



St Kieran's College
Secondary School
Kilkenny

Wellbeing Statement

1. School Mission Statement

St Kieran's College, as Ireland's oldest all-boys Catholic Secondary School, continues its founding aim of the pursuit of real excellence in education and formation, in the light of the Gospel, so as to allow all our students to realise the fullness of their potential. Academically, spiritually, physically and emotionally our students are encouraged to strive for all that is possible in the relentless pursuit of perfecting their individual gifts and talents.

In so doing they bring to life the joy intended by our motto, "Hiems Transiit", for themselves, those they love and the community where they will live, serve and lead.

The wellbeing of the whole school community is central to the school's mission statement and management take responsibility to promote wellbeing.

2. Wellbeing Policy Scope

This document was prepared by the Wellbeing Team on behalf of, and in consultation with, St Kieran's College Staff, Students, Parents and Board of Management. This plan has been developed in consultation with Neart supports to ensure that our school adequately responds to the changing and diverse needs of each of our pupils and is complemented by the schools Wellbeing Policy/ Statement.

3. Core Wellbeing Team

Fergal Brennan (Chaplain & SPHE)
Liam Smith (Deputy Principal)
Tom Brennan (PE & Active Schools)
Eadaoin Maher (SEN)
Brian Dowling (Guidance)
Jacqui Norton (Year Head & Subject Planning)
Gerry Walsh (SSE)

4. Curricular provision

For 1st years entering post-primary school from September 2024, the minimum allocation for PE, CSPE and SPHE is set out as follows:

PE:	135 hours spread out across first, second and third year.
CSPE:	100 hours spread out across first, second and third year.
SPHE:	100 hours spread out across first, second and third year.
Other Units of Learning:	65 plus hours spread out across Junior Cycle years.

St Kieran's College has adopted the NCCA short courses in SPHE and CSPE. These short courses have been developed to provide meaningful learning and also include assessment guidance both for ongoing and summative assessment.

- All subject planning will include Wellbeing and teachers should embed wellbeing into their curriculum and ensure it is visible to students.
- Wellbeing will be further embedded into the school curriculum through three key subject areas which are; CSPE, SPHE and PE.
- First Year students complete a Wellbeing programme during Form Class.
- Junior Cycle students engage in SPHE, RE, PE and CSPE.
- Senior Cycle students engage in Career Guidance, PE, RE, RSE, SPHE and TY Modules.
- Staff have a Wellbeing day as part of school planning and are encouraged to avail of continuous professional development training provided through Neart.
- Parents and Guardians take part in whole school wellbeing through Carol services, graduation, award ceremonies and other community celebrations.

5. Rationale

Wellbeing is comprised of many interrelated aspects including being active, responsible, connected, resilient, appreciated, respected and aware (DES & NCCA, 2017). Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to (World Health Organisation (WHO), 2001).

This area of learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will also enable students to build life skills and develop a strong sense of connectedness to their school and their community.

6. Looking at Our Schools 2022: A Quality Framework for Post-Primary Schools

Domain 1: Leading Learning and Teaching: 'The Board of Management and Principal foster students' holistic development by providing a very broad range of curricular, co-curricular and extra-curricular learning opportunities'.

We are committed to the holistic development of every student and we do so through a highly developed curricular, co and extra curricular programme which provides students with multitudinous opportunities to enhance their wellbeing at Junior and Senior Cycle.

7. School Self Evaluation (SSE) and Wellbeing

In 2022 as part of our SSE, we initiated the early stages of a wellbeing promotion review and development cycle which is required by the Department of Education by 2025 as set out in Circular 0032/2021 and Circular 0033/2021.

2024 Annual Report on the School Self-Evaluation Report and Improvement Plan for 2022-2025

St Kieran's College uses the following to measure success of our SSE:

- Student attendance
- Successful school completion
- Successful transitions of students
- Data gathered in school surveys, guidance data etc
- Data gathered through consultation with children and young people, parents, teachers and other staff members
- Information from Inspection Reports

The views of parents/carers are accessed through questionnaires, focus groups, parent councils and feedback from parent-teacher meetings.

The following actions have taken place in the last twelve month period:

- A whole school approach has been adopted in increasing awareness of the wellbeing indicators.
- Teachers involved students in the creation of visual displays of the wellbeing indicators.
- **Staff engaged in a workshop on 'Wellbeing in the school community'.**
- The timing and scheduling of In-house exams were revised to further support student learning.
- Teachers were surveyed and students engaged in focus group discussions to gauge progress in meeting the goals and targets of the 2022-2025 SSE cycle.
- TY parents and students surveyed on school uniform

Targets for the next academic year

- To continue to improve and increase awareness of the importance of wellbeing in developing and creating a positive school 'Culture and Environment'.
- To further develop the role and understanding of all members of staff, school leaders and management in supporting learning for and learning about wellbeing.
- To continue to promote the language and indicators of wellbeing in the school community.

