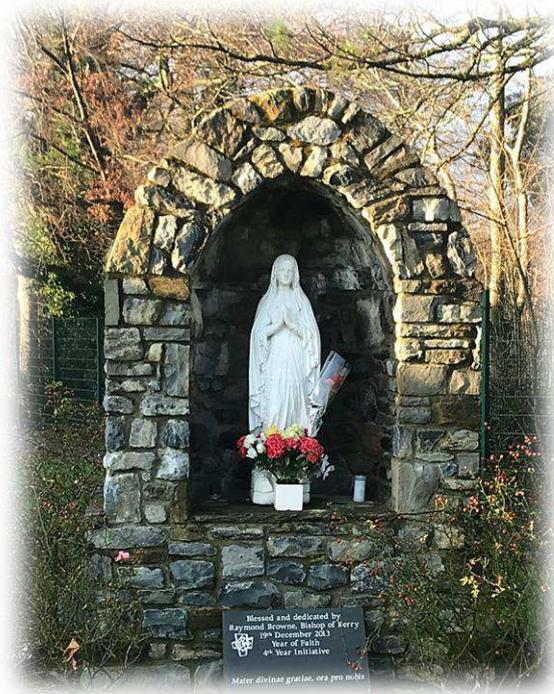




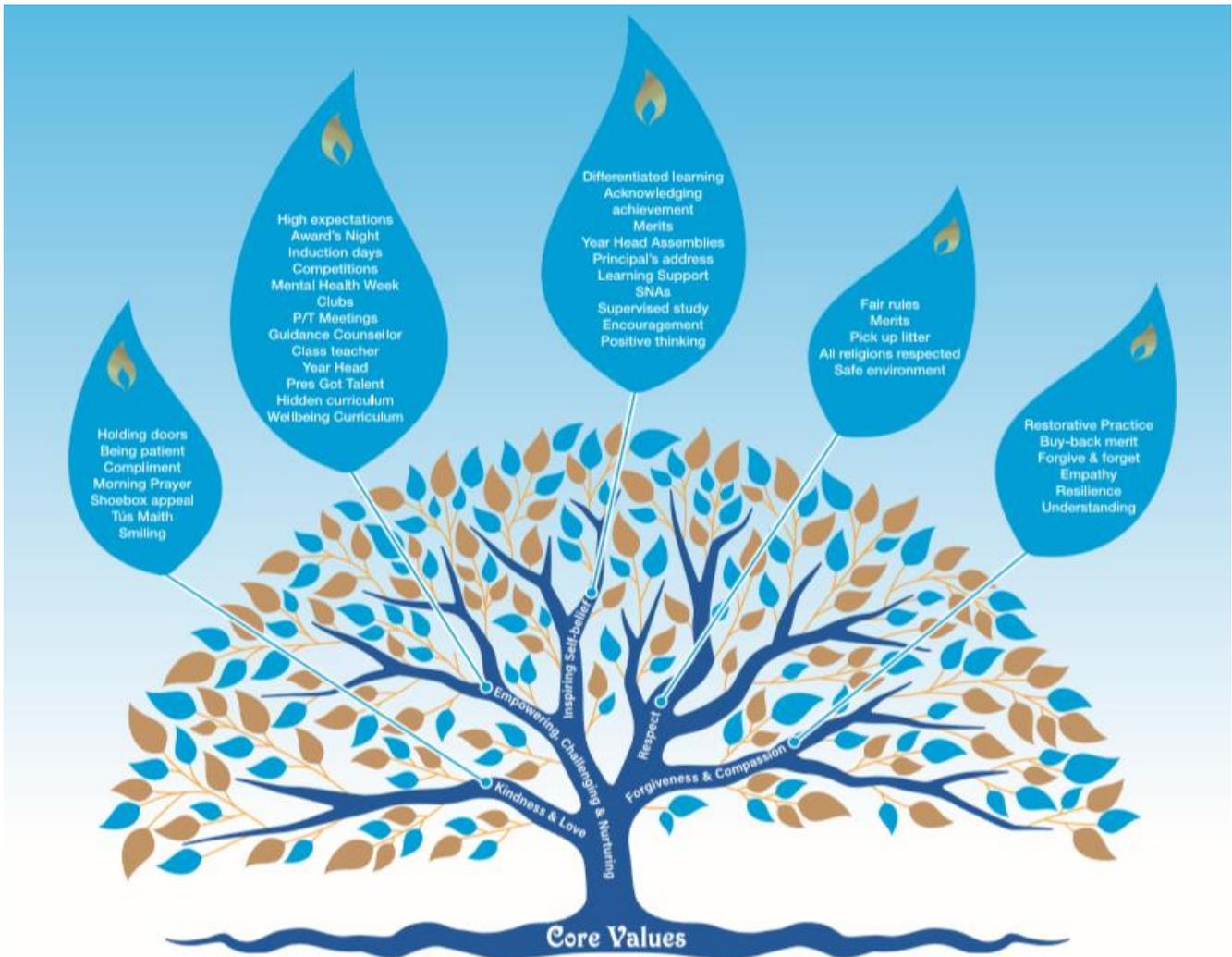
PRESENTATION
SECONDARY SCHOOL
TRALEE

COURTESY FRIENDLINESS CO-OPERATION

Wellbeing Policy



Reviewed	Ratified by the Board of Management	Review date
October 2019	24 th October 2019	October 2021



Mission Statement

Inspired by the vision of Nano Nagle, Presentation Secondary School, Tralee is a caring, student-centered learning community comprised of students, their families and staff. As members of our community, each of us is called to work together to create a supportive, fair, honest and compassionate environment so that our students are equipped and empowered to take their place as valuable members of society.

We work to reach for excellence in our areas of talent and skill while respecting the uniqueness of each person.

Root Beliefs

We believe that God's love is present in all that we do

We believe that all students are equal and are at the centre of our community

We believe that each day is a new beginning

We believe everyone can reach her full potential by inspiring self-belief and supporting its realisation

We believe that we grow with the help of each other

School Mission Statement

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CEIST Charter

The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school: students, staff and parents. Its key principles focus on:

- Promoting spiritual and human development.
- Achieving quality in teaching and learning.
- Showing respect for every person.
- Creating community.
- Being just and responsible

Wellbeing

The following definition of Wellbeing aims to take account of its multi-dimensional nature (World Health Organisation (WHO), 2001).

“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 a wider community. It is a fluid way of being and needs nurturing throughout life.”

