



Maryfield College School Strategic Plan 2023-2026

Part 1: Established Features of the School

(i) Statement of Mission, Vision and Aims

Maryfield College is a voluntary secondary school for girls under the trusteeship of the Le Chéile Education Trust. Maryfield College was established in 1945 by the Sisters of the Cross and Passion.

Elizabeth Prout founded the Sisters of the Cross and Passion in Manchester, England, in 1852. Elizabeth had witnessed the difficulties faced by those without education and saw that they were lacking the choices and the skills necessary to lead independent lives. Her mission was to provide a holistic education for those she was privileged to teach. She hoped to enhance their lives through the opportunities provided in the schools.

Our school community aspires to create a positive environment in the belief that through caring relationships, students will: learn respect for themselves, others and the natural world, develop a love of learning and appreciation of their talents, share their gifts and resources in a spirit of compassion for the building of a more just world and learn the meaning of inclusive community which celebrates difference and acknowledges mutual interdependence. We hope that the students will become creative, independent adults who can take their place in society and whose lives reflect gospel values.

Mission Statement

"We, in Maryfield College, acknowledge that it is through our relationships with others that we grow to our full potential. Therefore, we aspire to create an educational environment where pupils come to learn and understand themselves, their abilities, and their world. In this environment, they learn to take responsibility for themselves and others and so can become independent adults."

We, in the school community, are guided by the teaching of Jesus, who urged us to love God and one another as oneself, as a way of life that would bring us to self-fulfilment.

We teach and learn respect for one another and our world, accept our differences and acknowledge our interdependence. In doing so, particular attention will be paid to those in most need of our help."

(ii) School Profile

History

The Cross and Passion Sisters had established the order in Kilcullen, Co Kildare. On visiting the convent in Kilcullen in 1944, the Archbishop of Dublin invited the Sisters to establish a foundation in North Dublin. In 1945 Sisters of the Cross and Passion acquired a large site of about sixteen acres in the Glandore Road area known as Rosemount. Tradition tells that Sister Anges who came from Kilcullen to North Dublin to acquire the site buried a miraculous medal in the field, promising to call the school Maryfield, and left the outcome to providence. At that time, this area of north Dublin was partly rural but was about to undergo rapid housing developments. The school, with its primary and secondary intake of pupils, would provide for the educational needs of the growing community. Building works began in 1945, and although progress was slow, partly because of wartime disruption to supplies and labour, the school was ready to receive the first 45 pupils in September 1945.

Since its early beginnings, Maryfield has extended several times to accommodate growing numbers. The school added new classrooms, specialist rooms and a sports hall in the 1960s, 1980s, 1990s and most recently in the 2000s. Throughout the 2000s and 2010s, gradual upgrades occurred to the school building and grounds under the school's summer work schemes and through direct investment, including LED lighting throughout the building and resurfacing all exterior paths and hard ground, and a new gas heating system in the sports hall in 2021.

The Department of Education selected Maryfield College in 2020 to be part of the Department of Education & Department of the Environment Pathfinder Pilot Programme to complete an energy retrofit of the school building. The retrofit included the installation of new windows and doors throughout the school, internal insulation to the front of the school building and external insulation to the sides and rear of the building, the installation of solar panels on the roof of the school library and a new biomass energy heating system with an additional gas heating back up. The retrofit was completed by December 2022.

Context factors

Maryfield College is a non-fee-paying Catholic Secondary School for girls in the voluntary sector. The school has a current enrolment (2022-2023) of 517 students. Enrolment marginally declined between 2021 and 2022; however, the school is proactive in its initiatives to increase enrolment numbers for 2023-2024 and beyond. The school invites girls and their parents in 4th, 5th and 6th classes to an Open Evening in early October each year.

Students attend the school from Marino, Whitehall, Santry, Artane, Beaumont, Drumcondra, Fairview, North Strand, and other areas of North, West and South Dublin. The students are of mixed socio-economic groupings. The school currently has an enrolment that includes students of twenty-three different nationalities.

Structures and resources

The school is under the Trusteeship of the Le Chéile Education Trust. It has a **Board of Management** comprising four trustee nominees, one of whom is the Chairperson, two parent nominees elected by the parents of current pupils and two teacher nominees elected by the teaching staff. The Board of Management operates the school under licence from the Trustees and under the Articles of Management for Voluntary Secondary Schools. A Board of Management holds office for three years.