What can parents do to help:

- Continue to support your son in his learning.
- Familiarise yourself with the indicators and language of wellbeing in education, as set out in your son's homework diary.
- Discuss the wellbeing indicators with your son in relation to his learning and help him understand the importance of being an "active, responsible, connected, resilient, respected and aware" learner.
- Attend whole school events.
- Avail of training provided by Neart for parents.

8. Whole School Vision

The Junior Cycle Wellbeing Guidelines 2021 (NCCA) establish four aspects of Wellbeing to focus on in schools which are central to our whole school vision:

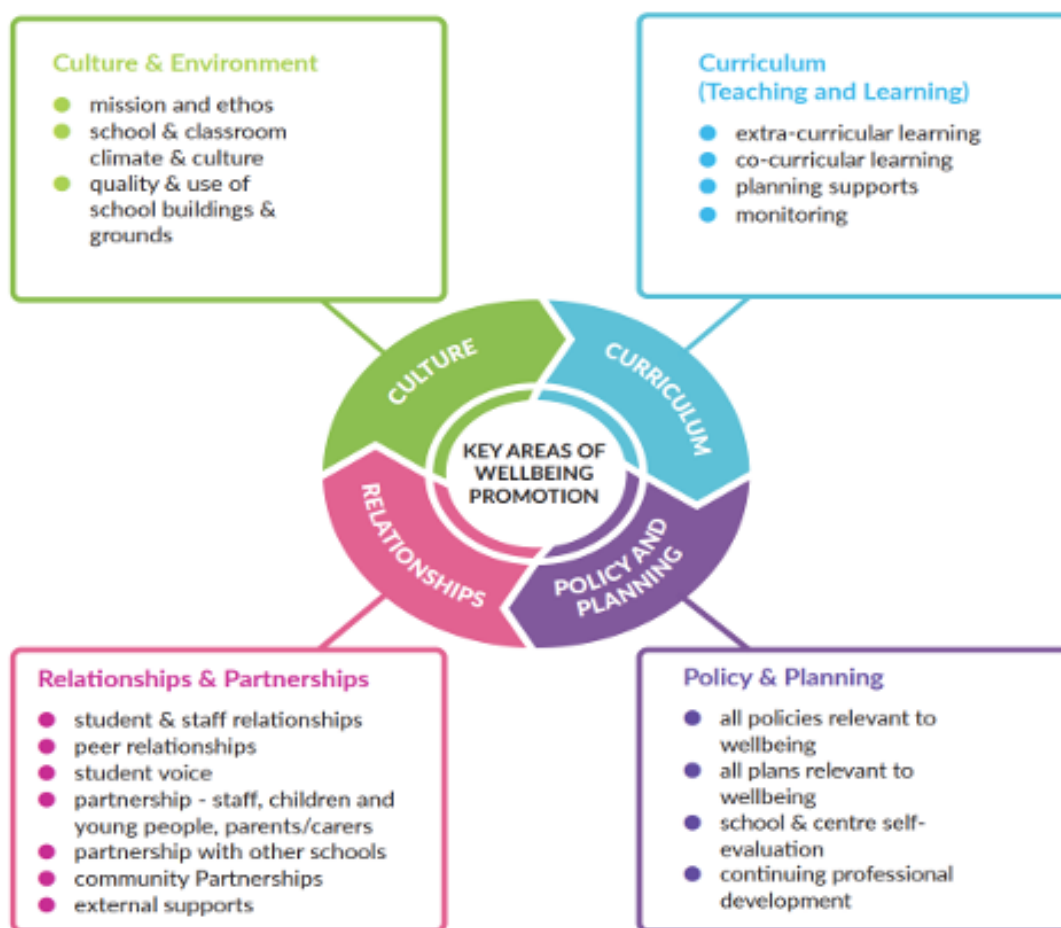


Figure 1

At St Kieran's College, the Wellbeing of our school community is paramount. Our environment of care and support is both formal and informal. The Wellbeing Policy aims to make visible our ongoing efforts to enhance student Wellbeing. It aims to outline our curricular offerings which have at its core student Wellbeing.

The Indicators of Success outlined below are the broad outcomes to which the Department aspires and wants schools and centres for education to accomplish.

Key Areas	Indicators of Success
Culture & Environment	<ul style="list-style-type: none"> • Children, young people and staff experience a sense of belonging and feel safe, connected and supported. • 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.
Curriculum (Teaching & Learning)	<ul style="list-style-type: none"> • Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. • Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	<ul style="list-style-type: none"> • Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. • Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.
Relationships & Partnerships	<ul style="list-style-type: none"> • Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. • 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.

Moreover, it aims to outline our informal support which allows a holistic approach to enhancing our school communities' well-being, in accordance with our mission statement.

9. Relationships

In St Kieran's College, we pride ourselves on positive relationships. The school's formal structures provide important means of facilitating and supporting student wellbeing. Strong relationships amongst all members of the school community form the backbone of a positive working environment.