Wellbeing is experienced at a personal level but is associated with and connected to a broad range of risk and protective factors that exist at the individual, relational, community, cultural and societal levels. Our personal wellbeing and that of our local community is connected to the wider world.

The Scope of this Policy

Research indicates that a multi-component, preventative, whole school approach to the promotion of wellbeing, with interventions at both universal and targeted levels, is the most beneficial and evidence informed approach for schools and centres of education. This policy is informed by the Government of Ireland Wellbeing Policy Statement and Framework for Practice 2018–2023, by the NEPS document “Wellbeing in

Post-Primary schools” and the Department of Education and Skills ‘Junior Cycle Wellbeing Guidelines’. Therefore, this policy applies to all staff and students of Presentation Secondary School Tralee and it applies at all times and on all school activities.

This policy supports and is supported by all other school policies but in particular;

- Our Admissions Policy
- Our Code of Positive Behaviour
- Our School Child Safeguarding Statement and School Child Safeguarding Protocol
- Our Anti-Bullying Policy
- Our Acceptable Usage Policy
- Our Health and Safety Policy and supporting documentation
- Our Critical Incident Plan
- Our Student Support Team Protocol
- Our School Self Evaluation Report and School Improvement Plan
- Our Lone Worker Policy
- Our Dignity in the Workplace Policy

This policy is also supported by each department plan and policies such as;

- Relationship and Sexuality Education and the LGBT+ policy
- Social, Personal and Health Education
- Civic, Social and Political Education
- Physical Education
- Special Educational Needs
- Guidance
- Religious Education
- Homework and Assessment Protocols and Policies

Roles and Responsibilities

Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of wellbeing and positive relationships.