The **Parents' Association** plays an active role in the school. The Parents' Association hold monthly meetings. They support the school through consultation on school policies, organising and participating in school events such as the Spring Clean Day, First Year Parent Christmas Concert, Transition Year School Musical, Careers Fair, etc. and fundraising. The P.A holds an annual AGM with a guest speaker each Autumn.

The **Student Council** is comprised of student representatives across all years in the school and meets regularly, coordinated by volunteer teachers. The student council run initiatives and projects for the students, e.g., Annual Easter Egg Hunt, School Journal Art Competition, and act as a consultative body for school policies. The Student Council provides a platform for students to raise issues of concern with school leaders and management.

The **Senior School Prefects** are twenty-four 6th year students selected by application and interview to undertake a student leadership role within the school community. The senior prefects undertake a mentorship role with the students in 1st to 3rd year. They organise and hold whole school charity events during the year and events for students in Junior Cycle throughout the year. The Senior Prefects also support school management during Parent Teacher Meetings and Open Evening. A staff member coordinates the senior prefects.

Their student leadership role fosters a sense of duty, belonging, responsibility to and for others, and commitment to the team, the school and society. These attributes are witnessed and, at times, emulated by our Juniors. The senior prefects lead by example by wearing the correct uniform and following the code of behaviour. They act as role models for all students through their excellent example, which in turn assists school leadership in the smooth day-to-day running of the

school. Part of their leadership role is to foster a sense of working together to support those in need, reflecting the values and ethos of the school's founding congregation. Through their fundraising work, the school prefects raise awareness throughout the school community about marginalised groups while also providing our students with a sense of belonging to their school community which is a key indicator of well-being.

The School's **Green School Committee** is comprised of student representatives from across the school led by a volunteer teacher who acts as the Green Schools Coordinator. The Green Schools Committee undertakes the 7 steps process involved in maintaining and achieving the environmental awards under the An Taisce Green Schools Programme. We hold Green Flags for Litter, Waste, and Water. In 2019-2020 the school was awarded Water School of the Year for its region. The school is currently working towards our Green Flag for Transport.

In 2021 the school was accepted by Jigsaw to participate in the **One Good School** programme. This initiative supports young people's mental health and well-being by developing a shared responsibility, led by a staff member, across the whole school. Jigsaw's One Good School programme is a whole-school approach to well-being and positive mental health. While students are the focus of One Good School, parents and teachers are also benefactors. This programme involves courses and webinars for pupils, parents, and teachers, YSI-based action projects aimed at having a positive effect on the mental health and well-being of the school body, and peer education, where pupils train to teach classes on well-being. One Good School is an element of the SSE focus for 2022-2026.

School Staff

The Board of Management appoints the teaching staff, and the school functions under the Education Act 1998 within the Voluntary sector system operated by the Department of Education (D.E.). The total pupil enrolment in the previous year governs the number of teaching posts in any given year. The pupil-teacher ratio is the principal instrument by which this is determined. The school's Special Needs Assistant allocation is currently 1.75 and they are deployed as per circular 0035/2022.

Full-time and Part-time support staff include a school secretary, a school bursar, two caretaking staff and three cleaning staff.

Structures for In School Leadership and Management include:

- Senior Management Team - Principal & Deputy Principal
- Middle Management Team - Seven Assistant Principal 1 (AP1) & Seven Assistant Principal 2 (AP 2) positions
- Programme Co-ordinator LCVP and Transition Year

School planning task groups and planning teams

- School Policy Development Group, Curriculum Advisory Group, School Self-Evaluation Group and Digital Strategy Support Team.
- Junior Cycle
- Student Care teams including Year Heads, Guidance & Counselling Department, Special Education Teaching Team and Student Support Team.
- Each year, some teaching staff members (post holders and non-post holders) participate in Le Cheile School Leadership Development Programmes to develop their leadership capacity.

The physical resources of the school include.

- Thirty -six classroom building
- Four science laboratories
- Three Home Economic rooms
- Two Art rooms
- Assembly Hall and stage
- PE Hall
- Spacious outdoor green space
- Camogie Pitch
- Specialist rooms - music room, computer room, two Special Education Teaching rooms
- A Library
- Two meeting rooms
- Student canteen
- Student locker areas
- Three internal courtyards providing outdoor seating space for students.
- Designated parking spaces and accessible parking for staff and visitors.
- Each classroom has a P.C., a Data Projector, and Apple T.V. There is high-speed broadband throughout the school.

