

School Self-Evaluation Report 2026

Donabate Community College



Chairperson

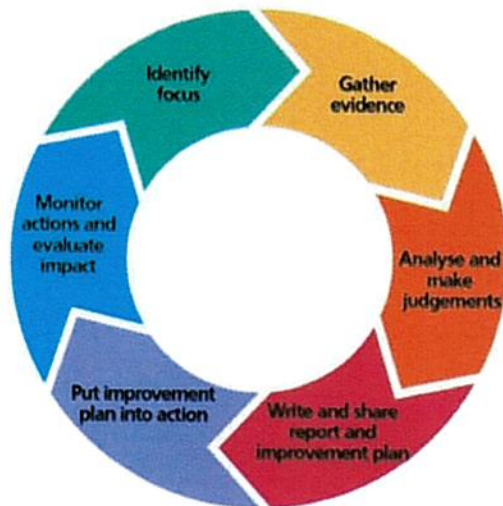
Board of Management

 14/9/26

Date presented to the Board of Management

Introduction

This document records the outcomes of our last improvement plan (2025/26) and the findings of the school self-evaluation cycle carried out in the 2025/26 academic year.



Our Focus is: To cultivate a school culture that fosters a sense of belonging, inclusion, promotes well-being and empowers student voices.

Outcomes of improvement plan for 2025/26 Academic Year

We have made significant progress but we still have work to do to achieve our target set out in our improvement plan. Our target for 2025/26 was **to promote a positive school spirit and sense of belonging among students by strengthening relationships and connection across the whole school community.**

Criteria for Success

1. 10% increase in student participation in extra-curricular or school spirit activities
2. 10% increase in students saying that they are proud to be part of DCC
3. 10% increase in the average connectedness to the school reported by teachers.

Actions Taken

Target	Actions	Criteria for success	Progress and adjustments
To promote a positive school spirit and sense of belonging among students by strengthening relationships and connection across the whole school community	Extra-Curricular Activities Master sheet is created so all students know what clubs are running and when	A single, up-to-date master sheet is created listing all extra-curricular activities, including day, time, location, staff member, and target year groups. The master sheet is shared with 100% of students via agreed platforms (e.g. noticeboards, school website, student email, Teams). Attendance or sign-up numbers for clubs increase or remain stable compared to the previous term/year. The sheet is reviewed and updated at least once per term.	Created, on the website, social media and the notice board. Regularly updated.
	Extra-curricular fair for 1 st year students. Students from all the schools and clubs talk to first years about what they enjoy about it and students can sign up at the fair.	A wide range of clubs, societies, and teams are represented at the fair. Students from each activity actively engage with 1st years, explaining what they enjoy and what participation involves. All 1st year students attend the fair and have sufficient time to visit multiple stands. Clear and accessible sign-up systems are in place (paper or digital) for each activity. A high number of 1st year students sign up for at least one extra-curricular activity. 1st year students report feeling better informed and more confident about joining clubs or teams. Participation in extra-curricular activities among 1st years increases in the weeks following the fair.	Completed. All 1 st years attended. Feedback very positive. Extra-curricular participation data yet to be gathered.

	Multicultural Day – a celebration of the diversity of ethnicities and cultures in DCC	A wide range of cultures represented through activities, displays, food, music, dress, or performances. Students from diverse backgrounds are actively involved in planning or presenting. High levels of participation across year groups, evidenced by attendance, engagement, or classroom activities. Positive student and staff feedback indicating increased awareness, respect, and appreciation of cultural diversity.	Completed. Participation, engagement and feedback all very positive.
	Jersey Day – all students and teachers wear a jersey to raise money for GOAL	A high percentage of students and staff participate by wearing a jersey on the day. Funds raised are accurately counted and successfully donated.	Completed – many students and staff participated (photos on social media). €927.60 raised for Goal
	Stand-Up Week – various activities to celebrate inclusion of LGBTQ	A range of age-appropriate activities delivered across the week (e.g. assemblies, lessons, displays, pledges). Staff and students visibly engage in Stand Up activities (e.g. wearing badges, participating in discussions). Clear messages of inclusion, respect, and allyship are communicated throughout the school. Student feedback shows increased awareness and confidence in standing up against bullying or discrimination.	Completed. Participation, engagement and feedback all very positive. See social media.
	Wear red day – students and staff wear red to demonstrate their rejection of racism	A high level of participation, with students and staff wearing red on the day. The purpose of the day – rejecting racism and promoting equality – is clearly communicated in advance.	Took place on March 20th

		Student and staff feedback indicates increased awareness of anti-racism and inclusion.	
	Set up regular social evening events – pubs, comedy gigs, dinner, bingo loco etc..	Social evenings are established at frequent points throughout the year Social evenings are well-attended by a cross-section of ages, genders and departments	Ongoing
	Spirit Week at Christmas	Fun festive collaborative activities for each of the days leading up to Christmas including a Christmas door competition, fundraising Christmas Jumper day, inviting all the local primary schools to visit Santa in our Christmas Grotto	Completed – a great success. Parent Council and local primary schools sent emails commending the school.
	Set up a book club	Club set up and attended and all staff have the option of taking part	Book club has been set up and the club are on their 4th book.
	Set up a hiking club	Club set up and attended and all staff have the option of taking part	First hike called off due to weather warnings. Rescheduled for after Easter. Cancelled again due to lack of interest.
	Set up weekly 5-a-side football	Club set up and attended	In progress