Students: As students are enrolled in the school on the basis that they agree to be compliant with the Code of Positive Behaviour, the school expects that students will, at all times, do their best to uphold the Code of Positive Behaviour of our school.

Parents and Guardians: The school acknowledges the role of parents and guardians in the development of our students as balanced, self-aware, self-regulating, resilient individuals. The school realises that greater outcomes for students can be attained when both school and home, work respectfully together.

Staff: The school acknowledges the role of all school staff in the development and operation of a whole school approach to Wellbeing. The school recognises the role of the teacher in the area of teaching and learning but recognises also the central role of all staff in managing and shaping student development.

Board of Management: The Board of Management is the body corporate for the school and hold final responsibility for the support of wellbeing amongst its students and staff. All policies are ratified by the Board of Management.

Promoting Wellbeing

In Presentation Secondary School we aim to provide a positive approach to managing ourselves and our relationships with others. We promote a calm and caring learning environment. We teach that all students have a right to learn and all teachers have the right to teach. We also teach that all members of our school community have the right to feel safe, happy and respected within the community. These rights are informed by our root beliefs and our core values. We strive to promote an awareness of the dignity of each individual and our obligations in caring for ourselves, each other, the school environment and the world around us.

RESPONSIBILITIES

- I am responsible for my own behaviour and so I must work to ensure that all students feel safe and included in this school.
- I am responsible for my learning and I am responsible for ensuring that I never prevent other students from learning.

RIGHTS

- I, and all other students, have the right to feel happy, safe and included in this school.
- I, and all other students, have the right to learn and be taught in this school.



RULES

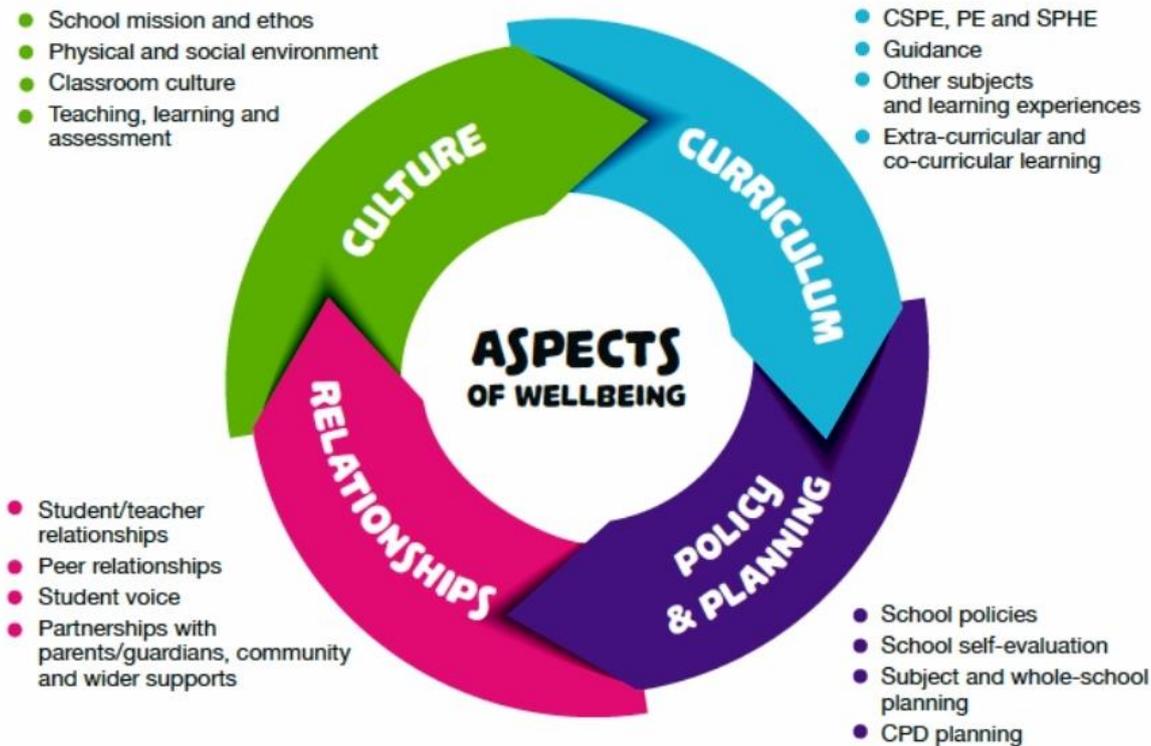
- I must always act and behave to ensure others feel safe and included in this school.
- I must always behave in a way that promotes the learning of other students.