Class Teachers play a vital role in supporting and encouraging students. They are proactive in highlighting issues or areas of concern when they occur and, where appropriate, working with students, parents and other staff to address these. Each student is assigned to a tutor group in Junior Cycle. Year Heads play a vital role by gaining an overview of the students in their group and work closely with their Class Tutors and class teachers as appropriate.

The **Student Support Team** meet weekly to discuss individual cases of concern, as well as general, school-wide initiatives. The team consists of our Deputy Principal, Guidance Counsellors, Additional Education Coordinators and School Chaplain. Year Heads attend meeting termly on rotation. In the event of a critical incident, the **Student Support Team** will convene as soon as possible to consider the appropriate response, in line with established guidelines and Critical Incident Policy.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of St Kieran's College has agreed the Child Safeguarding Statement as displayed in school office, staffroom and website.

The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement

In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post- Primary Schools

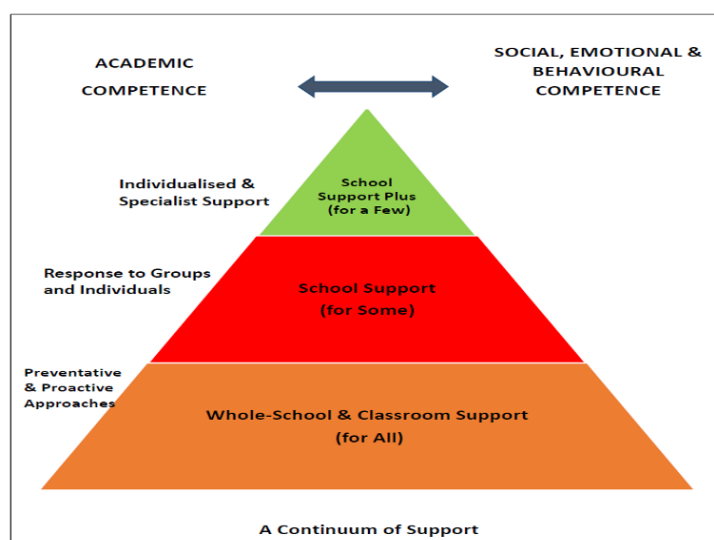
2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015. Staff have completed training in Tusla and PDST child protection and are updated regularly on regulations in the area.

Our **Whole School Guidance** plan is developed within the context of the overall wellbeing policy of the school, in accordance with “A Continuum of Support for Post-Primary Schools” (DES, 2010) and the NCGE (2017) A Whole School Guidance Framework. The latter (NCGE 2017) document “reinforces the key understanding that guidance provision in schools is ‘whole school’. This involves collective and collaborative action to develop student learning, behaviour and wellbeing, and the conditions that support these”.

The **Guidance Department** offers personal, educational and vocational counselling/career Guidance to any student who wishes to avail of the service. The School Guidance Counsellors meet all the leaving certs on a one to one for career guidance as often as is necessary depending on resources, and there are timetabled career guidance classes in TY, fifth and sixth year. Guidance counsellors use supports from the Neart to support students.

Wellbeing Support is available to all students through **our tutor and year-head system**. Referrals are made where appropriate to the Guidance & Counselling department and beyond. Students can also avail of confidential one to one appointment for wellbeing support and counselling.

The Wellbeing approach is based on the continuum of support model which provides a framework for schools to enable them to identify and respond to students’ needs in a flexible way. This process is also supported through engagement with external professionals, as required. In the structuring of many of the individual processes in the school we are mindful of the NEPS continuum of provision as a framework as it provides a clear guide to understanding the different levels of support and/or intervention in any given process and as such provided a useful guide to provision in the school. The model suggests a continuum of support from ‘support for all’ through ‘school support for some’ to ‘school support plus (for a few)’.



The peer mentors, **Cairdeas** are a group of fifth year students who act as mentors to first year students. They receive Cairdeas training. They are assigned to a first-year class, who they meet regularly. This allows them to help the first years with school transition. The role of the peer mentors is to provide an extra support for the students.

The **Student Council** has different representatives from different year groups are voted in as members of the student council. This council is a group of students elected by their peers to address issues of concern and give students a voice in the school. It is a representative structure through which students can work in partnership with school management, staff and parents. A sixth year executive run the Student Council and have 5 to 7 elected representatives. Each other year group elect two members.

Evenings for **parents/guardians** to visit the school are organised and gain an insight into the community of the school. Some of these include, Open night, Leaving Cert options and subject choice, Pathways after school, cyber safety and others as needs arise.

Parent-teacher meetings for each year group take place throughout the year.

An award ceremony takes place annually where students are acknowledged for their hard work and achievements in extra-curricular activities. Artwork is displayed around the school annually promoting positive mental health and anti-bullying and friendship themes.

10. Wellbeing at Junior Cycle

Wellbeing and the Framework for Junior Cycle Student wellbeing is at the heart of the vision of the junior cycle. All of these principles are important in supporting the 24 statements of learning that underpin the Junior Cycle. A number of the statements of learning relate explicitly to wellbeing, including:

- SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making.
- SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- SOL 10: The students have the awareness, knowledge, skills, values and motivation to live sustainably.
- SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others.
- SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.
- SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices.

