SSE Report and School Improvement Plan 2025-26

St. Annes Secondary School, Tipperary Town

SSE Report: August 2025

Outcomes of Improvement Plan 2024-2025

Reflective Practice

- 80% of staff now consistently use learning intentions (up from 65%)

- Successful implementation of student reflection on wellbeing trackers (sleep, breakfast, attendance, device usage)

- Post-exam reflection embedded with 3rd, 5th and 6th years

- Student-led revision workshops delivered by senior students highly effective

Wellbeing Initiatives

- Breakfast club attendance averaged 45 students daily

- Weekly wellbeing goal-setting established in all classes

Assessment Preparation

- Revision plans distributed to all year groups and parents

- The use of Study Clix was encouraged and facilitated.

- Study technique workshops well-received but student self-reflection on techniques requires further development

Findings: Effective Practice

Domain 2: Learner Experiences & Domain 3: Teachers' Individual Practice

- Teachers demonstrate commitment to reflection, improvement and collaboration (Domain 4, Leadership & Management: Standard 1.1)

- Students increasingly assess their progress and identify strengths/development areas (Domain 2, Standard 2.3)

- Positive school culture supporting wellbeing evident through breakfast club, phone management, attendance monitoring (Domain 2, Leadership & Management: Standard 2.1)

- Collaborative structures emerging through teach-meets and peer learning (Domain 4, Teachers' Collective Practice: Standard 4.1)

Areas for Development 2025-26

Drawing on the final year of the Learning Schools Project, the school will focus on **embedding reflective practice systematically across all classes**, ensuring it becomes integral to daily learning rather than an isolated activity.

School Improvement Plan 2025-26

Focus Area: Embedding Reflective Practice to Enhance Learner Autonomy and Outcomes

LAOS 2022 Alignment:

- Domain 2: Learner Experiences - Standards 2.3 & 2.4 (students reflect on progress, develop ownership, experience lifelong learning opportunities)

- Domain 3: Teachers' Individual Practice - Standard 3.2 (assessment practices progress learning)

- Domain 4: Teachers' Collective/Collaborative Practice - Standard 4.1 (value professional learning and collaboration)

- Leadership & Management Domain 1 - Standard 1.1 (promote culture of reflection, improvement, collaboration)

Target 1: Systematic Embedding of Reflective Practice Methodologies

Actions:

1. Staff Baseline Survey (October 2025)

- Administer survey on current use of reflective strategies (3-2-1, Think-Pair-Share, 2 Stars & a Wish, TGIF, Bullseye)

- Identify staff confidence levels and training needs

- Responsible: SSE Coordinator with Teaching & Learning Committee

2. Structured Teach-Meet Programme (Oct-May)

- Regular teach-meets showcasing each reflective methodology

- Staff demonstrate strategies used successfully in their classrooms

- Incorporate digital tools to facilitate reflection (e.g., Padlet, Microsoft Forms)

- Responsible: Teaching & Learning Committee members leading sessions

3. Collaborative Planning Time

- Subject department meetings dedicate time to plan reflective practice integration

- Share and adapt strategies across subject areas

- Develop common language around reflection

- Responsible: Subject coordinators/post-holders

4. Student Voice Integration

- Student Council consulted on most effective reflective strategies (November & March)

- Year group focus groups provide feedback on impact

- Responsible: Student Council Liaison Teacher

Success Criteria:

- 95% staff regularly use at least two reflective methodologies by June 2026

- Evidence in planning documentation and classroom observation

- Student survey indicates 80%+ find reflection helps their learning

- Observable increase in student ability to articulate learning progress and set goals

Target 2: Strengthening Wellbeing Through Consistent Reflective Goal-Setting

Actions:

1. Weekly Wellbeing Reflection (All Year Groups)

- Friday journal completion: sleep tracker, breakfast record, attendance awareness, phone usage reflection

- Tutor time and class dedicated to goal-setting for following week

- Link explicitly to learning readiness and outcomes

- Responsible: Year Tutors coordinate; SPHE and RE teachers implement

2. Data Analysis & Intervention

- Term collation of wellbeing tracker data by year group, data reported back to staff and students

- Early intervention for students showing concerning patterns

- Celebrate improvements publicly

- Responsible: Year Tutors & Teaching and Learning Team

3. Parent Partnership

- Termly emails to parents on wellbeing trends and strategies

- Parent information sessions on supporting wellbeing at home (October & February)

- Responsible: Year Tutors & Principal

Success Criteria:

- 90% weekly completion rate of wellbeing trackers

- Measurable improvement in attendance data using TRYO

- Reduction in students reporting exam stress (comparative survey data)

- Parent feedback indicates increased awareness and partnership

Target 3: Assessment Preparation Through Reflective Practice

Actions:

1. Post-Assessment Reflection Protocol

- All students complete structured reflection after house exams and mock exams using Microsoft forms

- Teachers provide feedback on reflection quality and identify strategies to help students in exam preparation and facilitate teach meets accordingly.

- Responsible: All teaching staff; SSE Coordinator monitors

2. StudyClix Full Implementation

- Staff training (September)
- Student training by year group (November)
- Integration into homework/study expectations
- Monitor usage data and link to exam performance
- Responsible: ICT Coordinator & Subject Teachers

3. Peer-Led Study Technique Programme

- 5th/6th year students trained in study techniques (Ongoing)
- Workshops delivered to 1st-3rd years (November & February)
- Senior students reflect on their leadership learning
- Responsible: Senior Student Coordinators & Career Guidance, SSE Coordinator and T& L committee

4. Revision Plan Enhancement

- Reflective element added: students self-assess on a weekly
- Revision plans include specific reflection checkpoints
- Responsible: Year Tutors & Subject Teachers

Success Criteria:

- 100% students complete post-exam reflections
- 90% StudyClix active users across all year groups
- Measurable improvement in house exam performance year-on-year
- Student confidence in exam preparation increases (pre/post survey)

Evidence Gathering & Review

- Staff survey (Sept & May)

- Student focus groups (Throughout the Year)

- Lesson observation/learning walks focusing on reflective practice

- Analysis of assessment data

- Wellbeing tracker data

- StudyClix usage analytics

- Parent feedback (surveys/meetings)

- Documentation review (planning, student work)

Review Points: November 2025, February 2026, June 2026

Professional Learning Support

- Limerick Education Support Centre Hub meetings - final Learning Schools Project supports

- Internal teach-meets (CPD)

- Collaborative planning time

- External facilitators for specific strategies as needed

- Digital technologies training (ongoing)

This plan positions St. Annes to achieve highly effective practice in creating learners who "understand and can explain the purpose of their learning tasks" and "have a sense of ownership of their learning, take pride in it, and take responsibility for improving it" (LAOS 2022, Domain 2).