					
<p>To implement a new curriculum pathway for Year 10 options that combines applied and academic qualifications, preparing them for successful transition from St. Mary's at the end of Year 12 into training or employment.</p> <p>Recognising the diverse needs and aspirations of our students, we aim to offer a curriculum that provides alternative</p>	<p>There are several pupils in Year 9 (2023-24) who have been identified as being weak in literacy and numeracy. Most of these pupils reside in the DEF classes. The current Year 10 GCSE options process presents a curriculum that does not cater for the needs of pupils who have stanine 2 or 3 in literacy and numeracy.</p>	<p>All of our Year 10 pupils placed in an appropriate curricular pathway that will enable them to move forward into Level 2/GCSE qualifications that will stretch and challenge them and equip them for further education, training and employment.</p> <p>The introduction of this applied pathway aims to provide Year 10 pupils with a comprehensive education that blends practical skills and academic knowledge. This will prepare them for successful transitions into training or employment at the end of Year 12, meeting their individual needs and ambitions.</p>	<p>Develop a blended curriculum that integrates both applied and academic qualifications at Key Stage 4.</p> <p>Ensure the curriculum is rigorous, challenging, and relevant to the needs of the students and the demands of the job market.</p> <p>Establish a working group comprising teaching staff from various departments to contribute to the planning and shaping of the new pathway.</p> <p>Hold regular meetings to gather input, discuss progress, and address any concerns or suggestions.</p> <p>Liaise with local employers and training agencies such as People First</p>	<p>Ensure that teaching staff have access to the necessary resources and training to effectively deliver the new curriculum.</p> <p>Departmental Invest in relevant materials, technology, and facilities to support applied learning activities.</p> <p>Participate in professional development opportunities for staff to enhance their understanding of applied learning and industry trends.</p>		<p>HOD PP August 2024</p> <p><a href="#">T:\SLT SDP Evidence 2024-25\HoDs PP August 2024 Staff Presentation (2).pptx</a></p> <p>Staff PP August 2024 Curriculum</p> <p><a href="#">T:\SLT SDP Evidence 2024-25\Staff PP August 2024 Staff Presentation.pptx</a></p>	



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Curriculum GOC

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
pathways to cater to different learning styles and career goals. This new applied pathway will equip students with practical skills and academic knowledge, enhancing their readiness for the workforce or further training.			<p>and Workforce to align the curriculum with industry needs and employment opportunities.</p> <p>Develop partnerships to provide work experience, internships, and guest lectures for students.</p> <p>Inform parents about the new pathway through meetings and school communications. Offer sessions to explain the benefits and structure of the applied pathway, addressing any questions or concerns.</p> <p>Identify students who would benefit most from the applied pathway based on their interests, strengths, and career aspirations. Provide guidance and support to students and parents during the selection process, ensuring informed decisions are made.</p>	Sharing of best practices among staff involved in the applied pathway.			



St. Mary's CBGS – 2024-25 Interim SDP Action Plan  
SDP 2024-25 SLT Action Plan – Pastoral AMB

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Consistent approach to recording of behaviour incidents across the school.	<p>73.7% of teaching staff report that they are consistent in implementing the school's Positive Behaviour policy.</p> <p>29.8% of teaching staff report they are consistent in recording instances of indiscipline on SIMS Behaviour Management module.</p> <p>When recording a behavioural incident 47.4% of teaching staff always log details of action taken to address the issue. 45.6% record the details sometimes and 7% never record follow up details.</p>	<p>Introduction of 3 Rs across the school so there is consistency on when to record a behaviour incident. When staff are recording a behavioural incident, details of the incident and the action taken by the staff member are logged in SIMS behaviour management module.</p>	<p>Extended PLT forum to discuss behaviour management practices and agree next steps to address issues emerging from Staff Survey. OC will disable the option to quick record disruptive behaviour in SIMS. AMB will update Home School Agreement and Code of Conduct to reflect the implementation of 3Rs. AMB will arrange for classroom posters to promote 3Rs. AMB will produce PowerPoint to be delivered to all pupils during extended registration on 2<sup>nd</sup> September.</p>	<p>Staff surveyed on practices relating to behaviour management.</p> <p>Staff will implement the 3Rs: 1.Request desired behaviour 2.Remind and reinforce what the desired behaviour is. 3.Record the incident on SIMS behaviour management</p> <p>Presentation will be delivered by form teachers to pupils on 2<sup>nd</sup> September and will communicate the 3Rs.</p>	<p>Will be informed about 3Rs at assemblies and during extended registration on 2<sup>nd</sup> September 2024.</p>	<p>Staff Survey (June 2024) <a href="https://docs.google.com/forms/d/1ajnmUSJ0UI1lvGylBaME3wLCJAUINiATk79ibFesH50/edit?ts=665ddadf#responses">https://docs.google.com/forms/d/1ajnmUSJ0UI1lvGylBaME3wLCJAUINiATk79ibFesH50/edit?ts=665ddadf#responses</a></p> <p>Behaviour Overview for academic year 2023- 2024: <a href="#">behaviour breakdown PLT 12th June 2024</a></p> <p>PLT forum meetings on behaviour May/June 2024: <a href="#">PLT behaviour forum June 2024 summary</a></p> <p>Presentation to pupils on 2/09/2024.</p>	



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Pastoral AMB

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>A more robust follow up to disruptive, defiant and disrespectful behaviours.</p> <p>Improved communication with staff regarding behaviour follow ups.</p>	<p>11, 868 behavioural incidents recorded in 2023-2024.</p> <p>Disruptive, defiant and disrespectful behaviours accounted for 35.86% of all recorded incidents.</p> <p>Inconsistencies in the frequency in which form teachers review behaviour records for their form class: 33.3% check daily/ 26.3% check weekly/7% check monthly/ 5.3% check half-termly/ 7% never check.</p> <p>Inconsistent format for pupil log.</p> <p>Staff are not consistently informed of behavioural follow ups and pupils who have been placed on log.</p>	<p>Introduction and implementation of the 3Rs.</p> <p>There will be a significant reduction in instances of disruptive, defiant and disrespectful behaviours.</p> <p>Introduction and implementation of a graduated system for pupil log.</p> <p>Introduction and implementation of a graduated system for suspensions.</p> <p>Weekly behaviour reports are issued to Form Teachers and Year Heads.</p> <p>Improved communication to staff regarding pupils on log/suspended.</p> <p>BOGs are supporting school staff in</p>	<p>AMB to run behaviour reports at the end of each week and distribute to Form Teachers and Year Heads.</p> <p>AMB will email a weekly pastoral update to staff to notify of pupils on log/suspended.</p> <p>Consistent format for log – AMB to arrange copies for distribution.</p> <p>Year Heads will place a pupil on YH Log once 20 instances of disruptive, defiant or disrespectful behaviours have been recorded. YH will meet with parents.</p> <p>HOS will place a pupil on log once 25 instances of disruptive, defiant or disrespectful behaviours have been recorded. A referral to EA PPBSS will be initiated. HOS will meet with parents.</p>	<p>Form Teachers to place a pupil on Form Teacher Log once 10 instances of disruptive, defiant or disrespectful behaviours have been recorded. Form teacher will meet with parents.</p>	<p>Will be informed of graduated system for log and suspensions during extended registration on 2<sup>nd</sup> September 2024.</p>	<p>SIMS Behaviour reports.</p> <p>Weekly pastoral email to staff.</p> <p>Pupil log booklets.</p> <p>Records from meetings with parents.</p> <p>Referrals to PPBSS and records of meetings with PPBSS staff.</p> <p>Presentation to pupils on 2/9/2024.</p>	



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SDP 2024-25 SLT Action Plan – Pastoral AMB

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			SLT/Middle Leaders	Teaching staff/staff	Pupils		
		addressing pupils persistently displaying poor or challenging behaviours.	Pastoral VP will initiate suspension once 30 instances of disruptive, disrespectful or defiant behaviour have been recorded. VP will meet parents.				
Attendance at scheduled after-school detentions.	SIMS data (22 <sup>nd</sup> May 2024) for 2023/24: 952 detentions set 551 DTs were attended (58%) 323 DTs were not attended (34%) 73 DTs had no record of attendance (8%)	A record of attendance will be taken for all detentions. There will be a reduction in the number of detentions not attended. Pastoral leaders will be proactive in issuing reminders to pupils regarding attendance at detention.  Introduction of an extended detention on Fridays for pupils who are present in	PLT will be offered refresher training in recording pupil attendance at detention. Training for newly appointed Heads of Year will also be offered. LSC will continue to assign a classroom assistant to each Year Head to assist with admin regarding detentions. AMB will facilitate an extended Friday detention for pupils who fail to attend. Year Heads will address pupils placed on	Teaching staff will check class registers to identify pupils on detention and will direct them to the venue on Tuesdays and Fridays.	Will receive written notification of a set detention and a verbal reminder from their Year Head.  Will be informed of extended Friday detention during extended registration on		Registers of attendance at detention.  Records of training undertaken by PLT.  Presentation delivered to pupils on 2/9/24.



