

Kilkenny School Project

Improvement Plan for Wellbeing using SSE Process

'To implement this policy every school and centre for education is required by 2023, to use the six-step School Self-Evaluation (SSE) process with the Wellbeing in Education Framework for Practice, to consider their existing provision for wellbeing under each of the four key areas (culture and environment, curriculum, policy and planning, and relationships and partnerships'

(p. 37 Wellbeing Policy Statement and Framework for Practice, 2019)

1. Identifying Focus

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. We have chosen to gather evidence across all four 'Key Areas' of Wellbeing.

Chosen approach: Macro Level – gather across the four key areas initially to set focus.

Key Area selected for this cycle: Culture & Environment

Indicator of Success: 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.

Statements of Effective Practice (from Wellbeing Framework):

- Opportunities are provided for children/young people, staff and parents to have an active voice in decisions relating to school improvement.
- The school communicates with parents about the supports in place to promote wellbeing.
- The school recognises that wellbeing is as important for staff as for children/young people; appropriate supports are available for staff wellbeing.
- Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.

Timeframe for this SIP: From September 2025 to June 2026 (see targets for specific dates)

2. Gathering Evidence

We gathered evidence to review wellbeing promotion in our school in line with the Wellbeing Policy Statement and Framework for Practice 2018–2025.

Stakeholders: Pupils (1st–6th), Parents/Guardians, All Staff, Board of Management, Patron.

Existing data consulted: Attendance patterns; Student Council notes; staff meeting minutes; SEN team notes; outcomes from previous wellbeing initiatives; December 2024 pupil/parent/staff questionnaires.

Data gathering methods used / to be used:

- **Staff:** questionnaires; staff meetings; informal discussions; Oide-facilitated inputs; core team meetings.
- **Parents:** questionnaires; focus group; ongoing email/newsletter/web updates.
- **Pupils:** questionnaires (1st–6th); class wellbeing circles; School Council discussions.

Manageability principle: Evidence is **manageable, useful, and focused** (per Circular 0056/2022). We begin with data already available and add targeted collection where needed.

3. Analysing and Making Judgements on the Gathered Evidence

Upon analysis of our gathered evidence (see evidence in Appendices), we have found the following:

The SSE core team analysed all evidence with reference to the **Statements of Effective Practice**. We chose to focus first on **Culture & Environment** and, within that, on **voice/communication, staff wellbeing, and inclusivity** as leverage points for whole-school impact.

Strengths	Areas we would like to focus on for Improvement
<ul style="list-style-type: none"> • Positive engagement with wellbeing to date (seminars/webinars attended; strong staff buy-in; functioning student voice structures). • Broad participation in December 2024 surveys by pupils, parents and staff. 	<ul style="list-style-type: none"> • Make pupil/parent/staff voice more systematic in shaping policy (e.g., Bí Cineálta policy). • Improve clarity and reach of communication to parents about wellbeing supports. • Strengthen structured staff wellbeing supports and visibility of resources. • Embed inclusivity more visibly across classrooms, corridors, and policies.

4. Writing and Sharing our Plan

‘Devise and implement a plan for improvement in one key area, as appropriate for the school. In devising and implementing the improvement plan, schools and centres for education should refer to the statements of effective practice in key areas as relevant to the specific focus they have chosen.’

(p. 37, Wellbeing Policy Statement and Framework for Practice, 2019)

Our Improvement Plan for Wellbeing as part of the Wellbeing Action Research Action Project 2019-2025

Timeframe of this improvement plan is from September 2025 - June 2026

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

Key Area:	Culture and environment
Indicator of Success:	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.
Statement(s) of Effective Practice:	Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.

