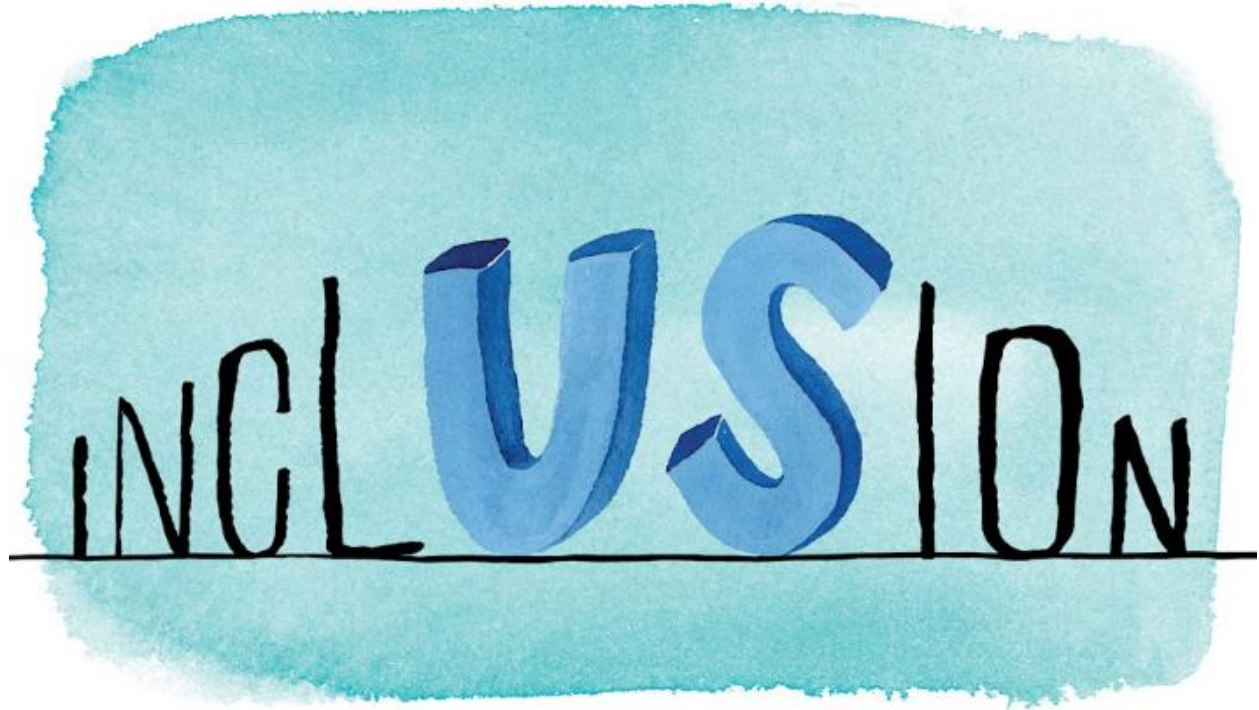Claire Holland

Sacred Heart Secondary School
School Self Evaluation Report 2022 - 2023

1. Introduction

1.1 The Focus of the Evaluation

A school self evaluation of inclusion at Sacred Heart Secondary School commenced in October 2022. We evaluated the following aspects:

- Student's perspective on equity and inclusion at Sacred Heart Secondary School.
- Staff's perspective on equity and inclusion at Sacred Heart Secondary School.
- The social structure of 1st and 2nd year base class groups using the Helping Hands programme.
- The classroom culture of 1st and 2nd year base class groups.
- Identifying the number of vulnerable students in 1st and 2nd year base class groups.

2. Findings

2.1 Collection of Data

Information was gathered as outlined below:

Action	Person(s) Responsible	Reason for its execution
During **November/December**, using the Helping Hands programme, the team measured in mathematical terms the **social structure** of all	Joanne Nash, Claire Holland, Mairead Kingston,	This was completed with a view to implementing targeted interventions to improve relationships and students' sense of belonging by feeling safe, seen and