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SDP 2024-25 SLT Action Plan – Pastoral AMB

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
		school but fail to attend a set detention.	detention on Mondays and Thursdays to issue copies of letter and reminders. The staff member supervising detention on Tuesdays will dismiss their class at 3.12 and be in situ at the venue for pupils arriving. A PA will be made at the end of the school day on Tuesday and Friday to inform subject teachers to check registers and direct pupils to the detention venue.		2 <sup>nd</sup> September 2024.		
Improved engagement with parents (See MDL's action plan on Emotional Health and	Directed time has not prioritised opportunities for staff to engage with parents. 50% of parents agreed they are given information on emotional health and	Calendar for directed time will have allocated opportunities for staff to contact parents to recognise achievements and	Directed time calendar agreed and shared with staff. Year Heads to liaise with form teachers to determine contact made with parents.	Form teachers will use weekly behaviour reports to identify the need to engage with parents.	Will have achievements communicated to parents.		Being Well, Doing Well Baseline Survey results <a href="#">2023-24 Pupil Survey Analysis</a>  Parental feedback on EHWB and



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SDP 2024-25 SLT Action Plan – Pastoral AMB

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			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Wellbeing (EHWB))	<p>wellbeing issues to support their son. 48% of parents agreed they can give feedback to the school on our emotional health and wellbeing curriculum.</p> <p>Communication via SIMS App only currently reports behaviour concerns.</p>	<p>successes/ highlight the need for improvements/ discuss attendance. A half termly parental newsletter will keep parents informed of school events and to promote events and organisations which support positive emotional health and wellbeing.</p> <p>Parental support workshops will be held to address identified areas of need.</p> <p>Directory of supports will be shared with parents. Achievements will be recorded on SIMS and shared with parents via SIMS App.</p>	<p>P Boyle to work with A Barr as LCBP and to focus on parental engagement. August 2024: Parental questionnaire during registrations to identify areas of priority re. EHWB and inform planning for preventative curriculum. AMB and MDL will collaborate on directory of supports for parents. PB will produce a half termly newsletter for parents and co-ordinate relevant workshops for parents.</p>	<p>Form teachers will use allocated directed time slots to engage with parents regarding pupil success, concerns and attendance.</p>		<p>preventative curriculum.</p> <p>Parental newsletters</p> <p>Directory of supports for parents.</p> <p>Parental workshops and record of attendance.</p>	





St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Wellbeing MDL

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p><b>Target 1</b></p> <p><b>1.2/1.3 Emotionally Healthy, Happy and Safe school Pupil Voice</b></p>	<p>66% of pupil agree extra support is available when needed.</p> <p>51% of parents and carers agree teachers/staff support their child(ren) when they feel upset or worried.</p> <p>80% of pupils feel safe in class.</p> <p>70% of pupils feel safe around school.</p> <p>32% of pupils know how to access the school counsellor.</p> <p>74 % of teaching staff agree that pupils are asked their views.</p>	<p>1a. Pupils are encouraged to seek help and know who to go to within the school for help including the school safeguarding team.</p> <p>1b. Pupils are signposted to relevant helplines and have access to information and support.</p> <p>1c. Pupils know they have an influence on school life and recognise their views are important and valued.</p> <p>1d. Pupils are involved in decisions that relate to them and are aware from the outset as to what will happen with their decisions.</p> <p>1e. Pupils are invited to share their experiences of EHW provision, including</p>	<p>MDL: Information about how to access counselling in school or who pupils can speak to about EHW will be collated in a pupil-friendly document and shared during assemblies and in Form Class. Information will be posted on social media, including signposting to different agencies.</p> <p>JC to attend assemblies in September to outline her role and plans for Wellbeing over the academic year. JC to provide FTs with Wellbeing information throughout the year to supplement existing pastoral programmes.</p> <p>JC to offer coaching sessions for identified pupils in consultation with HoS/YH/VP.</p>	<p>Teaching staff, especially Form Teachers, should display the information posters regarding school counselling service.</p> <p>All classrooms should have copies of the Safeguarding poster.</p> <p>FTs to use Form Period to outline how pupils can access help re: their EHW both in school and outside of school (materials to be provided) and to use materials provided by JC.</p>	<p>Wellbeing Ambassadors to lead assemblies on EHW.</p> <p>Focus groups to explore ideas about EHW.</p> <p>School council representatives to hold meetings regarding EHW and what they would like to see included in our curriculum or which outside speakers they would like to hear.</p> <p>Pupil voice exercises to be conducted regarding</p>	<p>Wellbeing information board.</p> <p>Records of information shared on social media platforms.</p> <p>Document outlining referral process for pupils.</p> <p>Information posters for Form Rooms.</p> <p>Number of referrals to in-school counselling.</p> <p>Records of Wellbeing Ambassadors attending assemblies/minutes of meetings.</p>	



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SDP 2024-25 SLT Action Plan – Wellbeing MDL

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>50 % of support staff agree that pupils are asked their views.</p> <p>34 % of parents and carers agree that our school listens to suggestions and ideas from pupils. 2</p> <p>6.7 % of pupils agree that they are regularly asked their opinion on what could be improved at our school.</p> <p>33.9% of pupils neither agree nor disagree</p>	<p>interventions and targeted support.</p>	<p>MDL and JC: organise involvement of Wellbeing Ambassadors in assemblies and school events.</p> <p>JC to update the school's social media platforms in relation to Wellbeing events in school.</p> <p>JC and MDL: Wellbeing Ambassador newsletter each half-term. Pupil focused information.</p> <p>MDL and JC to enlist support from external agencies to work with pupils, eg AWARE, EA REACH4Resilience Programmes, local youth clubs.</p>		<p>impact of programmes run by outside agencies.</p>		<p>Materials provided for FTs.</p> <p><a href="T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf">T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf</a></p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Wellbeing MDL

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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<p><b>Target 2</b></p> <p><b>1.4 Early Identification of Pupil Need, Targeted Support, Monitoring and Review</b></p>	<p>45% of teaching staff agree that there are clear referral pathways in place for pupils to access both internal and external support for EHW.</p> <p>45 % of teaching staff agree that appropriate early interventions are available for pupils who may need more support.</p> <p>60 % of support staff agree that appropriate early interventions are available for pupils who may need more support.</p> <p>45 % of parents and carers agree that their child(ren) has(have) been given the opportunity to be involved in projects and activities which</p>	<p>2a. There are clear processes and pathways in place for the early identification, monitoring and referral of pupils with EHW needs.</p> <p>2b. All staff are fully aware of the above and know who to contact for guidance and support.</p> <p>2c. The school works collaboratively with external agencies to provide timely support or referrals for treatment while maintaining a continuum of care and connectedness with the school/setting</p>	<p>Audit of external provision carried out: MDL. To be shared with PLT/SLT.</p> <p>Information outlining in-school support for pupils shared with staff, eg how to access the school counsellor, EA Behaviour how to refer a pupil for Learning Support in English or Maths, Family Support Hub. (Staff Day – MDL and AMB).</p> <p>Information to include help/testing available for ASD/ADHD/Dyslexia.</p> <p>Involvement with parents/carers in identifying EHW needs and referral process.</p> <p>Safeguarding Team to liaise with outside agencies such as EA and</p>	<p>Form Teachers/Subject Teachers/ Learning Support Tutors/Study Supervisors/ Classroom Assistants to alert YH or HoD/HoS/SENCo to EHW concerns regarding members of their Form Class or Subject class. FT/ST to liaise with parents where appropriate and to outline referral processes when required.</p>			<p>Copy of audit of external provision.</p> <p><a href="T:\SLT SDP Evidence 2024-25\Being Well Doing Well\External agencies mapping doc.docx">T:\SLT SDP Evidence 2024-25\Being Well Doing Well\External agencies mapping doc.docx</a></p> <p>Copy of materials outlining support for pupils.</p> <p>Referral documents.</p> <p><a href="T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf">T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf</a></p>



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SDP 2024-25 SLT Action Plan – Wellbeing MDL

