

Scoil Mhuire Gan Smal,
LiosDuin Bhearna,
Co. a Chlair.



Mary Immaculate Secondary School,
Lisdoonvarna,
Co. Clare

Telephone: 00 353 65 707 4266

Fax: 00 353 65 707 4749

E-Mail: info@maryimmaculate.ie

Mary Immaculate Secondary School

School Self-Evaluation (SSE) Policy 2024–2027

1. Introduction and Rationale

School Self-Evaluation (SSE) at Mary Immaculate Secondary School is a collaborative, inclusive, and reflective process of internal review. Our goal is to affirm existing good practice and identify specific areas for improvement to enhance the quality of teaching and learning. This policy is guided by **Circular 0056/2022**, which mandates that schools address context-specific priorities alongside national wellbeing and curriculum goals.

Mission Statement

Mary Immaculate Secondary School is a Catholic School. Its Christian ethos permeates all disciplines and every extra-curricular activity.

The student is helped to mature as a whole person whose spiritual, educational, intellectual, emotional, social, cultural, moral and physical potential is encouraged to develop to maturity in an atmosphere of Christian care and concern. The school strives to form a community in which pupil, teacher, parent and management aim to live by Christian values, recognising the dignity of each individual

2. The Six-Step SSE Process

We implement our improvement initiatives through a standardised six-step cycle:

1. **Identify Focus:** Selected priority areas based on school needs.
2. **Gather Evidence:** Use surveys, focus groups, and analysis of student work.
3. **Analyse and Judgement:** Benchmark findings against **LAOS 2022** standards.
4. **Report and Plan:** Draft a concise **School Improvement Plan (SIP)**.
5. **Implement:** Put agreed actions into classroom practice.
6. **Monitor and Evaluate:** Review impact and adjust targets annually.

3. Core Focus Areas (2024–2026)

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Strand 1: Literacy (Engagement & Comprehension)

- **Actions:** Continue the **DEAR Programme** and **Graphic Organisers** across all subjects.
- **Highly Effective Practice (LAOS Domain 2):**
- "Students are **active agents** in their own literacy development; they use graphic organisers independently across all subjects to structure complex thinking and can explain how these tools improve their comprehension".

Strand 2: Numeracy (Whole-School Consistency)

- **Actions:** Implement a **one common calculator policy** and standardise graphing using **SALT** (Scale, Axes, Labels, Title).
- **Highly Effective Practice (LAOS Domain 1):**
- "Students demonstrate **very high levels of confidence** and precision in numeracy; they consistently apply standardised graphing (SALT) and fractional results to solve problems in both mathematical and non-mathematical contexts".

Strand 3: Wellbeing (Engagement & Learning Environment)

- **Actions:** Use **Forbairt "Movement Through Learning"** to manage 58-minute classes; enforce a **No Phone Policy**; and standardise **Tutor Time**.
- **Highly Effective Practice (LAOS Domain 3):**
- "Teachers exhibit **expert classroom management** by seamlessly integrating movement breaks and active learning tasks; they skilfully pace 58-minute lessons to ensure that student wellbeing and cognitive load are prioritised".

4. Implementation and Responsibility

- **Leadership Team:** Under the direction of the Board of Management, school leaders foster a **culture of reflection and innovation**.
- **Staff:** Engage in **collective/collaborative practice** to share successful movement-based strategies and literacy tools.
- **Students & Parents:** Actively participate through consultation, ensuring **student voice** influences school policy.



5. Monitoring and Review

This SIP will be reviewed annually by the SSE team. Progress reports will be shared with the Board of Management and the wider school community to ensure transparency and sustained improvement.

Here is how your specific focuses align with the **Domains** and **Standards** of LAOS 2022:

Dimension 1: Teaching and Learning

Our Focus Area	LAOS 2022 Domain	LAOS 2022 Standard Alignment
Literacy (DEAR & Graphic Organisers)	Domain 2: Learner Experiences	Students engage in meaningful learning and are appropriately challenged. Graphic organisers support students as active agents in their own learning.
Numeracy (SALT & Common Calculator)	Domain 3: Teachers' Individual Practice	Teachers select and use teaching approaches appropriate to learning intentions. Standardized tools like common calculators and SALT graphs ensure consistency in assessment and feedback.
Wellbeing (Movement Through Learning)	Domain 1: Learner Outcomes	Supports the holistic development of the student. Movement aids students in becoming motivated and resilient learners during longer 58-minute blocks.



Dimension 2: Leadership and Management

Your School Action	LAOS 2022 Domain	LAOS 2022 Standard Alignment
58-Minute Classes (Planning & Pacing)	Domain 1: Leading Learning and Teaching	School leaders manage the implementation of the curriculum effectively. Pacing challenges are addressed by fostering a culture of reflection and innovation among staff.
No Phone Policy & Tutor Time	Domain 2: Managing the Organisation	Establishing a safe, healthy, and supportive learning environment. Tutor time specifically fosters a culture of inclusion and equality.
Interactive Board Trolleys	Domain 4: Developing Leadership Capacity	Empowering teachers to embed digital technologies in their practice. Leaders evaluate the effectiveness of these technologies to drive improvement.

Wellbeing: Highly Effective Practice Statements

- **Domain 2: Learner Experiences (Active Agency)**

"Students are **highly motivated and resilient** learners who take ownership of their focus; they recognize when cognitive fatigue occurs and independently utilize '**Movement Through Learning**' strategies to re-engage with their studies during 58-minute classes."

- **Domain 3: Teachers' Individual Practice (Responsive Teaching)**

"Teachers exhibit classroom **management** by seamlessly integrating movement breaks and active learning tasks; they skilfully pace 58-minute lessons to ensure that student wellbeing and cognitive load are prioritised alongside academic rigor."

- **Domain 4: Teachers' Collective Practice (Professional Collaboration)**

"Staff engage in **highly effective collaborative practice**, sharing successful movement-based strategies and peer-observing one another to refine the delivery of longer lessons, ensuring a **consistent and high-quality experience** for all students."

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- **Domain 1 (Leadership): Leading Learning and Teaching (Promoting Culture)**

"School leaders foster a **vibrant and inclusive learning environment** where the 'Movement Through Learning' initiative is recognized as essential to student success; they regularly evaluate its impact on student engagement and use this data to drive further improvements."

- **Domain 2 (Leadership): Managing the Organisation (Safety and Support)**

"The school's physical and social environment is **proactively managed** to support wellbeing; the successful integration of tutor time and movement initiatives ensures that every student feels **secure, valued, and physically supported** in their learning journey."

Conclusion

This School Self-Evaluation (SSE) Policy affirms the school's commitment to continuous improvement, reflective practice, and high-quality teaching and learning. Guided by the *Looking at Our School (LAOS) 2022* Quality Framework—which outlines the characteristics of effective teaching, learning, leadership, and management—the school engages in a systematic cycle of gathering evidence, analysing practice, identifying priorities, and implementing targeted actions that enhance student outcomes.

The SSE process is collaborative and inclusive, involving teachers, school leaders, students, and parents, in line with national guidance for the 2022–2026 SSE cycle. Through this approach, the school ensures that decisions are informed by reliable data, reflective dialogue, and a shared commitment to excellence.

To maintain relevance and effectiveness, this policy is **reviewed annually**, ensuring alignment with current practice, national requirements, and the evolving needs of the school community.

In addition, the policy undergoes a **comprehensive review and further development every three years**, supporting sustained improvement and long-term strategic planning.

Signed

Chairperson

Signed

Principal and Secretary to the BoM