Finance

The school is registered with the Charities Regulator and financed through capitation and support services grants from the Department of Education, voluntary contributions from parents, and occasional fundraising from the Parents' Association.

An external accountant compiles the school accounts at the end of each academic year. The Board of Management ratify the accounts and submit them to the school trustees, Le Chéile, and the Financial Support Service Unit (FSSU) in the JMB for the Department of Education.

(iii) Curriculum

Summary of Curriculum Provision

Junior Cycle, Leaving Certificate, Transition Year Programme, Leaving Certificate Vocational Programme are all provided in the school. (T.Y. and LVCP are optional programmes). Subjects on offer are either core subjects or optional subjects. Junior Cycle includes 4 short courses as part of Well-being for Junior Cycle and Guidance provision.

Junior Cycle:

CORE: Irish, English, Mathematics, Modern Foreign Languages (French/Spanish), History, Religious Education and Wellbeing (P.E., SPHE, CSPE & Digital Media Literacy). 400 hours of Well-being was provided in 2020-2021 for the incoming 1st year cohort.

OPTIONS: Science, Music, Art, Business Studies, Geography (introduced as an optional subject in 2020-2021) and Home Economics. Students take 3 out of 6 subjects for Junior Cycle.

Senior Cycle:

CORE: Irish, English, Mathematics, Modern Foreign Languages (French or German in 2022, from 2023 French or Spanish).

OPTIONS: Chemistry, Biology, Physics, Music, Art, Business, Accounting, Home Economics, History, Geography, Society and Politics and Leaving Certificate Physical Education. LCPE was introduced in 2020-2021.

All students at Senior Cycle have RE, PE, Guidance & SPHE.

The Leaving Certificate Vocational Programme (LCVP) is an optional programme taken by students in 5th and 6th Years.

From 2020-2021 students take eight subjects in Junior Cycle and 4 short courses in P.E., SPHE, CSPE and Digital Media Literacy and seven subjects for Leaving Certificate, LCVP is an additional subject. In 2020-2021 Leaving Certificate Japanese was introduced as an optional subject. Post Primary Languages Ireland (PPLI) provides classes in Japanese.

Transition Year Programme:

The Transition Year Programme is an optional programme at Maryfield College. The T.Y. Curriculum includes core subjects of Irish, English, Mathematics, Modern Foreign Languages, Social Personal and Academic Development, Careers Education, Young Social Innovators, RE and P.E.

Modular subjects include Biology, Chemistry, Physics, Geography, History, Art, Music, Spanish, Japanese, Environmental Education & Green Schools, Catering and Craft, Well-being, Creative Writing, Political Education and Global Issues.

The T.Y. Programmes of Community Action and Work Experiences are also included.

The T.Y. Curriculum is reviewed annually, and adjustments are made to reflect the students' needs and the school's optimum use of resources.

Classes at both Junior and Senior Cycle are generally of mixed ability, and subjects are taken at the level appropriate to the student, following advice and guidance from teachers and parents.

There is a good uptake of subjects at higher level; uptake is mainly above the national average both at Junior Cycle and Leaving Certificate.

Special Education Teaching

Students requiring Special Educational Teaching are identified on entry to the school through in-house assessment, by the provision of reports and assessments completed in primary school, by the provision of the Primary School Passport and by a discussion with feeder schools, parents, and teachers. The provision for SET is guided by Circular 0014/2017 and Circular 008/2019, which sets out the Allocation Model for the provision of Special Education Teaching. A variety of Teaching & Learning methodologies and support is used depending on the need of the student with the greatest level of support given to the students with the greatest level of need. The school currently has an allocation of 1.75 Special Needs Assistants, which the school allocates as per the allocation model. In-class support for all, and some is provided by team teaching in some classes. Small-group teaching is used where this is in the best interest of the student or group of students and provides students with one-on-one and small-group support from the Special Education teachers in conjunction with class support.

Whole-School Guidance Provision

A Whole-School Approach to Guidance in Maryfield College refers to the range of learning experiences provided in a developmental sequence that assist students in making choices about their lives and making transitions consequent on these choices. These choices are categorised into three separate but interlinked areas:

- Personal and Social Guidance
- Educational Guidance
- Vocational and Career Guidance

The school provides a range of guidance activities and services that include Counselling, Assessment, Information, Advice, Educational Development, Personal Development and Social Development. Guidance is provided at all levels from First Year to Sixth Year. The Guidance Plan incorporates the SPHE, and Wellbeing programmes and follows the Continuum of Support framework.

