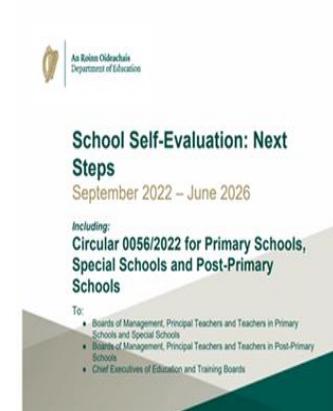
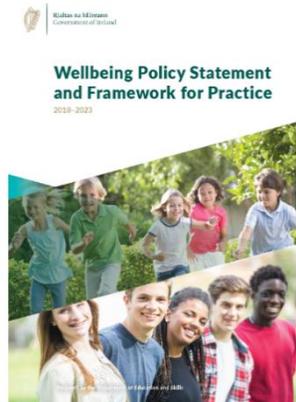


School Self Evaluation



Wellbeing Promotion Review and Development Cycle

School Name: Scoil Mhuire Caisleán Nua

Roll Number: 18538V

The following information is an account of our schools' efforts as we use the SSE process to engage in a wellbeing promotion review and development cycle.

Contents:

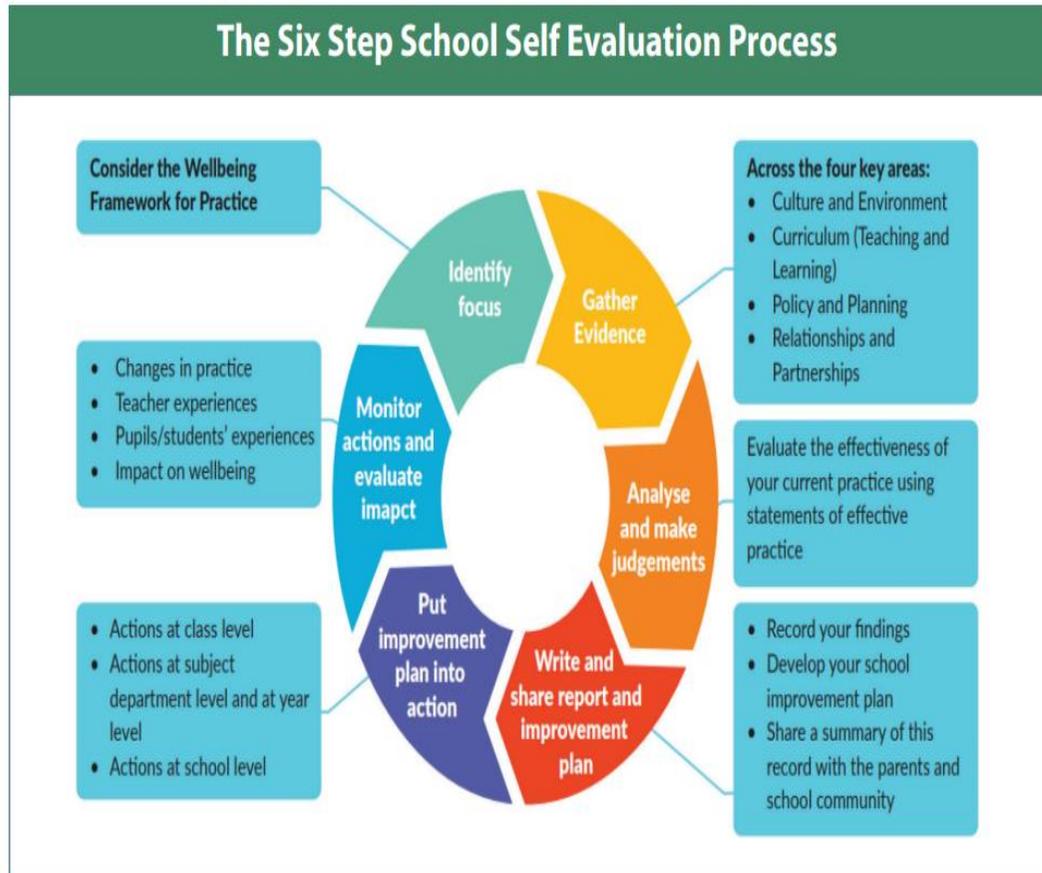
1. SSE and Wellbeing Infographics: SSE & Wellbeing, 4 Key areas of Wellbeing
2. Planning Prompts
3. Log of Actions
4. Action Plan
5. School Self Evaluation Report and School Improvement Plan

1. SSE and Wellbeing

The School Self-Evaluation (SSE) process provides a framework for schools when gathering and analysing evidence, identifying needs and setting targets for achievable outcomes. It is a collaborative, reflective process of internal school review, focused on school improvement. The six-step process enables schools to gather and use evidence to identify meaningful and specific targets and actions for improvement. It enables them to create and implement improvement plans, to measure their progress, and to identify their achievements.