Student wellbeing is present when the students, realise their abilities, take care of their physical health, can cope with the normal stresses of life, have a sense of purpose and belonging to a wider community (WHO). As set out in The Wellbeing Junior Cert Guideline (2017), the promotion of Key Skills within teaching and learning also has an important part to play in supporting student wellbeing. When teachers plan skills-rich lessons, students are more actively engaged in their learning, feel more positive about learning and take more responsibility for their learning. While the key skill of Staying Well focusses specifically on wellbeing, many of the positive dispositions associated with student wellbeing are fostered through the conscious development of all the key skills in the classroom.

Student well-being is at the heart of the vision of the Junior Cycle programme. Eight principles underpin this programme and one of them is wellbeing. Central to wellbeing are the six basic indicators: Active, Responsible, Connected, Resilient, Respected and Aware.

Therefore, the aims of the wellbeing programme are centred around the six basic indicators. In keeping with our mission statement, it is hoped through guided self-reflection and group work that students will develop a positive sense of themselves and their physical, social emotional, and spiritual health and well-being. The following indicators are used to assess wellbeing in the classroom and form the basis on which our curriculum is built.



Active	Responsible	Connected
1. Sports Day 2. Lunch time run 3. Basketball 4. Soccer 5. Hurling 6. Gaelic Football 7. Table Tennis 8. Athletics 9. Cross Country 10. Orienteering 11. Handball 12. Choir 13. Trad Band 14. TY Activities - rugby, walking etc 15. Games Club 16. Staff Day	1. RSE Programme 2. Gaisce 3. Mental Health Week 4. St Kieran's Day 5. Retreats 6. Internet safety 7. Guest Speakers 8. Garda Talks 9. Supervised Study	1. Shoe Box appeal 2. Class trips 3. Cairdeas Programme 4. Carol Service 5. Matches/Finals 6. Drama 7. Bonding days 8. Guest speakers 9. Christmas Jumper Day 10. Charity Collections 11. 6th Yr Bonding Day 12. Exchange programmes 13. TV Screens 14. Instagram 15. Ar Ais le Chelie
Resilient	Respected	Aware
1. Anti-Bullying Week 2. Mental Health Week 3. Induction 4. Counselling 5. Prayer 6. Masses	1. Anti Bullying week 2. Student Council 3. Awards Ceremony 4. Cairdeas 5. Graduation 6. LGBT Awareness	1. Mental Health Week 2. Study Skills 3. Stand Up Day 4. College Awareness 5. Seachtain na Gaelige 6. Maths Week 7. Geography Week 8. Anti bullying week 9. Friendship day

11. Planning for Students with Additional Extra Needs (AEN)

Using the NEPS continuum of provision as a framework - "Wellbeing in Post-Primary schools", this document provides an overview of the provision in the school in relation to promoting and supporting the wellbeing of all students. Please see the schools SEN policy for more details.

There is a clear connection between the support offered through the AEN Department in the school and the support of AEN students with regard to Wellbeing. The **Student Support Team** has worked to establish close supportive relationship with a broad spectrum of services in order to have the capacity to call on the expert assistance available National Education Psychological Services, Special Education Needs Organiser, Education Welfare Officer and TUSLA, HSE Social services, Child Adolescent Mental Health Services, Juvenile Liaison Officer service, workers etc

12. Induction of New Teachers

Teachers involved in the schools Wellbeing Programme should facilitate new teachers as much as possible in the following ways:

- Access to information regarding SPHE & CSPE short courses.
- Given access to the SPHE, CSPE, P.E Department folders.
- A copy of each Subject Plan/ discussed/ shown.
- A set of books to be given/ available to use if applicable..
- Given information on Oide training available, where the local training centre is and the process involved in accessing such training.

Explain simple details of :

- Where to get board markers, duster etc.
- How to access the computer room for research/ web-based classes/tablets
- Resources and resource-sharing
- Curriculum and its implementation for each year group
- How to use any necessary equipment in the relevant classrooms.

13. Managing Sensitive Issues

Wellbeing teachers liaise with the **Student Support Team** (Ken Maher, Liam Smith, Eadaoin Maher, Brian Dowling, Fergal Brennan and Year Heads termly) with regard to sensitive issues that may be dealt with in class.

- All wellbeing staff must be familiar with the school's policies that relate to sensitive issues that may emerge in any wellbeing class, e.g. child protection, RSE, substance use, etc.
- Every effort should be made to safeguard the privacy of students and teachers. This can be addressed in the ground rules.
- Allow time at the end of class for summing up learning. If an issue arises during class that needs attention before the group breaks up for the next class, it can be dealt with at this time.
- Teachers should not give unconditional guarantees of confidentiality. It should be explained to students that, in some circumstances, the teacher may need to seek advice or to tell someone about an issue raised in class.
- For some topics, you may need to consider the following question: Is there anyone I need to be particularly sensitive and aware of because of their disposition or recent experience?
- Advise students that any wellbeing class is not a suitable forum for disclosing sensitive issues of a personal nature. Students should be advised about where they can go for help.
- If an unexpected disclosure is made that causes concern it should be referred as appropriate (informed by school policy) to the DLP or DDLP.