ROUTINES

THE 5 P's OF PRESENTATION

- **PUNCTUAL**
Be on time for class - first bell at 8:45am/1:55pm/2:10pm
Learning and teaching starts at 9:00/2:00/2:15
- **POLITE**
Line up outside door of classroom. Sit in assigned seat – unless moved by teacher. Show respect for my classroom. Tidy my space before leaving. Replace my chair. Listen when others are speaking. Speak with respect to others. Polite behaviour and conduct in school. Walk in corridors.
- **PREPARED**
Make sure I have all my material - books, copies, art pack etc. Have my journal on desk at start of class. Notes to be presented to teacher at the start of class. Write down my homework.
- **PRESENTABLE**
Be in correct uniform. Uniform = P.E. Gear / Home Ec. Apron / Lab Coat. Uniform ≠ piercings, fake tan, false nails, false eyelashes. Represent my school – trips, in town, team / sports activities, house / sate exams.
- **PRODUCTIVE**
Use my class time to learn. Do not prevent others from learning. Use bathroom at breaktime. Do not interrupt learning time. I may not leave class to go to my locker – class time for learning & teaching.

Key Aspects of Wellbeing in this School

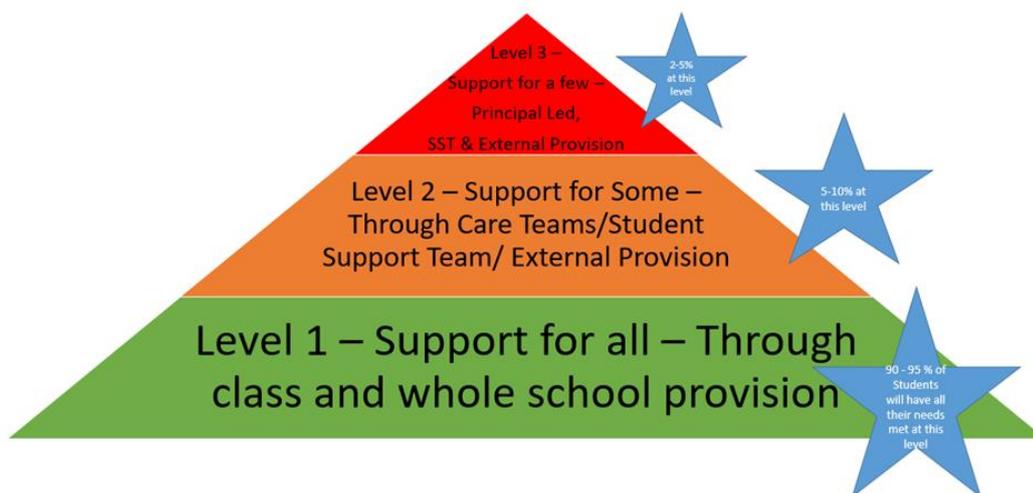


The Wellbeing Continuum of Provision

In Presentation Secondary School Tralee, wellbeing is offered across a continuum of provision



A Continuum of Provision



Wellbeing is supported in Presentation Secondary School Tralee through the work of our school systems such as;

- Our Junior and Senior Care Teams
- Our Students Support Team, Guidance and SEN departments
- Our Year Heads and Class Teachers
- Our school Co-Ordinator of Teaching, Co-Ordinator of Learning, Fire, Health & Safety Co-Ordinator, Co-Ordinator of Parent & Student Supports and Co-Ordinator of School Supports & Wellbeing amongst others.
- Our Student Representative Council
- Our Parents Council
- Student Assemblies
- Parent information Evenings
- School policies and systems