1st and 2nd year base class groups.	Nicola Crowley	heard leading to a sense of belonging and inclusion.
Using this data we (i) measured the **Class Culture** and (ii) identified the number of **vulnerable students** in each of the 1st and 2nd year base class groups.	Joanne Nash, Claire Holland, Mairead Kingston, Nicola Crowley	To gather numerical data, used to set targets for the SSE.
All students were given access to the **Panorama Equity and Inclusion Survey** in **February**. Time was given to students during their timetabled lessons to complete the survey, gathering responses from a sample of 247 students from all year groups. (Link to student's survey: https://forms.gle/rCw9yedqTss9P8pz8)	Claire Holland	The Panorama surveys were developed by a research team at John Hopkins University School of Education in collaboration with a project at the Harvard Graduate School of Education. We chose this survey to ensure the data gathered was psychometrically -sound, minimising measurement error. To use the data gathered from these surveys to benchmark our progress, help us track the progress of equity and inclusion, identify areas of celebration and improvement, inform professional development and signal the

		importance of equity and inclusion to the community.
All staff were given access to the **Panorama Equity and Inclusion Survey** in **February**. This was completed during a staff meeting, with 44 responses. (Link to staff survey: https://forms.gle/uYCDLZcRuo9 4wCkZ8)	Claire Holland	The teacher & staff topics parallel the student topics to reveal similarities or differences in our perceptions.
The **Social Structure** of all 1st year base classes was measured at the end of **May** again using the **Helping Hands programme** and again the data was used to (i) measure the **Class Culture** and (ii) identified the number of **vulnerable students** in each class.	Joanne Nash, Claire Holland, Mairead Kingston, Nicola Crowley	Data was analysed to identify if targets had been reached.
All **1st year students** were resurveyed with the **Panorama Equity and Inclusion Survey** during the last week of school in	Claire Holland	Data was analysed to identify if targets had been reached.

May. Time was given to students during their timetabled lessons to complete the survey, gathering responses from a sample of 96 students. (Link to student's survey: https://forms.gle/iSZ4CfA2sDzUFt63A)		

2.2 Data Analysis

Data Gathered from the Helping Hands Programme

A sociometric report was gathered for each 1st and 2nd year base class during the months of November and December.

The report identified (i) the Social Impact and (ii) the Social Preference of each student in the class, this was then used to give each student a Classification (see list of Classifications below).

The Helping Hands Programme strategically groups students into teams of four, considering their compatibility to ensure a working environment where each student feels secure, acknowledged, and valued.

The classifications are as follows:

UN	Unchosen	These students receive no 'like most' nomination and typically receive many 'like least' nominations, they may be particularly vulnerable
R	Rejected	A significant number# of peers nominated them for 'like least' to work with. They received fewer 'don't mind' and 'like most' nominations
N	Neglected	A significant number§ of peers nominated them for 'don't mind'. They received fewer 'like most' and 'like least' nominations.
C	Controversial	These students received a significant number¤ of 'like most' and 'like least' nominations and fewer 'don't mind' nominations
A	Average	These students receive nominations closer to the mean^x for 'like most', 'don't mind' and 'like least' nominations
UC	Unclassified	These students do not reach the statistical cut off points for any of the above classifications
1LR	1 like received	Students that only receive one like are statistically as vulnerable as those that are unchosen.

The data gathered was used to:

1. Arrange a **seating plan** for each 1st year base class in accordance to the "Teams" identified by the sociometric report.

2. Identify the **number of "Vulnerable students"** in each class. Vulnerable Students included; (i) UN (Unchosen, received Zero liked), (ii) R1L1 (only one like received) and (iii) R (rejected - not entirely unchosen).

3. Measure the **Class Culture** in each class by comparing the ratio of "class total likes" to "class total rejects".

Number of Vulnerable Students and Class Culture for each class group, data collected in November for 1st & 2nd years:

Base Class	Number of Vulnerable Students	Class Culture	Base Class	Number of Vulnerable Students	Class Culture
1.1	5	3:1	**2.1**	-	-
1.2	5	5:1	**2.2**	8	1:1
1.3	6	1.5:1	**2.3**	5	1:1
1.4	8	1:1	**2.4**	7	1:1

Comparison of Number of Vulnerable Students and Class Culture for 1st year groups from data collected in November to data collected in May after interventions:

	Number of Vulnerable Students		Class Culture	
	November	May	November	May
1.1	5	7	3:1	2:1
1.2	5	4	5:1	3:1
1.3	6	6	1.5:1	2:1
1.4	8	8	1:1	1:1
Average of the four groups	6	6.25	2.625:1	2:1

The data indicates minimal variation in both the average number of vulnerable students and the average class culture from November of the school year to its conclusion.

