

St Anne's School Improvement Plan

2015 - 2021



Assessment
2015/16

Investigation
Year

Rationale - (1) Transition Year students acquired life skills by completing their programme. Teachers identified a need to assess this process. (2) Teachers identified a need for students to become more responsible for their own learning.

Process - (1) With teacher guidance, TY students identified at least three skills they had used while carrying out class projects/tasks. This information was recorded in a skills record booklet. (2) Assessment trackers were placed in all student journals.

Evaluation - (1) The Skills Record Booklet needs to be revised to incorporate Success Criteria, Learning Intentions and Reflection based on Learning Outcomes identified by the teacher and the Skills used by the students. (2) Assessment trackers in student journals are being used effectively by students to monitor their own progress throughout the year.

Assessment
2016/17

Implementation
Year

Rationale - To prepare for Junior Cert reform, St Anne's teachers identified the following: (1) A need to incorporate Learning Outcomes, Success Criteria, Learning Intention and Reflection in students' work. (2) A need for a more structured approach when giving Formative Feedback to students.

Process - Through collaboration with students and teachers. The Skills Record Booklet was revised to incorporate Success Criteria, Learning Intention and Reflection through the use of Learning Outcomes identified by teachers. Students were required to record skills used while undertaking tasks/projects. Teacher feedback was linked back to the Success Criteria set by the teacher. Feedback was modelled on the 'Two Stars and a Wish' approach. The Skills Record counted as a certain percentage of the students' overall Transition Year mark.

Evaluation - The Skills Record Booklet was used effectively by students and teachers. On examination of the completed skills record booklet, it is evident that though teachers are effectively giving feedback to students through the Two Stars and a Wish tool. Not all students are reflecting effectively on this feedback.

Assessment
2017/18

Consolidation
Year

Rationale - Feedback from Transition Year teachers indicates that students need guidance and instruction on how to effectively reflect on both their work and feedback given by their teachers.

Process - Under the guidance of the Transition Year Co-ordinator, the Skills Record Booklet was incorporated into a new Transition Year Portfolio. The themes of Learning Outcomes, Success Criteria and Qualitative Feedback were maintained. Students were still tasked with identifying any life skills learned and developed.

Evaluation - Student reflection and self-evaluation were effectively introduced through the portfolio. Students were now required to search for key positives in their work and identify areas of improvement for future tasks/projects. Students were beginning to lead their own learning through effective reflection and evaluation.

Teaching and Learning
(emphasis on collaboration)
2016/17

Rationale - St Anne's MLL 2015 identified "a need for collaborative learning strategies in lessons"

Process - Teams of teachers collaborated to identify classroom practices/strategies used in St Anne's. These ideas were recorded.

Investigation
year

Evaluation - St Anne's teachers were given the opportunity to showcase their own good practice.

Teaching and Learning
(emphasis on collaboration)
2017/18

Implementation year

Rationale - To align with the LAOS document, Teaching and Learning practices previously identified by teachers need to be used in class lessons.

Process - A poster entitled St Anne's Road Map to Teaching and Learning was devised. The poster highlighted some teachers' classroom practices/strategies identified by individual teachers. Part of the poster explained the classroom practice being used by individual teacher, while another part explained the tools of AFL that relate to that practice. All teachers were given the Road Map to use as a reference in their teaching.

Evaluation - The process of collaboration has had a positive impact on Students' learning experience as teachers consolidate the revised language of AFL and incorporate it into lessons.

Wellbeing
(student
goal setting
and
reflection)
2017/18
Investigation
year

Rationale

- (1) To prepare for the introduction of Wellbeing to the New Junior Cycle.
- (2) The LAOS document - **Domain 1, Learner Outcomes** states "Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships".

To align with this document, the Year Head Management Team devised a **Positive Behaviour Programme**.

To foster a commitment to inclusion and equality within the school community, initiatives to support LGBT+ students were undertaken.

The LAOS document also states **Domain 2, Learner Experiences** "Students grow as learners through respectful interactions and experiences that are challenging and supportive" and "Students reflect on their progress as learners and develop a sense of ownership and responsibility".

To align with this, the Pastoral Care Team devised the **Check and Connect Programme**, and set up a **Quiet Room** for students with specific needs. **St. Mentor Programme** - The overall aim of this programme is to provide student support for incoming First Years as well as the development of leadership and facilitation skills in Fourth Year students.

Wellbeing
(student
goal setting
and
reflection)
2017/18

Investigation
year

Process - The **Positive Behaviour Programme** facilitating student behaviour management in order to improve student behavioural outcomes was trialled with First Year students. The Year Head met with individual parents and students to identify behavioural targets in line with the school's code of behaviour. Through liaison with the individual student, school staff and outside agencies, targets were monitored on a weekly basis for 6 weeks. A review and evaluation process was carried out with the student.

Check & Connect: The Pastoral Care Team – 2017/18 initiated the **Check and Connect** goal setting and review system with some students. The programme required students to set personal wellbeing targets/goals and reflect on their progress with the support of a member of the Pastoral Care Team and a teacher with whom the student felt particularly connected. This ensures that the student is also empowered and is invested in the process. This simple process provides an extra layer of support to the Positive Behaviour initiative. A **Quiet Room** has been set up for students on the ASD spectrum or other students who find social time at lunch break difficult. A notice board was assigned for LGBT+ students in school.

Inclusion: A guestspeaker from GOSH addressed Senior Cycle students during Standup Week. A rainbow flag was placed on the notice board along with information detailing supports and events for interested students.

