

School Improvement Plan 2026–2027



School Self-Evaluation Focus

Enhancing Student Agency and Home-School Partnership Through Voluntary Student Participation in Parent Teacher Meetings

1. School Context

Loreto Secondary School, St Michael's is committed to providing a happy, inclusive and student-centred learning environment where every student is encouraged to achieve her potential.

As part of the School Self-Evaluation (SSE) process during the 2025–2026 academic year, the school undertook a review of Parent Teacher Meeting structures. The review focused on how Parent Teacher Meetings might better support student voice, learner agency, wellbeing and partnership between students, parents/guardians and teachers.

2. Why This Review Was Undertaken

Over recent years, the age profile of students in 6th Year has changed significantly. Increasing numbers of students are now eighteen years of age or older during their final year in school, while many others are approaching adulthood.

Traditionally, Parent Teacher Meetings have centred on communication between parents/guardians and teachers. Given the increasing maturity and age profile of many students in 6th Year, the school considered whether students themselves should have the opportunity to participate in these discussions alongside their parents or guardians.

The review was therefore undertaken to explore how Parent Teacher Meetings might better reflect:

- The age and maturity of the 6th Year student cohort
- Student voice and participation
- Shared responsibility for learning
- Positive home-school partnership
- Preparation for adult life beyond school
- The values of the Loreto Compass

3. Focus of Evaluation

School Self-Evaluation Question

How can Loreto Secondary School, St Michael's strengthen student agency and home-school partnership through voluntary student participation in Parent Teacher Meetings while ensuring that all stakeholders feel supported, respected and heard?

4. Evidence Base

Evidence was gathered from all stakeholder groups.

Student Survey Findings (121 Students)

- 90% agreed that students should have a voice in discussions regarding learning and wellbeing.
- 70% reported positive or very positive feelings about attending Parent Teacher Meetings.
- 85% agreed attendance would help them better understand their academic progress.
- 80% agreed attendance would help them take greater responsibility for learning.
- 65% reported feeling comfortable listening to teachers discuss their progress.

Students identified the principal benefits as:

- Better understanding of progress
- Clear goals and areas for improvement
- Improved communication between students, parents and teachers
- Increased ownership of learning

Parent Survey Findings (54 Parents)

- 93% considered attendance appropriate or very appropriate.
- 95% agreed attendance would encourage greater responsibility for learning.
- 94% agreed attendance would encourage more open and constructive conversations.
- 95% agreed attendance reflects the maturity of senior cycle students.
- 96% reported feeling comfortable discussing progress while students were present.

Parents identified the principal benefits as:

- Greater responsibility and independence
- Clear understanding of progress and goals
- Improved communication
- Improved wellbeing support

Teacher Survey Findings (39 Teachers)

- 77% supported student attendance at Parent Teacher Meetings.
- 15% were unsure.
- 8% did not support the proposal.

Teachers identified the following advantages:

- Increased student accountability
- Greater ownership of learning
- Improved communication
- Reduced misunderstandings
- More collaborative conversations

Teachers also highlighted concerns regarding:

- Confidentiality
- Sensitive wellbeing discussions
- Parent comfort levels
- Practical implementation

Student Council Consultation

The proposal was discussed at a Student Council meeting. Student Council members expressed support for voluntary student participation in Parent Teacher Meetings and highlighted the potential benefits for student voice, communication, responsibility and ownership of learning.

5. Self-Evaluation Findings

Analysis of all evidence identified five significant findings:

1. Students wish to play a more active role in discussions regarding their learning and wellbeing.
2. Parents strongly support increased student participation and responsibility.
3. Teachers recognise the educational benefits of student participation.
4. All stakeholder groups believe participation can strengthen communication and home-school partnership.
5. Successful implementation requires preparation, support, clear protocols and flexibility to ensure that students and families can choose the level of participation most appropriate to their circumstances.

6. Why This Matters

The findings indicate that Parent Teacher Meetings can become a powerful vehicle for strengthening student agency, learner ownership and partnership.

The initiative aligns with the school's commitment to:

- Student Voice
- Student Wellbeing
- Learner Agency
- Inclusion
- Partnership

while recognising the increasing maturity and independence of senior cycle students.

