



ag forbairt le chéile

Scoil San Treasa, Kilshanroe

Our Self-Evaluation Report and Improvement Plan

INTRODUCTION

Scoil San Treasa, a co-educational primary school, located in Kilshanroe, Carbury, Co Kildare. We currently have 94 pupils which includes four mainstream classes, 2 full-time and 1 shared Support Teachers and three SNA's. As a school we have a holistic approach to the development of its children in a Catholic, moral and spiritual atmosphere. We promote social, personal and physical development so that children may grow in self-confidence, empathy and tolerance.

This plan records the findings of our evaluation of **Wellbeing** and how it impacts teaching in our school and our current improvement plan, including targets and the actions we will implement to meet the targets which we have decided on.

FOCUS OF THIS EVALUATION

Upon reviewing the *Wellbeing Policy Statement & Framework for Practice* document, the Principal shared the *Statements of Effective Practice* with all staff members, at a staff meeting and School Self Evaluation workshop in January 2025. The aim was to open up an informal discussion amongst staff members about Wellbeing promotion in the school. The Principal gave a brief overview of the Wellbeing Framework and opened a discussion about our current Wellbeing promotion practices in the school. The staff broke into groups and consider areas of strength and aspects that could provide opportunities for improvement in the relation to the 4 key areas of the Wellbeing Framework. We noted what we considered good practice in Wellbeing promotion under the following:

- a) Culture and Environment;

- b) Curriculum;
- c) Policy and Planning;
- d) Relationships and Partnerships.

As a staff, we are very interested in further developing Wellbeing in our school and it was agreed that it is an important area for continuous development. The school has a Wellbeing Team involving pupils, led by a teacher. The SNA staff were invited as a whole to consider volunteering to be involved in this team. This team would work with the staff to lead the whole school community through a Wellbeing promotion, with support from the In-School Management Team.

After considering the Wellbeing Framework, the staff agreed that the Wellbeing promotion process involves a whole school approach, so there was a need to gather the perspectives from all stakeholders in the school community, including staff, parents/guardians, and the pupils themselves. We have gathered evidence through meetings, questionnaires, and informal discussions. Using various sources from the Oide, NEPS & the Department of Education website, questionnaires for all stakeholders were devised. Pupils from 3rd to 6th Class completed their questionnaire during SPHE and the parents' questionnaire was shared via Google forms in early 2025. Further focus groups took place with pupils. Once all the data was collected, the staff met regularly to analyse and make judgments on what information had been gathered.

FINDINGS

The data gathered shows effective practices in our school.

1. Key Area of Culture and Environment

- The school communicates with parents/guardians about the supports that are in place regarding the promotion of the wellbeing of children and young people.
- It is recognised by school leaders and management and all members of staff that the entire school community have a role to play in supporting learning for and learning about wellbeing.
- Opportunities are provided for children and young people, staff and parents/guardians to have an active voice in decisions relating to school improvement.
- The school environment is conducive to promoting healthy eating choices.
- Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds and those with additional needs.
- The school demonstrates commitment to identifying, including and providing targeted supports for children experiencing barriers and challenges to wellbeing and learning.

Pupil Feedback (all classes)	Staff Feedback
<p>Key Area -Culture and Environment What is working well</p> <ul style="list-style-type: none"> ● Sensory Path ● Friendly Staff ● DEAR and DEAD Time ● Basketball and Football Teams ● Lots of plants outside ● Buddy Bench ● Good court ● Yard Buddies ● Garden ● Bake Sale ● Sunday Funday 	<p>Key Area -Culture and Environment What is working well</p> <ul style="list-style-type: none"> ● School assemblies. ● Golden Child ● The path and the garden. ● Chill-out zone and sensory corridor walk ● Bright, welcoming displays in corridors and classrooms ● School building clean and well maintained overall ● Share resources and ideas ● Festivals celebrated: Seachtain na Gaeilge, St Brigid's Day etc. ● Wellbeing Committee ● Special Days: Grandparents' Day, SNA day

These are effective practices in our school.

