Libermann Spiritan School, Templeogue

Our Self-Evaluation Report and Improvement Plan (2024/2025)

1. Introduction

Libermann Spiritan School provides specialist education for students aged 4–18 years with autism and complex needs. Since opening in September 2023, the school has experienced significant and sustained growth. Enrolment increased from an initial 24 students to 30 within the first year, and by October 2024 the school had expanded to 43 students.

This rapid development has involved a substantial increase in staffing, alongside the integration of new students, families, bus drivers, and bus escorts into the school community. Such expansion represents a significant period of transition and adjustment for all stakeholders. Supporting the wellbeing of students, staff, and families has therefore been central to managing this growth effectively and sustainably.

This document outlines the outcomes of our previous improvement plan, presents the key findings of our self-evaluation process, and details our current improvement plan. It specifies the priority targets identified and the strategic actions that will be implemented to achieve these objectives.

- All staff attend two-day training on 'Respect and Dignity in the workplace.
- All staff replied to staff surveys related to and post this 'dignity and respect' training workshop.
- DP & APII attended Oide support meeting with Oide 'wellbeing staff, curriculum-based support.
- All staff participated in CPI, crisis prevention intervention
- All staff participated in NCSE, Relate training

1.1 Outcomes of our last improvement plan from September 2023 to June 2024

- Staff surveys were carried out
- Healthy eating programme

1.2 The focus of this evaluation 2024/2025

Wellbeing was reviewed in our school under the 4 key areas

1. Culture and Environment
2. Curriculum
3. Policy and Planning
4. Relationships and Partnerships.

2. Culture and Environment

All staff participated in a two-day Dignity and Respect in the Workplace training workshop. Following this training, a wellbeing survey was conducted to gather staff feedback on morale and overall workplace culture. Staff were also given the opportunity to share their experiences and opinions anonymously.

Based on the survey findings, a number of initiatives were introduced to enhance staff wellbeing and promote a positive and inclusive work environment:

- Wellness Wednesdays: Before-school mindfulness sessions, facilitated by Mr. Daniel Freeman, were introduced and made available to all staff.
- Social Committee: A committee was established to foster social connection and inclusivity among staff. A database was set up to ensure all staff occasions are acknowledged in a fair and structured manner. The committee is also responsible for organising social events that reflect the inclusive ethos of the school.
- Staff Breakfast Club: A monthly breakfast initiative was launched, taking place on the last Wednesday of each month. Each class group takes turns organising the event, encouraging collaboration and community spirit.
- Trustee Involvement: Our trustees, the Spiritan Education Trust, offered additional support and guidance in the area of staff wellbeing.
- Counselling Support: Staff were regularly reminded of the Department of Education's free counselling service available to them and their families. Informational posters promoting this service were displayed in the staff room and throughout the school.

Curriculum

We undertook self-evaluation of teaching and learning during the period *September 2024* to *June 2025*.
We evaluated the following aspect(s) of teaching and learning:
Information was collected from all teachers regarding which SPHE resources they were using;

- Junior Cycle, L1LPs
- Primary classes, Primary Curriculum
- Junior Classes, Primary Curriculum
- Zones of Regulation Curriculum
- Zippy's Friends
- Stay Safe Programme
- Busy Bodies
- Healthy Bodies Toolkit (Vanderbilt Kennedy Center)
- Educoot Workbooks (Level 1 and Level 2 Learning Programmes)
- Twinkl Resources
- Widget Online
- Wordwall Online Platform
- YouTube Videos (vetted by class teacher)
- Social Stories and Visual Supports

Other school wellbeing initiatives included;

- Breakfast clubs
- School hot lunches

- Development of a school allotment style area in the garden, developed by the Junior Cycle students.
- Junior Cycle students garden and grow their own vegetables.
- Whole school focus on rewarding positive behaviours.
- Ongoing CPD, internal (CDNT) and external
- Individual reward systems and individual motivators
- Effective teaching and learning – range of methods and assessment methods used
- New initiatives across all school subjects, tuck shop, students' enterprise.
- Kindness week, anti-bullying/Bí Cineálta week
- First sports day for school
- Sensory room/LS room/ space for parents' council and parents meeting in school.
- Mentoring for new staff/peer tutoring
- Science week/Maths week.
- Wide range of trips/tours and visitors to the school
- School gardens and playgrounds
- End of year sports day and students' awards ceremony

Policy and Planning

As a new school we are in the process of developing and reviewing all policies and planning. All mandatory policies have been developed. Several curricular policies and two organisational policies are in process. There have been many teacher meetings regarding uniformity of planning documents, appropriate to level and curriculum.