Data Gathered from the Panorama Student's Equity and Inclusion Survey 2023

See summary in table below. Please note the following:

* **Question:** This is the question on the survey

** **First Survey (whole school):** The initial survey conducted across the entire school consisted of gathering responses from a sample of 247 students. The results of this survey are presented in the form of a pie chart for each question.
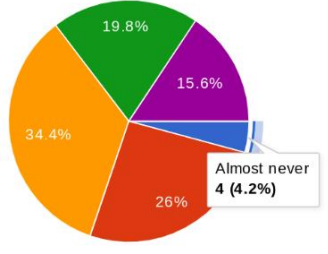
*** **Second survey (First Years after trialing initiatives):** After completing the initiatives, the second survey involved collecting responses from all the first-year students at the end of the school year. The results of this survey are presented in the form of a pie chart for each question.

******Contrasting the data collected from first-year participants between their initial and subsequent survey**: The final column in the table juxtaposes the data obtained solely from the first-year group in the initial survey with the data acquired in the end-of-year survey
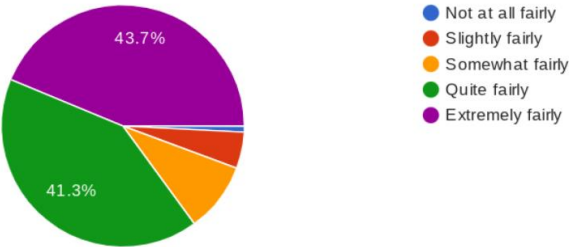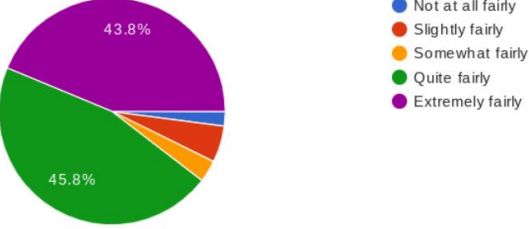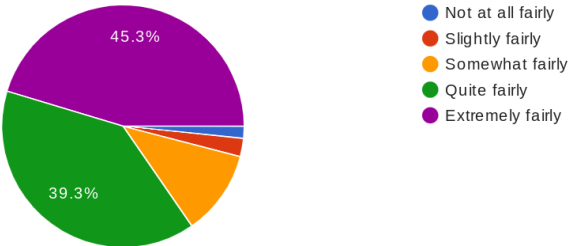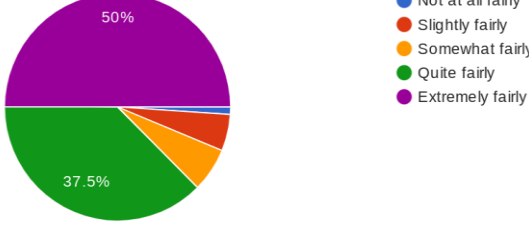
(Link to Google Sheets with raw data.

February: https://docs.google.com/spreadsheets/d/1p50qIrsfacP63V97TR8stIkslCkuZT5a19RJH7i0yMQ/edit?usp=sharing

