

Eureka Secondary School

School Self-Evaluation (SSE) Community Report and Improvement Plan 2025



Summary of Previous (2023–2024) Findings

During the 2023–2024 evaluation period, the school continued to strengthen collaboration and wellbeing practices. Teachers made effective use of Microsoft OneDrive for subject department resource sharing, which encouraged greater consistency and cooperation across subjects. The integration of wellbeing indicators into classroom language became common practice, while student voice was promoted through choice in learning and assessment. Movement breaks were introduced particularly in junior classes, and the use of learning intentions and success criteria became embedded in lessons. Senior Cycle tutor time was refined to provide more structure and support for students. These developments set a strong foundation for the next phase of school improvement, particularly in the areas of wellbeing, differentiation, and the introduction of a student rewards system.

Outcomes of the Improvement Plan (Sept. 2024 – Sept. 2025)

Over the past year, the school successfully launched the new student rewards system in collaboration with staff, students, and parents. This was the first full school year of the rewards and it has been positively received, with an increase in positive behaviour recorded on VSware and more engagement from both staff, students and parents. There has also been a greater focus on wellbeing and active learning in classrooms, as teachers incorporated regular movement breaks to support engagement and focus. Teacher collaboration has continued to grow, especially in differentiation practices during exams and in the sharing of digital resources through OneDrive. Success criteria are now more consistently used across classrooms, helping students understand expectations and track their own progress.

Focus of the 2024/ 2025 Evaluation

This year's evaluation focused on reviewing the progress of the 2024–2025 School Improvement Plan and identifying further opportunities for growth. The SSE team examined the following areas:

- Review of existing School Improvement Plan targets and their effectiveness.
- The initial rollout and impact of the student rewards system.
- The use of movement breaks and active learning strategies.
- Ongoing development of differentiation strategies to support all learners.

Findings

The evaluation identified several areas of strong practice across the school:

- The rewards system is well understood and embedded in school life, with measurable improvements in behaviour and engagement.
- Movement breaks and active methodologies are now part of lesson planning, especially in junior classes.

- Increased engagement with differentiation to meet the needs of all in particular within exam periods.

Evidence was gathered from teacher and student surveys, parent feedback on wellbeing, and focus groups with students. The data confirms that the initiatives implemented have had a positive impact on classroom engagement and overall school wellbeing.

Areas for Further Improvement

- Continue to build teacher collaboration and resource sharing through Sharepoint
- Maintain a strong focus on wellbeing, including structured movement breaks and student responsibility in learning.
- Embed differentiation as a consistent element in every subject area through UDL.
- Ensure full participation and consistency in the implementation of the student rewards system.

Improvement Plan 2025

Target Areas:

- Strengthen teacher collaboration through digital tools such as SharePoint, exploring opportunities for cross-curricular collaboration.
- Sustain and expand the student rewards system, increasing weekly teacher participation.
- Continue promoting wellbeing by encouraging active learning and movement breaks in all year groups to help with the structure of lessons
- Empower students to take greater ownership of their learning through choice and multiple modes of engagement in lessons (UDL).

Implementation and Monitoring:

The SSE Team will oversee the monitoring and review of all targets. They will analyse the outcomes of teacher, student, and parent surveys conducted during the 2024–2025 school year. Comprehensive interviews and focus groups will also inform future improvement targets. Collaboration with the digital learning team will continue to support teachers in resource sharing and digital innovation. Ongoing review processes will assess the effectiveness of the reward system and wellbeing initiatives, ensuring continued progress and engagement across the school community.