	<p>The school communicates with parents about the supports that are in place regarding the promotion of the wellbeing of children and young people.</p> <p>The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing.</p> <p>Staff children and young people are welcomed and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.</p>
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Targets	Actions	Who is responsible? (Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM)	Timeframe
<p>Voice of all By June 2026, the school will ensure that the voices of children, young people, staff, and parents are actively heard and considered in the creation of the BÍ Cinealta Policy. This will be achieved through at least three consultation methods, such as surveys, focus groups, and school council meetings. The success of this initiative will be measured by the extent of community participation and the incorporation of their feedback into the final policy.</p>	<p>Pupils Regular classroom Wellbeing Circles; School Council policy discussions; student-led workshops/awareness on kindness/respect/anti-bullying</p> <p>Parents Workshops/Information Evenings (e.g., coffee mornings/evening sessions); focus groups; ongoing newsletter/email/website updates.</p> <p>Staff Staff surveys on culture/ supports/ interventions; targeted professional development (identifying/ addressing/ preventing bullying); consultation meetings to gather observations/recommendations.</p>	<p>Whole Staff; SSE Coordinator; SEN team; EAL leads; Student Council; Parents’ Association; Nurture Room</p>	

<p>Communication By June 2026, ensure ≥90% of parents receive clear, accessible information on wellbeing supports via termly newsletters, meetings and the website. Measure via parent feedback surveys & engagement analytics.</p>	<p>Pupils Class discussions highlighting supports; visual posters/digital displays in corridors; co-design of messages with student voice.</p> <p>Parents Termly newsletter section on wellbeing supports; maintain a dedicated wellbeing webpage (resources, contacts, FAQs); multichannel updates (email/SMS/appropriate social platforms).</p> <p>Staff Incorporate wellbeing signposting in classroom routines; briefings/meetings to ensure staff can relay supports to parents; feedback mechanisms to refine communication.</p>	<p>Principal; SSE Coordinator; HSCL (if applicable); Class Teachers; Website admin; Office.</p>	
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<p>Staff wellbeing</p> <p>By June 2026, implement and promote ≥3 staff wellbeing initiatives (e.g., workshops, EAS signposting and peer support groups). ≥75% of staff report feeling supported (annual survey). Review annually and refine.</p>	<p>Staff Questionnaires – Collect feedback from staff to gather further insights into what specific initiatives or supports would best aid their wellbeing in school</p> <p>The outcomes of the staff questionnaires will inform the actions taken, ensuring that the wellbeing initiatives and supports introduced are tailored to meet the specific needs and preferences expressed by staff.</p> <p>Staff Wellbeing Resource Hub – Create a dedicated space (online or physical) for staff to access wellbeing resources, including articles, self-care tips, and wellness programs. Flag EAS and the monthly resources available.</p> <p>OIDE Support: Wellbeing sessions with Sinéad Foley from OIDE – Thursday 20th March 2025</p>	<p>Principal; SSE Coordinator; Staff Wellbeing Lead(s); External supports (Oide/EAS).</p>	
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<p>Inclusivity By June 2026, implement ≥3 initiatives to promote inclusivity for staff and students from diverse cultural backgrounds, those with additional needs, and all sexual orientations. Success target: ≥80% of respondents affirm school fosters a welcoming, inclusive environment (annual survey).</p>	<p>Pupils Regular class discussions/reflections on diversity & inclusion; participate in Pieta Amber Flag; use picture books and age-appropriate resources; apply Lundy Model principles of participation.</p> <p>Parents Ensure inclusive communication (language/visuals); invite parent participation in relevant policy development; celebrate cultural diversity through shared events/resources.</p> <p>Staff Ongoing Diversity & Inclusion training (cultural awareness; supporting additional needs; inclusive practice).</p>	<p>Whole Staff; SSE Coordinator; SEN team; EAL leads; Student Council; Parents' Association;</p>	
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MONITORING

Strategies and Approaches	Who is responsible?	Additional Information
Staff meetings update		
Send survey once a term and annually to track targets (voice, communication reach, staff wellbeing, inclusivity index)		
SPHE – gather teacher feedback on friendship/anti-bullying lessons and wellbeing signposting in class.		

EVALUATION – what did we do? What was the impact? How do we know?

By 2027

Criteria for Success	Are we making progress?	Evaluation Tools (How will we know)

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