Wellbeing is further supported through school wide initiatives such as;

- Tús Maith, Ag Dul Chun Cinn and Faóí Bhlath induction programmes
- Wellbeing Week
- The Green Schools and Amber Flag initiatives
- Mental Health Promoting speakers, events, community links and weeks
- Check and Connect
- Mentoring Programme
- Merit System
- Student Awards
- Wellbeing ‘Drop Everything and Teach’
- TY Life Skills
- Staff Wellbeing initiatives
- Tours, trips, extra-curricular events, student retreats and clubs
- Our School Poly tunnel, Slí na Sláinte and opportunities for outdoor education
- External Speakers
-

Evaluation and Improvement

Presentation Secondary School Tralee seeks to be a learning school. Wellbeing is a core element of our school and therefore wellbeing is a key component of our School Self Evaluation Review(SEER) process and our School Improvement Plan(SIP). The school will follow the six step self-evaluation process in accessing areas of strength and areas for improvement in wellbeing. This process will inform our improvement targets in the area of wellbeing.

Key Indicators of Wellbeing



Measures for Success

The following areas have been identified as quality indicators for wellbeing success

- Student attendance
- Successful school completion
- Successful transitions of students into and out of the school
- Student attainment at or above expected levels
- High levels of engagement in a range of extra and co-curricular areas
- High levels of engagement in a variety of school programmes
- Data gathered in school and centre for education (e.g. via survey, interview, checklists)
- Data gathered through consultation with children and young people, parents, teachers and other staff members
- Information from Inspection Reports

Appendices

Appendix 1: Wellbeing Implementation Plan

Our Self-Evaluation Report and Improvement Plan 2019-2020

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan from September 2018 to May 2019

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *August 2018 to September 2019*. We evaluated the following aspect(s) of teaching and learning using the LAOS framework under the following main headings; -Learner Experiences, Learner outcomes, Teachers Individual Practice and Teachers Collaborative Practice.

2. Findings

Effective practice in SEN – Team Teaching to be introduced for 1st yr students in key subject areas.
Review of curricular provision undertaken – new school co-operation scheme to be introduced

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

Testing in Literacy and Numeracy as well as performance in State exams – show students progressing at or above expectations

Students with additional learning needs receive a high level of individualised planning and are attaining at or above expectation

Current offering very traditional – new JC and school co-operation to be used to expand curricular offering to all students

2.2. This is how we know

Staff –

SWOT analysis September 2018

Working Groups 2018-2019 – Transition, Awards, Uniform

Dedicated teams 2018-2019 – Behaviour Support Team, Leading Learning and Teaching Team, Care Team, Student Support Team, Staff meetings

Students – Dedicated Student Assemblies, Student focus groups, student working groups, students' council, appointment of director of student support.

Parents – Information evenings, focus groups, parents' council, parent – teacher meetings, new website, twitter and VShare pages, parent meetings with Year heads and school management, appointment of director of parent support.

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

Curricular offering – incl. school co-operation, new subjects offered and introduced in 2nd yr, TY, 5th yr.

Explicit teaching of Life & Social Skills in particular around the area of Behaviour

Literacy & Numeracy support

Continued use of team teaching to support students' literacy and numeracy in 1st, 2nd & 3rd yr.

3. Our improvement plan

On the next page we have recorded our School Improvement Plan (SIP) for 2019-2020