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	promote positive emotional health and wellbeing.		Social Services to support pupils' EHW. (Safeguarding Team)				
<b>Target 3 3.1/3.2 Staff Wellbeing and Development</b>	<p>34 % of teaching staff are aware of and know how to access available emotional support for themselves.</p> <p>40 % of support staff are aware of and know how to access available emotional support for themselves.</p> <p>94% of teaching staff are proud to work at our school. 3.1 Staff WB &amp; PD Support Staff 16 95 % of support staff are proud to work at our school.</p> <p>35 % of teaching staff agree that school leaders ensure all staff</p>	<p>3a. Staff experiencing EHW concerns know who to go to, are listened to and are offered timely and practical support.</p> <p>3b. The school supports staff EHW by providing opportunities for offering staff wellbeing sessions or access to the EA Staff Wellbeing initiatives.</p> <p>3c. The school offers a range of quality training opportunities for all staff on EHW.</p> <p>3d. EHW is a focus of staff performance review and staff development (PRSD).</p> <p>3e. Training is provided</p>	<p>Professional Emotional Health and Wellbeing Training to be delivered to all staff (MDL to organise).</p> <p>Staff wellbeing session - Inspire (EA). MDL to organise</p> <p>Timetable for directed time sessions for administrative tasks/positive phone calls home. (GOC)</p> <p>EHW to be included in PRSD for 2024/25 (GOC).</p>				<p>INSET day schedules.</p> <p>Training Materials.</p> <p>Staff voice exercises in response to training sessions.</p> <p>PRSD materials</p> <p><a href="T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf">T:\SLT SDP Evidence 2024-25\Being Well Doing Well\Survey Analysis St Mary's CBGS (1).pdf</a></p> <p>Minutes from Working Group meetings.</p>



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SDP 2024-25 SLT Action Plan – Wellbeing MDL

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			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>regularly access professional development opportunities to promote positive emotional health and wellbeing.</p> <p>50 % of support staff agree that school leaders ensure all staff regularly access professional development opportunities to promote positive emotional health and wellbeing.</p>	<p>internally by qualified experienced staff and externally through credible organisations by qualified experienced staff.</p> <p>3f. Senior leaders model good working practice and encourage self-care and work-life balance</p>	<p>Specific time to be set aside in INSET days for Staff Wellbeing (SLT).</p> <p>Working group to be set up to explore practical ideas to encourage self-care and work-life balance. MDL</p>				
<p><b>Target 4</b> <b>4.1</b> <b>Engaging with and involving parents/ carers in EHW</b></p>	<p>27 % of teaching staff agree that parents and carers are provided with information to help them support their own and their child(ren)'s emotional wellbeing.</p>	<p>4a. The school provides regular opportunities to participate in school events that will improve family understanding of EHW and support their parenting e.g. parenting workshops on EHW, building parent/carers</p>	<p>'Emotional Health and Wellbeing Policy': MDL to write policy and share with parents, pupils and staff.</p> <p>MDL and JC to engage services of external</p>				<p>Policy posted on school's website and social media platforms.</p>



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SDP 2024-25 SLT Action Plan – Wellbeing MDL

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>45 % of support staff agree that parents and carers are provided with information to help them support their own and their child(ren)'s emotional wellbeing.</p> <p>52 % of parents and carers agree that they are given information about emotional health and wellbeing topics to support their child(ren)'s learning.</p> <p>46 % of pupils agree that information about their emotional health and wellbeing is given to their parents and carers, to help them at home.</p> <p>85 % of parents/carers feel able to speak to the appropriate member of staff about their child.</p>	<p>resilience.</p> <p>4b. Parents/carers are regularly provided with accessible information about the school's EHW policy or related EHW policies, procedures and how to access support services.</p> <p>Signs/information/letters are translated into the home languages of families and also provided in 'easy to read' format.</p> <p>4c. Additional support is provided to parents/carers who require it so that they can better support their own and their children's EHW.</p>	<p>agencies such as Family Support Hub/West Wellbeing/Parenting NI to support parents, eg parenting workshops. MDL to explore possibility of such agencies attending school events such as PTM, Open Night, SEN coffee morning,</p> <p>MDL to work with AMB and PL to produce document outlining how parents can access support both in and outside of schools re: EHW.</p> <p>JC to produce a regular 'Wellbeing' newsletter for pupils, staff and parents (half-termly).</p>			<p>Evidence of support provided by external agencies.</p> <p>'Accessing Support' document.</p> <p>Newsletter</p>	



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Wellbeing MDL

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	85 % of parents and carers feel welcome when they visit our school.						



SDP 2024-25 Action Plan – Senior Teacher Key Stage 4 RH

Area for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>To define and embed roles for 2nd Cohort of RP Team (Paul Dix qualification) to enhance the structured provision of Restorative Intervention and support within the school and to build towards a community approach to Restorative Values</p> <p>To evolve the contribution of DH and other emergent leaders in the Leadership Capacity Building Programme to enhance RP provision and provide opportunities for TPL and broadening leadership capacity</p>	<p>61% of staff would welcome staff other than Form Teachers or Year Heads facilitating restorative intervention</p> <p><i>There is a need to support a self-sustaining system of professional learning</i></p> <p><i>'Learning Leaders – A Strategy for Teacher Professional Learning (DE) Section 5.10 P27</i></p>	<p>A system of timetabled clinics will be built into timetables for an enhanced layer of restorative student intervention and support</p> <p>DH, in line with her own Action Plan, will support and lead the implementation of the actions for the progression of RP in the school</p>	<p>RH to lead development of roles and responsibilities for cohort 2 restorative support</p> <p>RH will collaborate closely with DH and create and provide opportunities for leadership within the development of RP in St Mary's.</p>	<p>DH and Paul Dix graduates will provide a timetable of restorative clinics to assist PLT with restorative interventions</p> <p>DH will benefit from opportunities to lead actions and work closely with teams, providing opportunities to build capacity and further her development as an emergent middle leader</p>			





**St. Mary's CBGS – 2024-25 Interim SDP Action Plan**

<p>To continue the development of a TPL Library and online bank of resources for self-learning</p>	<p>There is the desire to enhance the library of RP literature and bank of online resources</p>	<p>The library of RP related literature was commenced and proved crucial for the staff cohort enrolled on the Paul Dix course. This library will be expanded and enhanced. An online pool of resources will be collated and compiled from resources acquired through various TPL opportunities and made available to all staff</p>	<p>RH will continue with the purchase of key reading and research materials to support staff on their RP development. RH will lead the compilation of resources from the staff who have completed various TPL opportunities</p>	<p>Staff who have completed online TPL will contribute to the compilation of a resource bank. Staff will be encouraged to make use of the library and online resource to enhance their understanding of and proficiency in Restorative Practices</p>			
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St. Mary's CBGS – 2024-25 Interim SDP Action Plan

Area for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
To increase student involvement with RP and encourage its use for self-regulation	Boys need to develop good emotional regulation and the ability to reason and resolve conflict through effective restorative practice in school  <i>'A Fair Start' 5.6, f P49</i>	More buy-in to RP approaches from students will be evident  There will be a reduction in repeat offences / offenders	RH/DH will create bespoke lessons on Restorative Values for the Pastoral Programmes  Heads of Year will regularly refer to Restorative Principles in their assemblies	Form teachers will deliver lessons during the form period and refer to Restorative Practices and values throughout the year	Pupils will receive presentations at Induction and in form class to reinforce and build upon their knowledge of Restorative Practices		
To define roles for the provision of student Peer RP Practitioners for peer-peer support	A clearly defined structure Is necessary to allow for the full contribution of peer restorative practitioners within the school's pastoral structures	A daily provision of peer practitioners will be scheduled during both lunches for restorative peer support. A system of referral will be agreed, and 2 practitioners assigned to each Year 8 form class	RH and DH along with input from PLT and Paul Dix graduates will agree structures for the peer RP provision including systems of referral, relevant documentation, and evaluation	Teaching staff and CA will encourage the use of the peer practitioner provision to help students seek support or intervention. Staff will support peer practitioners when necessary	Pupils will be informed via assemblies and presentations from the Peer RP team. The team will meet RH/DH regularly to update and file appropriate documentation and evaluation		
To develop a system of student self-referral for peer RP support	87% of young people felt it was difficult talking to adults about themselves						



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

<p>To train second cohort of Peer RP Practitioners Elicit leadership and responsibility in students</p>	<p><i>'The student takes responsibility for his/her own learning, development and behaviour and displays leadership'</i>  ERST Charter, Inspiring Transformational Leadership</p>	<p>Cohort 2 will be selected and will complete their training with EA attaining OCN accreditation</p>	<p>RH to lead the provision of training for student cohort 2 with EA</p>		<p>The cohort will enhance the peer provision within the school and work within the agreed structures from Sept 2024</p>		
<p>To continue to collaborate with EA in developing a network of RP schools</p>	<p><i>'Schools should be required to demonstrate a whole community approach'</i>  'A Fair Start' 4.5, e P36</p>	<p>Our collaborative relationship with the RP team within the EA has provided opportunities for bidirectional learning and opportunities for developing and sharing good practice with other schools in a variety of contexts. This partnership will continue.</p>	<p>RH to continue to lead links with other schools and enhance the network of Restorative Schools with which we collaborate in partnership with the EA RP team</p>		<p>Students will benefit from the opportunities provided with this partnership with the EA as seen in the Peer RP Practitioner symposium in April 2024</p>		



