

Looking at Loreto Secondary School, Balbriggan

2019-2023



Loreto Secondary School, Balbriggan is a catholic girls' secondary school. In the spirit of Mary Ward we aim to develop all the abilities of our students in order that they realise their full potential and use their talents for the service of others. We also aim to encourage self-confidence and self-esteem in a happy atmosphere and structured environment. The school community collaborating together in mutual respect strives for holistic excellence.

This document, formulated by the school's School Development Planning Team, in consultation with all stakeholders is a direct adaptation of **Looking at our School 2016-2020** to the work and aspirations of Loreto Secondary School Balbriggan. Using the standards, it examines how we plan to do things in the context of our unique characteristic spirit and specific ethos. Documents such as **Continuing the Journey** and the **Mary Ward School's Compass** underpin our self-evaluation process and provide guidance to us in our efforts to improve and develop learning in the school and in our continual aspirations towards excellence in every aspect of school life in Loreto Balbriggan.



Looking at Loreto Balbriggan, 2019 – 2023

Domain	Standards	Actions	Responsibilities
1 Learner Outcomes	<p>Students:</p> <p>enjoy their learning, are motivated to learn, and expect to achieve as learners</p> <p>have the necessary knowledge and skills to understand themselves and their relationships.</p> <p>demonstrate the knowledge, skills and understanding required by the post-primary curriculum</p> <p>attain the stated learning outcomes for each subject, course and programme</p>	<p>Students:</p> <ul style="list-style-type: none"> ● Engage with a newly developed Wellbeing section in the student journal and participate in new Wellbeing class programme. ● Lead healthy lifestyles as a result of participation in healthy eating programme, sleep programme and PE. ● Make informed choices that promote their own positive mental wellbeing as a result of participating in school wellbeing programmes (CSPE, SPHE, Choir, PE, Wellbeing Week) ● Complete the school SDL programme and integrate the SDL cycle into their learning. ● Complete goal setting targets annually, via Google forms, for each subject and make them available to subject teachers for review. ● Review goal setting targets annually and assess their effectiveness. ● Produce time management academic daily calendars. ● Engage more frequently in peer assessment and pair/team work as a result of changed pedagogical practices. ● Produce a reflective learning journal/e-portfolio showcasing their school work. ● Participate in learning and structured support for diversity and inclusivity related issues. ● Reach their potential and attain grades in each subject commensurate with that potential – as indicated by CAT 4. 	<p>Students.</p> <p>Subject teachers.</p> <p>Wellbeing tutor.</p> <p>Management. Student Support team.</p> <p>Student Support officer.</p> <p>Wellbeing committee.</p> <p>Board of Studies.</p> <p>SDL Committee.</p> <p>Year Heads.</p> <p>SEN Dept.</p> <p>Guest speakers.</p> <p>Whole school community.</p> <p>Parents.</p> <p>Attendance officer.</p> <p>Feeder schools Liaison officer</p>

2 Learner Experiences

Students:

engage purposefully in meaningful learning activities

grow as learners through respectful interactions and experiences that are challenging and supportive

reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

experience opportunities to develop the skills and attitudes necessary for lifelong learning.

Students

- Have achievements acknowledged through school website, social media, in-school merit system, prize giving and assemblies.
- Participate in Morning club and review effectiveness.
- Participate in twinning programme and review effectiveness of programme.
- Engage with evolving mentoring programme in terms 2 & 3 of 5th year and term 1 of 6th year to including student-student mentoring?
- Participate in newly developed SDL programme and apply these skills in their learning.
- Experience a school environment where positive behaviour and respect for all educational / learning needs is promoted through the daily interactions of students with students, students with teachers, teachers with teachers both inside and outside of the classroom. (implementing the code of behaviour)
- Participate in a newly developed programme for high achievers.
- Engage with activities and programmes, such as intercultural and Rumbek day, gender workshops, Friends First, that recognise diversity and promote inclusivity in the wider community such that they feel a sense of belonging.
- Experience opportunities to explore the challenges presented in the transition to third level.
- Partake in out-of-school learning activities beyond those offered through the school's extra-curricular programmes.
- Experience an increasingly differentiated learning environment that meets their needs.

Students.
 Subject teachers.
 Wellbeing tutor.
 Management. Student Support team.
 Student Support officer.
 Student Council
 Wellbeing committee.
 School Ethos Co-ordinator
 Board of Studies.
 SDL Committee.
 Year Heads.
 SEN Dept.
 Guest speakers.
 Whole school community.
 Parents
 Local Community
 Transition year program co-ordinator.