May: https://docs.google.com/spreadsheets/d/1MV7UGO9R8ZpOa0Mjuh4yp5dxEEeSJh7gJiIqEM-Cp6s/edit?usp=sharing)
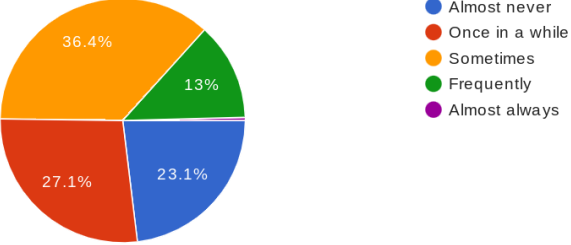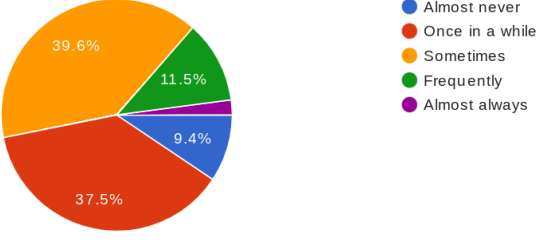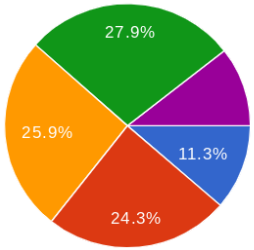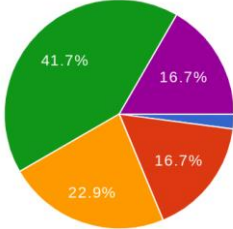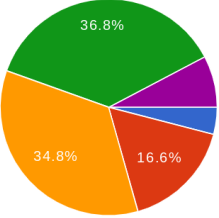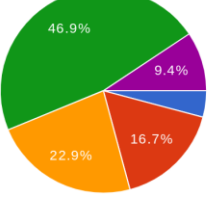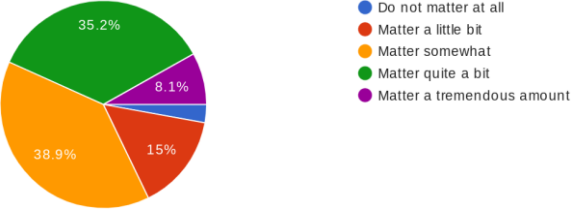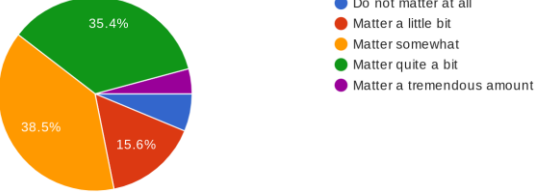
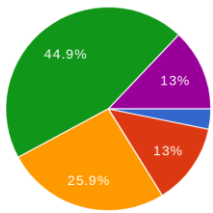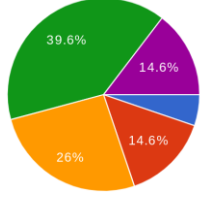| Question	First Survey (whole school)	Second survey (First Years after trialing initiatives)	Contrasting the data collected from <u>first-year participants</u> between their initial and subsequent survey.
Diversity and Inclusion Section of Survey			
How often do you spend time at school with students from different races, ethnicities, or cultures?	Almost never: Blue Once in a while: Red Sometimes: Orange Frequently: Green Almost always: Purple 29.1% 22.7% 23.1% 19% Almost never 15 (6.1%)	Almost never: Blue Once in a while: Red Sometimes: Orange Frequently: Green Almost always: Purple 19.8% 15.6% 34.4% 26% Almost never 4 (4.2%)	It appears that in the data gathered in the second survey with the 1st years, there is a higher frequency of spending time with students from different races, ethnicities, or cultures described as "sometimes" and "once in a while." Additionally, the frequency of "almost always" has decreased slightly, while the frequency of "almost never" has increased.

At your school, how often do students from different races, ethnicities, or cultures hang out with each other?	Almost never — Once in a while — Sometimes — Frequently — Almost always 25.1% 43.3% 23.9% Almost never 6 (2.4%)	Almost never — Once in a while — Sometimes — Frequently — Almost always 34.4% 38.5% 20.8% Almost never 3 (3.1%)	It appears that students at SHSS still show a significant trend of frequently hanging out with peers from different races, ethnicities, or cultures. However, the frequency of "almost always" occurrences has decreased compared to the 1st dataset, while the frequency of "sometimes" occurrences has increased. This suggests a slightly less consistent pattern of interaction between students from different backgrounds. Nevertheless, the overall data still indicates a positive level of engagement and integration among diverse student groups.
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?	Not at all common — Slightly common — Somewhat common — Quite common — Extremely common Extremely common 25 (10.1%) 43.3% 32% 12.6%	Not at all common — Slightly common — Somewhat common — Quite common — Extremely common Extremely common 10 (10.4%) 34.4% 39.6%	Survey 2 shows an increase in occurrences in the "Extremely common" category (9 occurrences) compared to Survey 1 (3 occurrences). Based on this comparison, it appears that the school has witnessed an increase in the frequency of students having close friends from different racial, ethnic, or cultural backgrounds throughout the school year. This

			suggests positive progress in fostering diversity and inclusivity among the student body.
How fairly do students at your school treat people from different races, ethnicities, or cultures?			Based on this comparison, the second set of data suggests a slightly higher perception of fairness compared to the first set, as indicated by the increased frequencies in each fairness level. However, both sets generally demonstrate a positive perception of fair treatment towards individuals from different races, ethnicities, or cultures.
How fairly do adults at your school treat people from different races, ethnicities, or cultures?			In the first survey, the most frequent response amongst 1st years is "Quite fairly", followed by "Extremely fairly". In the second survey, the most frequent response is "Extremely fairly", followed by "Quite fairly". This suggests that, based on the responses given, the 1st years at the end of the school year perceive the treatment of people from different races, ethnicities, or cultures by adults at SHSS to be fairer compared to their

			perception earlier in the year.
Cultural Awareness and Action Section of Survey			
At your school, how often are you encouraged to think more deeply about race-related topics with other students?			The data suggests that in the time period between the two sets of responses, there has been an increase in the frequency of "Almost always" (from 1.39% to 3.13%) and "Once in a while" (from 18.06% to 34.38%) responses, and a decrease in the frequency of "Frequently" (from 19.44% to 12.5%), "Sometimes" (from 41.67% to 38.54%), and "Almost never" (from 19.44% to 11.46%) responses. The most significant increase was observed in the "Once in a while" responses, and the most significant decrease was in the "Almost never" responses.