Area for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
To expand the use of RP graphics around the school	Restorative graphics need to be widely displayed in the classroom setting	Consistent display of RP Poster in classrooms	RH/DH to lead the expansion of visual materials for display across the school	Teaching and Non-Teaching staff will produce and distribute visual materials	Pupils can use classroom posters to help self-regulate emotions and behaviours		
		Murals successfully completed in May 2024 and to be installed in July 2024 – launch with publicity September 2024	Coordinate with Principal and DF to ensure timely installation of murals and coordinate publicity and logistics for unveiling	DF and school support staff to ensure installation of murals			
To create and develop an RP presence on the school website	It is important that the school’s commitment to Restorative Practices is clearly promoted on the school website	School website will be developed and enhanced to showcase the school’s commitment to RP Values	RH will lead the creation of an RP Area on the website with aims and links to external resources	Staff will be encouraged to celebrate Restorative Values and provide news items for website	Students will be encouraged to contribute testimonials of their experience of Restorative Practices for the website. Testimonials already provided		



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

<p><b><u>A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY</u></b></p> <p>To launch the online library resource of digital Simmarians and grow the alumni through access of the library</p>	<p>Providing opportunities for alumni and their families is important to allow them to remain part of the school community at the end of their student days</p>	<p>Extensive work in collating and creating a digital library of Simmarians has now moved to the design and creation stage of the website. This area is reaching its final stages before launch</p>	<p>RH will oversee the final preparations for the completion of the online area in partnership with the website providers. RH will liaise with Principal to agree a preferred format for the launch of this online resource including invited guests and desired press involvement.</p>	<p>S Smart and T O’Neill will assist with the creation selected prints from archived magazines to adorn the walls of the ERLT for the launch day.</p> <p>‘Blast from the past’ posts will flood the website and social media channels leading up to the launch</p>	<p>from Peer RP Practitioners</p>		
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St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered																																																												
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<b>Whole School Attendance</b>	<p>Whole school attendance over last 3 years is below the Northern Irish Grammar School target of 95%.</p> <p>Whole School Attendance</p> <table border="1"> <tr> <td>2021-2022</td> <td>93.5%</td> </tr> <tr> <td>2022-2023</td> <td>92.1%</td> </tr> <tr> <td>2024-2024</td> <td>92.0% (14<sup>th</sup> June)</td> </tr> </table> <p>Year Group Analysis of Current Attendance (14<sup>th</sup> June 2024)</p> <table border="1"> <thead> <tr> <th>Year 08</th> <th>Year 09</th> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> <th>Year 13</th> <th>Year 14</th> </tr> </thead> <tbody> <tr> <td>93.6</td> <td>91.7</td> <td>91.6</td> <td>89.6</td> <td>91.6</td> <td>92.8</td> <td>93.9</td> </tr> </tbody> </table> <p>Number of Students in each Attendance Tier</p> <table border="1"> <thead> <tr> <th></th> <th>% students tier</th> <th>No. students tier</th> <th>% students &amp; PSL</th> <th>No. students &amp; PSL</th> <th>% students &amp; SPSA</th> <th>No. students &amp; SPSA</th> <th>No. students</th> </tr> </thead> <tbody> <tr> <td>Tier 3 Severe Chronic 20%+ (&gt;4 days/month)</td> <td>6.81</td> <td>82</td> <td>96.1</td> <td>46</td> <td>41.46</td> <td>34</td> <td>1204</td> </tr> <tr> <td>Tier 2 - Chronic 10%- 19.99% (2-3 days/month)</td> <td>18.85</td> <td>227</td> <td>49.78</td> <td>113</td> <td>44.05</td> <td>100</td> <td>1204</td> </tr> <tr> <td>Tier 1a - At Risk 5% - 9.99% (&lt;2 days/month)</td> <td>31.16</td> <td>374</td> <td>39.47</td> <td>148</td> <td>37.07</td> <td>139</td> <td>1204</td> </tr> <tr> <td>Tier 1a Regular 0% - 4.99% (&lt;1 day per month)</td> <td>43.19</td> <td>520</td> <td>20.19</td> <td>105</td> <td>37.12</td> <td>199</td> <td>1204</td> </tr> </tbody> </table>	2021-2022	93.5%	2022-2023	92.1%	2024-2024	92.0% (14 <sup>th</sup> June)	Year 08	Year 09	Year 10	Year 11	Year 12	Year 13	Year 14	93.6	91.7	91.6	89.6	91.6	92.8	93.9		% students tier	No. students tier	% students & PSL	No. students & PSL	% students & SPSA	No. students & SPSA	No. students	Tier 3 Severe Chronic 20%+ (>4 days/month)	6.81	82	96.1	46	41.46	34	1204	Tier 2 - Chronic 10%- 19.99% (2-3 days/month)	18.85	227	49.78	113	44.05	100	1204	Tier 1a - At Risk 5% - 9.99% (<2 days/month)	31.16	374	39.47	148	37.07	139	1204	Tier 1a Regular 0% - 4.99% (<1 day per month)	43.19	520	20.19	105	37.12	199	1204	<ul style="list-style-type: none"> <li>Rise in whole school attendance to 93%.</li> <li>Increase in attendance rates for all year groups by 2%.</li> <li>Reduction in Tier 3 absentees to less than 5%.</li> <li>Reduction in Tier 2 to less than 15%.</li> <li>Reduction in Tier 1b to less than 25%.</li> <li>Improvement in staff practices around attendance recording.</li> <li>Regular monitoring of attendance levels in pastoral staff at all levels.</li> <li>Clear Staff/Parent communication channels around attendance and absence reasons.</li> </ul>	<ul style="list-style-type: none"> <li>OC to update attendance policy.</li> <li>OC to promote and clarify all attendance procedures with SLT/PLT.</li> <li>OC to plan and implement refresher training for all staff in August 2024 which outline clear school expectations and procedures to parents with regards to attendance.</li> <li>OC to supply clear summary data to FTs/YHs on a regular basis.</li> <li>PLT to follow up on all attendance issues with relevant letters, phone calls and meetings.</li> <li>YH/HoS meetings with parents to identify any barriers to attendance.</li> <li>HoS to collate data about attendance monitoring for EWO referrals and liaise with OC.</li> <li>OC to review and enhance current attendance rewards to incentivize students.</li> <li>YHs to drive attendance during regular year group assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers to record attendance data accurately using correct codes.</li> <li>FTs to ensure that they collate parental data about all absences and record these accurately.</li> <li>FTs liaise with parents to outline concerns before referring student to YH for follow up.</li> <li>FTs liaise with YH/HoS regularly to identify students whose attendance is cause for concern.</li> <li>FTs to drive the importance of good attendance.</li> <li>FTs to follow up on any noticeable barriers to attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Students attend school every day and aim for 100% attendance.</li> <li>Pupils supported by FTs/YHs/HoS.</li> <li>Students rewarded for positive attendance.</li> <li>Students rewarded for improved attendance.</li> <li>Students attend monitoring meetings where necessary.</li> </ul>		
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St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p><b>Raise Academic Achievement at KS5</b></p>	<ul style="list-style-type: none"> <li>ARP 2 analysis January 2024:               <ul style="list-style-type: none"> <li>- 50% of Year 14 students securing less than 3 A-C grades</li> <li>- 25% of year 13 students secured less than 2 A-C grades</li> <li>- only 40% of senior students secured 3 A-C grades</li> </ul> </li> <li>AS/A2 Results August 2024 (Pending)</li> <li>No PASS assessments for any KS5 students.</li> <li>No previous use of Chance Analysis data over the last 5 years.</li> </ul>	<p>Less than 30% of year 14 students achieving lower than 3 A-C grades in year 13 ARP2 in Jan 2025.</p> <p>Less than 15% of year 13 students achieving lower than 3 A-C grades in year 13 ARP2 in Jan 2025.</p> <p>All year 13 students to complete PASS assessment to identify barriers to learning.</p> <p>Implementation of a support programme with a pilot group of students who have substantial barriers to learning.</p> <p>Students who are 2 or more grades below their chance analysis grades in 2 or more subjects from ARP1 identified to HODs for support. Improvements in performance of 20% of these students in ARP2. Increased uptake of after school facilities to 20% of senior students using this facility at least once per week.</p>	<ul style="list-style-type: none"> <li>OC to conduct Pass assessments with all year 13 students.</li> <li>OC to liaise with relevant staff to plan appropriate intervention for pilot group to mitigate barriers to learning.</li> <li>Liaise with outside agencies where necessary to acquire suitable support.</li> <li>OC to complete full analysis of ARP1 data immediately after Halloween and compare with chance analysis data.</li> <li>Analysis data to be shared with HODs to allow them to support identified students.</li> <li>Identification of students who are underachieving with less than 3 A-C grades in ARP1.</li> <li>Liaise with YHs/HODs to develop support programs for these students.</li> <li>Follow-up Analysis after ARP2 Assessments.</li> <li>YH/HOD support programmes implemented after ARP2.</li> </ul>	<ul style="list-style-type: none"> <li>Study skills presentation delivered to both year groups by KL.</li> <li>FTs to deliver follow-up study skills / revision class during form periods using prepared study skills booklet.</li> <li>Revision booklets distributed to both study halls also.</li> <li>Subject teachers to support underachieving students under the direction of HODs.</li> <li>KL to deliver Study Skills workshop to Year 13 &amp; 14 students.</li> </ul>	<ul style="list-style-type: none"> <li>All year 13 to complete PASS assessment.</li> <li>All students to partake in support programmes where recommended.</li> <li>All students attend study skills workshops.</li> <li>Students to use after school study facilities to help enhance progress.</li> </ul>		



