



St. Anne's S.N.S.,  
Sean Ross Abbey,  
Roscrea,  
Co. Tipperary.

**Principal:** Anne Comerford

**Deputy Principal:** Andrea Hynes

## SCHOOL SELF-EVALUATION REPORT

Look Back 2021-2022

**Evaluation Period 2022-2023**

**Report Issued date: June 2023**

School self-evaluation empowers our school community to identify and affirm good practice, and to identify and take action on areas that merit improvement.

School self-evaluation is primarily about taking ownership of our school's own development and improvement.

**This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet targets**

1.1 Outcomes of St. Anne’s last improvement plan for the school year 2021/2022

Behaviour Support Planning

Targets	Actions	Persons/groups responsible	Outcome 2021/2022
Foster and further enhance a whole-school collective and collaborative approach to a positive behaviour support climate	Class teams discussion and consultation	Class Teams & Principal	Discussion of behaviour in general and the levels of support within school’s capacity, what’s works well, where are the areas of challenge, our response to the evolving changes in our school and how can be build upon an effective approach and practice currently in place in St. Anne’s School.
	CPD with Behaviour Analysist Dermot	Whole In-School Staff Team	This professional development training was planned and commenced in 2020 but follow on training was impacted by school closure due to the pandemic
	Whole staff training and certification with CPI Safety Intervention	Principal & All In-school staff BoM	It became apparent that a small number of students present with behaviours of concern and therefore our specialised, professional & best practice needed to be reviewed. In consultation with BoM, the Board approved and funded continuous professional training for all staff in responding to challenges with guiding principles of care, welfare, safety & security for all. Staff engage this training on an annual basis during Croke Park Hours
	Development of our own in-school Behaviour Support Team	Principal, Deputy Principal, Assistant Principal, 2 Teachers & SNA Staff	Teachers to consult with Behaviour Support Team for support and collaboration around behaviours that may pose risk to safety of students or staff and may impact upon teaching and learning for all.

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	Individual Teacher Consultation with NCSE Behaviour Advisor Grace Cummins	Deputy Principal & All Teachers	Teachers engaged in one to one advisory consultations with NCSE Behaviour Advisor
Behaviour Support Documentation, Practice & Templates	<p>The team explored and devised a suite of supporting documents to support recording data, analysing patterns and identifying functions and triggers of behaviour and recording incidents and accidents as required and practiced in line with school policy and department guidelines.</p> <p>Further CPD with Behaviour Advisor Siobhan Allen around best practice in Special Schools</p> <p>Ongoing Review of Behaviour Support at St. Anne's School</p> <p>Development of Safety Intervention Policy</p>	<p>Principal, Deputy, ISM Behaviour Support Team</p> <p>BoM &amp; Principal All school staff</p> <p>Principal, Deputy Principal and Assistant Principals</p> <p>School Management, Staff, Parents &amp; Board of Management</p>	<p>Behaviour Support documents to be used in conjunction with recording data for analysis and for further consultation with external consulting agencies.</p> <p>Incident/Accident Reports devised and aligned with Safety Intervention Training principles and practices.</p> <p>Professional consultation and advisory support during Croke Park Hour.</p> <p>Staff survey/questionnaire to be completed in 2022/23 School Year. Outcome of greater confidence and competence in responding to risk behaviour, including analysing functions/triggers and looking at individual strategies/intervention to support students reach their potential.</p> <p>Safety Intervention Policy to be developed and drafted for consultation with Staff, Students, Parents and Board of Management</p>

## Planning

Targets	Actions	Persons/groups responsible	Outcome 2021/2022

## 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the school year 2022-2023. We evaluated the following aspects of teaching and learning:

### Language & Communication

Targets	Actions	Persons/groups responsible	Outcome 2022/2023
Teachers are familiarising themselves with Primary Language Curriculum and have received further in-school support with regards to maximising learning outcomes into appropriate learning experiences for our students	<p>Sustained support applied for via NCSE</p> <p>Termly Croke Park to be used for webinars and teacher review and collaboration</p>	<p>Principal &amp; Deputy</p> <p>Deputy Principal &amp; Teaching Staff</p>	<p>Term 1, term 2 and term 3 sustained support received from NCSE on the document preparing for teaching and learning, learning outcome and learning experiences, assessment</p> <p>It was established through staff collaboration on students varied learning methods that SLT further professional training for all staff was necessary to ensure effective standard of teaching and learning in the area of language and communication methodologies eg ACC, Lamh etc.</p>
Language and Communication enhancement of methodology relevant for students learning styles	<p>Online training and in-school CPD workshop with External CDN Speech and Language Team</p> <p>Further consultation with SLT Team resulting in exploration and development of Core Boards and accompanying fringe boards relevant to our students learning</p> <p>Exploration of recommended AAC Apps for digital devices.</p> <p>Middletown Centre of Autism in-school support and training</p>	<p>Principal &amp; Deputy Principal &amp; Teaching Staff &amp; SNA Staff</p> <p>Deputy Principal &amp; Assistant Principal</p> <p>Deputy Principal &amp; Assistant Principal</p> <p>All Staff</p> <p>All Staff</p>	<p>Implementation of AAC Core Boards across school to be modelled and practiced with further evaluation in the 2023/24 school year</p> <p>Installation of Talking Tiles in all classroom with staff collaboration of talking tiles messages</p> <p>Staff Questionnaire showing evidence of positive response to AAC as staff communicated their confidence and competence in modelling this communication method. Some staff also shared experiences of student demonstrating comprehension and engagement with the communication practice.</p>

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	Specific focus on LAMH communication	<p>External Agencies &amp; School Management</p> <p>School Management</p> <p>Teachers and all staff</p>	<p>Further review with STL Team in 2023/24 School year.</p> <p>Parents presentation to be prepared for invitation after evaluation in Term 1 2023/24 school year</p> <p>LAMH Sign of the month was introduced with each class team taking the responsibility to demonstrate a new sign relevant to seasonal theme. Each class team also hold the responsibility to print the monthly signs in A4 format and deliver and demonstrate to all classes and admin areas around school. Monthly LAMH Signs are posted in communal areas around school for implementation and continuity.</p> <p>Whole-school LAMH Refresher Training in 2023/24</p>
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## Assessment

Targets	Actions	Persons/groups responsible	Outcome 2022/2023
Assessment	Carry out inventory of in-school assessment tools and collate. Teacher to collaborate on recommended assessment resources	Principal & Deputy	Development of Central Stored Cabinet for all Assessment resources
Create assessment folders for each student within student's file on Teams	Create an Assessment folder for each student on Teams	Principal & Deputy  Teaching Staff	Class teachers record students assessment of learning and evidence which reflects each student's learning in student portfolios and/or Teams folders
Policy Implementation	Create an Assessment Policy	Principal, Deputy, Assistant Principals, Teachers	Collaboration with teachers to collectively develop a whole-school policy on assessment that is appropriate to the learning needs of our students.

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			This policy will be reviewed annually and as necessary with the management and teaching staff
Carry out formative/summative assessments	Each teacher to use the formative assessments	Class Teachers	Teachers to complete feedback questionnaire on assessment tools used in their respective classrooms. Outcome of questionnaire shows

Wellbeing

Targets	Actions	Persons/groups responsible	Outcome 2022/2023