



SCHOOL SELF EVALUATION REPORT September 2025 – May 2026

Third Cycle: *Next Steps September 2022 – June 2026*

1.1 Introduction

Self-evaluation of teaching and learning in Maryfield College has been ongoing since September 2013.

The following themes, under the First Cycle of SSE, have been evaluated:

- Literacy
- Numeracy
- Assessment

Under the Second Cycle of SSE our focus was to embed the use of Learning Intentions and Formative Assessment with a view to enhancing student wellbeing.

We initiated and began work on the *Wellbeing: Promotion, Review and Development* cycle in 2021.

During the academic year, 2022–2023, we undertook phase one of the four-year cycle *School Self-Evaluation: Next Steps September 2022–June 2026*. This was a review year with three areas on which to focus:

- i. The use of SSE to identify and reflect on the impact of Covid-19 on students.
- ii. The use of SSE to initiate a wellbeing promotion, review and development cycle by 2025.
- iii. To take stock of the effectiveness of our SSE process to date.

During the academic year, 2023–2024, we proceeded to implement phase two of *School Self-Evaluation: Next Steps September 2022–June 2026* which covers the period from September 2023 to June 2026. We continued its implementation in 2025–2026. This section falls under four main headings as follows:

- a) Context-specific school priorities related to teaching, learning, equity and inclusion
- b) National wellbeing goals
- c) National curriculum goals
- d) Other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development

Following the six-step process of SSE, we worked on two strategies in the area of **teaching, learning, equity and inclusion**. These strategies are the implementation of the school homework policy and the use of ‘Think Pair Share’ as an active teaching and learning methodology.

We continued the implementation of our **national wellbeing goals**. This included the continuation of the work towards achieving the Active Schools Flag which was awarded in May 2025 and further imbedding of Restorative Practice within our school community through our work with Connect RP. We built and trained a larger team of teachers in Restorative Practice.

We continued the implementation of the **Digital Strategy for Schools** with student and staff training in AI, the advancement of our use of MS Office 365, the provision of new devices for SNAs and a complete upgrade of the school’s Wi-Fi infrastructure. We also developed a new acceptable usage policy.

Following **national curriculum goals**, we engaged with Senior Cycle redevelopment in relevant subject areas and continued to develop the TY programme plan. We conducted a whole-school review of our ‘Bí Cineálta’ policy. We began work on the adoption of new child protection procedures.

1.2 School Context

Maryfield College is an all-girls voluntary post primary school under the trusteeship of the Le Chéile Trust. The current enrolment is 526 students. TY is

a well-established optional programme and currently has 45 students. Students come from a variety of socio-economic backgrounds with a range of abilities. This is consistently reflected in the results of assessment testing of incoming students each year.

During 2025–2026 collaborative work was undertaken by the SSE committee consisting of the Principal, Deputy Principal, SSE coordinator and one other staff member. The SSE coordinator is an AP 2 post holder. The position of Whole-School Wellbeing Coordinator is held by an AP 1 post holder and the position of Digital Strategy Coordinator is held by an AP 2 post holder.

Presentations regarding SSE and its implementation in our school were given by the SSE coordinator to the staff on 27 August 2024, 21 November 2024, 10 March 2025.

2 The Findings

Presentations regarding SSE and its implementation in our school were given by the SSE coordinator to the staff on 26 August 2025, 18 November 2025 and 15 April 2026. Short updates regarding SSE were given at all staff meetings.

A list of all SSE strategies from cycles 1, 2 and 3 was compiled and distributed to all staff at the beginning of the school year.

The SSE committee attended a six-session course, the Step-by-Step Programme, on SSE provided by Oide.

i. The use of SSE to identify context-specific school priorities related to teaching, learning, equity and inclusion

- The 'Differentiated Timed Homework' strategy was monitored and adapted. Monitoring was conducted through a staff survey and a consultation/questionnaire with the student voice forum. Our strategy was then adapted to focus on the consistent implementation of the school's homework policy. The focus was readjusted to the writing of assigned homework by teachers on the whiteboard or Microsoft Teams and by students in their homework journals.
- Five SMART targets for improvement regarding the assigning of homework by teachers and use of journals by students were set. Progress was assessed by a follow-up survey of teachers and a questionnaire

completed by the student voice forum. Three of our five targets were met with the remaining two target areas showing significant improvement.

- Subject departments were reminded to include the homework strategies in subject department plans.
- Teachers already using the 'Differentiated Timed Homework' strategy were encouraged to continue doing so.
- The strategy of 'Think Pair Share' was selected and implemented by the teaching staff as an active teaching and learning methodology.
- The Student Voice Forum met four times during the year. They discussed the topics of teaching, learning and assessment practices.
- Intercultural Day took place on Thursday 23 April 2026.
- An 80th Anniversary concert was staged on 7 May 2026 which showcased the multicultural talents of our present and past students in music, song, dance and the spoken word.
- We continued to embed the use of the 'Everyday Spaces' checklist for students in classrooms to allow for student participation and student voice.
- The student voice forum, which consists of one randomly selected student from each class group, continues to provide a platform for student voice outside of the student council which is elected from the student body.

ii. The use of SSE to initiate a wellbeing promotion, review and development cycle by 2025.

We continued to embed and develop the wellbeing strategies which were initiated during the 2021-2023 period and continued during 2025-2026 as follows:

- Active Flag Programme – including whole school 'active events' during the year.
- Use of the Athena academic monitoring tracker system
- **Drop Everything and Move**
- Use of 'Positive Moments', using VShare positive behaviour reporting
- The Active School Flag programme – a double class is scheduled once a week for transition year pupils that allows for this programme to be student led.