	Re-establish the swimming club	Club set up and attended	In progress
	Random Act of Kindness Days (structured with suggested meaningful acts) or Thank you cards	A date or dates are selected and specific acts of kindness are facilitated on those days	Completed – all staff participated and extremely positive feedback.
	Random Act of Kindness Week for Students	A date or dates are selected and specific acts of kindness are facilitated on those days	Took place on the week beginning March 2 nd . Very positive feedback from students and parents
	Acknowledging Staff Contributions During Broadcasts	Staff contributions are acknowledged in every broadcast	Student broadcasts are yet to happen
	Aintree Grand National lottery	Lottery set up and all staff have the option of taking part	Did not happen due to clash with Easter break.
	Treats for Staff every Friday	Treats are provided every Friday	In progress
	A Staff wellbeing club is established	Club set up and attended and all staff have the option of taking part	Club is established and actively working to

			spread positivity
	Teacher appreciation day is celebrated	A date is selected and appreciation is shown to teachers by the school community	Completed and feedback very positive
	SNA appreciation day is celebrated	A date is selected and appreciation is shown to SNAs by the school community	Completed and feedback very positive
	Secretary day is celebrated	A date is selected and appreciation is shown to secretaries by the school community	Took place on April 24th
	New Staff are assigned Mentors and structured regular meetings are organised	Mentors are assigned and regular structured meetings take place	In progress
	School branded clothing (hoodies, zip-ups, jackets etc.) are ordered for staff	Staff are regularly seen around the campus in DCC branded clothing	To be completed
	Keelings dinners before PTMs	Invite sent to all staff before every PTM	In progress
	Mystery Tour abroad	Tour takes place and is well attended	Completed – trip to Portugal, 18 attended. Feedback very positive.

The Situation Before Actions

1. 57% of students are part of a club or sports team in the school.

2. Are you part of a club or sports team in the school? (Eg. School of Sanctuary/Soccer/Hockey/Dungeons and Dragons/GAA)

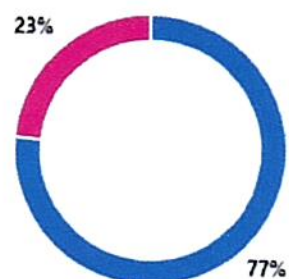
● Yes	216
● No	160



2. 77% of students are proud to be part of DCC

14. Are you proud to be part of Donabate Community College?

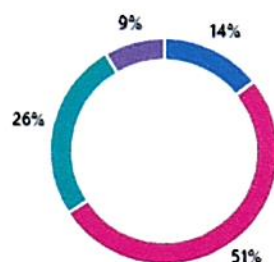
● Yes	288
● No	88



3. 66% of staff agreed that they felt supported and valued by their colleagues and the school community

2. Do you feel supported and valued by your colleagues and the school community?

● Strongly agree	5
● Agree	18
● Neutral	9
● Disagree	3
● Strongly disagree	0

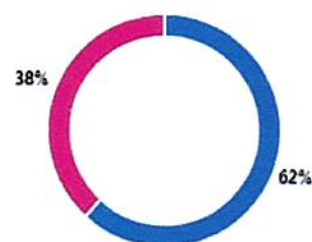


The Situation After Actions

1. 62% of students are part of a club or sports team in the school, which is a 9% increase (just under our target).

2. Are you part of a club or sports team in the school? (Eg. School of Sanctuary/Soccer/Hockey/Dungeons and Dragons/GAA)

● Yes	136
● No	84



2. 80% of students are proud to be part of DCC, which is an increase of 4%, but again under our target of 10%.

11. Are you proud to be part of Donabate Community College?

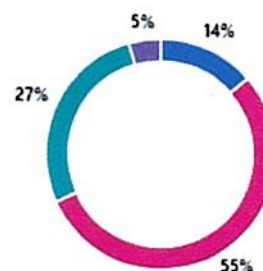
● Yes	177
● No	43



3. 69% of staff agreed that they felt supported and valued by their colleagues and the school community, an increase of 5%, again under target.

2. Do you feel supported and valued by your colleagues and the school community?

● Strongly agree	6
● Agree	24
● Neutral	12
● Disagree	2
● Strongly disagree	0



Evaluation of Results

The results indicate positive progress across all three areas of our School Self-Evaluation Improvement Plan. While the agreed criteria for success have not yet been fully achieved, the improvements evident across all three measures suggest that the actions undertaken are having a positive impact and that the school is moving in the right direction. It is therefore appropriate to continue with the current improvement strategies for a further year, with an ongoing focus on achieving the identified targets. Progress will be reviewed again at the end of this period, and should the targets remain unmet, consideration will be given to reviewing and resetting the goals and criteria for success to ensure that they remain realistic, meaningful and appropriate to the school context.

Focus and Target for 2026/2027

Our Focus will continue to be: ***To cultivate a school culture that fosters a sense of belonging, inclusion, promotes well-being and empowers student voices.***

Our target for 2025/26 will continue to be:

To promote a positive school spirit and sense of belonging among students by strengthening relationships and connection across the whole school community.