2. Key Area Curriculum (Teaching and Learning)

- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.
- Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success.
- Teachers use opportunities to promote wellbeing across the curriculum.
- Throughout primary, the SPHE curriculum is implemented on a mandatory basis
- A broad range of children and young people's success is rewarded and celebrated to demonstrate the value the school places on all types of achievement

Pupil Feedback (all classes)	Staff Feedback
<p>Key Area –Curriculum (Teaching and Learning) What is working well</p> <ul style="list-style-type: none"> ● DOJO points in some classes/Punch Cards ● Maths games/groups ● Rhymes for attention (e.g. hands on top) ● Playdoh in older classes (early finishers) ● Line order at break ● Line competition on yard ● Going on educational trips. 	<p>Key Area –Curriculum (Teaching and Learning) What is working well</p> <ul style="list-style-type: none"> ● Variety of extra-curricular activities provided e.g. tag rugby, basketball, soccer, GAA, gymnastics ● Reading Buddies ● Newspaper ● Team Teaching ● Collaborative approach for SEN pupils and excellent communication ● Differentiation for all pupils ● Themed weeks e.g. Maths, Wellbeing, Science ● Zones of Regulation on corridor and sensory room and movement breaks ● Zippy's Friends, Fun Friends and Friends for Life programmes. ● DEAR time. ● Sports Days. ● School Garden. ● Choir for all pupils

FINDINGS

The data gathered showed areas to focus on to improve our practice further.

Pupil Feedback (all classes)	Staff Feedback
<p><u>Key Area – Culture and Environment</u> Possible Areas to focus on</p> <ul style="list-style-type: none"> ● Outdoor hopscotch etc. (Yard Markings) ● New skipping ropes ● Birthday Prize ● Turn computer room into a library and then have a library pass like ‘Chill Out Pass’ 	<p><u>Key Area – Culture and Environment</u> Possible Areas to focus on</p> <ul style="list-style-type: none"> ● More pupil involvement ● Local walks – Mary’s Walk. ● Appearance of front of building ● Improve usage of ‘Computer Room’ ● Interactivity of outdoor space for curricular use

Pupil Feedback (all classes)	Staff Feedback
<p><u>Key Area - Curriculum</u> Possible Areas to focus on</p> <ul style="list-style-type: none"> ● Art/Music in the mornings ● No Homework on Mondays ● No ‘Mental Maths’ in the morning. Breathing exercises instead ● Replace torn textbooks ● Write in books instead of copies ● Not have rewards for Irish Spellings as some don’t do Irish ● Write stories on computers ● Outside lessons. 	<p><u>Key Area - Curriculum</u> Possible Areas to focus on</p> <ul style="list-style-type: none"> ● Outdoor teaching and learning ● Local Walks e.g. use of Mary’s Walk ● Better use of iPad: improve selection and variety ● Active learning outside. ● More consistent approach to active homework ● Programme for Wellbeing for whole school

This is how we know:

- Staff meeting – group discussions
- Staff questionnaires
- Student council -
- Parents questionnaires (see responses Appendix A)

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

Key Area:	Culture and Environment Curriculum (Teaching and Learning)
Indicator of Success:	Culture and Environment the indicators of success are: <ul style="list-style-type: none">● Pupils and staff experience a sense of belonging and feel safe, connected and supported.● The voice of the pupil, teacher and parent are heard and lead to improvements in school culture and ethos. Curriculum (Teaching and Learning) the indicators of success are: <ul style="list-style-type: none">● Pupils experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.● Pupils access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