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p><b>Enhance Senior School Student Enrichment</b></p>	<ul style="list-style-type: none"> <li>All 3 cycles of 8 week enrichment modules have completed.               <ul style="list-style-type: none"> <li>– 96% completed 1 or more modules</li> <li>– 28% of year 13 students have been allocated 2 modules</li> <li>– 7 students unable to attend enrichment due to timetabling issues.</li> </ul> </li> <li>Enrichment modules have been set up for 2024-2025: Irish, Cookery, Irish, ICT (new), Finance (new), MH/Resilience (new), Skills Builder (new), Technology (new). Enrichments will consist of 3 cycles of 9 week modules.</li> <li>Modules this year have been spread out across each of the 5 timetable blocks to ensure there is at least one module per block.</li> <li>Student Leadership Team has been appointed for 2024-2025.</li> </ul>	<ul style="list-style-type: none"> <li>All students in year 13 able to avail of at least 2 enrichment modules.</li> <li>Reorganisation of timetable for 2025/2026 to give students free choice and remove the limitations of blocks on their timetable.</li> <li>Investigate enrichment provided by outside agencies and manage the implementation of at least 2 providers.</li> <li>Develop connections with at least 2 local primary schools and set up projects for senior students to participate in such as literacy, numeracy, ICT or PE support.</li> <li>Clear roles and responsibilities set out for all members of Student Leadership team.</li> <li>Active and effective student leadership team of 20 students playing a full part in the life of the school.</li> </ul>	<p>OC to liaise with relevant staff to implement in-house enrichment and embed new enrichment opportunities.</p> <p>OC to coordinate SOWs for each enrichment module.</p> <p>Relevant HODs to create SOWs for enrichment module.</p> <p>Liaise with local primary schools to restart primary school support programmes.</p> <p>Liaise with enrichment providers to set up courses.</p> <p>KR/SM/OC to monitor progress and attendance at external enrichment.</p> <p>OC to investigate possible timetable changes moving forward to develop enrichment block for all senior students to ensure availability of provision for all.</p> <p>Student leaders to meet with KR to discuss clear roles and responsibilities.</p> <p>HODs and other relevant staff manage the role of their allocated prefect.</p> <p>KR to meet with student leaders on a monthly basis.</p> <p>OC to evaluate all enrichment provision.</p>	<ul style="list-style-type: none"> <li>Enrichment teachers to lead and guide students through module and liaise with YH to manage attendance and issues which arise.</li> <li>FTs to assist in communicating clear messages to form class about all enrichment classes and events.</li> <li>Enrichment teachers to evaluate their module.</li> <li>Relevant staff across the school to direct and manage student leaders.</li> <li>Teachers managing prefects to liaise with KR.</li> <li>Teachers managing prefects to evaluate the work of allocated prefect.</li> </ul>	<ul style="list-style-type: none"> <li>Students attend all allocated enrichment classes.</li> <li>Relevant students partake in all primary school and courses run by external providers.</li> <li>Student leaders work diligently at their allocated area of responsibility.</li> <li>Students identify areas of interest to further enhance personal enrichment.</li> </ul>		





St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan –Senior Teacher KS5 (OC)

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p><b>Preparation for end of SIMs contract and installation of Bromcom as new MIS provider</b></p>	<p>Bromcom due to be installed and operational by December 2024.</p> <p>Initial Data Cleaning processes took place during 2023/2024.</p> <p>Administrative staff embed enhanced practices to ensure accuracy of data collection and storage as we approach changeover to minimize integration issues.</p> <p>All staff are aware that proposed changeover to Bromcom is due in the next academic year.</p> <p>Staff currently use SIMs as their only MIS for staff and student data.</p> <p>Staff can successfully carry out their normal activities and successfully utilize the data tools available in SIMs.</p> <p>All parental communication now facilitated by SIMs Parent App.</p>	<p>All teaching staff successfully utilizing basic functions of Bromcom to access pupil contact details and record attendance, behaviour and achievements.</p> <p>Administrative staff successfully managing pupil and staff records.</p> <p>Over 80% of parents connected to MCAS (My Child AT School) and able to receive key communication from school.</p> <p>At least one assessment recording point using Bromcom tools.</p> <p>ARPA reporting collated using Bromcom.</p> <p>Examinations and timetabling staff successfully integrating with Bromcom tools.</p>	<ul style="list-style-type: none"> <li>Continue to liaise with C2K/EDiS and keep SLT informed of any upcoming developments.</li> <li>OC to liaise with EDiS/C2K Implementation Staff and manage changeover schedule.</li> <li>OC to coordinate initial staff training for office, nonteaching &amp; teaching staff.</li> <li>SLT to allocate relevant time to facilitate training to prepare for new MIS.</li> <li>OC to oversee ongoing training to embed the various specialist modules within Bromcom.</li> <li>OC to communicate effectively with parents about migration from SIMs to MCAS.</li> <li>OC to facilitate parent training and manage support.</li> <li>OC to train key staff on MCAS to allow them to communicate with parents.</li> <li>OC to provide support and troubleshooting help for all staff.</li> <li>SLT to identify areas for specialist training needed to fulfil their role.</li> <li>SLT/HODs/YHs to help and support the rollout of staff training. Cascade training to relevant groups of staff.</li> </ul>	<ul style="list-style-type: none"> <li>Set up secure account for Bromcom.</li> <li>Avail of all training offered by EDiS/Bromcom.</li> <li>Use all Bromcom tools as directed during training to maintain the accuracy and security of sensitive data.</li> <li>Highlight difficulties/concerns around the use of Bromcom and seek support.</li> <li>Support colleagues where appropriate.</li> </ul>	N/A		



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SENCO - PLN

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Sensory Provision for ASD, ADHD, ADD pupils	<p>Presently at lunch time SEN pupils may avail of the Friendship Club [14-20 no.] This is a valuable resource but is hosted in a classroom.</p> <p>A suitable outdoor space is not presently available to SEN pupils</p> <p>Pupil voice in the BWDW survey indicated that only 29% felt there was a suitable space to go to in cases where they needed to clam down / time out</p>	<p>Appropriate space set aside and developed as a SEN resource that is visible and set-up in line with best practice of Sensory needs in mind eg, Decor, furnishing, lighting and sound.</p> <p>Establish a sensory garden [outdoor space] Designed, Developed and Managed by SEN pupils</p>	<p>PLN to initiate &amp; Lead</p> <p>DF to assist with groundstaff – works and finance</p>	<p>MM</p> <p>JC</p>	<p>All SEN students and selected students with issues of Anxiety or a CAMH's referral</p>	<p>Voice Baseline Data</p> <p>Pupil BWDW</p> <p>Parental BWDW</p> <p>Staff BWDW</p>	
Audit of training needs of CA's & teaching staff	<p>Results of survey April 2024 Indicated that whilst staff had availed of training in ASD, there were other areas for development in ADHD, AAIS, bereavemnet etc that would enhance the provision</p> <p>12 members of staff have completed a menu of courses</p> <p>Remaining staff and newly appointed staff will complete</p>	<p>CA's and Staff will complete relevant training, specific to the needs of the pupil in their care</p> <p>Training materials on the formation of PLP's</p>	<p>PLN to audit</p>	<p>CA's</p>	<p>n/a</p>	<p>AEN survey April 2024</p>	



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SENCO - PLN

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	the necessary training for the particular need[s] of their assigned pupil						
Attract a teacher to assist SENCO through the STEPS /SLP	In the academic year 2022/23 <b>AGS</b> was working closely with <b>AB</b> <b>AGS</b> is currently on Maternity leave Presently there are no other teachers working with SENCO	Member[s] of Staff assigned to SEN team for CPD  Emerging leadership Group would shadow New SENCO and build capacity within the SEN team.  They will familiarise themselves with the COP and associated statutory needs of the SEN pupil Assist in PLPs	<b>PLN</b> to monitor/mentor  <b>CME</b> to identify appropriate staff  <b>GOC</b> to advise on provision	Open invitation to all staff	n/a		
<b>SENCO Training</b>	Newly appointed SENCO	SENCO to attain Level 7	<b>PLN</b>				



