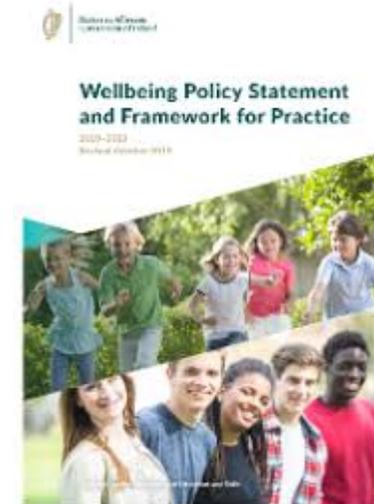
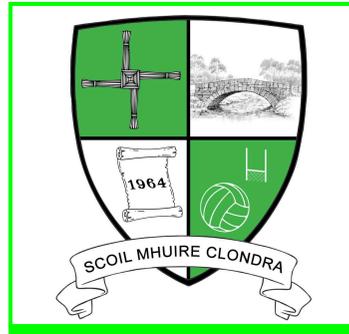


School Improvement Plan: Wellbeing promotion in Scoil Mhuire Clondra N.S



Scoil Mhuire Clondra 18733T

Clondra National School is a co-educational school in the scenic village of Clondra, Co. Longford, Ireland. At present there are 94 pupils, four mainstream class teachers, two special education teachers, one SNA and a secretary. The school is located on the banks of the Royal Canal and close to the River Shannon in the parish of Killashee. It is a Catholic school, operated under the patronage of Paul Connell, Bishop of Ardagh and Clonmacnoise. The present school building incorporates an extension which was completed in 2009. The building now consists of four spacious classrooms, two Special Education classrooms, GP room, main office, library and storage rooms. We also have a well-equipped and spacious yard area.

Clondra has a long history of education through the ages and we are happy to continue this long tradition.

At Scoil Mhuire, Clondra, we strive to create a caring, happy and secure atmosphere to facilitate the education and development of each of our pupils. We will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage in them the idea of responsibility. We will strive to enhance the development of each child personally, socially, mentally and physically and to prepare them for life-long learning and opportunities. We will promote equality and respect among the whole school community.

Introduction

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

This document details the findings of the school improvement plan in regards to wellbeing, while also including the targets and actions which will be implemented so as to meet these targets.

Previous School Self Evaluation

- Covid impact statement & review 2023
- Digital learning 2017-2020
- Literacy 2013-2016

- Maths 2012-2015

June 2023-January 2024 **Gathering evidence** phase of SSE Wellbeing

- Parent surveys sent out and information collated .
- Student surveys completed and data organised into charts.
- We explored definitions of wellbeing.
- Classroom discussions around the area
- Ms. Hussey & Ms. Doherty engaged in the PDST training around wellbeing and promoting it in our school
- All teachers watched wellbeing webinar 1 and 2 on the gov.ie website
- Staff discussions around our strengths

Strengths

- School building is welcoming and inviting.
- The school works well as a team and sees itself as one big family.
- Teachers and other staff members are open to new ideas and working collaboratively.
- We prioritise the happiness and wellbeing of our students.
- Staff in the school are approachable.
- Student achievements in all areas are celebrated at assembly.
- Mindfulness is practised.
- There is positive signage around the school.
- Flags are engaged with
- Children learn through play

- We engage with healthy eating initiatives.
- We have school tours and the visiting theatre company on alternate years
- Extra curricular activities are promoted and engaged with.
- We avail of activities provided by outside agencies including Longford Sports Partnership for kayaking and cycling.
- Student of the week, chosen by their peers, prioritising good manners, kindness, showing initiative and being helpful.
- Senior classes do 'a mile a day' every day at 2pm.

Identifying a focus

- After our review year in 2023, wellbeing promotion became a priority in our school as we noticed anxiety in children coming to school and staff relationships were strained after a lot of staff change overs.
- All schools by 2025 had to have a six step process for wellbeing that focused on the four key areas.