Section (9) of the Education Act (1998), Subsection (c), states that schools must "ensure that students have access to appropriate guidance to assist them in their educational and career choices".

Circular 0009/2012 states that 'it remains the case that a person being assigned as (a) guidance counsellor must be a qualified, registered second-level teacher' and hold the relevant recognised qualification for school guidance work'.

Extracurricular activities

A variety of extracurricular activities in any academic year may include...

Sports: camogie, basketball, Gaelic football, badminton, volleyball, hockey, and athletics.

Academic: Ciorcal Cainte, Maths Club

Performance: school choir, traditional music group and orchestra.

Advocacy Groups: Green School Committee, Global Issues Group, Intercultural Group, One Good School Committee

Creative: Enterprise Club, Debating Club, Drama Club, Poetry Club, and Creative Writing Club.

Fitness: Walking Club

Curriculum Policies and Practices

Every student has access to every subject and programme. Advice regarding subject choice is given before making choices at entry level during incoming first-year parent meetings and the

provision of detailed documentation to all parents and incoming students and at the end of 3rd Year and 4th Year through student and parent meetings and subject choice talks.

Incoming students to 1st Year choose three subjects from Art, Music, Science, Home Economics, Geography, and Business. In response to a growing interest from parents and incoming students for the provision of Spanish as a Modern Foreign Language in the Junior Cycle, it was introduced in 2020 for 1st years.

In 3rd Year students choose between Transition Year Programme and Leaving Certificate Programme. Students that opt for Leaving Certificate choose three subjects from Chemistry, Biology, Physics, Music, Art, Business, Accounting, Home Economics, History, Geography, Politics and Society and Leaving Certificate Physical Education. Students may also opt for LCVP.

Ranking subjects gives students a "free choice" from 1 to 6, and most incoming 1st years get their first three subjects; all students are allocated their first choice by default. Students in 3rd year also rank choices for 5th Year from 1 to 5; again, the vast majority get their first three choices. Should a student be offered a fourth choice, advice and consultation with the Guidance department are provided.

Students throughout the school are in mixed-ability base classes and predominately mixed ability classes for most subjects. Base classes are formed using the results from the entry assessment test to ensure a mixture of abilities. In 2nd Year students are set into higher and ordinary Mathematics and Irish classes. Mixed ability also predominates in Senior Cycle except for Mathematics, Irish and where teacher allocation allows in Modern Foreign Languages where students are grouped into Higher Level and Ordinary Level.

Formal written house examinations are held twice a year, in November and May. Other formative and summative assessments are carried out regularly by subject teachers. Classroom Based Assessments (CBA's) are completed in all Junior Cycle Subjects during 2nd and 3rd Year. Subject Department Plans provide more detail on the nature of in class assessment and homework. A Homework Policy (reviewed in 2021-2022) is also available and printed each year in the school homework and learning journal.

Progress is reported to all parents/guardians twice a year through a written school report made available to parents through the school's student data management system VS Ware. Parents of 1st, 2nd, 4th and 5th Year receive one report in December/January and another in June. Parents of 3rd and 6th Year students receive a report at Christmas again in March/April following the 'Mock'

Examinations. Interim reports are sometimes requested by parents or deemed necessary by teachers. Parent Teacher meetings are held annually for Junior and Senior Cycle students, while Transition Year parents are invited to attend an End of Year T.Y. presentation of work.

Time for subject and programme planning and coordination, along with school self-evaluation, is available using 'Croke Park' hours throughout the school year.

Maryfield College has participated in the NAPD Graham Powell Learning Powered School Workshops in 2018, 2019 and 2020 and has used the learnings to strive to be a learning-powered school with a consistently high quality of teaching and learning across the curriculum, which is reflected in student success.

The Curriculum Advisory Group, a group of teachers representing various subject departments, assists school management in reviewing the curriculum as the need arises and best practices to provide the best choices and opportunities for students.

(iv) Provision for Student Support

Maryfield College places student well-being at the core of all school activities inside and outside the classroom. Our vision is to create a positive and inclusive learning environment which nurtures and supports students on their learning and life journey and allows them to experience success in their learning. Well-being is woven into the current SSE Theme and will continue as a theme for the next cycle of SSE 2022-2026.