The **St. Anne's Mentor Programme continued in 2017/18**. In the first instance, the incoming students are asked to write a brief story about themselves in conversational style to be given to their mentors. This activity is completed after the students have completed their entrance assessments in April/May before they arrive in St Annes. On arrival, they are asked to fill out a brief form about place in the family, hobbies/interests, fears/hopes etc enhancing our ability to meet the pastoral needs of the students and to support student integration. In the implementation of the 2017/18 programme, the mentor team carried out team building activities with First Year students through various organised sporting /games activities, and assisted them in the identification of their personal strengths, challenges and goals. At the end of the academic year, the mentor team or Wellbeing teacher assisted the same students to reflect on their first year in Secondary School in terms of the same strengths, challenges and goals. All First Years completed a reflective questionnaire on self-awareness and their experience of First Year, eg. *How have you changed since this time last year? What have you found challenging? What goals have you set?* etc. First Year students were also issued with short Reflection Sheets to complete whenever they took part in a whole-school event. To encourage a practise of school-wide goal-setting as part of the Wellbeing Strategy. First and Fourth Year students set goals at the beginning of the year.

Wellbeing
(student
goal setting
and
reflection)

2017/18
Investigation
year

Evaluation - The **Positive Behaviour Programme** is working well with First Year students. Teachers note an improvement in individual student engagement/learning/behaviour. The school will continue to create a supportive environment for LGBT+ students in an effort to improve educational outcomes for all students. The **Check and Connect** initiative will continue as it is working very well, giving students reassurance and clarity of purpose as well as promoting and developing student self-awareness and self-esteem. However, if the student had attendance as well as behavioural issues then the ability of the Check & Connect programme was compromised and did not succeed in providing consistent support to the student. The **Quiet Room** has proven very successful particularly in helping students with ASD in developing their social skills among small numbers of students. The **Mentors Programme** provided a support system for new students and goes from strength to strength. Furthermore, the in-situ Senior Cycle student **Mentor Programme** for Junior Cycle students with particular attention to First Years, aligns with the aims & objectives of the LAOS document. However, students must be provided with a well scaffolded system in order for them to effectively set goals /targets for themselves and effectively reflect on those goals/targets. Next year 2018/19 we aim to scaffold the engagement of Mentors with First Year students to more effectively evaluate their year together. It is also hoped to expand the Mentor programme to include any new student from Senior or Junior cycle who comes to St. Anne's during the course of the academic year.

Digital
Strategy
2017/18
Investigation
Year

Rationale

Based on the department of education's **Digital Strategy 2015-2020**. St Anne's Digital Strategy Team identified the need to ensure that ICT being used in the classroom gives opportunity to:

Bring learning to life for students; give learners the tools to collaborate and to examine engaging problems; research and analyse information; use ICT resources to communicate their ideas and to share what they create with others beyond the walls of the classroom or school.

In order to fulfill these obligations and to align with department of education policy, St Anne's will begin to establish a Virtual Learning Environment (VLE). A VLE is a software application that gives teachers, students, parents and administrators access to common resources, communication tools and information, not just in the school but outside it also. The VLE will enhance Teaching and Learning both in and outside the classroom.

The key benefits of establishing the VLE within the school are :

- Improved organisation and communication.
 - Increased parental involvement .
 - Enhanced independent and personalised learning.
 - Enhancement of the quality and range of resources.
 - Better monitoring of learning and teaching.
 - More opportunities for collaboration and interaction.
 - Enhancement of digital literacy.
 - Supporting SEN and inclusion.
 - promotion of student engagement.
 - Building the school identity and Community.
 - Making the best use of teachers time.
 - Facilitating leadership and management.
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Digital Strategy

2017/18

Investigation Year

Process

Theme 1 - Teacher Learning and Assessment using ICT

Key school personnel visited pilot schools throughout the country that were using "Microsoft 365" and "Google Classroom" to research their potential and value to both teaching and Learning in the classroom, school and outside school.

Theme 2 - Teachers Professional Learning

To realise the Department's vision of ICT Integration, the strategy foresees the roles of teachers and schools as being highly significant. This means developing an e-learning plan that takes into account the CPD needs of the teachers. On 16/05/18 teachers were given a survey to complete relating to their current IT skills and areas of IT in which they require further training.

Theme 3 - Leadership, Research and Policy

Key school personnel visited pilot schools to investigate their Broadband/Wi-Fi and IT Infrastructure and their Virtual Learning Platforms "Microsoft 365" and "Google Classroom" to research its potential and value to Management, Teachers and Students. The Digital Strategy team will establish the platform best suited to the needs of the school.

Theme 4 - ICT Infrastructure

The IT Infrastructure in our existing building was audited by outside agencies to ensure futureproofing of the building in terms of Broadband and Wi-Fi Infrastructure. Reports on these audits were submitted. Detailed discussions and meetings were held to ensure IT futureproofing of the new school extension.

Digital
Strategy
2017/18
Investigation
Year

Evaluation

Theme 1 - Teacher Learning and Assessment using ICT

It was clear from our visits that both learning platforms were very valuable and provided much better communication and Teaching and Learning experience for all. Based on the evidence gathered and the support given by the LCETB, St Anne's Digital Strategy Team have decided to use "Microsoft 365".

Theme 2 - Teachers Professional Learning

Additional IT upskilling will be given to staff in four Key areas in August/September.

Theme 3 - Leadership, Research and Policy

The "Microsoft 365" Virtual Learning Environment will be introduced to St. Anne's Community College from September 2018 on a phased basis, as part of the **National Digital Strategy**. The first phase will involve the Management team, Teachers and Administrators getting setup and running using this Virtual Learning Environment. The Second phase will introduce the VLE to students on a phased basis starting in September 2019.

Theme 4 - ICT Infrastructure

The existing building will be upgraded so it can marry with IT Infrastructure of the new extension, all on the same Network. The school will also be migrating from Clare VEC Domain to LCETB over the summer months.