Statement(s) of Effective Practice:	<p><u>Culture and Environment</u></p> <ul style="list-style-type: none">● The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing.● Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.● The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment. <p><u>Curriculum</u></p> <ul style="list-style-type: none">● Teachers use opportunities to promote wellbeing across the curriculum.● A broad range of children and young people's success is rewarded and celebrated to demonstrate the value the school places on all types of achievements
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Targets	Actions	Who is responsible?	Timeframe	Achieved YES/NO DATE
<p>Culture and Environment</p> <ul style="list-style-type: none"> ● The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing. ● Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement. ● The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment. 	<ul style="list-style-type: none"> ➤ Involve whole school community in updating school mission statement to make it more accessible for all. ➤ Paint front of school and get gutters cleaned ➤ Improve the outdoor space for use in outdoor learning: <ul style="list-style-type: none"> - Label trees in English and Irish - Create orienteering trails - Use the 'Old School' building more to create historical link ➤ Convert 'Computer Room' into a library area and sensory equipment space <ul style="list-style-type: none"> - Weekly visits for each class and library pass created - Area for students with sensory and motor skills needs to use ➤ Student Council and Wellbeing Team to meet monthly <ul style="list-style-type: none"> - Student led event to be held each term e.g. No Monday homework in December; bake sale for yard equipment 	<p>BOM, Staff, Pupils, Parents</p> <p>BOM</p> <p>Principal, Whole Staff</p> <p>BOM, Staff, Parents, Pupils</p> <p>Pupils & ISMT member with responsibility for SC</p>	<p>June 2026</p>	

<p>Curriculum</p> <ul style="list-style-type: none"> ● Teachers use opportunities to promote wellbeing across the curriculum. ● A broad range of children and young people's success is rewarded and celebrated to demonstrate the value the school places on all types of achievements 	<ul style="list-style-type: none"> ➤ Introduce a whole school 'Wellbeing Programme' and teach it as part of SPHE <ul style="list-style-type: none"> - Trial some programmes in advance during February 2025 - Block a set number of weeks into SPHE curriculum to teach the programme - Create a 'Wellbeing Wall' in each classroom ➤ Shout Out Board. A board will be displayed in every classroom. A child can add their own name or a friend's name to acknowledge an achievement (not necessarily academic) 	Principal/Teachers – volunteer their time to supervise in the mornings Class Teachers	June 2026	
	<ul style="list-style-type: none"> ➤ The monthly Newsletter that is issued to all parents/guardians and staff will include who the D.L.P (Designated Liaison Person) is in our school. 	Principal	June 2026	

	Actions	Who is responsible?	Timeframe	Achieved YES/NO DATE
	<ul style="list-style-type: none"> ➤ 15 minutes activity daily to promote healthy lifestyles ➤ Create outdoor orienteering and active challenge activities for each class level <ul style="list-style-type: none"> - SESE trails; - Create lessons to learn about 'Old School' - Physical challenges to be completed at points ➤ Provide an area for activities in the yard (other than ball games) <ul style="list-style-type: none"> - Magnetic wall games (Ludo, Draughts, Snakes & Ladders) - Yard equipment (chalk, hoops, ropes, giant Jenga/Connect-4) - Yard markings (hopscotch, alphabet snake) 	ISMT and Wellbeing team Parents	June 2026	

	➤ Active homework every Thursday.	Class Teachers	June 2026	
	➤ Weather permitting – outdoor teaching and learning to take place where possible at all class levels <ul style="list-style-type: none"> - Outdoor Classroom Day in May/June - Visit 'Mary's Walk' in Autumn and Spring - Use of the garden and outdoor sensory space 	SET Teachers and Class Teachers	June 2026	

MONITORING

Strategies and Approaches	Who is responsible?	Additional Information
Feedback at staff meetings	Teacher with responsibility for Wellbeing Team	Always on the agenda at staff meetings
Check in with Principal	Teacher with responsibility for Wellbeing Team	Always on the agenda at ISM Team meetings
Student council - check in with classes re other activities	Teacher with responsibility for Wellbeing team and Student council coordinators	
Feedback from parents.	Teacher with responsibility for Wellbeing Team and allocated ISM Team member	
Update with Board of Management	Principal and Teacher Nominee	Always on the Principal's Report

EVALUATION

Criteria for Success	Are we making progress?	Evaluation Tools (How will we know)
Positive feedback		
Staff feedback		
Parental Feedback		


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

Signed
Chairperson of the Board of Management
Date:



2/4/2025

Signed *Maave McConaghy*
Acting Principal
Date: 2/4/2025 -