- Oide supported SPHE policy development meeting, safeguarding risk assessment reviewed yearly.
- Ongoing CPD.
- All student SSPs are up to date and reviewed as per NCSE curricular
- All risk assessments are regularly reviewed and up to date

Relationships and Partnerships.

This is an area we worked hard to establish this year. We made many community links in order to create more opportunity to integrate are students into their wider community

- Healthy eating programmes
- Active parental involvement- activities organised by parents in school, active Parents Council.
- Parents involved in fundraising committee and fundraising events.
- Community links developed, active SDCC, local GAA clubs, Rugby, Boccia, Table cricket.
- Took part in Community Arts competition and awards night
- Students and staff experience a sense of belonging and feel safe. evidence from surveys
- Feedback from questionnaire to parents showed that the vast majority of parents reported that their child was happy at school and their child felt safe and well looked after in school and their child felt respected at school.
- Majority of parents reported that they knew what to do if they had a safety concern about their child or another child.
- Swimming programme began in the school for senior students
- Regular community outings

3. Findings

2.1 There is effective / very effective practice in our school

- Comprehensive staff training programs (Dignity & Respect, CPI, NCSE Relate)
- Positive wellbeing culture for staff and students (Mindfulness sessions, Wellness Wednesday, social events)
- Broad range of tailored SPHE and wellbeing curriculum resources (Zones of Regulation, Zippy's Friends, Stay Safe Programme)
- Effective reward systems and positive behaviour reinforcement strategies
- Strong community involvement and parental engagement (Active Parents Council, local community activities)
- Regular provision of extracurricular opportunities and experiential learning (trips, sensory room, sports day)

2.2. This is how we know

- Staff surveys following wellbeing and dignity training indicate improved morale.
- Feedback from parent questionnaires shows pupils feel safe, respected, and happy.
- Records of active parental involvement and successful fundraising activities.
- Observations and records of student engagement in curriculum and extracurricular initiatives (Sports day, Kindness week, school outings).
- Consistent participation and positive responses from staff in wellbeing initiatives

2.3 This is what we are going to focus on to improve our practice further

- Develop more consistent, school-wide wellbeing and induction supports for staff and students during rapid expansion
- Further embed community integration and student-led initiatives (garden, tuck shop, enterprise) to strengthen participation, belonging and real-world learning

3. Our improvement plan

On the next page we have recorded:

- The targets for improvement we have set
- The actions we will implement to achieve these
- Who is responsible for implementing, monitoring and reviewing our improvement plan
- How we will measure progress and check outcomes (criteria for success)

As we implement our improvement plan, we will record:

- The progress made, and adjustments made, and when
- Achievement of targets (original and modified), and when.

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Support the ongoing wellbeing and adjustment of all staff, students, and families during this period of rapid growth and expansion.	• Continue Wellness Wednesday mindfulness sessions for staff • Maintain the social committee to ensure all occasions are recognised fairly. • Facilitate the monthly school breakfast organised by different classes.	Sarah Ryan (DP), Heather O'Hara (APII Wellbeing), Daniel Freeman, and the Social Committee	• Staff surveys show maintained or improved morale despite growth. • High levels of staff participation in wellbeing initiatives. • Parent feedback confirms students feel safe, happy, and respected.		

	• Provide mentoring and peer tutoring for new staff members joining the expanding team. • Regularly promote the Dept. of Ed free counselling service for staff and families.				
Further embed school initiatives and community links (tuck shop, enterprise projects, and Junior Cycle Garden) to increase integration opportunities	• Further develop the Junior Cycle garden, allowing students to garden and grow vegetables. • Expand student-led initiatives including the school tuck shop and enterprise projects.	Heather O'Hara (APII), Teachers, and the Parents Council	• Visible evidence of student engagement in gardening and enterprise. • Successful execution of community-based trips and award entries.		

	• Strengthen partnerships with local clubs (GAA, rugby, etc.) and participate in the Community Arts competition. • Increase the frequency of regular community outings and integration activities.		• Increased sense of belonging reported by students and staff.		