How well does your school help students speak out against racism?			Based on this comparison, it appears that there has been an overall positive shift in student perceptions of how well the school helps them speak out against racism from the start to the end of the school year. The number of students who perceive the school's support as "quite well" and "extremely well" increased, while the number of students who perceive it as "not at all well" decreased.
Sense of Belonging Section of Survey			
How well do people at your school understand you as a person?			The analysis reveals that, overall, there was a slight decline in the level of understanding among 1st year students at the end of the school year compared to the beginning. The frequencies of "Understand somewhat" and "Understand quite a bit" decreased, while occurrences of

			"Understand a little" remained relatively similar. Additionally, there was a decrease in the number of students who felt completely understood by the end of the year.
How much do you matter to others at your school?	35.2% 8.1% 38.9% 15% ● Do not matter at all ● Matter a little bit ● Matter somewhat ● Matter quite a bit ● Matter a tremendous amount	35.4% 38.5% 15.6% ● Do not matter at all ● Matter a little bit ● Matter somewhat ● Matter quite a bit ● Matter a tremendous amount	Overall, comparing the two sets of data collected earlier in the year and at the end of the year from the 1st year group of students, we observe changes in the perceptions of personal importance. There is an increase in the number of individuals perceiving themselves to "matter a little bit" (from 12% to 16%) and "matter somewhat" (from 29% to 38%). However, there is a decrease in the number of individuals perceiving themselves to "matter a tremendous amount" (from 17% to 14%). Additionally, a small portion of students developed a perception that they "do not matter at all" (from 0% to 6%) over the course of the year.
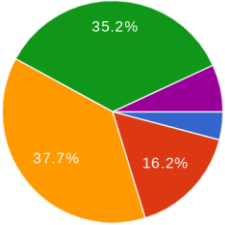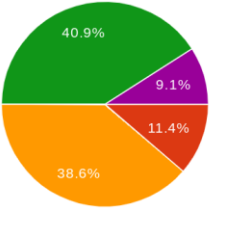
| Overall, how much do you feel like you belong at your school? | 44.9% / 13% / 13% / 25.9% Legend: Do not belong at all / Belong a little bit / Belong somewhat / Belong quite a bit / Belong a tremendous amount | 39.6% / 14.6% / 14.6% / 26% Legend: Do not belong at all / Belong a little bit / Belong somewhat / Belong quite a bit / Belong a tremendous amount | These findings suggest that, overall, the first year students' sense of belonging to their school reduced throughout the year, with more students reporting lower levels of belonging; "Do not belong at all" increased from 1% to 5% and fewer students reporting "Belong a tremendous amount" decreasing from 21% to 15%. However, it must be noted that the majority of students (over 50%) in both surveys report a high sense of belonging ("belong quite a bit" and "a tremendous amount") at SHSS. This indicates that a consistent proportion of students felt a significant sense of belonging throughout the school year. |

The teacher & staff topics parallel the student topics to reveal similarities or differences in our perceptions.

Topic	Question on Student's Survey, followed by pie chart of the responses	Question on Staff's Survey, followed by pie chart of the responses	similarities or differences in our perceptions
Sense of Belonging Section of Survey	How well do people at your school understand you as a person? 36.8% Understand quite a bit, 34.8% Understand somewhat, 16.6% Understand a little • Do not understand at all • Understand a little • Understand somewhat • Understand quite a bit • Completely understand	How well do your colleagues at school understand you as a person? 43.2% Understand quite a bit, 40.9% Understand somewhat, 13.6% Understand a little • Do not understand at all • Understand a little • Understand somewhat • Understand quite a bit • Completely understand	The results show similar perceptions to how understood students and staff feel, the extremities are slightly different with more students than teachers feeling "completely understood" as well as not feeling "understand at all".
	How much respect do students in your school show you? 60.3% Quite a bit of respect, 25.5% Some respect, 8.1% A tremendous amount of respect • No respect at all • A little bit of respect • Some respect • Quite a bit of respect • A tremendous amount of respect	How much respect do colleagues in your school show you? 70.5% Quite a bit of respect, 18.2% A tremendous amount, 11.4% Some respect • No respect at all • A little bit of respect • Some respect • Quite a bit of respect • A tremendous amount of respect	Similar perceptions to feelings of respect with the majority of students and staff feeling "quite a bit of respect". One notable strength of the school is that neither students nor staff feel "no respect at all".
	How much do you matter to others at your school? 35.2% Matter quite a bit, 38.9% Matter somewhat, 15% Matter a little bit, 8.1% Matter a tremendous amount • Do not matter at all • Matter a little bit • Matter somewhat • Matter quite a bit • Matter a tremendous amount	How much do you matter to others at your school? 65.9% Matter some, 25% Matter quite a bit, 9.1% Matter a little bit • Do not matter at all • Matter a little bit • Matter some • Matter quite a bit • Matter a tremendous amount	Similarities in that the majority of staff and students feel they "matter some" but again differences in the extremities where 8.1% of students felt they "matter a tremendous amount" compared to 0% of staff and 2.8%