7. Alignment with the Loreto Compass

Loreto Compass Value	Alignment
Thinking and Acting Justly	Students are included in decisions and discussions that directly affect their learning and wellbeing.
Engaging with the Bigger Picture	Students reflect on their progress, future goals and life beyond school.
Cultivating Values Needed Now	The initiative promotes responsibility, self-awareness and effective communication.
Embracing and Celebrating Diversity	The voluntary model respects individual needs, confidence levels and circumstances.
Being an Agent of Change	Students are empowered to take an active role in their learning journey.

8. Alignment with Looking at Our School (LAOS)

LAOS Domain	Alignment
Domain 1: Learner Outcomes	Students develop greater ownership of learning and understanding of their progress.
Domain 2: Learner Experiences	Students actively participate in meaningful discussions about their learning.
Domain 3: Teachers' Individual and Collective Practice	Teachers facilitate student-centred conversations that support reflection and growth.
Domain 4: Leadership and Management	The initiative reflects evidence-based decision-making and meaningful stakeholder engagement.

9. Improvement Goal

To strengthen student agency, learner ownership and home-school partnership by providing 6th Year students with the voluntary opportunity to participate in Parent Teacher Meetings alongside their parents or guardians.

10. Intended Learner Outcomes

Students who choose to participate will:

- Better understand their academic progress
- Identify strengths and areas for development
- Demonstrate increased ownership of learning
- Engage confidently in discussions regarding learning
- Participate in setting goals and next steps
- Feel listened to, respected and supported

11. Targets for Improvement

Area	Baseline	Target May 2027
Students reporting improved understanding of progress	85%	90%
Students reporting increased responsibility for learning	80%	90%
Students comfortable participating in PTMs	65%	75%
Parent support for PTM model	93%	Maintain above 90%
Teacher support for PTM model	77%	85%
Teachers reporting meetings remain constructive and manageable	Baseline established October 2026	80%

12. Action Plan

Action	Responsibility	Timeline	Evidence of Success
Prepare students through tutor-time reflection, self-assessment and goal-setting activities	Year Head, Tutors, Guidance Department	August–October 2026	Student feedback
Communicate rationale, expectations and voluntary participation model to families	Principal, Year Head	September–October 2026	Parent feedback
Provide guidance and protocols for teachers, including confidentiality procedures	Senior Leadership Team, SSE Team	September 2026	Staff feedback
Offer voluntary student participation at 6th Year Parent Teacher Meetings	Whole School Community	October 2026	Attendance records
Gather student, parent and teacher feedback following meetings	SSE Team	November–December 2026	Survey results
Review findings and refine procedures where necessary	SSE Team, Student Council, Senior Leadership Team	January–March 2027	Review report

Evaluate impact on learner outcomes and learner experiences	SSE Team	May 2027	Evaluation report
---	----------	----------	-------------------

13. Success Criteria

Students

- Report increased ownership of learning.
- Understand their progress and next steps.
- Feel confident participating in discussions regarding learning.
- Feel listened to and respected.
- Feel their decision whether or not to participate was respected.

Parents and Guardians

- Report improved communication and partnership.
- Recognise increased student responsibility.
- Support continued opportunities for student participation.

Teachers

- Report productive and student-centred conversations.
- Observe increased student engagement and accountability.

School Community

- Student voice is strengthened.
- Home-school partnership is enhanced.
- Loreto Compass values are evident in practice.
- Evidence demonstrates positive impact on learner outcomes and learner experiences.

14. Monitoring and Evaluation

October 2026

Implementation of the voluntary participation model during the 6th Year Parent Teacher Meeting.

November–December 2026

Collection and analysis of student, parent and teacher feedback.

January–March 2027

Review of findings and refinement of procedures where required.

May 2027

Evaluation of impact using survey data, stakeholder feedback and success criteria.

Evaluation Questions

- What evidence demonstrates improvement?
- What impact did the initiative have on learner outcomes?
- What impact did the initiative have on learner experiences?
- How effective was the voluntary participation model?
- What recommendations should inform the 2027–2028 School Improvement Plan?

Date Approved by Staff: _____

Date Presented to Board of Management: _____

Date for Review: _____