Every school is required, by 2025, to use the School Self-Evaluation process to initiate a wellbeing promotion review and development cycle.

The following infographics will support a school's engagement with the process:

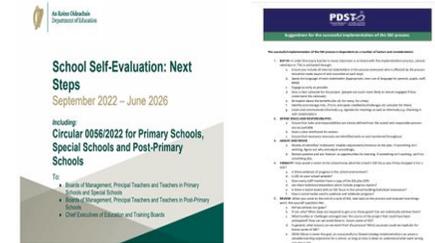


2. SSE Planning Prompts:

[School Self-Evaluation: Next Steps, September 2022 – June 2026](#)

This document includes Department of Education Circular 0056/2022 and sets out what is required of schools in relation to school self-evaluation during the September 2022 to June 2026 period.

PDST [Suggestions for the successful implementation of the SSE process](#) could be considered throughout the process.



Step	Planning Prompts	Notes
<p>Step 1: Identify a focus</p> 	<p>Schools may begin this process from two different starting points; from a macro perspective and from a micro perspective.</p> <p>Macro Level: This is where a school has not previously looked at Wellbeing promotion at all in their school. They have not yet collected any data and don't yet have an area of focus. They may want to collect data across all 4 key areas first to ascertain their focus area. Identifying a focus from a macro level ensures that an inclusive whole school approach is achieved from the outset.</p> <p>Micro Level: Some schools will have already gathered data and will have an idea of the area of Wellbeing Promotion they would like to develop. Consider what evidence you may already have gathered in the recent past that may support them in identifying a key area. You will need to ensure that they have collected data from all stakeholders (staff/ pupils or students/ parents or guardians) to support their identified area. You may want to 'fine tune' this area of focus by collecting additional evidence. For example, you have collected data and identified 'curriculum' as the area of focus. Now you will need to 'fine tune' this, perhaps by conducting a focus group with the pupils/ students/ parents etc. to ascertain what curriculum area needs development initially.</p>	<p><i>The approach our school will adopt is to gather information from a macro level to assist us in identifying our area of focus.</i></p> <p><i>If commencing using a micro level perspective, what data has led you to identifying a key area of focus?</i></p> <p>N/A</p>
<p>Step 2: Gather Evidence</p>	<p>How might your school approach this data gathering process? Who are your stakeholders?</p>	<p><i>As advised in Circular 56/2022, the evidence schools gather should be manageable, useful and focused.</i></p>

	<p>What qualitative and quantitative data gathering tools have you used in the past? How might these tools support your wellbeing promotion process? Consider which of these tools will be most suitable when gathering data from parents/ teachers/ students?</p>	<p><i>Schools should commence by looking at data that is already available.</i> <i>The existing data we have analysed is as follows:</i></p> <p><i>Questionnaires</i></p> <p><i>The following is an outline of how we will gather data:</i></p> <p><i>From Staff- Questionnaires in the form of Google Forms will be sent out.</i></p> <p><i>From Parents- Questionnaires in the form of Google Forms will be sent out.</i></p> <p><i>From Pupils- Questionnaires in the form of Google Forms will be sent out to all pupils from 1st -6th Class.</i></p>
<p>Step 3: Analyse Data and Make Judgements</p> 	<p>What do you need to consider before analysing your data? What potential challenges might arise during this step of the process? How might you mitigate these challenges?</p>	<p><i>Schools should analyse and reflect on the data with reference to the statements of effective practice.</i></p> <p><i>As per the Wellbeing Policy and Statement of Practice (p. 37) schools should choose one key area to focus on.</i></p>
<p>Step 4: Write and Share the Improvement Plan</p>	<p>What targets could be created to fulfil the Statements of Effective practice selected in Step 3?</p>	<p><i>Schools should create a short, written record of the main findings from the data.</i></p>