14. Whole School Wellbeing

Staff at St Kieran's College work in a supported environment. Whole school wellbeing is evident in the following areas:

- Admissions Policy.
- Bí Cineálta Policy.
- Counselling Policy.
- Child Protection Procedures for Primary and Post Primary Schools 2017.
- Child Safeguarding Statement and Risk Assessment.
- Code of Behaviour.
- Critical Incident Policy.
- CSPE Plan
- Data Protection Policy.
- Guidance Plan
- Healthy Eating Policy.
- PE Plan.
- Remote Learning and Teaching Policy.
- RSE Policy.
- School Plan.
- SEN Policy.
- SPHE Plan
- Whole School Guidance Plan

15. Promoting Wellbeing skills in our students

First Year:

SENCO and SEN teachers liaise with parents of students with identified learning needs to allow us to identify, plan for and respond to needs in a flexible way.

- All 1st yrs participate in a 1 day Induction programme to help them make the adjustment from primary to secondary school.
- Each 1st year class has 1 form class per week with their assigned Form Tutor.
- Our 10 week Cairdeas Programme helps 1st yr students adjust to secondary school. Each 5th year Cairdeas leader is assigned to a group of 5 1st year students and acts as a 'big brother' to assist them with any queries they may have.
- Michael Brannigan Memorial Run is a fun day for 1st year students only.
- Annual Sports Day encourages 1st year students to take up a new sport and become engaged

in extracurricular activities.

- Literacy Intervention - Vocabulary Enrichment Program is delivered to support development of oral and written vocabulary to build skills and confidence.
- Numeracy Intervention - Numeracy supports.

First to Third Year:

- A comprehensive S.P.H.E. (Social, Personal & Health Education) programme, delivered 1 hour long class per week, provides valuable insights and information to students.
- All Junior Cycle classes have 1 hour of CSPE class per week promoting active citizenship.
- All junior classes have at least 1 hour of PE per week (First Years have 2 hours). PE provides students with the opportunity to choose a lifestyle that is active, healthy and meaningful, in order to contribute to the preparation of the student for a life of wellbeing.
- Mental Health Week – inclusive week. Mental health activities for 1st and 2nd years and guest speaker for 3rd years.
- A Bí Cineálta day is held for each group.
- The guidance department delivers a ‘subject choice’ module to 3rd year students which includes classroom contact and subject choice assemblies.
- Transition Year, senior cycle information night for parents and guardians every March for 3rd year students and parents/guardians.
- All junior classes go on a Retreat to various locations.
- All junior classes participate in ‘St Kieran’s Day’ - a fun day in the school that celebrates the school's patron St Kieran on the 5th of March (closest day to feast day).
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First to Sixth Year.

- Year Heads monitor an entire year group in conjunction with the Chaplain, Guidance Counsellors, SEN Teachers, Deputy Principals and Principal.
- Regular assemblies are held in each group.
- There is a Chaplain and two career guidance counsellors to help students who may encounter difficulties during the school year.
- The school Chaplain works closely with the staff as we try to respond to students’ needs, and has a specific responsibility for their spiritual and pastoral development.
- Various PE initiatives for senior students, to encourage lifelong physical activity.
- Throughout the school year significant religious events are celebrated.
- Liturgies occur at relevant times and a school mass celebrates the beginning of each school year.

16. Supporting and Promoting a Culture of Wellbeing in Our School

St Kieran’s College promotes a welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion
- *There is a positive approach to discipline where issues are resolved with care, respect and consistency.*
- There are a variety of indoor and outdoor spaces for students to congregate socially and to have quiet time
- The school is a safe place for all students
- The school building is accessible for all students
- Teacher Professional Learning opportunities sent to staff via Google Classroom and displayed in the Staffroom (NEART).
- Students and staff take pride in maintaining the physical environment
- The school environment is conducive to promoting physical activity
- Teachers have high expectations for all students
- There are respectful, positive relationships between students, staff and management
- A culture of collaboration and cooperation is promoted through daily teaching, learning and assessment practices
- Students are encouraged to actively participate in their learning so that they enjoy all that the school has to offer
- Students receive regular formative feedback about their learning and how they can improve

- Students have regular opportunities to discuss their learning and what helps them to learn
- Teachers use active methodologies to develop the Key Skills in their subjects and digital teaching and learning form a crucial aspect of the delivery of our curriculum
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success
- Student Council
- Parents' Association
- Awards Night
- Photos - past pupils, achievements, student work etc

16. Teaching Strategies and Methodologies

SPHE & CSPE:

Discussion

Discussion has a key role in SPHE and CSPE. It provides a chance for students to talk about their ideas and feelings and can open up opportunities for developing or changing their ideas or feelings where appropriate.