Our Improvement Plan

Timeframe of this improvement plan is from September 2019 to June 2020

Target 1	Actions	Persons groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To review and expand curricular offering at Junior Cycle, TY and Senior Cycle Level	Introduction of Tech Graphics and Ag Science	A O Sullivan C Foley PE Dept and IT Dept	All students will study Tech Gr in 1st yr as a taster in Learning Cycle 1 and will be offered the subject in 2nd yr	Under way – plan for further roll out to be put in place - plan for new equipment to be drafted. PE Short course underway	Commenced In Progress
	Introduction of Short Courses – PE & Coding		All 2nd yr. students will commence PE Short Course Short course in Coding will be offered to 2nd Yrs.	Junior Cycle Coding short course JCT pilot Department planning for these modules will be adjusted accordingly.	Commenced In Progress
	Introduction of Technology and Ag Science at TY level	School Co-operation CBS The Green LLT and CBS Working Groups	All students in TY will follow modular programmes across all curricular areas. All TY students from CBS The Green will do a module in Home Ec and students from Pres will do a module in Technology.	Continued cooperation between Pres Tralee and CBS The Green as joint curricular offering expands	Commenced
	Introduction of Construction Studies and Home Ec at Senior Cycle.	School Co-operation CBS The Green LLT and CBS Working Groups	Some 5 th Year students from CBS The Green will do Home Ec and students from Pres will do Construction Studies.		

Target 2	Actions	Persons groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To support Student access to core subjects using team teaching	Team teaching to be expanded for English and Maths in 1st and 2nd Year.	English, Maths and SEN Depts	Attainment at or above expectations for all students in English and Maths in 1st yr & 2nd Year	Timetable adaptations from the beginning of the year	Commenced

Target 3	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To Promote student wellbeing and access to student voice	Student Representative Council	Principal, Deputy Principal, B. Prendiville & members of SRC	Students to meet regularly and then head girls to bring suggestions to Principal or Deputy Principal	Scheme of work to be developed	Commenced
	Student Focus Groups on Key Issues	Members of school teams and working groups	3 student Focus groups to be held on issues from 3 different areas	Suggested areas, homework, uniform, subject choice, CoB	In Progress
	Development of School newsletter and/or school magazine	L O Sullivan, Principal, A. O Mahony	School newsletter to be designed and run initially on bi-monthly basis by the TY group Map of wellbeing offering to students across all years and identification of gaps in provision	Graphic designer to develop template and then initial newsletters to go on designated website page	In Progress
	To review wellbeing offering as a school	All departments. Wellbeing coordinator to develop a whole school policy	All departments to take an active role in the development and implementation of the policy. Students and teachers to be aware of wellbeing occurring in our school	Wellbeing Policy to be developed which will encompass the entire school community	Commenced

Target 4	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Classroom routines will be standardised across the school. To enable students to function more efficiently in class.	All staff will adopt several standardised routines in relation to classroom management and work. These routines will be explicitly taught to all students	BST to generate with Principal and Deputy Principal All staff to contribute Parents to be consulted Students to be explicitly taught	Students will have a clear understanding of expectations within the school and will be taught the reason and benefits of school routines and rules	Short list of routines to be drawn up by end of September and to be discussed at a full staff meeting in September Routines to go to BOM and Parents Council Students to be explicitly taught and routines to be consistently applied	In Progress
Target 5	Actions	Persons groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Integrate more IT across the curriculum and make digital planning part of the planning mechanism used in all subject departments	Bring Your Own Device (BYOD) introduced as a pilot	SOC and CF as part of AUP. Teachers involved in the pilot scheme	Identified areas of strengths and weaknesses. This will be identified at the end of each Learning Cycle and used to improve the scheme	Information given to teachers involved in pilot. In September letter to be given to all students involved for parents and students to sign	Commenced

Target 6	Actions	Persons groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Improve teacher confidence and competency in using IT in all subject areas through the provision of specialist and staff led CPD	Staff to identify areas of need	IT Department	Teachers attending relevant in school CPD	CPD rolled out as soon as possible	Commenced
Target 7	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Subject departmental planning to be strengthened and standardised across the school (collaborative practice)	Departments to produce subject plan and scheme of work	LLT All staff	Clear schemes of work which are operated consistently in all classrooms.	Plans and schemes on new common template for each 11 week Learning Cycle	Commenced
	Departments to pool and standardise resources		Use of consistently high-quality resources	Pooled resources to commence in September	Commenced
	Departments to standardise and work collaboratively on assessment		Consistency and standardisation of assessment and marking in all departments	Common tests at subject/ subject level Meetings to set out and analyse marking standards – proposals to be presented in May	Commenced