

School Improvement Plan 2026-2029

Coláiste Éamonn Rís strategically aligning with Looking at our Schools 2022

Strategic Priority 1

✓ Learning and Teaching – Inclusive Learning Through Universal Design for Learning and responsible AI in education

LAOS 2022 domain	What the domain focuses on	UDL connection	Examples of UDL-aligned practice	Potential learner impact / outcome
Learner Outcomes	What learners know, understand, can do and how they approach learning.	Engagement + Representation + Action & Expression	Learners access content in different ways; demonstrate understanding through different media/methods; set meaningful goals; monitor progress; develop strategies for learning.	Learners access content in different ways; demonstrate understanding through different media/methods; set meaningful goals; monitor progress; develop strategies for learning.
Learner Experiences	The quality and nature of learners' experiences when they are learning.	Engagement particularly strongly, supported by Representation and Action & Expression.	Choice & autonomy; relevant/ authentic learning; appropriate challenge & support; collaboration; multiple ways of accessing information; opportunities to participate & demonstrate learning.	Learners experience meaningful, inclusive, challenging and supportive learning; increased motivation, participation, belonging and confidence.
Teachers' Individual Practice	How individual teachers plan, prepare, teach, assess and respond to students' needs.	All three UDL principles – Engagement, Representation, Action & Expression.	Plan for learner variability from the outset; anticipate barriers; provide multiple representations; scaffold learning; offer flexible ways to demonstrate learning; use formative feedback and assessment.	Greater access to learning, reduced barriers, improved participation and more opportunities for learners to demonstrate what they know.
Teachers' Collective / Collaborative Practice	How teachers work together, share expertise/resources and reflect on practice to improve provision for students.	UDL as a whole-school design approach; particularly collaboration, collective reflection and shared approaches to reducing barriers.	Collaborative planning; sharing UDL strategies/ resources; analysing learner experiences & outcomes; moderation of assessment; sharing successful approaches; collectively identifying & addressing barriers to learning.	Greater consistency and equity in learner experiences; stronger inclusive practice; improved quality of teaching and learning across the school.

Strategic Priority 1 – Responsible AI in education

LAOS 2022 Domains: L&T or Managing the Organisation?	What the domain focuses on	Learning & Teaching / Responsible AI connection	What this looks like in practice	Potential impact / outcome
Learner Outcomes	What learners know, understand, can do and how they approach learning.	AI literacy, critical thinking, digital citizenship and responsible AI use.	Students understand what AI is, its opportunities and limitations, and can critically evaluate AI-generated information for accuracy, bias and reliability.	Students become confident, critical and responsible users of AI, developing skills relevant to learning, further education and the workplace.
Learner Experiences	The quality, accessibility, challenge, support and meaningfulness of learning experiences.	Purposeful and inclusive use of AI to enhance learning.	AI is used where it adds genuine educational value; students use appropriate tools to explore, question, create, & receive feedback & support learning, while maintaining ownership of their work	More engaging, accessible and personalised learning experiences, while maintaining academic integrity and learner agency.
Teachers' Individual Practice	How teachers plan, teach, assess, differentiate and respond to individual learning needs.	Professional and pedagogically appropriate use of AI.	Teachers evaluate AI tools before use; protect student data; check accuracy; consider bias; use AI to support planning, differentiation, feedback and resource creation where appropriate	Teachers develop AI confidence and professional judgement, using AI to enhance rather than replace effective teaching.
4. Managing the Organisation	How the school manages systems, resources, policies and responsibilities to support its priorities.	AUP, governance, safety, data protection and whole-school AI implementation.	Review and update the AUP; establish clear permitted/restricted/prohibited AI use; provide staff/student guidance; clarify responsibilities; monitor implementation; review the policy regularly.	A consistent, safe, ethical and sustainable whole-school approach to AI, with clear accountability and shared expectations.

Strategic Priority 2

✓ Attendance – Improving Attendance and Engagement

LAOS 2022 Domain	What the domain focuses on	Attendance connection	What this looks like in practice	Potential impact / outcome
Learner Outcomes	What learners know, understand, can do and how they approach learning.	Attendance supports access to learning and learner participation.	Monitor attendance patterns; identify barriers; use evidence to target support and improve engagement.	Improved attendance, participation and continuity of learning.
Learner Experiences	The quality, accessibility, challenge, support and meaningfulness of learning experiences.	Positive, inclusive experiences can strengthen attendance and belonging.	Use student voice and attendance evidence to identify barriers and strengthen the learner experience.	Greater belonging, engagement and willingness to attend.
Managing the Organisation	Managing systems, resources and responsibilities to support school priorities.	Attendance systems, data and targeted supports are aligned with improvement priorities.	Participate in the Anseo Pilot in Year One; establish baseline data; monitor actions and review impact.	A consistent, evidence-informed approach to attendance improvement.
Leading School Development	Communicating the guiding vision and leading its realisation through professional responsibility and accountability.	Attendance is treated as a whole-school improvement priority.	Set clear responsibilities; use evidence to plan, implement, monitor and evaluate attendance actions.	Sustainable improvement and clear accountability for attendance and engagement.

Strategic Priority 3

✓ Evidence-Informed School Improvement Through iAbacus and SSE

LAOS 2022 – Managing the Organisation	Key focus of the LAOS standard	School Self-Evaluation (SSE) connection	What this looks like in practice	iAbacus supports this because it ...
Create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication	A positive, inclusive and safe school culture; effective communication; wellbeing; safeguarding; clear systems and policies; shared responsibility.	Identify focus → Gather evidence → Analyse evidence → Make judgements. Schools gather evidence from staff, students, parents and other stakeholders to establish how effectively the organisation supports learning and wellbeing.	Staff and student voice; policy review; wellbeing data; behaviour/ attendance information; communication systems; identification of strengths and areas for improvement.	Provides a structured place to capture evidence, stakeholder feedback and judgements, identify gaps and track agreed actions.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	Resources, staffing, structures, time, facilities and finances are aligned with learning priorities and support high-quality learning experiences.	Analyse evidence → Make judgements → Identify improvement priorities. SSE asks whether resources and organisational structures are contributing effectively to identified priorities.	Resource allocation linked to SSE priorities; deployment of staff; PL; technology; budget planning; monitoring whether this resource is having the intended impact.	Links resources and actions directly to identified priorities, allowing leaders to monitor responsibility, timelines, progress and impact.
Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	Leaders respond appropriately and consistently to complex situations while promoting fairness, equality, inclusion and respect.	Gather evidence → Make judgements → Plan and implement improvement. SSE provides a structured opportunity to examine whether policies and practices operate consistently and equitably.	Review of procedures; wide range of stakeholder perspectives; analysis of patterns; identification of barriers; agreed actions; monitoring implementation and impact.	Creates an evidence trail showing how issues were identified, considered, acted upon and reviewed, supporting transparency and accountability.
Develop and implement a system to promote professional responsibility and accountability	Clear roles, responsibilities, expectations and accountability; staff contribute to school improvement and take responsibility for agreed actions.	Plan and implement improvement → Monitor actions → Evaluate impact. SSE becomes a shared responsibility rather than an exercise led by a small number of people.	Distributed leadership; improvement teams; named responsibilities; SMART targets; regular review; evidence of progress; reflection on impact.	Turns the SSE plan into a live improvement-management system, with actions, owners, timelines, evidence, progress monitoring and review built into one process.