January 2024- June 2024 Year 1 Log of actions

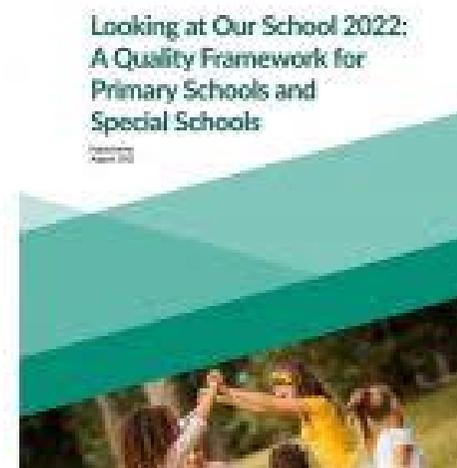
- Student Council was set up to develop the student voice.
- Amber flag was achieved to raise awareness around mental health.
- The school engaged in a 'Walk on Wednesday' initiative
- Mental Health Awareness Day including fundraising for Pieta House, sound bathing, wellness walk and pyjama party
- Student yoga taster sessions
- A Lust for Life programme was established as a resource in the school
- Gratitude journals were engaged with in the senior classes to develop wellbeing promotion

- Researched and purchased wellbeing books for the school library
- Diversity within the school is celebrated to develop a sense of belonging for all.
- The PA collaborated with the infant class teacher for the new junior infant open day to keep the relationship between home and school strong from the very beginning.

Analysing and making Judgements

Focus of this evaluation September 2024-June 2025 Year 2

Wellbeing was chosen as an area of primary concern after the recent Covid 19 pandemic and was investigated during the 2023-2024 school year. Having completed CPD and liaising with our parent and student bodies, we analysed and evaluated the retrieved data, discovering that 'Relationships & Partnerships' was a key area for improvement in Scoil Mhuire. We referred to the LAOS document for statements on effective practice.



Wellbeing Promotion Action Plan

These indicators/statements will guide us on wellbeing promotion journey

Key Area:	Key Area 3- Relationships & Partnerships <ul style="list-style-type: none">● student & staff relationships● student voice● community partnerships
Indicator of Success	Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.
Statement of effective practice:	<ul style="list-style-type: none">● Relationships and partnerships are supported through a range of agreed formal and informal structures such as student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.● School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work.● Befriending and buddy systems are in place for children and young people who require support to interact with peers.



Target	Action	Persons responsible	Timeframe
Developing the student voice	Elect a new student council Student council actions: <ul style="list-style-type: none"> They will be responsible for exploring gratitude journals with the younger students (Infants to 2nd) Explore fundraising ideas and bring the messages back to the rest of the children in the class 	<ul style="list-style-type: none"> The members of the student council Ms. Doherty Principal & Deputy Principal 	November- June
Develop positive relationships between staff & students	<ul style="list-style-type: none"> There will be a whole school assembly at the beginning of every month that will include a 	<ul style="list-style-type: none"> All staff and students 	Every month

	gratitude moment and allow a platform for the student voice.		
Develop a collaborative project to showcase to the community our work in the area of wellbeing promotion	<ul style="list-style-type: none"> ● Create a wellness wall on the blank wall of the school shed to include quotes and all classes to contribute. ● Ask for input from parents with relevant skills. 	<ul style="list-style-type: none"> ● All staff, students and members of the school community. 	By June 2025
Develop staff wellbeing	<ul style="list-style-type: none"> ● Friday treats once a month. Staff take turns to treat the rest of the staff to some baked goods, homemade lunch. 	<ul style="list-style-type: none"> ● All staff 	November-June
Develop student wellbeing	<ul style="list-style-type: none"> ● Set up a calm corner and wellbeing library on the landing. ● Highlight internet safety and take part in safer internet day. 	<ul style="list-style-type: none"> ● Ms.Tansey ● Amber flag committee ● whole school 	February/ March
Develop skills in implementing the new Bí Cineálta programme	<ul style="list-style-type: none"> ● Attend training in Carrick-on-Shannon Education Centre and bring to staff in Term 2/3 	<ul style="list-style-type: none"> ● Principal and Deputy Principal 	November

School Self Evaluation Report and Improvement Plan

Outcomes of our last improvement plan from September 2024- June 2025

Findings

This is effective/very effective practice in our school

This is how we know

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

Key Area:	
Indicator of Success	
Statement of effective practice:	