Ground rules for discussion in SPHE & CSPE are as follows:

- everyone is shown respect
- everyone is given a chance to speak in the group
- everyone is listened to, no interruptions
- no put-downs
- everyone's right to their opinion is respected
- everyone is expected to back up their opinion with an examples or evidence from the stimulus
- everyone has the freedom to change their opinion based on reflective discussion
- there should be no generalisations.

Role Play

It is important to choose a theme that is clearly focused and is likely to generate worthwhile reflection, analysis and debate. Allowing sufficient time to bring students out of role and to discuss their experience of role-play is also vital. Students who would prefer not to participate in a role-play can play an important role in actively listening and reporting on what they have observed.

Guest speakers

Guest speakers will be invited in to complement particular key concepts as the need and opportunity arises.

Debate

A debate works best if students are given a chance to debate a topic that is of genuine interest to them and if they are given time and support to prepare for the debate (background information, newspaper/magazine articles, useful websites, etc).

A Walking Debate

A 'walking debate' is another good way of allowing students to debate an issue. In this method, a statement is read out to the class and they are asked to position themselves at one end of the class-room if they agree with the statement and at the other end if they disagree. Those who are uncertain can stand in the middle. As the issue is debated, students can move their position. The movement encourages opinions to change and also allows for uncertainty and an acceptance that all issues are not black and white.

Issue Tracking

Issue tracking is a method by which students can follow and explore an issue or topic that is currently in the news. Issue tracking develops group work and cooperation skills, as students must work in groups

and decide on the best way to collect information. The teacher can stimulate the search by bringing newspapers to class on the first day or by showing a news report on the chosen issue. Students can compile a scrapbook or wall chart, or use the internet and computer to compile an electronic scrapbook. This methodology allows for discussion on the difference between fact and opinion and the role of perspective and bias in the media.

Photographs, Art Work and Images

An image or photograph can be a useful way of stimulating interest in a topic, especially if the image is slightly puzzling or challenging. Students can be invited to question the photograph. Who took it? Where was it taken? What was happening at the time the photograph was taken? What happened next?, etc. It is important to avoid using images that may reinforce students' prejudices or stereotypes.

Surveys / Questionnaires

A survey or questionnaire can develop skills of communication, gathering and interpreting information, team work and cooperation. It enables action beyond the classroom and can often involve the school or wider community. Careful attention needs to be given to discussing the purpose of the survey, what it hopes to find out and how the findings will be shared with others.

Working with Texts

Short stories and texts from newspapers, magazines and the Internet can be a very useful way of presenting information and issues related to Wellbeing. There are many ways that students can engage with texts in an active manner.

Other Methodologies

Individual Reflection / Think, Pair, Share / Group Work / Use of AV media (C.D, data projector) / Teacher Exposition / Internet resources, Google Classroom.

17. Assessing Wellbeing

The Framework for Junior Cycle states that all assessment in junior cycle should have as its primary purpose the support of student learning.

Assessing students will be done collaboratively among wellbeing teachers. Students can be asked to complete assignments, project work, presentations, performances, engage in self/peer assessment, reflect on their learning and set goals for the next steps in learning. Teachers can also use effective questioning and dialogue to allow students to make their learning visible and to plan for improvement. All assessment activities will be effectively carried out and supported by success criteria stating what a good piece of work looks like in the contexts involved.

18. Record Keeping Procedures

Class and homework monitored each week.

Attendance recorded in teacher's journal and on Tyro system.

Teacher Professional Development

In-service and CPD to continue for department members.

CPD already undertaken:

SPHE:

SPHE online workshops April 2021: Fergal Brennan & Michael Connolly.

2 day Intro to SPHE: Michael Connolly, Jonjo Farrell, Brian Dowling

RSE Junior Cycle :Evan Walsh, Sean Morrissey

Anti Bullying: Brian Dowling and Fergal Brennan

Substance Abuse: Jonjo Farrell

Intro to Mental Health: Fergal Brennan

RSE Senior Cycle (Nov 2018): Fergal Brennan, Jonjo Farrell

NEPS Friends Programme(Oct 19,2019): Michael Connolly

SMART Targets 2024/25

1. Improved toilet facilities - separate 1st Year toilets and more cubicle toilets for senior students.
2. More wellbeing activities outside - table tennis tables - application for funding.