The following Policies and Plans detail the provision of Student Support.

- Whole School Guidance Plan
- Student Support Team – Guidance from NEPS
- Plan for Students with Special Education Needs
- Code of Behaviour
- Anti- Bullying Policy
- Critical Incident Policy
- Care Team Policy
- Child Safeguarding and Risk Assessment
- RSE and SPHE Policy
- School Self-Evaluation Process
- Well-being Plan
- Jigsaw One Good School Programme

Student Support Team meetings are held once per week and follow the guidance from NEPS.

The Student Support Team consists of a senior management team member, the SET Co-ordinator, the guidance counsellor and AP1 with responsibility for whole school well-being initiatives. Year Heads for specific year groups are also in attendance when required.

AP1 & A.P. 11 meetings occur once per week, focusing on whole school development. The SST meetings have a narrower focus on individual students.

Communication structures within the school allow all staff to constantly liaise with each other and school management.

(v) Academic Monitoring

The school strives to ensure that all students reach their full potential in a supportive and caring environment, including their academic potential. All students complete CAT 4 Assessment in February before 1st Year, giving the school baseline data for each student. In addition, 1st year students complete PPADE Assessments at Christmas of 1st Year. Combined with formal examinations in November and May each year, mock examinations in February of 3rd and 6th year and continuous in class assessments, data is continually gathered on each student. The school inputs all this data into a commercial software package to monitor student academic performance.

The software package is an academic tracking tool that creates a student's baseline potential in each subject in each exam. This baseline is based on a statistical model using the exam results of all students' previous results on the software. The software aims to highlight when a student falls below this potential and may need further support. Teachers and their year heads can investigate the reasons for the students not reaching their potential and determine whether additional support or intervention is required, thus, ensuring no student gets overlooked in a very busy school system.

(vi) Student Induction

1st Year

Transitioning from primary to secondary school is a positive yet challenging experience for many students. At Maryfield College, we aim to support students and make the next step on their educational journey as seamless as possible. Providing a secure, inclusive, and supportive environment where students can thrive and reach their full potential is an intrinsic part of our ethos.

The First-Year induction programme, "You Are Here" by Elaine McLoughlin, is designed to help students navigate the practical and emotional aspects of starting a new school. Form tutors and SPHE teachers under the guidance of year heads deliver the programme. In each case, students are made aware of the support network available to them should the need arise.

The programme's rationale is to pace and repeat the information they receive, as many new students find this challenging and overwhelming. Placing the student at the centre of the induction process and dedicating time to settling them into their new school is essential to making this a positive experience. The programme addresses the recurring issues incoming first-year students face and details the support available to all. The programme aims to equip students with the tools they need to be active members of their new school community and promotes positive learning behaviours from day one

The programme is supplemented by two in-school anti-bullying workshops, delivered in the first and second terms of the first year.

4th year

The Transition Year induction programme builds on the skills and knowledge that students have acquired in their first three years in secondary school. It recognises the need to prepare students for their interactions with the wider community through work experience and charitable endeavours. It encourages a sense of responsibility, anticipating the greater freedom and new experiences that these students will encounter. The T.Y. Induction Programme includes dance and drama workshops and tutor-led whole-year group activities. Social, Personal, and Academic Development classes support the programme during the first 6 weeks of T.Y.

The student induction programmes at Maryfield College incorporate the key indicators of individual Well-being: Active, Responsible, Connected, Resilient, Respected, and Aware, ensuring that our students are given the best start on their journey through secondary school and beyond.

(vii) Staff induction

Our mission statement states that all school community members will grow to their full potential. As key members of the school community, all new staff, including NQT's and PME's are supported during their initial year (s) in the school by a member of the leadership and management team at A.P. 2 level.

Through supportive staff induction, the school aims to create the conditions that support the preparation, development, and retention of a diverse and effective educator workforce. New staff are guided through the policies and procedures and the good practice within the school and are supported, guided, and advised as they navigate a new school community.

The AP2 with responsibility for staff induction is also a member of the PST and plays a key role in supporting NQT's complete Droichead.