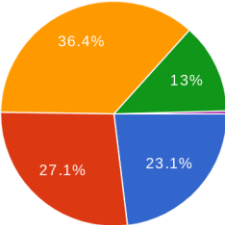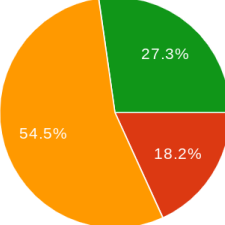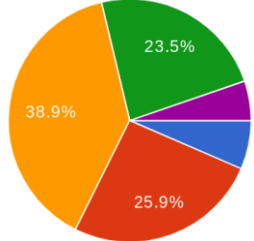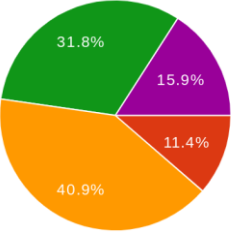|			
			of students felt they "do not matter at all" compared to 0% of staff.
	Overall, how much do you feel like you belong at your school? Do not belong at all Belong a little bit Belong somewhat Belong quite a bit Belong a tremendous amount 44.9% / 13% / 13% / 25.9%	Overall, how much do you feel like you belong at your school? Do not belong at all Belong a little bit Belong somewhat Belong quite a bit Completely belong Belong a little bit Belong somewhat Belong 43.2% / 13.6% / 40.9%	It appears from the data gathered that there is a higher frequency of students who feel that they "belong a little bit" or "do not belong at all" (16.2% in total) compared to only 2.3% of staff. One notable strength of the school is that the highest frequency of both students (44.9%) and staff (43.2%)feel they "belong quite a bit".
Cultural Awareness and Action Section of Survey	How well does your school help students speak out against racism? Not at all well Slightly well Somewhat well Quite well Extremely well 27.9% / 11.3% / 24.3% / 25.9%	How well does your school help students speak out against racism? Not at all well Slightly well Somewhat well Quite well Extremely well 39.5% / 7% / 18.6% / 30.2%	Very similar perspectives on all responses here.
	How comfortable are you sharing your thoughts about race related topics with other students at your school?	How comfortable are you discussing race-related topics with your students?	Similar perspectives again here however one notable difference is that there is a higher frequency of students (4%) feeling "not at all comfortable" discussing race

	 35.2% · 37.7% · 16.2% Legend: Not at all comfortable, Slightly comfortable, Somewhat comfortable, Quite comfortable, Extremely comfortable	 40.9% · 9.1% · 11.4% · 38.6% Legend: Not at all comfortable, Slightly comfortable, Somewhat comfortable, Quite comfortable, Extremely comfortable	related topics compared to 0% of staff feeling "not at all comfortable. A strength for the school is that all staff feel to some degree comfortable to discuss race related topics.
	At your school, how often are you encouraged to think more deeply about race-related topics with other students? 36.4% · 13% · 27.1% · 23.1% Legend: Almost never, Once in a while, Sometimes, Frequently, Almost always	**At your school, how often are students encouraged to think more deeply about race-related topics?** 27.3% · 54.5% · 18.2% Legend: Almost never, Once in a while, Sometimes, Frequently, Almost always	A clear discrepancy between student and staff perspectives here, 23.1% of students feel they "almost never" are encouraged to think more deeply about race related topics while 0% of staff felt this.
	How often do you think about what someone of a different race, ethnicity, or culture experiences? 23.5% · 38.9% · 25.9% Legend: Almost never, Once in a while, Sometimes, Frequently, Almost always	**How often do you think about what students of different races, ethnicities, or cultures experience?** 31.8% · 15.9% · 11.4% · 40.9% Legend: Almost never, Once in a while, Sometimes, Frequently, Almost always	The majority of both students and staff "sometimes" think about what someone of a different race, ethnicity or culture experiences. The differences lie in the extremities again, a higher frequency of staff (15.9%) "almost always" think about it compared to just 5.3% of students. In addition 6.5% of students "almost never" think about it compared to 0% of staff who "almost never" think about it. This highlights possible empathy

			issues amongst the students.

