School Improvement Plan 2026/2027

St Aidan's Comprehensive School

Approved: _____
Chairperson Board of Management

Date: 20 / 10 / 26

Our School Improvement Plan

St Aidan's Comprehensive

2026 - 2027

This School Improvement Plan covers the period September 2026 to May 2027 and will be reviewed and updated on an ongoing basis throughout the academic year.

The following are the key areas for improvement and development identified as priorities for the 2026–2027 academic year:

- Target 1: Positive Relationships & Behaviour for Learning
- Target 2: School Development & Strategic Planning
- Target 3: Learning, Teaching & Assessment
- Target 4: Attendance, Engagement & Participation
- Target 5: Digital Learning & ICT

Target 1: Positive Relationships & Behaviour for Learning

Area For Improvement:

- To promote positive relationships and behaviour for learning through consistent whole-school approaches, restorative practice and targeted student support.

Relevant to LAOS (2022) Domains:

- Domain 1 – Leading Learning and Teaching
- Domain 2 – Managing the Organisation

Actions / Strategies:

- Continue to develop the school as a Restorative Practice School, embedding restorative approaches and restorative questions across the school.
- Continue to meet as a "Relate Team" regularly to review strategies, promote positive behaviour, liaise with staff, introduce new strategies and share best practice.
- Provide staff CPD and opportunities to share effective approaches to relationships, behaviour and restorative practice.
- Use consistent approaches to recognising and responding to positive and negative behaviour, including Tyro where appropriate.
- Use the "One Good Adult" approach within Check and Connect to support positive relationships between students and trusted adults.
- Monitor behaviour and student support data to identify students requiring additional intervention.
- Get involved with LSP17 with assistance from Monaghan Education Centre to narrow the focus on improving communication with students with ASD and additional needs.

Responsibility / Lead Person(s)

Principal / Deputy Principal / RELATE Team / NCSE Support Staff / Year Heads / Tutors / AEN Team / Check and Connect Mentors

Success Criteria / Intended Outcomes:

- Staff demonstrate increased confidence and consistency in using restorative and relationship-based approaches.

- Students identified as requiring additional support receive targeted support through Check and Connect and other appropriate interventions including behaviour support plans.
- Behaviour data shows a reduction in repeated behaviour incidents/referrals where appropriate.

Timeline / Review Dates:

- Sept–Oct: Identify students for Check and Connect and establish mentoring relationships.
- Nov–Dec: Embed approaches and monitor implementation.
- January 2027: Mid-year review of behaviour data.
- Feb–Apr: Continue implementation and targeted supports; address areas identified through review.
- May–June: Evaluate impact and identify priorities for 2027/28.

Review & Adjustments:

- Progress will be reviewed using behaviour data, Check and Connect information, staff/student feedback and evidence of implementation.
- Approaches and supports will be adjusted in response to identified needs and the impact of interventions.

Progress / Target Outcomes:

- To be completed during the mid-year and end of year review

Target School 2: Development & Strategic Planning

Area For Improvement:

- To develop and implement a five-year whole-school strategic plan that reflects the school's vision, priorities and commitment to continuous improvement.

Relevant to LAOS (2022) Domains:

- Domain 3 – Leading School Development
- Domain 4 – Developing Leadership Capacity

Actions / Strategies:

- Develop a five-year strategic plan informed by the school's vision, values and priorities by consulting with key stakeholders, including staff, students, parents/guardians and the Board of Management, to identify priorities for school development.
- Identify clear actions, responsibilities, timelines and success indicators for each strategic priority whilst ensuring the strategic plan links with the school's SSE/SIP priorities and relevant departmental/national priorities.
- Communicate the strategic plan and priorities clearly to the whole school community

Responsibility / Lead Person(s)

Principal / Deputy Principal / Strategic Development Planning Co-Ordinator / Staff / Student Council / Parent Representatives / Board of Management, as appropriate.

Success Criteria / Intended Outcomes:

- A clear and achievable five-year strategic plan is developed and agreed reflecting the views and identified needs of the school community.
- Strategic priorities are informed by SSE findings and relevant school data.
- Each priority has clear actions, responsibilities, timelines and success indicators and a clear process is established for monitoring, reviewing and updating progress against the plan.

Timeline / Review Dates:

- Sept–Dec 2026: Consultation, review of existing provision and identification of priorities.
- Jan–Mar 2027: Development and drafting of the strategic plan.
- Apr–May 2027: Consultation, refinement and agreement of the plan.
- June 2027: Finalise and communicate the five-year strategic plan and establish annual review processes.

Review & Adjustments:

- Progress towards the development of the strategic plan will be reviewed throughout the year.
- Feedback from consultation and evidence from SSE/data will be used to refine priorities and actions.
- Once implemented, the plan will be reviewed annually and adjusted in response to changing school needs and identified priorities.

Progress / Target Outcomes:

- To be completed during the review process

Target 3: Learning, Teaching & Assessment

SIP Targets / Areas for Improvement:

- To improve students' literacy skills across the curriculum.
- To develop students' confidence and competence in applying numeracy skills across the curriculum.