(viii) Organisational Policies

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|---------------------------------|---|
| Legislative | Admissions Policy Code of Behaviour Attendance Health and Safety Child Safeguarding and Risk Assessment School Data Protection Policy Maryfield College Vetting Policy |
| National Guidelines | Anti-Bullying Policy Acceptable Use Policy Educational Technology Usage Policy for students, staff and families. CCTV Policy |
| Care and Management of Students | Guidance Plan Student Support Teams in Post Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team. Critical Incident Management Policy Anti-Bullying Policy Child Safeguarding and Risk Assessment Statement of Strategy for School Attendance Attendance Policy Acceptable Use Policy Educational Technology Usage Policy for students, staff and families. Homework Policy RSE and SPHE Policy School Trips Policy Study Skills |
| Policies relating to staff | Induction of New Staff Professional Development Dignity in the Workplace Complaints Procedure |

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|---------------------|--|
| | Grievance Procedure |
| Custom and Practice | Organisation of School Calendar Organisation of House Examinations Communication Practices for staff, students, and parents Parking in school premises Supervision and Substitution Arrangements |

Part 2: School Development

(i) Socio-Cultural Composition

The Socio-Cultural composition of the area also puts development needs into focus, and an increase in the school's multicultural dimension also emphasises the need to respond to the changing context of our school. The students are of mixed socio-economic groupings, with a majority from a lower middle-class background. Most students were born in Ireland, with approximately 10% (2022-2023) born outside Ireland. Ensuring that all students, regardless of socio-economic background and/or nationality, feel a sense of inclusion whilst also being given the opportunities in school to celebrate their heritage and culture is an important focus. The inclusion of Intercultural Day within the school calendar, (a day in which all students of all nationalities are invited to share with the school community their cultural traditions, cuisine, music, dance, heritage, and history), plays a vital role in building an inclusive school community. In 2022-2023, the cover of the school homework and learning journal is a celebration of the school's multiculturalism.

| Nationality | Number of Students | Nationality | Number of Students |
|-------------|--------------------|----------------|--------------------|
| Bahrain | 1 | Malawi | 1 |
| Bangladesh | 1 | Mauritania | 3 |
| Bulgaria | 1 | Mexico | 3 |
| China | 8 | Moldova Rep of | 1 |
| France | 1 | Philippines | 1 |
| Georgia | 1 | Poland | 3 |
| Guatemala | 1 | Romania | 14 |
| Hungary | 1 | Slovakia | 1 |
| India | 14 | Thailand | 1 |
| Italy | 2 | Ukraine | 3 |
| Latvia | 1 | USA | 2 |
| Lithuania | 1 | | |

Based on enrolment data from 2022-2023

The next section of this document sets out the agreed development needs for Maryfield College from 2023 – 2026. During the development of this document, all stakeholders were part of the consultation phase, staff, students, and parents.

Digital Strategy Development

Under the Digital Strategy for Schools to 2027, the school has prioritised the following actions for 2023 to 2026.

- Continue the use of Microsoft Office Student and Faculty Licenses and use Microsoft Office as a single Virtual Learning Environment (VLE) for teaching, learning and assessment to complement and enhance learning beyond the walls of the classroom and traditional textbooks to implement a blended learning model that enhances and augments teaching, learning and assessment.
- Support teaching staff's ongoing learning through CPD using Microsoft Office.
- Provide teaching staff with Wriggle Connect licences to support their own CPD when their need for support arises at their own pace.
- Promote the teaching-learning and assessment teacher support provided by PDST and Scoilnet www.scoilnet.ie
- Promote students' use of the school's digital resources and iPads in the classroom, empowering them to use technology while providing them with the necessary support to do so.
- Upgrade digital devices for teachers.
- Develop the use of Digital Portfolios for students through the support of the PDST and Digital Strategy Team.
- Support students using Microsoft Office as a VLE through the continued provision of student training facilitated by the Digital Strategy Team and class teachers and continue to deliver "An Introduction to M.S. Teams" induction course for all incoming first year students.
- The planned upgrading of the school computer room with new P.C.'s will provide access for all students to digital technologies, ensuring they are given equal opportunity to access the curriculum to the best of their ability and potential and support those learners at risk of educational disadvantage.
- The provision of student devices for the Special Education Department.

- Prioritise the provision of ICT and audio-visual equipment in the classrooms through consistent maintenance and upgrading of desktops, data projectors, Apple T.V. s and audio equipment using the ICT grant.
- Establish link with Microsoft Education to support and assist us with developing our digital strategy.
- Explore through full consultation with staff, students, and parents the possibility of introducing one-to-one devices for students as the next phase of the Digital Strategy for Schools.