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Establish my role as senior teacher in charge of WSE and QA	I was appointed to the role in May 2024 and formally take up the role on 1 <sup>st</sup> September 2024 BMC has carried out the role since May 2022.	Ensure <u>all</u> teachers are aware of what my role is.  Support SLT and middle leaders with the use of research and gathering of data to inform school improvement.	<p><b>Action to be taken:</b> Provide data/research for SLT and middle leaders to set targets.</p> <p>Provide data packs for SLT and middle leaders at agreed monitoring points throughout the academic year – Nov/Jan/May</p> <p>CME to present update on school improvement – 13/11/24 and 7/5/25</p> <p>Carry out a follow-up survey with staff, students and parents to determine success of strategies in 2024-25 academic year.</p> <p>SLT and middle leaders to use research/data to</p>	<p>Middle leaders to liaise with department or pastoral team to identify area for improvement.</p> <p>Staff to self-evaluate and measure level of success e.g. TCN, collaborative book sharing, pupil voice exercises</p>	<p>Pupils to share their thoughts via pupil voice exercises and student council</p>	<p><b>June 2024</b> CME liaised with SLT to create a survey for teaching staff in relation to areas in 2024-25 Interim SDP</p>	<p>Teacher survey – June 2024 Link to survey: <a href="T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff -June 2024.html">T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff -June 2024.html</a></p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
			inform their action plans and embed evidence in their action plans via hyperlinks.				
Embed the ABSAME process for self-evaluation improvement framework.	<p>Industrial action impacted on rolling-out of process in 2023-24</p> <p>In a survey of teaching staff in June 2024, <u>most</u> (59.6%) teachers stated they do not understand the ABSAME process for self-evaluation and school improvement.</p>	<p>Ensure <u>all</u> SLT and middle leaders are fully capable of applying the ABSAME process for school improvement.</p> <p>Give departments/year heads the autonomy to identify their own area for improvement and support them in measuring the success of these initiatives</p>	<p><b>Action to be taken:</b> CME to join DCU working group on school improvement.</p> <p>GOC, AB and CME to work with HODs and YHs to train middle leaders on how to complete an action plan for improvement using the ABSAME process.</p> <p>Establish a small working group on school improvement and attempt to set up links with other schools.</p>	<p><b>Action to be taken:</b> Middle leaders to engage in training on ABSAME process for school improvement and creation of an action plan.</p> <p>Middle leaders to work with their team to agree target(s) for improvement using the ABSAME process.</p> <p>Recruitment of staff for working group on school improvement</p>	<p>Evaluation of pupil learning in classrooms to determine if strategies introduced have been successful e.g. pupil voice exercises by departments / year groups</p>	<p><b>June 2024</b> CME joined the DCU Working Group on School Improvement.</p> <p>CME attended session delivered by Dr Paddy Shevlin on 14<sup>th</sup> June in relation to ABSAME process.</p>	<p>Teacher survey – June 2024 Link to survey: <a href="#">T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff -June 2024.html</a></p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
			<p>Give some middle leaders the opportunity to attend ABSAME process sessions with Dr Paddy Shevlin – next session on 27<sup>th</sup> September 2024 in All Saints College.</p> <p>Support middle leaders throughout the process and offer advice – agreed meetings with CME, GOC/AB and HODs/YHs.</p> <p>Liaise with BoG at key points in academic year to give overview of progress made by middle leaders in terms of action plans – January and June</p>				



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Further develop our external school improvement network	BMC visited St Malachy's, Rathmore, Hazelwood to share best practice.	To set up links with other schools, including Edmund Rice schools, to share best practice in terms of school improvement	<p>Make contact with other schools to visit and share best practice in terms of school improvement and self-evaluation.</p> <p>Explore possibility of a small group of middle leaders from St Mary's meeting with middle leaders from other ERST schools to collaborate and share ideas around key areas e.g. teaching of specific modules at GCSE/A-Level; strategies for dealing with behaviour.</p>	Small group of teachers to be recruited to collaborate with another school as a trial with possibility of rolling it out further in 25-28 SDP	Measure success of any initiatives introduced through collaboration in terms of pupil learning/experience	<p><b>June 2024</b> 4th June – CME visited Coláiste Feirste to meet SLT member, Domhnall Ó'Neill, in relation to sharing best practice.</p> <p>19<sup>th</sup> June – CME visited Edmund Rice College to meet SLT member, Colette Deery and principal, Paul Berne.</p>	
Further develop the LCBP	In Survey of LCBP participants, <u>9 out of 10</u> rated their experience on	To support the professional development of LCBP members and ensure <u>all</u>	<b>Actions to be taken:</b> Provide training on completion of	Members of LCBP to work on school improvement project and liaise	Measure success of initiatives on pupil	<b>June 2024</b> CME emailed staff to explain a	LCBP Participants Survey: <a href="#">T:\SLT SDP Evidence 2024-25\Leadership Capacity Building</a>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>the programme as 4 or 5 out of 5.</p> <p>Two members of the LCBP stepped away in May 2024 and one member wanted to do something else within the programme. Timetabling meant there was space for 8 members of teaching staff on the programme</p>	<p>members continue to value their experience.</p>	<p>application forms for promotion and interview technique.</p> <p>Recruit guest speaker to share experience of being part of an interview panel and what makes a good interview.</p> <p>Recruit guest speaker to talk about their leadership journey.</p> <p>Support SLT and help organise times for LCBP members to meet with their SLT link.</p> <p>Recruit CAs to LCBP to support the work of teachers on the programme and develop themselves professionally.</p>	<p>with SLT link regularly and meet at key points throughout the year.</p>	<p>experience through analysis of data e.g. punctuality/attendance/homework</p>	<p>position had opened up on the programme and to request expressions on interest.</p> <p>CD expressed an interest and was placed on the Punctuality Improvement Team.</p>	<p><a href="#">Programme Participant Evaluation 2023-24.html</a></p> <p>2024-25 LCBP Spec: <a href="#">T:\SLT SDP Evidence 2024-25\LCBP and PIT\Leadership Capacity Building Programme - Specification - 2024-25.docx</a></p> <p>2024-24 LCBP Expression of Interest <a href="#">T:\SLT SDP Evidence 2024-25\LCBP and PIT\Expression of Interest - Leadership Capacity Building Programme 2024-25.doc</a></p>





St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
			Liaise with teachers on Steps and Pathways programme to ensure their projects are in line with the interim SDP.				
Continue development of Punctuality Improvement Team and whole school punctuality	<p>Between 1<sup>st</sup> Sept 23 and 1<sup>st</sup> May 24, there were 6445 instances of lateness across the school. This is a 12% increase in occasions of lateness across the school from 22-23 which is a sign of the more robust nature of tackling punctuality in the school.</p> <p>The current Year 8s had 387 instances of lateness which is a 38% reduction compared to the Year 8s in 22-23.</p> <p>The <u>majority</u> of students in all year groups apart from Year 11 felt that the new method for</p>	<p>To ensure the new Year 8s level of punctuality is <u>in line/better</u> than the current Year 8 cohort.</p> <p>To <u>maintain the high level</u> of monitoring/addressing of punctuality established in 2023-24</p>	<p>One member of the team stepped away to gain experience on another project in the school so a new member of staff to be recruited and trained.</p> <p>Recruit three CAs to support the work of teachers at each key stage.</p> <p>Liaise with PIT throughout the year to identify issues and areas for improvement.</p> <p>CME to remind students on detention for poor punctuality to</p>	<p>PIT to continue to monitor punctuality on a weekly basis and apply sanctions.</p> <p>PIT to liaise with CME on a weekly basis and meet at regular points to discuss progress/areas for improvement.</p> <p>FTs/YHs to monitor punctuality in their form class/year group and liaise with PIT if any pastoral reasons for poor punctuality</p>	<p>High expectations on pupils to attend school on time.</p> <p>Student voice exercise on punctuality.</p> <p>Feedback from student council on attempts to improve punctuality.</p>	<p><b>June 2024:</b> CD recruited to the PIT and initial training was delivered to CD by NMG on how to generate punctuality data.</p>	<p>Punctuality Data Sept 23 to May 24: <a href="T:\SLT SDP Evidence 2024-25\HOY Monitoring May 2024.docx">T:\SLT SDP Evidence 2024-25\HOY Monitoring May 2024.docx</a></p> <p>LCBP Participants Survey: <a href="T:\SLT SDP Evidence 2024-25\Leadership Capacity Building Programme Participant Evaluation 2023-24.html">T:\SLT SDP Evidence 2024-25\Leadership Capacity Building Programme Participant Evaluation 2023-24.html</a></p> <p>Letter for lates including different stages/sanctions: <a href="T:\SLT SDP Evidence 2024-25\LCBP and PIT\6 lates Friday DT letter (1).doc">T:\SLT SDP Evidence 2024-25\LCBP and PIT\6 lates Friday DT letter (1).doc</a></p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	monitoring attendance would make them more likely to attend school on time.		attend - every Monday and Thursday.				2023-24 Parent and Pupil Survey PowerPoint (Slide 15): <a href="#">T:\SLT SDP Evidence 2024-25\2023-24 Pupil Survey Analysis.pptx</a>
Promotion of positive behaviour – celebration of success and end of year celebrations	<p>In the 2023-24 parent survey, of the 40.3% of parents that are aware of the Ambassador Awards, <u>all</u> think; <b><i>‘They are a good way to recognise pupil achievements’</i></b> and the majority of students across all years feel they are a good thing</p> <p>In 2023-24 student survey, the <u>majority</u> of Year 8,9,11,13 and 14, as well as many Year 10 and 12 students felt the ambassador awards were ‘good’.</p>	Ensure that most students/parents/staff continue to support the strategies used to celebrate success in the school	<p>CME to work with GOC to identify award winners after ARP2 and 4 and arrange certificates/prizes.</p> <p>Create a display of winners in the school after ARP2 and ARP4 (2023-24 ARP4 winners to be displayed at beginning of 2024-25)</p> <p>Create a new display of ambassadors for 2024-25 academic year and organise ambassador awards for identified students.</p>	<p>FTs and YHs to liaise with CME to identify students for ambassador awards</p> <p>YHs to present awards at assemblies</p> <p>YHs and FTs promote awards/end of year celebrations</p>	<p>Students to make their achievements known to FT in relation to possible ambassador award</p> <p>KS3 students to complete survey on the 2024 end of year KS3 celebrations.</p>	<p><b>June 2024:</b> CME shadowed BMC in relation to organisation of end of year celebrations</p>	<p>2023-24 Parent and Pupil Survey PowerPoint (Slide 20): <a href="#">T:\SLT SDP Evidence 2024-25\2023-24 Pupil Survey Analysis.pptx</a></p> <p>Survey of Teaching Staff – June 24: <a href="#">T:\SLT SDP Evidence 2024-25\Survey of Teaching Staff -June 2024.html</a></p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – Whole School Evaluation and Quality Assurance CME