3. Our Improvement Plan

3.1 Strengths of the School prior to Improvement Plan

Based on Data gathered from the student and staff Equity and Inclusion surveys prior to the implementation of the improvement plan

- Similarities between student and staff perspectives on equity and inclusion
- Neither students nor staff feel "no respect at all".
- The highest frequency of both students (44.9%) and staff (43.2%) feel they "belong quite a bit".
- All staff to some degree feel comfortable to discuss race related topics with 0% of staff "not at all comfortable".
- Almost half of the staff (47.7%) "almost always" or "frequently" think about what students of different races, ethnicities, or cultures experience with 0% "almost never" thinking about it.

3.2 Schools Improvement plan

The school improvement plan consisted of the following initiatives:

Classroom based initiatives trialed on 1st years

- Our initiatives were based around pedagogical strategies for addressing inclusivity through cooperative learning and comprised the following:

Action	Person(s) Responsible	Purpose
"Helping Hands" Groups.	A preliminary gathering with first-year tutors to align	The groups have been designed to ensure each

The **seating plans** for each base class were designed around the sociometric report gathered from the Helping Hands programme. This consisted of groups of three/four in each row. When completing group work staff were asked to keep the students in these groups of four (pair work by dividing the group of four).	their efforts and enlist their support. All teachers of 1st years.	**student feels safe, seen and heard**. Our aim is to create a positive learning environment to improve performance and facilitate effective learning and **foster a sense of inclusion and belonging.**
Cooperative Learning techniques: ● *Think, Pair, Share* - Encouraging teachers to move beyond the traditional Think, Pair, Share work with the use of the [7-in-1 Think, Pair, Share sheet](#). ● *Barrie Bennett's Techniques based on his Instructional Leadership Programme* - Denise Hayes delivered a presentation to the staff, sharing skills and	A preliminary gathering with first-year tutors to align their efforts and enlist their support. All teachers of 1st years.	Creates **safety** in the classroom while everyone is working. It provides more opportunities for the **students' voices to be heard**. Hence **fostering a sense of inclusion and belonging**.

techniques acquired from Prof Barrie Bennett's Instructional Leadership programme on implementing cooperative learning in the classroom. Our aim was to motivate teachers to incorporate these techniques into their lessons.		

Whole School Initiatives

Action	Person(s) Responsible	Purpose
Multicultural Day, April 19th Students were invited to present their cultural traditions, customs, languages, cuisines, music, dance etc at a stand in the GPR. All students were invited to explore each stand and	Donna O'Regan and her TY Group "The Change Makers"	Provides us the **opportunity to learn** more about our students' own cultures and traditions. Provides people with an opportunity to **deepen their understanding** of the values of cultural diversity The **interactive experiences** foster intercultural understanding

learn about each different country and their culture.		and **unity** among students and staff.
World Cultural Diversity Day, May 21st World Cultural Diversity Day was first established by the United Nations in 2002 and is celebrated every year on 21st May. To celebrate the occasion a [Padlet](#) with a map of the world was set up and shared with all students along with a video on how to work it. Students were invited to drop a pin on a location to show us where they were born or brought up before joining the Sacred Heart community. Teachers were encouraged to use the resource in their lessons during the week.	Claire Holland	It serves as a platform to **embrace and learn** from the diverse backgrounds and perspectives of individuals from various cultural backgrounds. A visual aid that allows students and staff to **explore** the various cultural backgrounds of our school community. Provides an opportunity for **students' voices to be heard, to feel seen and honored**, fostering a sense of belonging and inclusion.
World Africa Day, May 25th World Africa Day is an	Claire Holland with student council	A showcase of African art, its aim was to foster a deeper **understanding** and

annual commemoration observed on May 25th. It celebrates African culture, history, and diversity. To celebrate the occasion African students were asked to select a piece of African music to play for the "Friday Song".		appreciation of Africa's rich heritage. Provides an opportunity for **students' voices to be heard, to feel seen and honored**, fostering a sense of belonging and inclusion.
Podcasts with • **Kevin Cahill,** an Education Lecturer at University College Cork, specialising in Inclusive/Special Education within the School of Education. • **Oein DeBhairduin**, an Irish Traveller activist, educator, administrator, and writer. He is the co-founder of LGBT Tara (Traveller and Roma Alliance).	Caragh Bell	The podcasts provide an engaging and immersive experience for listeners, allowing them to delve into topics of inclusion and **discover new perspectives through conversations, storytelling, and expert insights.**
Inclusion Padlet A Padlet was established to	Claire Holland	Convenient availability of resources for teachers to

document and archive all tasks completed for the SSE, along with a collection of educational materials, including lesson resources, posters, and toolkits that teachers could access and utilise.		incorporate inclusive practices into their classroom lessons.