School Self Evaluation

School Self Evaluation has been in operation since 2013. Initially, a small working group led the process. SSE has focused on Literacy, Numeracy, Assessment for Learning, and Student well-being relating to Teaching and Learning. The current focus of SSE described in circular 0056/2022 is a review of strategies that have already begun; whole school well-being policy statement and practice and the impact of COVID -19 on student experiences, outcomes, motivation, well-being, and learning. In 2022-2023, the primary focus is the review of SSE and the impacts of COVID -19. In 2019 a School Self Evaluation Coordinator was appointed as part of the Post of Responsibility Schedule at the A.P. 2 level. The working group remains a small staff group led by the SSE Coordinator. The SSE six-step process is followed to allow the school to identify its strengths and weakness around the focus. Data is gathered from a variety of sources, including staff and students, the data is analysed for the strengths and weaknesses, and these are presented to staff for whole-staff consultation on agreed targets and actions. SSE is prioritised during staff meetings and is a constant focus for subject departments to facilitate the 6-step process. At the end of each school year, an SSE report is prepared and presented to the BOM and the wider school community.

In 2020, our Virtual Learning Platform enabled the school to increase the amount of initial data gathered. The use of the VLE will allow an increased amount of data to be available during the review and evaluation steps of the process. A School Improvement Plan with targets is currently in operation concerning a Whole School Wellbeing Policy Statement and Framework for Practice, a review of the SSE process and an examination of the impact of COVID -19 on the school community. This cycle of SSE will be complete at the end of 2026. Throughout the SSE cycle for 2022-2026, full consultation with staff, students and parents will continue. The SSE Team are continually guided by School Self Evaluation Next Steps 2022-2026 and LAOS 2022 and access support of the PDST.

At Subject Department Level, SSE development targets are set at the beginning of each year and evaluated by the department at the end of the year. Minutes of Subject Department meetings are returned to management, reflecting the ongoing focus of SSE at the departmental level.

School Strategy for Sustaining Student Enrolment Numbers

The school is cognisant of the potential impact of new schools in the area on enrolment numbers. It has therefore, developed a strategy for sustaining enrolments.

- In 2022 following COVID -19 restrictions, the school reintroduced Open Evening. Open Evening invites girls in 4th, 5th and 6th classes from local primary schools with their parents to visit the school, meet the students and teachers, and sample the school's curriculum, programmes, and extracurricular activities. Opening Evening is advertised in the local press and through the school's website and communication systems.
- Developing professional relationships with senior management teams of local primary schools has been prioritised. Through direct engagement with local primary schools, including school visits by the Deputy Principal with students from Junior and Senior Cycle, the aim is to foster strong connections with the primary schools which our students' transition. Primary school visits allow for engagement with primary school pupils in 4th, 5th and 6th classes to promote Open Evening and our school community.
- In 2022, the school introduced a Primary School Principals and Deputy Principal's Christmas Lunch to develop further the connections between local primary schools and Maryfield College and to acknowledge the importance of the relations and cooperation between schools.
- These strategies are in line with Domain 2: Managing the Organisation – Building and Maintaining Relationships with other schools in LAOS 2022

National Educational & Curricular Development

National Educational and Curricular Policy and Framework documents support the school in its policy development and practice and strives to meet the needs of all students. The guiding documents are.

- Looking at our School's 2022
- Well-being Policy Statement and Framework for Practice 2018-2023
- School Self-Evaluation Guidelines Next Steps 2022-2026
- Digital Strategy for Schools to 2027
- Senior Cycle Reform – What the Changes Mean for You.
- Special Education Teaching Allocation cl 008/2019
- Leadership and Management in Post-Primary Schools cl 0003/2018
- Junior Cycle Framework 2015
- Admissions Policy Changes outlined in cl 0007/2020

A list of agreed development needs 2023-2026

- School Self Evaluation & School Improvement Plan – SSE Evaluation/Well-being Promotion/Responding to the impact of COVID -19 on students.
- Digital Strategy
- Upgrading ICT Infrastructure
- Whole-School Well-being Strategy
- Reviewing the Student Support Team
- Academic Monitoring Strategy
- Student Enrolment Strategy
- Senior Cycle Reform – Curriculum and Assessment Changes.
- Development of Substance Abuse Policy
- Review Statement of Strategy for School Attendance
- Development of Whole-School Assessment Policy to include School-Based Junior Cycle Assessment
- Post of Responsibility Review under cl 0003/2018 – next biennial review 2024
- Complete Jigsaw One Good School Progress Award Levels
- Progression through An Taisce 7 Step Green Schools Programme to achieve the Green Flag for Travel