	<p>Are our targets SMART?</p>  <p>How do you envisage sharing this information with the Whole School Community?</p>	<p><i>Schools are advised to document which Key Area, Indicator of Success and Statement(s) of Effective Practice they will focus on.</i></p> <p><i>Schools should agree on improvement targets and related actions. These will be stated clearly so that they can be easily understood and so that progress regarding their implementation can be easily monitored.</i></p> <p><i>An SSE report and improvement plan must be prepared annually.</i></p> <p><i>The SSE report and School Improvement plan should be shared with the BoM.</i></p> <p><i>The main points of the report and improvement plan should be communicated with parents and pupils.</i></p> <p><i>A copy of the report and improvement plan should be available to the patron on request.</i></p>
<p>Step 5: Put the Improvement Plan into Action</p> 	<p>What might your school need to consider when putting your school improvement plan in action?</p> <p>How did they ensure that their actions impacted upon every teacher, every classroom and every student?</p>	<p><i>Evidence of agreed actions should be evident in all classrooms.</i></p> <p><i>There should be clarity about</i></p> <ul style="list-style-type: none"> ● <i>responsibility for the implementation of the agreed actions</i> ● <i>timeframe for implementation</i>
<p>Step 6: Monitor actions and evaluate impact</p>	<p>How might you monitor your school's progress in wellbeing promotion?</p> <p>Who will be responsible for monitoring and reporting progress?</p> <p>How will progress be measured?</p> <p>When will progress be reported and to whom?</p>	<p><i>The following is how we intend to monitor the school's progress in wellbeing promotion:</i></p> <ul style="list-style-type: none"> ● <i>Questionnaires</i> ● <i>Observations</i>



Consider if all targets and actions are realistic or do they need to be adapted?

- *Interviews*
- *Rating Scales*
- *Checklists*

Progress will be reported to:

Staff, pupils, parents, school community

The following is how we will celebrate our successes:

House Cup/ Prize for the team with the most points.

Use of social media/ website to showcase the winners.

Healthy eating prizes and fun activities throughout the year and as part of Wellbeing Week.

3. Log of Actions

The following is a list of actions that our school has taken to initiate and engage in this cycle of wellbeing promotion review and development:

Action	Date	Additional Information
Wellbeing in Education Seminar attended	April 2022	Attendees at seminar: Ms. Moloney Ms. Stafford
Webinars viewed by all staff	March 2023	Webinar 1: Explored the rationale, background and structure of the Wellbeing Policy Statement and Framework for Practice document as well as the roles and responsibilities of schools in Wellbeing Promotion. Staff reflected on current understandings as well as current practice of Wellbeing Promotion in their schools. Webinar 2: Explored how to begin the process of Wellbeing Promotion in schools and set out how the Framework and the SSE Process can support schools initiating a Wellbeing review.
Core team established	December 2022	Members of core team are: Ms. Moloney Ms. Stafford Mrs. McCaffrey Ms. Joyce Ms. Gleeson (February 2024)
Application for PDST sustained support in the area of Wellbeing in Education submitted		Application submitted by: Ms. Moloney in September 2022
PDST advisor facilitated in-school support	January 2023	Visit 1- The following were the topics/areas explored: ➤ Employee Assistance Service: Poster, registration, employee guide

		<ul style="list-style-type: none"> ➤ Reflection/ exploration of school context ➤ Revision of key messages from seminar ➤ Clarity on questions of team re: Wellbeing Policy Statement and Framework for Practice provided ➤ Clarity on questions of team re: SSE Process and Wellbeing provided ➤ Reminder of resources available given ➤ Useful Infographics explored ➤ Planning Prompts explored ➤ Action plan for the review of wellbeing promotion in our school collaboratively created and agreed ➤ Roles and responsibilities discussed and agreed ➤ Timeframe for implementation discussed and agreed ➤ Schedule 2nd visit ➤ Plan for next support visit discussed and agreed
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4. Action Plan:

The following is an outline of actions to be taken during the SSE process with wellbeing as a focus. Clarity about responsibility for the implementation of the agreed actions and timeframe for implementation are also outlined:

Step	Action	By Whom	When	Recorded in log of actions?	Additional information/ Resources required
1. Identify focus	Decide whether a micro or macro approach will be adopted	Wellbeing Team	October 2022	Yes	
	Stakeholders to be informed about SSE	Yes	Staff Meeting: Oct. 2022	Yes	
2. Data Gathering	During a staff meeting, members of wellbeing team will facilitate an exploration of WPSFP (Key Areas,	Yes- led by PDST advisor	March 2023	Yes	Resources required:

	<p>Statements of Effective Practice)</p> <p>Data will be collected from staff (Working Well, Possible area of future focus x 4 (1 per key area)</p>				<ul style="list-style-type: none"> ➤ Statements of Effective Practice for each Key Area (min. 1 between 2) ➤ Flip Chart Paper ➤ Markers
	Questionnaires to be given to staff	PDST Advisor	March 2023		
	Questionnaires to be given to pupils	Ms. Moloney	May 2023		
	Focus group of younger pupils/ pupils with SEN	Ms. Moloney	May 2023		
	Questionnaires to be sent to Parents	Ms. Moloney	May 2023		
3. Analyse and make judgements	Feedback from staff meeting and all questionnaires will be analysed and judgements made	Wellbeing Team	October/ November 2023		
	Area of focus to be decided (Key Area, Indicator of Success, Statements of Effective Practice)	Wellbeing Team	November 2023		
	Input from staff to be sought on possible steps/ actions required to meet targets	Wellbeing Team	December 2023		
	Targets to address needs to be decided	Wellbeing Team	December 2023		