3 Teachers individual practice

Teachers:

collectively develop and implement consistent and dependable formative and summative assessment practices

have the requisite subject knowledge, pedagogical knowledge and classroom management skills

select and uses planning, preparation and assessment practices that progress students' learning

respond to individual learning needs and differentiates teaching and learning activities as necessary

Teachers:

- Develop AFL strategies across the curriculum.
- Positively commend all learners, especially from a SEN and student context perspective. (Merit system)
- Encourage feedback from students.
- Encourage and promote the use of a variety of assessment methods in the classroom, both summative and formative.
- Adopt systems that facilitate improved assessment and reporting (Compass, GSuite, Google classroom etc)
- Provide students with opportunities to develop competence employing DL tools to achieve learning intentions, outcomes and goals. (To equip all students with a good digital skill set, as per Key Skills of Junior Cycle)
- Participate in CPD

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SDL Committee.
Year Heads.
SEN Dept.
Guest speakers.
Whole school community.
Local community.
Parents.
Exam co-ordinator.

4 Teachers' collective and collaborative practice

Teachers:

value and engage in professional development and professional collaboration

work together to devise learning opportunities for students across and beyond the curriculum

collectively develop and implement consistent and dependable formative and summative assessment practices

contribute to building whole-staff capacity by sharing their expertise

Teachers:

- Update and review departmental plans annually.
- Maintain departmental drives for collaborative purposes.
- Collaborate to develop resources across the curriculum.
- Develop co-teaching skills and capacity within their subject departments.

Subject teachers.
Wellbeing tutor.
Management.
Wellbeing committee.
Staff Support Officer.
Outside educational support agencies
Voluntary teaching and learning group.
Board of Studies.
SDL Committee.
Year Heads.
SEN Dept.
Guest speakers.
Whole school community.
Literacy Team
Numeracy Team
DL Team
ICT Co-ordinator
SSE Co-ordinator

Leaders:

promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment

foster a commitment to inclusion, equality of opportunity and the holistic development of each student

manage the planning and implementation of the school curriculum

foster teacher professional development that enriches teachers' and students' learning

Leaders

- Continue to collaborate with Board of Studies, subject departments and individual teachers in the monitoring, auditing and roll out of JCP to full implementation, 2022.
- Continue to monitor, audit and roll out JCP to full implementation, 2022.
- Review curriculum for Transition Year, including modules and yearlong special classes.
- Review curriculum for Senior Cycle.
- Continue as part of the NCCA Senior Cycle review process and prepare for changes that are expected from that review.
- Review and consult annually regarding planning and CPD needs and optimum usage of the available time (Croke Park hours, etc.)
- Create the opportunity for pedagogical dialogue at all staff meetings and committee meetings.
- Use the tools in the Compass Administration system to implement and streamline an efficient and informative process which would enable clear tracking of student development and achievement from entry to Leaving Cert.
- Establish a systematic approach to respond to results and results analysis.
- Continue, through the work of the Board the Studies, to audit the curriculum and respond to curricular changes.
- Develop and promote team teaching beyond SEN.
- Develop whole school approach to. assessment and reporting in line with NCCA guidelines.
- Support further development of T&L group.
- Encourage effective use of shared drives for T&L in all subject departments.
- Continue to review and support the role of the staff support officer according to staff needs and changes in education.
- Develop a whole school standardised approach to communicating learning intentions per lesson.
- Continue implementing and developing SSE strands; digital literacy, self-directed learning, numeracy and literacy strategies and newly identified strands over the course of the plan.
- Review school homework policy as a whole school approach.
- Develop SEN & Differentiation (Ger & SEN team)

Subject teachers.
Wellbeing tutor.
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Wellbeing committee.
Board of Studies.
SDL Committee.
Year Heads.
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Guest speakers.
Whole school community.
Parents
Literacy Team
Numeracy Team
DL Team
ICT Co-ordinator
SSE Co-ordinator

6 Managing the organisation

Leaders:

establish an orderly, secure and healthy learning environment, and maintain it through effective communication

manage the school's human, physical and financial resources so as to create and maintain a learning organisation

manage challenging and complex situations in a manner that demonstrates equality, fairness and justice

develop and implement a system to promote professional responsibility and accountability

Leaders:

- Set up student subject leaders from among the senior prefects who will promote their subject at designated times during the year.
- Review with relevant ancillary staff and in consultation with all stakeholders the physical infrastructure and resources with particular attention to back roof, staff room, accoustics in the gym, sports facilities, maintenance of astroturf.
- Implement policies, strategies and learning programmes, in consultation with all stakeholders that allay the individual and collective environmental impact of the school.
- Update and develop staff facilities (inc. main and ancillary staff rooms) to reflect increasing staff numbers and usage.
- Establish a committee to explore possibilities for staff resource improvements.
- Monitor the Compass platform ensure that there is optimum communication between, parents and year heads, wellbeing tutors and teaching staff.
- Support and develop the work of the Droichead programme.
- Support new teachers in their pedagogical practice through regular communication with the teacher and class visits.
- Liaise with student council regarding implementation of new initiatives in learning and teaching, policy development and reporting and assessment.
- Maintain updated cloud drives containing all school policies and dates for review of those policies
- Ensure that all staff meetings and committee meetings are collaborative and teacher led.
- Manage policy development to ensure the wellbeing, security and support of vulnerable students, ensuring all policies are current and updated regularly.
- Develop the school high achiever programme to include new subjects.
- Maintain open and clear traditional and digital communications lines between SM and staff and ensure opportunities to be heard are available for all at committee and staff meetings.
- Develop school website to ensure optimum information is available in the public domain (statements, policies, updated news, student recognition)
- Develop a template and specified timeframe for principal to have a formal annual meeting with all staff.
- Review MM structure based on changing needs and priorities.
- Develop middle management capacity through investment in training for AP I and AP II post holders