Action Plans to address the Development Needs 2023-2026

| Theme | Required actions | Persons responsible | Timeframe for Action | Success Criteria/ Measurable outcomes | Review Date |
|---------------------------------|--|---|-----------------------------|--|--|
| ICT Infrastructure | Upgrading of ICT infrastructure to meet the needs of the Digital Strategy. | Principal & Deputy Principal | January 2023-onwards | Improved student access to ICT devices both in mainstream and SET classes and using the computer room. | Ongoing review as the school implements the Digital Strategy for Schools to 2027 |
| SSE | This is set out in SIP | This is set out in SIP | This is set out in SIP | This is set out in SIP | This is set out in SIP |
| Digital Strategy | <ul style="list-style-type: none"> *Staff CPD *Student Support & Education *Pilot of Digital Portfolios *Allocation of ICT Grant *Whole School Consultation | Principal, Deputy Principal, Digital Strategy Co-ordinator, Digital Strategy Support Team, Teaching Staff | January 2023 – onwards | <ul style="list-style-type: none"> *Use of Blended Learning Model to enhance T & L & Assessment *Improvement in Student engagement with Digital Learning Technologies * To have addressed all 4 Pillars of the DSS 2027 | Upon publication of the next phase of the Digital Strategy for Schools |
| Reviewing School Support Team | Reviewing existing structures to align with best practise for SST's as defined by NEPS | Principal, Deputy Principal, SET Coordinator, Guidance Counsellor, Whole School Wellbeing Coordinator | September 2022- May 2023 | The implementation of the SST structure provides for a multidisciplinary approach to supporting students in all areas of school life | September 2023 |
| Whole School Wellbeing Strategy | *Using the Wellbeing Policy Statement and Framework for Practice document, | Principal, Deputy Principal, SSE Co-Ordinator, Whole School | September 2022 to May 2025 | The school's practice and policy align with the Statements of Effective Practice described in LAOS 2022 as indicators of success in well-being. | September 2025 |

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| | choose a Key Area to focus on and, through agreed actions, align school practice with LAOS Statements of Effective Practice | Wellbeing Co-Ordinator, Whole staff, Parents, Students | | | |
| Post of Responsibility Review | Review of Posts of Responsibility under Leadership and Management in Post Primary Schools cl 0003/2018 | Principal & Deputy Principal Teaching Staff BOM | October 2024 to December 2024 | The School's Post Of Responsibility Schedule align with the needs and priorities of the school for 2024-2026 | October 2024 |
| Student Enrolment Strategy | *Fostering connections with leaderships teams of local primary schools *Sustaining student enrolment numbers *Growing and sustaining relationships with community groups and organisations. | Principal & Deputy Principal | September 2022 - onwards | Sustained enrolment numbers from Sept 2023 onwards. | September 2023 |
| Statement of Strategy for School Attendance | Review of Statement of Strategy for School Attendance | Principal & Deputy Principal AP 1 – Year Heads | January 2023 – May 2023 | Updated Statement of Strategy for School Attendance. | January 2026 |
| Whole School Assessment Policy | Continuation of the development of a Whole School | Principal, Deputy Principal, Policy | January 2023 to May 2023 | Publication of a Whole School Assessment Policy | September 2026 |

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| | Assessment Policy | Development Group, Teaching Staff | | | |
| Development of Substance Abuse Policy | Develop a Substance Abuse Policy | Principal & Deputy Principal with whole school consultation | January 2023 – May 2023 | Publication of a Substance Abuse Policy | September 2026 |
| An Taisce Green Flag for Travel | 7 Step Process to achieve Green Flag for Travel | Green Schools Committee | September 2022 to March 2024 | Awarding of Green Flag for Travel | March 2024 |
| One Good School Awards | Actions outlined in Jigsaw One Good School Programme | OGS Leader and OGS Team, Staff, Parents and Students | Ongoing since January 2022 | One Good School Award at Bronze and Silver level | September 2023 |

Ratified by the Board of Management 01/12/2022