4. Write and Share Report and Improvement Plan	Report and improvement plan to be written	Ms. Moloney	January/ February 2024		
	Report and Improvement plan to be shared with staff	Ms. Moloney	February 2024		
	Report to be shared with parents	Ms. Moloney	February/ March 2024		
	Report to be shared with pupils	Teaching Staff Wellbeing Team Student Council	February/ March 2024		
5. Put Improvement Plan into Action	Put improvement plan into action	Wellbeing Team	February/ March 2024		
	Ensure evidence of SSE in every classroom	Wellbeing Team	February/ March 2024		
6. Monitor Actions and Evaluate Impact	Monitor actions	Wellbeing Team/ Staff	Ongoing		
	Evaluate impact	Wellbeing Team/ Staff/ BOM/ Parents	June 2024		

5. School Self Evaluation Report and Improvement Plan

INTRODUCTION

Scoil Mhuire Caisléan Nua is a coeducational school located in Newcastle, Clonmel, Co. Tipperary and in the Lismore and Waterford diocese. The school caters for pupils from Junior Infants to 6th Class including two A.S. classes. There are currently 117 pupils enrolled with 10 teachers including an administrative principal, 6 SNAs, a classroom assistant. The school operates with a part-time secretary and caretaker and there are also 3 bus escorts employed by the school.

This document records the outcomes of data gathered and our wellbeing improvement plan, including targets and the actions we will implement to meet the targets.

2. The focus of this evaluation

We used the School Self Evaluation process to ascertain a Wellbeing focus as part of the Document:

FINDINGS

This is effective / very effective practice in our school - List the main strengths of the school in the area of wellbeing.

- 100% of parents reported that the school is welcoming and accessible to all pupils.
- 93% of staff felt that the school is welcoming and accessible to all pupils
- 91% of pupils reported that the school was warm and welcoming and 84% of pupils reported that they felt safe in school.
- 95% of parents reported that the schools sees health and wellbeing as important.
- 80% of staff felt that the link between physical activity and wellbeing is well understood by school staff.
- 100% of parents reported that there are structures in the school which allows parents to have a voice.
- 89% of pupils reported that they learn that they are all special and that it is ok when people are different.

This is how we know - List the evidence sources.

Feedback from Google Forms from:

- Staff
- Parents
- Pupils

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

Key Area:	Culture and Environment
Indicator of Success:	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 culture and ethos.
Statement(s) of Effective Practice:	The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food are used to motivate children and young people.

Targets	Actions	Who is responsible? (Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM)	Timeframe
<ul style="list-style-type: none"> • Create a school environment that fosters and promotes healthy 	<ul style="list-style-type: none"> • Create awareness around healthy eating for the school community. 	Whole Staff Student Council	Jan- June 2024

<p>eating habits among students leading to improved physical health and mental wellbeing.</p>	<ul style="list-style-type: none"> • Revise the current healthy eating policy. • School competition: pupils are divided into house colours and awarded points for healthy eating choices. Team with the most number of points will receive a healthy treat (e.g. smoothies, fruit skewers, playground time) and a house cup. Competition will run twice every term. • Pupils will participate in the Fyffes Fit Squad fitness competition. Teams will be organised as per the house colours. • Keep the SIP alive and share regular updates via the school website and newsletter and Student Council noticeboard. • Non treat rewards will be used across all classes. 	<p>Wellbeing Team/ Parents</p>	

MONITORING

Strategies and Approaches	Who is responsible?	Additional Information
<p>Implement regular assessment to measure the impact of the initiatives on pupil health and wellbeing.</p>	<p>All Staff</p>	
<p>Collect feedback from relevant parties regarding the effectiveness of implemented strategies</p>	<p>Wellbeing Team</p>	

Adjust and refine programs based on feedback and results	Wellbeing Team	

EVALUATION

Criteria for Success	Are we making progress?	Evaluation Tools (How will we know)
Increased pupil knowledge about healthy eating		Checklists
Positive changes in eating habits and food choices		Questionnaires
Improved physical health		Rating Scales
		Feedback: interviews
		Observations

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

As we monitored, did we have to adjust targets? Change or adapt actions?

TARGETS ACHIEVED

Target (original and modified)	Achieved: Yes/ No	Date Achieved