SMART Targets 2025/26

1. Murals - Art work displayed - wellbeing Art from our Art department to increase wellbeing visibility.
2. More TPL for staff.
3. Utilisation of NEART resources

The wellbeing of the whole school community is central to the school's mission statement and management take responsibility to promote wellbeing.	
Parents/carers receive communication and information from schools in relation to initiatives which support the wellbeing of the child/young person.	
All class and subject teachers understand their shared role in supporting learning for and learning about wellbeing in their classroom/subject.	
The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff.	
There is a positive approach to discipline where issues are resolved with care, respect and consistency.	
Children and young people and staff have a strong sense of belonging to the school.	
Systems are in place so that the voices of the child/young person, staff and parent/carer are heard.	
Child/young person's participation within the school community is valued by staff and children and young people are actively supported and encouraged to provide feedback for school improvement.	
The school building, grounds, classrooms and work spaces, are well maintained and appropriately furnished creating a welcoming, safe and warm environment.	
The school building is accessible for all children and young people and accommodation is modified to meet the needs of all.	
Indoor and outdoor space is provided to facilitate social interaction, physical activity and quiet time.	
The school environment is conducive to promoting healthy eating choices.	
The indoor space displays the work, talents and accomplishments of children and young people.	

Statements of Effective Practice for Some & Few

The schools demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.	
Staff, children and young people are inclusive of those from different cultural backgrounds and those with additional needs.	
The physical environment is modified to meet the needs of children and young people with additional and/or complex needs.	

Key Area 2 - Curriculum (Teaching and Learning)

Statements of Effective Practice for ALL

All curricular and subject plans have explicit reference to teaching, learning and assessment approaches that promote collaboration, self-assessment and a sense of achievement.	
All curricular plans outline how teaching/learning approaches and assessment of learning outcomes will be differentiated for children and young people, providing adequate challenge and opportunities for success.	
Teachers use varied teaching and assessment methods and differentiate their expectations to promote full participation and achievement for all.	
Teacher continuing professional development (CPD), sharing of learning and reflective practice is encouraged and facilitated through communities of practice.	
Throughout primary schools, and in post primary school up to Junior Cycle, the SPHE curriculum is implemented on a mandatory basis.	
There is a whole school and coordinated approach to the provision of CSPE, PE and SPHE as part of the Wellbeing Programme at Junior Cycle Level (post primary only).	
Childrens' and young people's physical, social and emotional health education are effectively implemented and are a visible part of the Curriculum for SPHE, PE, RSE, CSPE (CSPE - post primary level only).	
Appropriate use is made of programmes/resources to support SPHE, RSE, and CSPE.	
Universal, evidence-based programmes are appropriately chosen to teach core social and emotional competence and coping skills.	
The school links with community-based clubs and organisations to ensure that a broad, accessible and inclusive extra-curricular programme is provided.	
Specific national or local initiatives are included in the school's wellbeing promotion initiatives.	
Children and young people, and parents/carers are involved in planning the school's extra-curricular programme.	
Children and young people are actively engaged in learning and enjoy coming to school.	

Statements of Effective Practice for Some & Few

All curricular plans outline how teaching methods and assessment of learning outcomes will be differentiated for children and young people at risk or with additional and/or complex needs so they experience a sense of achievement.	
Teachers attend CPD and deliver specialised and targeted programmes to individuals and/or small groups that are grounded in research and evidence and selected in line with best practice guidelines.	
Individualised teaching approaches are linked to specific learning outcomes.	
The school deploys resources based on individual learning, behavioural, social and emotional needs under the Teacher Resource Allocation Model.	
The Special Education Team and/or Student Support Team support all class and subject teachers and Special Needs Assistants (SNAs) to implement appropriate strategies for children and young people with additional and/or complex needs and those recommended in professional reports.	
Delivery of one to one support teaching is supported by continuing professional development and reflective practice facilitated through communities of practice.	
There are opportunities for CPD and ongoing practice support and guidance for SNAs.	
Extra-curricular activities are planned to include those with additional and /or complex needs. Children and young people with additional and/or complex needs and their parents/carers are actively involved in planning and evaluating the school's extra-curricular programme.	

Key Area 3 - Policy and Planning

Statements of Effective Practice for ALL

The wellbeing of the whole school community is at the heart of school policies and plans.	
Consultation with staff, children and young people, and parents/carers is undertaken when developing and reviewing and updating school policies.	
Policies are made available to staff, children and young people, parents/carers and relevant partners.	
Schools have the following policies, plans and guidelines in place: e.g. Anti-bullying policy and procedures; SEN policy; Child protection policy & procedures; Critical Incident Management Plan; Acceptable Use Policy for ICT etc.	
All teaching and non-teaching staff are familiar with these policies and procedures.	
Policies and plans set out how inclusive practice will be implemented.	
The school has an established system for gathering information which is conducted in partnership with parents/ carers, children and young people and teachers in order to support the child/young person's needs.	
The school has an established system for gathering information on children and young people at points of transition and uses the Education Passport (NCCA) for children and young people transitioning to post primary school.	
Family and child/young person confidentiality is respected at all times and staff follow school guidelines for the appropriate sharing of confidential information.	
Records about individual children and young people are stored securely.	
The school has a system in place for gathering information on levels of school risk factors such as bullying; absenteeism; truancy; disruptive behaviour.	
There is a comprehensive CPD plan to ensure all teachers have the necessary training to promote wellbeing on a whole class basis and through SPHE.	
Staff are encouraged to share expertise and learning garnered from CPD by having opportunities to model and engage in collaborative working.	
The school adheres to DES circular on the use of programmes and/or external speakers.	
At post primary level, the whole school Guidance Plan sets out how Student Support Teams will operate.	
The school identifies and participates in specific national or local initiatives for wellbeing promotion.	