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Subject teachers.
 Management. Student Support team.
 Student Council.
 Wellbeing committee.
 Board of Studies.
 SDL Committee.
 Year Heads.
 SEN Dept.
 DL committee
 ICT Co-ordinator
 Finance committee
 Healthy eating committee
 Feeder schools Liason officer.
 Transition year program co-ordinator.
 Exam co-ordinator.
 Fire health and safety co-ordinator.

Leaders:

communicate the guiding vision for the school and lead its realisation

lead the school's engagement in a continuous process of self-evaluation

build and maintain relationships with parents, with other schools, and with the wider community

manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

Leaders

- Continue to reflect upon, raise awareness of, and act out the mission statement in all aspects of school life.
- Continue to monitor, audit and roll out JCP to full implementation, 2022.
- Review curriculum for Transition Year, including modules and yearlong special classes.
- Review curriculum for Senior Cycle to include the offer of new subject options and wellbeing opportunities.
- Continue with SSE strategies in line with guidelines..
- Facilitate and resource ongoing development and adoption of DL tools into teacher and student work practices.
- Develop a module for first year students, as part of Wellbeing programme, so they are equipped for early adoption of digital tools into their learning.
- Introduce & develop the use of e-portfolios as a reflective learning tool.
- Continue developing and reviewing a wellbeing class programme for whole school roll out.
- Continue as part of the NCCA Senior Cycle review process and prepare for changes that are expected from that review.
- Expand the work of the parents association and encourage staff and student input at meetings.
- Ensure that the mission statement/Loreto Compass document/Kolkata guidelines underpin our thinking and practice.
- Develop and improve the new community link programme in TY.
- Specify the role of the Community Liaison Officer and prioritise its inclusion into our middle management structure.?????
- Update school journal design to ensure continued optimum relevance and functionality.

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Senior management
 Student Council
 Parents Association
 Loreto Education Network
 Board of Studies
 Students.
 Subject teachers.
 Wellbeing tutor.
 Management. Student Support team.
 Student Support officer.
 Wellbeing committee.
 Board of Studies.
 SDL Committee.
 Year Heads.
 SEN Dept.
 Guest speakers.
 Whole school community.
 Parents.
 JCT Co-Ordinator.
 DL Team.
 Numeracy Team
 Literacy team
 SDP Committee.
 Ethos development and fundraising officer.
 School ethos co-ordinator.
 Community Liaison officer?
 Forbairt team.

8 Developing leadership capacity

Leaders:

critique their practice as leaders and develop their understanding of effective and sustainable leadership

empower staff to take on and carry out leadership roles

promote and facilitate the development of student voice, student participation, and student leadership

build professional networks with other school leaders

Leaders

- Gather evidence from all relevant stakeholders to ascertain the effectiveness of school leadership.
- Encourage regular reflection on leadership practice at Board of Management, Senior and Middle management meetings.
- Manage, encourage and promote the ongoing professional development of staff through reviewing the role of the Staff Support Officer, regular dissemination of PD information and allocation of time and funding to enable that development????not sure
- Harness staff strengths and experiences to develop leadership capacity by supporting the T&L group, encouraging staff input at Staff and Parent Association meetings and funding CPD.
- Manage and encourage participation in school committees on a rotational basis.
- Continue to build and maintain professional networks within the wider educational community through participation in, for example, Forbairt, Loreto Education Network, AMCSS, JMB, PDST programmes and workshops.
- Investigate establishing links with other schools in the locality throughNeed to add here
- Review and revise the student leadership programme to update the roles and responsibilities.
- Review the process for electing student leaders and ensure fairness and transparency is paramount.
- Develop the student council, its structures and functions, with a view to increasing its visibility and integration within the school.
- Afford student leaders the opportunity to represent themselves at staff meetings and at student assemblies
- Enable and encourage gathering of student views and ideas using digital tools (Google forms).
- Explore the reintroduction/integration of mentoring programme in terms 2 & 3 of 5th year and term 1 of 6th year to include the possibility of student-student mentoring?
- Develop links between students and past students through careers fairs, digital networks, on site visits.

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- Senior Management.
- Loreto Education Office.
- School management.
- Staff support officer.
- CPD external support.
- SDL Committee.
- SDP Committee.
- Student Council.