3.3 Enhancements observed after the integration of the improvement plan

Based on the Comparison of the 1st years Equity and Inclusion Surveys prior and post implementation of improvement plan

- The data indicates a positive level of engagement and integration among diverse student groups both in the students survey in February and again in May.
- It appears that the school has witnessed an increase in the frequency of students having close friends from different racial, ethnic, or cultural backgrounds throughout the school year. This suggests positive progress in fostering diversity and inclusivity among the student body.
- Responses from the survey in May suggest a slightly higher perception of fairness compared to the first set. However, both sets generally demonstrate a positive perception of fair treatment towards individuals from different races, ethnicities, or cultures.
- The data suggests that in the time period between the two sets of responses, there has been an increase in the frequency of "Almost always" and "Once in a while" responses, at how often the students are encouraged to think more deeply about race-related topics with other students. The most significant increase was observed

in the "Once in a while" responses, and the most significant decrease was in the "Almost never" responses.

- It appears that there has been an overall positive shift in student perceptions of how well the school helps them speak out against racism from February to the end of the school year.

3.4 Areas that still require improvement

Based on the Comparison of the 1st years Equity and Inclusion Surveys prior and post implementation of improvement plan

- The analysis reveals that, overall, there was a slight decline in the level of feeling understood among 1st year students at the end of the school year compared to February.

- A comparison of two sets of data collected from the first-year students in February and at the end of the year reveals changes in their perceptions of personal importance. The findings show an increase in the percentage of individuals who perceive themselves to "matter a little bit" and "matter somewhat". However, there is a decrease in the percentage of individuals who perceive themselves to "matter a tremendous amount". Additionally, a small portion of students developed a perception that they "do not matter at all" over the course of the year.

- The findings suggest that, overall, the first year students' sense of belonging to their school reduced throughout the year, with more students reporting lower levels of belonging and fewer students reporting "belong a tremendous amount". However, it must be noted that the majority of students (over 50%) in both surveys report a high sense of belonging ("belong quite a bit" and "a tremendous amount") at SHSS. This indicates that a consistent proportion of students felt a significant sense of belonging throughout the school year.

Based on the Helping Hands Data

- The data indicates minimal variation in both the average number of vulnerable students and the average class culture from November of the school year to its conclusion.

4. Going Forward

The following areas have been identified as priorities for future progress

Priority Area	Why	Work started to date
Professional development training focused on equity and inclusion	This need was highlighted by the results of the Staff Survey, which revealed that 16% of respondents indicated "almost never" when asked about the frequency of professional development opportunities that help them explore new approaches to promoting equity in their practice.	Discussion with Ciara McGuane from Rahoo regarding their online course, "Diversity & Inclusion in the Classroom". We're exploring the possibility of transforming it into a face-to-face workshop.
CPD on the Helping Hands Programme - getting more teachers trained up, possibly the tutors of the base classes.	Due to the minimal variation in both the average number of vulnerable students and the average class culture from November of the school year to its conclusion.	
Use of **Empathy Formative**	The student survey	A trial run with a sample of

Questionnaire in SPHE classes. The Empathy Formative Questionnaire, developed by Research Collaboration. The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.	responses to the question, "How often do you think about what someone of a different race, ethnicity, or culture experiences?" indicated potential issues with empathy. Students can use the questionnaire results to see how well they understand the contexts, feelings, and perspectives of others. They can use their individual results to strengthen that awareness and communicate their understanding to others. This allows teachers to engage in a process of data-driven decision making in order to increase their students' fundamental ability to understand others and communicate that understanding.	5th years, who were used as a focus group.

Trialing new **classroom based initiatives** to increase levels of belonging and a feeling that they matter - use of the Panorama Education resource.	Due to the changes over the school year in the 1st year's perceptions of personal importance, how much they matter and belong to Sacred Heart Secondary School.	
Protocol for new students	A standard that can help to ensure the successful transition of students.	Start of a checklist.
Yellow Flag Programme.	A practical programme that supports primary and secondary schools to become more inclusive of all cultures and ethnicities, celebrate diversity and challenge racism and discrimination.	Research into the process of applying for the programme and the necessary qualifications needed.