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	In June 2024 teacher survey, <u>most</u> (70.2%) of staff felt awards for ARP2 and ARP4 are a good way of boosting academic performance.		<p>Promote the winners of awards on social media and in local media.</p> <p>CME to review 2023-24 end of year KS3 celebrations and arrange event for end of 2024-25 academic year</p>				



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SHARED EDUCATION CW

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Introduce pupil engagement in Shared Education.	Currently no pupils have been involved in Shared Education activity due to funding delays within the EA.	At least one pupil engagement activity between partner schools will have taken place by the end of the 2024-25 academic year.	Address HODs at a HOD forum to discuss opportunities and promote participation within departments once we receive confirmation of funding.	Liaise with key staff who will be involved in facilitating a Shared Education activity to make the necessary plans and discuss intended outcomes.	Assign year group / classes who will be taking part in Shared Education activities during the academic year.		
Promote and develop relationships between partner schools.	41 teachers completed a TPL module on 'Creating and Developing a Shared Education Partnership' in 2023-24.  Three meetings were held between 2023-24 in each of our partner schools, with principals and Shared Education lead teachers in attendance.	At least one further meeting between principals and Shared Education lead teachers will have taken place by the end of the academic year. This will take place after we receive funding confirmation.	N/A	Teachers directly involved in Shared Education activity in 2024-25 will have the opportunity to collaborate prior to pupil engagement.	N/A		



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SCHOOL ENVIRONMENT, FACILITIES and SUPPORT STAFFING DF

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>1) Continue to improve the school environment and facilities available in St. Mary's CBGS</p> <p>SEP 2 Application - Sports Hall and associated facilities to the value of £4million.</p>	<p>Application accepted 21<sup>st</sup> January 2019.</p> <p>Scoping and business case completed Jan. 2020.</p> <p>Consultants appointed, initial Board meeting 12<sup>th</sup> May '21.</p> <p>2021-23 regular meetings between DE and school.</p> <p>June 2022 Construction &amp; Procurement Delivery (CPD) advised that Stage 1 report is at final review stage ready to be passed to the DE for approval.</p> <p>2023-2024 we await DE advice regarding the availability of funding to progress the project.</p>	<p>Progress being made through the various stages: scoping, business case, planning, on site and completion.</p>	<p>The Principal and the Director of Cooperate Services (assisted by the Finance sub-committee of the Board of Governors) facilitating meetings and advising DE and their representatives on the requirements of the school regarding the completed Sports Hall.</p> <p>Regular attendance at planning and preparation meetings with DE (including but not limited to Head of School Enhancement Programme – Clare Brady, Central procurement directorate – Philip Halliday), outside providers (Architects – Knox &amp; Clayton LLP, Civil &amp; Structural Engineers – Hanna &amp; Hutchinson Consulting Engineers Ltd,</p>	<p>Principal updating staff as required against progress made.</p>		<p>Minutes of meetings</p> <p>Scoping reports</p> <p>Planning documentation</p> <p>Further visits to Sports facilities across other N.I. schools by the Principal and Head of Corporate Services to inform design.</p>	



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SCHOOL ENVIRONMENT, FACILITIES and SUPPORT STAFFING DF

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>29/01/24 Business case preparations are on going in DE. (Delay in this process while the internal floor area and site area are verified.</p> <p>22/4/24 Letter of Undertaking signed by Trustees , Mr Sean Mahon and Bro. P Carlin returned to DE.</p>		<p>Quantity surveyors – VB Evans), BOG representatives, Principal and Head of Corporate Services.</p> <p>Communicate progress to full Board of Governors and staff as required.</p>				
2) Additional land for future development	<p>The Trustees acquired additional fields adjacent to Upper Springfield Rd. for use and development by St. Mary's</p> <p>Completion of legal documents is ongoing, but permission given by Trustees to begin Clearing and preparing the lands So that they can eventually be used by the students to enrich learning.</p>	<p>Additional lands are cleared, drained and a plan for their usage has been agreed with the BOG and ELT.</p>	<p>Grounds men and external contractors to assist with the clearing of the site and preparations for use by the students and staff.</p>	<p>Principal and PLT to assist with communicating 'out of bounds' areas to the students in line with H&amp;S as work is completed on the site.</p>	<p>Pupils to follow instructions regarding their safety while 'works' are being completed adjacent to the lunchtime recreation areas.</p>		<p>Letters from Trustees And Christian Brothers</p> <p>BOG Finance committee discussions</p> <p>BOG minutes.</p>



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SCHOOL ENVIRONMENT, FACILITIES and SUPPORT STAFFING DF

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	Student Council consultation will take place when the site is further progressed.						
3) Refurbishment of specific areas of the school to include: <b>Music block</b> <b>Front wall</b> of the school Painting of classrooms/ interior of the buildings.	<p>The areas of focus for refurbishment include the music dept. and the front wall of the school. This will provide an enhanced space for the music students</p> <p>The front wall of the school (main Glen Rd. entrance) requires a redesign and a complete refurbishment ready for October 2024. Following frost and wear and tear damage during 2022 -23. Design of front wall agreed.</p> <p>Tendering process to be carried out.</p>	Music Classrooms (and other areas as appropriate) refurbished, repainted and ready for use by staff and students for September 2024	<p>Finance sub-committee of the BOG to approve the spend.</p> <p>Head of Corporate Services to manage all aspects of the project.</p>			<p>Minutes of meetings, notes, drawings.</p> <p>Invoices and agreed spend with the sub-committee of the BoG.</p>	



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SCHOOL ENVIRONMENT, FACILITIES and SUPPORT STAFFING DF

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
4) Upgrade of eight classroom's heating systems	The current fan convector heaters (six classrooms – Q1 and Q2 corridors) need to be replaced with modern radiators similar to those in other classrooms	By the return to school following the summer break the radiators in six classrooms will have been replaced and associated work completed.	The Director of Cooperate Services to liaise with Northern Mechanical regarding the purchase and installation of the new upgraded radiators				Costing breakdowns Invoices agreed and order raised. Radiators functioning in classrooms.
5) Addition of car parking white line markings on the gravel adjacent to the rear of the ER Building	Currently there are no white car parking lines in the overspill carparking area adjacent to the rear of the Edmund Rice building.	By the return to school following the summer break white line markings will be added to create parking spaces to the rear of the ER Building.	Director of Cooperate Services to liaise with Shannon Road Markings regarding the line markings being added to the back of the ER area.				Costing breakdowns Invoices agreed and order raised. Carparking lines in place and cars parks in the designated areas.
6) Telephone extensions to be added into all classrooms	Current contract (Standard Utilities) with current provider is due to finish in December 2024	New digital telephone system installed and functioning by March 2025	Tender process to begin to secure appropriate new contract for whole school telephone system including extensions in each classroom as well as in offices throughout the school.  Contact made with EA Schools IP Telephony requesting information on the move from legacy telephone system to a				Emails Costing breakdowns Tender process evidence (as required)





St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SCHOOL ENVIRONMENT, FACILITIES and SUPPORT STAFFING DF

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
			digital telephony solution (planned for completion in January 2027)				
7)Development of the obsolete sub-station into a 'green' space	Design stage of planning the development of the unused sub-station space at the rear of the school canteen.	Unused space becomes a more attractive green space what can be enjoyed and maintained by the Eco Club.	Landscape gardener to provide built-up beds with appropriate planting to include creeping plants		Pupils in the Eco Club to contribute to the design and maintenance of the space.		Costing breakdowns Minutes of meetings Final invoices.
8) Lunchroom to be redesigned to allow for multi-use, both for break/ lunch and also as a rota supervision area.  Staffing - Consider appointing an additional rota supervisor to be based in this area	Lunchroom currently used for break and lunch by the Key Stage 4 and 5 students. There are no window blinds and the tables seat 6 students each but more tables would be required to accommodate two classes studying.	Multi-functional space available and being used appropriately as a lunchroom and rota supervision area.	Additional tables to be sourced and purchased. Blinds / window coverings appropriate for the space to be sourced, purchased and fitted before the new term begins.		Pupils to be directed to use the refurbished space in a respectful manner when completed		
9) Drainage of the all-weather pitch	The all-weather pitch as become increasingly waterlogged on wet days	All -weather pitch drained by Haffey's and can be used appropriately during most lunch times by our students.	The Director of Cooperate Services to arrange drainage of the gravel pitch over the summer break ready for use by the				Costing breakdowns from Haffey's Final invoices. All-weather pitch available for use during most school days.



