



## **School Improvement Plan (Informed by SSE) Wellbeing**

**Commenced:** September 2022 – process of review using SSE  
Plan written & commenced January 2023

**Dates of review and updates:** Review January 2024

## SCHOOL IMPROVEMENT PLAN (INFORMED BY SSE)

### Summary of main strengths as identified in SSE commenced September 2022

#### Wellbeing

Two staff members (Una Murphy & Serena Bourke) attended PDST 1 day workshop on 'Wellbeing Framework for Schools' (October 2022) and then led whole staff review in January 2023.

Staff reviewed our school under the 4 key areas :

1. Culture and Environment
2. Curriculum (Teaching & Learning)
3. Policy and Planning
4. Relationships and partnerships

We reviewed the 4 areas using the indicators of effective practice for all, some and a few.

The following strengths (from all 4 key areas) were noted:

- ✓ School Breakfast Club
- ✓ School hot lunches
- ✓ Healty eating policy
- ✓ Nutrition course for parents
- ✓ Filtered water in all classrooms
- ✓ Active parental involvement – in class activities (maths for fun, science for fun, literacy projects) classes/ activities for parents in school, active Parent's Council
- ✓ HSCL support for parents
- ✓ DEIS planning - Attendance, Transition, Retention, Literacy, Numeracy & Parental Involvement – data gathered, analysed and targets set/initiatives launched for each area on a 3 yearly basis. Ongoing review
- ✓ Positive behaviour policy in place
- ✓ KOAR(Kindness, obedience, attentiveness, respect) values reward system- focus on catching positive behaviour
- ✓ Whole school focus on rewarding positive behaviour, principal's

office for 'good news', ringing parents with good news

- ✓ Effective teaching & learning – range of methods and assessment methods used
- ✓ Ongoing CPD for staff in range of areas
- ✓ New initiatives across all subjects going on E.g. Write to Read project, Surprise of Science project, School Excellence Fund, Erasmus + Arts project, Modern Languages, Junior Achiever, Science Week , Maths week etc
- ✓ SET , Continuum of support , in class differentiation
- ✓ Focus on enjoyment of learning
- ✓ SPHE Policy, Child Protection Policy, Safe-guarding risk assessment reviewed yearly
- ✓ SPHE & Child- protection Level 3 inspection 2022 – school fully compliant in all areas.
- ✓ Children exposed to range of physical activities to engage all  
  
All Strands of PE curriculum covered, links with local sporting clubs (Liffey Gaels GAA, St. Pat's soccer, local boxing club, basketball hall, local youth clubs, Glee club, local dance clubs), Daily Mile School, Active Week every year
- ✓ Policy & planning – wellbeing incorporated into every plan/policy
- ✓ Arts Week – Erasmus + initiative
- ✓ Sensory room/ LS Rooms/ space for parents in school
- ✓ Weaving Wellbeing programme used as resource 2<sup>nd</sup> – 6<sup>th</sup>
- ✓ Roots of Empathy (different classes chosen each year )
- ✓ Life Skills programme (4<sup>th</sup> & 5<sup>th</sup> classes)
- ✓ School Completion Programme
- ✓ Mentoring for new staff/ Peer tutoring
- ✓ Science Week/ maths week
- ✓ Wide range of trips/ tours/ annual beach & mountain trips, outside speakers
- ✓ School garden and use of Rosary Walk grounds
- ✓ Children, young people, and staff experience a sense of

belonging and feel safe, connected and supported. – evidence from parents survey, feedback from children

- ✓ Feedback from questionnaire to parents showed that vast majority of parents reported that their child was happy at school, their child felt safe and well looked after in school, and their child felt respected at school.

Also majority of parents reported that they knew what to do if they had a safety concern about their child or another child.

All parents surveyed felt welcomed in our school.

Summary of main areas requiring improvement as identified in SSE

### Wellbeing

- **Key area 1 Culture and Environment – indicator of effective practice** – *‘Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.’*

Staff felt that while the voice of the child was heard at classroom level no specific structure was in place for this at whole school level.

Feedback from children also supported this

- Feedback from parental survey indicated that a significant amount of parents were unaware of the content covered in SPHE lessons, in particular Stay Safe topics. This information would be helpful to parents to further develop children’s learning & understanding.

- **Key area 3 – Policy and Planning – indicator of effective practice** – *‘Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.*  
**Key area 4 – Relationships and partnerships – indicator of effective practice** – *‘All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed*

Improvements could be made in these areas – particularly exposing children to a range of differing activities/ practices that can promote wellbeing and improved mental health.

<p><b>Improvement targets</b></p>	<p><b>Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Structures are put in place at class and whole school level so the voice of the child is heard and this leads to improvements in school culture and ethos</li> <li>2. Children and parents report that they feel heard</li> <li>3. Parents are informed of Staysafe topics being covered, when they are being covered and information is sent home for parents to use with children around the Staysafe themes.</li> <li>4. Children and parents will be able to demonstrate learning, awareness, language around the 6 Staysafe topics.</li> <li>5. To increase the awareness of the importance of wellbeing promotion for all staff and parents</li> </ol>
<p><b>Required actions</b></p>	<p><b>Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Establish a Student's Council to meet on a monthly basis. Two student representatives from each class to attend. Class teachers to facilitate an election process in classes and also a process for students to bring ideas/concerns to representatives. Teacher/s facilitating student council to feedback to staff</li> <li>2. Parents to be informed via Aladdin when each topic from Staysafe programme is being covered</li> <li>3. Teachers to send home worksheet for each Staysafe topic when it is being covered, showing content of topic</li> <li>4. Wellbeing Committee to be formed to plan and facilitate the implementation of a 'Wellbeing Week' each year, to promote and focus on wellbeing and further raise awareness among students, staff and parents</li> </ol>
<p><b>Persons responsible</b></p>	<ol style="list-style-type: none"> <li>1. Serena Bourke to lead. 1/2 teachers to join. Class teachers to facilitate election of rep.s and process of rep.s gathering information from other pupils.</li> <li>2. Paul Davis (D.P) to send each month</li> <li>3. Class teachers</li> <li>4. Volunteer group of teachers/SNAs to form wellbeing Committee</li> </ol>
<p><b>Timeframe for action</b></p>	<ol style="list-style-type: none"> <li>1. COMMENCE JANUARY 2023</li> <li>2. EVERY MONTH STARTING JANUARY 2023</li> <li>3. EVERY MONTH STARTING JANUARY 2023</li> <li>4. COMMENCE JANUARY 2023 – FIRST WELLBEING WEEK 2023 TO HAPPEN IN FEB/MARCH 2023</li> </ol>

<b>Success criteria / measurable outcomes</b>	<p>Successful implementation and running of student's council</p> <p>Students reporting that they feel their voice is heard (survey, verbal feedback, DES inspection focus groups)</p> <p>Parents reporting that they are aware of SPHE Staysafe content, and are more confident in discussing the topics covered with their children (surveys, focus groups, PT meeting feedback, DES inspector surveys/focus groups)</p> <p>Feedback from staff, pupils, parents</p>
<b>Review dates</b>	<p>Review Jan 2024</p>