Statements of Effective Practice for Some & Few

The school's SEN policy specifically lays out how the screening, gathering of information and planning of interventions for children and young people with additional and/or complex needs is undertaken.	
School-based information is used in conjunction with reports from external professionals which, set guidelines and recommendations for individualised supports.	
The school engages with collaborative problem-solving to support a child/young person's needs, identified through the NEPS Continuum of Support. A student support file is used to plan, record and review progress.	
The SEN policy identifies a range of evidence-based strategies and programmes for groups at 'further risk' of developing mental health difficulties.	

The schools assessment policy outlines how additional school based screening and intervention tools are used to assess social, emotional and behavioural difficulties.	
The school's SEN policy and plan sets guidelines for individualised supports to help those with complex needs understand and engage with school policies e.g. bullying, code of behaviour.	
The school has mechanisms in place for identifying vulnerable students in the event of a critical incident.	

Key Area 4 - Relationships & Partnerships

Statements of Effective Practice for ALL

Relationships between teachers, children and young people and parents/carers are characterised by openness, respect and listening.	
Relationships and partnerships are supported through a range of agreed formal and informal structures, for example, student councils, prefect systems, buddy systems, mentoring systems, assemblies and newsletters.	
The views of all staff and children and young people are sought, listened to and respected.	
The views of parents/carers are accessed through questionnaires, focus groups, parent councils and feedback from parent-teacher meetings.	
Parent-teacher meetings are convened on a mandatory basis, to discuss children and young people's progress.	
The board of management promotes the establishment of a parents' council in the school, and co-operates with the council as needed.	
Staff receive recognition and support from management.	
All staff members are aware of the Employee Assistance Service.	
The school establishes links with feeder schools.	
The school establishes strong working relationships with other schools and engages in sharing of best practice.	
The school promotes professional networks for principals and subject teachers.	
The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies.	
There are clear referral pathways and the roles and responsibilities of agencies are agreed and understood by all.	
The school supports extra-curricular activities by linking with sports clubs, dance clubs and bands, scouts, work experience placements, charity organisations etc.	

Statements of Effective Practice for Some & Few

Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members.	
Staff receive individualised support from management in times of difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service.	
Mentoring systems are in place whereby more senior young people mentor younger children offering practical, social and/or emotional support.	
Befriending and buddy systems are in place for children and young people who require support to interact with peers.	
Efforts are made to build positive relationships with children and young people who are experiencing challenges, and with their parents. They may have a 'named staff member' allocated to them to act as the 'one good adult'.	
Children and young people and their parents/carers are included in collaborative problem solving and decision-making with regard to individualised support and interventions.	
Children and young people have access to one to one meetings with qualified members of staff to support their personal and social, educational and career development, and at moments of personal crisis.	
If applicable the school completion programme (SCP) incorporates initiatives such as breakfast clubs, mentoring programmes and therapeutic interventions.	
The primary school links with the feeder post primary schools and holds sixth class transfer review meetings, for those children and young people with additional and/or complex needs.	
Primary schools link with the local Early Childhood Care and Education Scheme (ECCE) to support the transition of children with additional and/or complex needs into the primary setting.	
Post primary schools link with local Youthreach Centres or Community Education Centres to ensure a successful transfer for children and young people requiring alternative education settings.	
The school attaches a high value to support networks for guidance counsellors and SEN teachers.	
The school has established working relationships with DES support services and other agencies and services involved in supporting the mental health of children and younger people.	

Appendix 1 - Wellbeing in other areas

	1st Year	2nd Year	3rd Year
Retreats	Full Day	Full Day	Full Day
History Trip	Full Day	Full Day	Full Day
St Kieran's Day	Half Day (morning)	Half Day (morning)	Half Day (morning)
Sports Day	Half Day (morning)	Half Day (morning)	Half Day (morning)
Blitzs x 2	Full Day x 2		
Cairdeas	10 classes		
Mental Health week - Speakers and Activities	Mental Health Activity	Mental Health Activity	Mental Health Activity
Speakers	Guest x3	Guest x3	Guest x3
Induction Day	Afternoon		
Michael Brannigan memorial fun run	Afternoon		

Appendix 2 - Wellbeing Indicators that we have identified in these other areas are as follows:

Retreats	Responsible	Connected	Resilience	Respected	Aware
History Trip	Connected	Aware	Respected		
St Kieran's Day	Active	Connected	Respected	Aware	
Sports Day	Active	Connected	Respected		
Blitzs/Run	Active	Connected	Respected		
Cairdeas	Responsible	Connected	Resilience	Respected	Aware
Guest Speakers	Responsible	Connected	Resilience	Respected	Aware
Induction Day	Responsible	Connected	Resilience	Respected	Aware