Relevant LAOS (2022) Domains:

- Domain 1 – Leading Learning and Teaching
- Domain 2 – Managing the Organisation

Actions / Strategies:

- Continue to embed a consistent whole-school approach to literacy, including the use of key vocabulary, word banks, reading comprehension strategies and extended writing across subjects.
- Embed a whole-school approach to numeracy through consistent classroom strategies and visual prompts focusing on developing students' ability to convert fractions to percentages.
- Promote actions such as debating and a creative writing group in the school.

Responsibility / Lead Person(s)

Principal / Deputy Principal / SSE Coordinator / English & Maths Departments / AEN & EAL Team / School Leadership Team / All Teaching Staff

Success Criteria / Intended Outcomes:

- Consistent whole-school literacy approaches across departments.
- Literacy strategies support AEN students.
- Reading-age data shows student progress.
- Numeracy opportunities are embedded across subjects.

Target 4: Attendance

SIP Target / Area for Improvement

- To improve student attendance through early identification, monitoring and targeted supports for students experiencing attendance difficulties.

Relevant LAOS (2022) Domains:

- Domain 2 – Managing the Organisation
- Domain 3 – Leading School Development

Actions / Strategies

- Engage with "Anseo", Tusla Education Support Service to support the improvement and implementation of a whole-school approach to attendance.
- Continue to use Tyro to record, monitor and analyse student attendance and identify patterns or emerging concerns.
- Use attendance data to identify students requiring additional support and implement timely interventions.
- Maintain regular communication with parents/guardians regarding attendance concerns and improvements.
- Recognise and encourage improvements in individual student attendance.
- Review attendance patterns at year-group and whole-school level to inform interventions and next steps.
- Create an attendance plan/action plan for the year
- Form a school attendance team with responsibility for monitoring attendance, liaising with "Anseo" and promoting attendance strategies for improvement.

Responsibility / Lead Person(s)

Principal / Deputy Principal / Attendance Co-Ordinator / Year Heads / Tutors / Student Support Team, with support from Tusla Education Support Service (Anseo) where appropriate.

Success Criteria / Intended Outcomes

- Improved overall student attendance.
- Reduction in the number of students experiencing persistent attendance difficulties.
- Earlier identification of students whose attendance is beginning to decline.
- Targeted supports are implemented for identified students and their impact monitored including attendance plans.
- Attendance data is regularly reviewed and used to inform school-level actions and interventions.

Timeline / Review Dates:

- Attendance monitored regularly throughout the year using Tyro.
- Initial review: November/December 2026.
- Mid-year review: January 2027.
- Further review: March/April 2027.
- End-of-year evaluation: June 2027.

Review & Adjustments

- Attendance data will be reviewed regularly to identify emerging patterns and students requiring additional support.
- Strategies and interventions will be adjusted based on attendance data and the impact of supports provided.

Progress / Target Outcome

- To be completed during the mid-year and end-of-year review.

Target 5: Digital Learning & ICT

SIP Target / Area For Improvement:

- To embed effective digital learning across the school, with a particular focus on the successful introduction and use of student devices in 5th year.

Relevant To LAOS (2022) Standards

- Domain 1 – Leading Learning and Teaching
- Domain 2 – Managing the Organisation

Actions / Strategies:

- Support the successful introduction and embedding of student devices for 5th year students in 2026/27.
- Provide staff CPD and practical support to build confidence in using devices (with Senso software) and digital learning tools effectively.
- Provide students with guidance on the effective, responsible and safe use of devices for learning.
- Monitor the implementation of the 5th year device programme and identify technical, training or classroom-management issues requiring support.
- Share effective practice and examples of digital learning across departments.
- Gather feedback from students and staff on the impact and effectiveness of device use.
- Use feedback and evidence from the 5th year rollout to inform the future expansion of student devices to other year groups.

Responsibility / Lead Person(s):

Principal / Deputy Principal / ICT Coordinator / Digital Learning Team / IT Provider / Teachers / Year Heads / Support from relevant external providers

Success Criteria / Intended Outcomes:

- 5th year students have successfully transitioned to using their devices as part of their learning.
- Staff demonstrate increased confidence and competence in using digital technology to support teaching and learning.

- Digital tools are used appropriately across subjects to enhance learning rather than simply replace existing approaches.
- Students demonstrate increased confidence in using their devices and digital tools for learning.
- Agreed digital learning platforms and tools are used consistently where appropriate.
- Technical and implementation issues are identified and addressed in a timely manner.
- Staff and student feedback is used to inform the ongoing development of digital learning and future device rollout.

Timeline / Review Dates

- Sept–Oct: Support the 5th year device rollout; provide initial staff/student support and identify immediate issues.
- Nov–Dec: Monitor implementation and provide targeted CPD/support where required.
- January 2027: Mid-year review of device use, staff/student confidence and implementation issues.
- Feb–Apr: Continue to embed digital learning approaches and share effective practice.
- May–June: Evaluate the first year of the 5th year rollout and identify recommendations for future device expansion.

Review & Adjustments

- Monitor the implementation of student devices through staff/student feedback, classroom observations where appropriate and identification of technical or teaching and learning issues.
- Adjust training, support and implementation approaches in response to identified needs. Findings from the 5th year rollout will inform future device implementation across the school.

Progress / Target Outcome:

- To be completed during the mid year and end of year review.