St. Mary's CBGS – 2024-25 Interim SDP Action Plan

SDP 2024-25 SLT Action Plan – SCHOOL ENVIRONMENT, FACILITIES and SUPPORT STAFFING DF

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
			students at the beginning of the new term.				
10) Refresh corridors and a number of classrooms - <u>painting programme</u> for summer recess. Refresh <u>office spaces</u> as required (paint, window blinds, furniture)	New SLT team are relocating to new offices in line with changes in areas of responsibility: Offices to be refreshed include new space for Mr Linden, refresh of R. Herron's office for O. Convery.	The identified corridors, stairwells, classrooms and office spaces have been painted by J Hughes, Dunloy during the summer break ready for the new term.	The Director of Cooperate Services to arrange painting over the summer break ready for use by the students at the beginning of the new term.				Costing breakdowns from J Hughes, Dunloy Final invoices. Corridors, stairwells, offices and classrooms identified for painting completed and ready for use.
11) Refurbishment Technology ICT suite to make additional workshop  Relocate ICT suit by refurbishing old toilet block on S1 corridor to make ICT suite for Technology.	The technology department has three workshop spaces and one ICT suite but require four for the new term. They also need to retain an ICT suite to deliver the curriculum.	An additional workshop has been fitted and is ready for use by the students.  The ICT suite has been relocated to the S1 corridor and is ready for use by the students and their teachers.	The Director of Cooperate Services to arrange clearing of the S1 toilets, removal of existing fixtures including flooring, toilet cubicles and arrange electrical fit out by Boxit to provide cabling appropriate for twenty computers.  Fit wall benches to house computer stations.  Replace flooring and add appropriate window blinds.				Costing breakdowns from Boxit, D&D Flooring, Final invoices. New Technology workshop and new ICT suite in use by the students.



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SDP 2024-25 SLT Action Plan – SCHOOL ENVIRONMENT, FACILITIES and SUPPORT STAFFING DF

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
			Clear and refit the current ICT suite in Technology to accommodate a new workshop.				
12) Uniform to be provided with school logo to all ancillary staff	Grounds men and caretakers currently have clothing provision, this is to be extended to include cleaning staff / all ancillary staff	Uniforms agreed, purchased and in use by out ancillary staff.	Director of Cooperate Services to work with Chaplin's on the design and costing of the necessary uniforms.				Final invoices from Chaplin's Staff in functional clothing/uniforms while on site.
13) Volunteer lane supervisors to be provided with umbrellas with school logo	Lane supervisors currently have personalised logoed jacket and waterproof trousers for their duty.	Umbrellas purchased and in use by volunteer lane supervisors	Director of Cooperate Services to research umbrellas with appropriate design for staff completing this duty.				Final invoices Staff using umbrellas while volunteering.
14) St. Mary's site as a source of revenue to be further developed.	School site currently frequently used as a venue for sporting and celebration events including film crews	Encourage and develop the use of the St. Mary's campus by film crews during the summer break to enhance school revenue.	Director of Cooperate Services to agree appropriate use of the school buildings and grounds during school holidays to bring in additional revenue.				Site being used by external organisations and returning revenue to the school.  Minutes from the finance sub-committee meetings.  Bank statements



**St. Mary's CBGS – 2024-25 Interim SDP Action Plan**

**8. Appendix 1. List of School Policies**

**School Policies**

Policy Name	Date Updated	Next Review
Acceptable Use Policy	Mar-21	01-Mar-24
Access Arrangements	Oct-22	01-Oct-25
Anti-Bullying Policy	Mar-24	01-Mar-27
Assessment and Reporting Policy	Apr-21	01-Apr-24
Attendance And Procedure Policy (Non-Teaching)	Mar-24	01-Mar-27
Attendance And Procedure Policy (Teaching)	Mar-24	01-Mar-27
Bereavement Policy	Mar-24	01-Mar-27
Careers Education, Information, Advice and Guidance (CEIAG) Policy	Dec-17	
CCTV Policy	Mar-24	01-Mar-27
Centre Determined Grades Policy	Apr-21	N/A
Complaints Policy	Mar-24	01-Mar-27
Controlled Assessment / Coursework Policy	Mar-24	01-Mar-27
Critical Incident Policy	Mar-24	01-Mar-27
Curriculum Policy	Mar-24	01-Mar-27
Data Protection Policy Sub-Policies: Privacy Notice – Non-Teaching staff Privacy Notice – Teaching staff Privacy Notice – Parents and Pupils Personal Data Breach Management Process Specialist Categories of Personal Data and Criminal Offence Data. SAR Procedure and Guidance	Mar-24	01-Mar-27
Discipline and Procedures Policy (Non-Teaching)	Mar-24	01-Mar-27

Policy Name	Date Updated	Next Review
Discipline and Procedures Policy (Teaching Staff)	Mar-24	01-Mar-27
Disposal of Records Schedule	Mar-24	01-Mar-27
Equal Opportunities Policy	Sept-23	01-Sept-26
Equality, Diversity and Inclusion Policy	Apr-21	01-Apr-24
E-Safety Policy	Mar-21	01-Mar-24
Examination Policy	Mar-24	01-Mar-27
Extra-Curricular Policy	Mar-21	01-Mar-24
Faith Development Policy	Mar-24	01-Mar-27
Fire Evacuation Policy	Oct -22	01-Oct-24
Freedom of Information Policy	Apr - 22	01-Apr-25
GDPR	Jan -23	01-Jan-26
General Health and Safety Policy	Mar-24	01-Mar-27
Grievance Policy	Mar-24	01-Mar-27
Home and Hospitality Visits Policy	Mar-24	01-Mar-27
Hospitality Guidelines	Mar-21	01-Mar-24
Internal Appeals Procedure (Controlled Assessment)	Apr-21	01-Apr-24
Internal Appeals Procedure (Special Consideration)	Mar-23	01-Mar-26
Learning and Teaching Policy	Mar-21	01-Mar-24
Mission Statement	Mar-24	01-Mar-27
Misuse of Drugs Policy	Mar-24	01-Mar-27
Nut, Peanut Allergy and Special Diets Policy	Mar-24	01-Mar-27
Parental Code of Conduct	June-21	01-June-25
Parental Leave Policy	Apr-21	01-Apr-24



### St. Mary's CBGS – 2024-25 Interim SDP Action Plan

Policy Name	Date Updated	Next Review
Performance Review and Staff Development Policy (PRSD)	Apr-21	01-Apr-25
Policy on the right to time off work (Carer Leave for Staff)	Apr-10	01-Apr-25
Policy on the use of CCTV	June-22	01-June-25
Positive Behaviour Management Policy	Apr-23	01-Apr-26
Post Results Service	June -21	N/A
Promoting a Dignified Workplace	Apr-21	01-Apr-25
Publications Policy	April -21	01-Apr-25
Reasonable Force/Safe Handling Policy	Mar-21	01-Mar-24
Recruitment Policy	Apr-21	01-Apr-24
Remote Learning Policy	Nov-20	01-Mar-24
RSE - Policy for Relationships and Sexuality Education	Mar 24	01-Mar-27
Safeguarding and Child Protection Policy	Mar-24	01-Mar-27
School Visits Policy	Mar-21	01-Mar-25
Smoking and E Cigarette Use Policy	Jan-20	01-Mar-24
Special Educational Needs and Inclusion Policy	Oct-20	01-Dec-25
Staff Development Policy	Apr-21	01-Apr-24
Student Attendance and Punctuality Policy	May-21	01-Mar-24
Suspensions and Expulsions Policy	Mar-21	01-Mar-24
Use of Mobile Phone Policy	Apr-21	01-Apr-24
Waiting List Policy	Mar-21	01-Mar-24
Whistleblowing Policy	Oct - 22	01-Oct- 25
Word processing Policy (examinations)	Oct - 22	01-Oct- 25