- Whole school charity fundraising events led by Senior Prefects. These events involve 'dress-up' days. Notably in October 2026 as part of the school's 80th Anniversary the school raised €7,500 for UNICEF and the Children of Gaza Appeal by completing a sponsored 5km 'Witches Walk'.
- Whole school sports day also led by Senior Prefects allowing all students to participate in fun sports activities at the end of the school year.

iii. **National curriculum goals**

Following **national curriculum goals**:

- We engaged with Senior Cycle redevelopment in relevant subject areas.
- We continued the development of the TY programme plan in line with the new Senior Cycle. We included Portfolio and SPHE for all TY students and the allocation of two hours per week in core TY subjects.
- We conducted a whole-school review of our 'Bí Cineálta' policy.
- We began work on the adoption of new child protection procedures.

iv. **The use of SSE to promote other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development**

The **Digital Strategy** and e-learning plan identified and met the following targets for 2025 – 2026:

- Continuation of 1st Year MS induction on iPads and PCs as part of their Digital Media Literacy classes in 1st year.
- The set-up of subject Teams for all classes
- The advancement of our use of MS Office 365.
- Student digital engagement on a weekly basis with each subject
- Devices for SNA's were introduced
- Consistent maintenance of IT infrastructure and an upgrade of the school's Wi-Fi Network.
- The use of shared devices by students for the completion of classwork and assessment work

- The completion of the Oide courses 'AI for Schools' and whole school TPL in the use of AI, supported by Oide Technology in Education resources.
- Consultation with parents and students on the use of one-to-one devices for students
- The timetabling of Digital Media Literacy for all 1st, 2nd and 3rd Year students
- The inclusion of Digital Skills and Digital Literacy in TY timetable
- The provision of a workshop delivered by DCU staff entitled 'AI in My Life' for TY students
- We developed a new acceptable usage policy.

School management has been engaging with the **Education for Sustainable Development** plan by researching the linking of UN Sustainable Development Goals with school subjects.

Awarding of the school's 5th Green Flag from An Taisce for Biodiversity.

The school has developed its own practices for supporting 'No Mow May' which includes allowing areas of our extensive grassland to grow wild for the months of May, June and July.

The school continues to implement sustainable policies relating to the use of disposable items, energy and recycling including electronics and waste paint and chemicals.

v. Taking stock of the effectiveness of our SSE process to date

- A staff survey was carried out on 18 November 2025 regarding the school's homework policy and the use of the 'Differentiated Timed Homework strategy. Following this survey, it was decided to adapt the

forementioned strategy and focus primarily on the structures surrounding the assignment of homework from both a teacher and student perspective. It was also decided to reinforce consistency in the implementation of the homework policy. Improvement targets for both teacher and student practice were set. Targets were achieved in most cases and significant improvement attained in all identified areas.

- The strategy of 'Think Pair Share' was selected and implemented as an active teaching and learning methodology. This strategy will be further embedded and monitored next year.
- Ongoing monitoring and evaluation of the Active Schools Flag programme by the Active Schools co-ordinator and Active Schools support team took place throughout the year and the school as awarded an Active Flag in May 2026.

3 Progress made on previously identified improvement targets

- We continued to engage with the implementation of the Third Cycle of SSE, *School Self-Evaluation: Next Steps* which runs from September 2022 to June 2026.
- The strategy of 'Differentiated Timed Homework' was revisited and adapted.
- Five targets, as listed below, were set regarding homework:

Target for June 2026	Achievement	Achievement (TY not included)*
an increase from 53% to 80% of teachers who always assign homework in accordance with the school homework policy	62%	N/A
an increase from 87% to 100% of teachers writing homework on the white board or Teams	100%	N/A
an increase from 68% to 90% of teachers giving	100%	N/A

adequate time for students to take down homework		
an increase from 33% to 66% of students reporting that homework is assigned in most classes	63%	71%
an increase from 60% to 80% of students reporting that they write the given homework in their homework journals	81%	93%

* The results of this year's questionnaire regarding homework were somewhat eschewed by the inclusion of TY opinions as much of their work is assignment and project based.

- We identified and implemented the active teaching and learning methodology of 'Think Pair Share'.
- We continued to embed strategies to build confidence in our students following the findings of the review of the effects of Covid-19 on our students.
- Staff training in the areas of AI was provided.

4 Looking Ahead

- Our Teaching and Learning strategies will be revisited on return to school in August 2026.
- Our SSE successes for 2025/2026 will be shared with staff at opening staff meeting and with students at their opening assemblies.
- A teacher survey regarding the 'Think Pair Share' strategy will be carried out in the first term of 2026.
- Active teaching methodologies will be discussed, and the possible addition of another strategy for implementation on a whole school basis will be explored.
- Targets will be identified regarding our homework and active teaching methodologies during the first term. Questions for surveys and questionnaires will be worded carefully with a view to accurate retrieval of information.

- The SSE committee will consider if TY students should be included in all questionnaires at the student voice forum. The results of this year's questionnaire regarding homework were somewhat eschewed by the inclusion of TY opinions as much of their work is assignment and project based.
- The element of timed homework will be reintroduced in our homework strategy.
- Methods for accessing parent feedback will be explored in September 2026 with a view to including parents' views in next year's SSE process.
- Student participation both within the classroom and at whole-school level to be further developed in the year 2026 – 2027.
- Management and staff will continue to engage with the *ESD to 2023: Implementation Plan 2022 – 2026* and identify more possible actions.
- Our Wellbeing Policy will be reviewed and updated as part of the cycle of policy review for 2026-2027.
- We await further information regarding SSE requirements for the upcoming academic year 2026–2027.