

**Kilcolgan Educate Together**  
**Our Self-Evaluation Report and Improvement Plan 2017 – 2018**  
**Wellbeing**

**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. This improvement plan was created to focus on wellbeing in our school. Data collection began before Circular 0042/2018 as did some of the actions we implemented. However the circular came at an opportune time to support the work we were doing.

**1.1 Outcomes of our last improvement plan from [date] to [date]**

- This is the first time we have conducted SSE on Wellbeing

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *March 2017 to September 2017*. We evaluated the following aspect(s) of teaching and learning:

- Learner experiences - grow as learners through respectful interactions and experiences that are challenging and supportive – A Code of Behaviour that is consistent across the school, clear in objectives and protocol and cognisant of the uniqueness of our learners
- Learner experiences - experience opportunities to develop the skills and attitudes necessary for lifelong learning – A programme that marries wellbeing practices and strategies into the life of the school allowing students to self-regulate, understand emotions and reactions and build an awareness that allow greater positive both academic and social interactions.
- Teachers' collective / collaborative practice - work together to devise learning opportunities for pupils across and beyond the curriculum – Teachers will together with all stakeholders develop a Code of Behaviour that reflects the evolving needs of the school and will introduce opportunities for children in their classrooms to become learners who are fully aware and in control of their progress.

**2. Findings**

**2.1 This is effective / very effective practice in our school**

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

- The school is pleased with academic achievements in standardised tests.
- There is a strong student voice and students are listened to
- 93% of students feel happy and safe in school
- See also notes from Board and Staff facilitated day 19.01.18 - *The KET brand prioritises a holistic approach to its students' development and education. It was agreed that the KET commitment to student wellbeing is the most effective way to ensure that the children's academic, social and emotional needs are met. This is in keeping with the Educate Together ethos.*

**2.2. This is how we know**

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

- Careful annual analysis of standardised test results show that students are, in the main, reaching potential. (Standardised tests results from all classes from 1<sup>st</sup> class to 6<sup>th</sup> class in Reading, Spelling, Maths and Irish)
- There is an active student council and teachers make time to get to know the students
- A survey of our students identified 93% of students feel happy and 93% of students feel safe

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

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- Teachers reported feeling unsure about how to deal with various challenging behaviours
- 55.8% of students reported that their learning was interrupted by the behaviour of other pupils

- Having explored a variety of ‘wellbeing programmes’ over the past number of years, we felt that it was important to identify one programme and implement this across the school. Previous Programmes included BiBo and Friends for Life but these were quite class specific.

### 3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

## Our Improvement Plan

Timeframe of this improvement plan is from 01.09.17 to 30.06.19

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To create a whole school behaviour plan that provides clarity to all teachers, students and parents around acceptable behaviours, whole school acknowledgment and celebration of positive behaviours and progression of sanction</p>	<p>Discussion already took place at the Board and Staff facilitated day with all Board and Staff members.</p> <p>ISM team to meet and draft a proposal for staff of what the new Code of Behaviour might look like, taking into account feedback from above, school ethos and practices elsewhere.</p> <p>Children to be invited to give feedback via the Student Council</p> <p>Once staff approve, get feedback from the PA and final approval from the Board.</p>	<p>All staff and BoM members</p> <p>ISM Team – Anna, Fionnuala, Patrick Patrick to lead</p> <p>Anna to co-ordinate with students</p> <p>Anna to liaise with parents, meet with them and bring final draft to BoM for approval</p>	<p>Creation of a plan that has clarity around behaviour expectations and consequences.</p> <p>Parents and students are familiar with the new plan</p> <p>Reduction in cases of serious misconduct</p> <p>Increased teacher acknowledgement and celebration of positive behaviours</p>	<p>The Board approved amendment to Code of Behaviour on 27.09.18 to reduce yellow card time to reflect pupil's ages</p> <p>Review in June 2019 identified that there had been 49 cases of restorative practices over the year. 8 of these were with the same child indicating that it is not effective for all children. There were also 8 other children who completed restorative practice more than once. It was agreed that a meeting would be sought with parents at the third restorative practice and that a discussion be had at that point regarding the possible potential for involving external services.</p>	<p>The Board approved the new Code of Behaviour at a meeting on 08.06.18</p> <p>Video created to explain the Code of Behaviour was uploaded to school website and shown to all parents at the September meeting 2018. All teachers explained the changes in their classrooms.</p>

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To identify a whole school programme to assist students in self-regulating, in helping them to manage anxiety and stress and improve overall mental wellbeing	<p>Identify one or more relevant programme(s) available in Ireland.</p> <p>Visit schools implementing these programmes.</p> <p>Weigh up the research and evidence of such programmes.</p> <p>Identify some preliminary introductory session(s).</p> <p>Once a programme has been identified and approved by the Board, secure training for staff.</p>	<p>Anna and Fionnuala to lead</p> <p>Anna and ideally Fionnuala</p> <p>Kiran and the Board</p> <p>Anna</p> <p>Whole Staff</p>	<p>Identification of a whole school programme</p> <p>Teacher training initiated and completed in delivering the programme</p> <p>Feedback from staff, parents and children is positive</p> <p>Challenging behaviour – more managed/ reduced</p>	<p>Very positive anecdotal feedback from parents and children. Some emails from parents delighted with the success. Teachers happy with the programme.</p> <p>Challenge to programme brought by two families. Had concerns around research and evidence base. Asked board to review. Board confident that the programme was suitable. The school accommodated the specific needs of those concerned.</p>	<p>Anna and Fionnuala visited Merlin Woods Primary 28.04.17</p> <p>Information session for staff and Board members 06.06.17</p> <p>Board approved Mind Up programme 03.07.17</p> <p>First training 19.09.17 Second training 13.02.18 Third training 02.10.18</p> <p>Programme implementation formally began October 2017 across all classes.</p>

## Review June 2019

A review of the above improvement plan was conducted with the In School Management Team (Anna, Fionnuala, Patrick and Joanne) in May and June 2019. It took into account feedback collected from staff at meetings, from children through circle time and from parents throughout the year.

Points not mentioned above that were discussed at the meeting are included here (in no particular order):

1. **Restorative practice** is very time consuming for the teacher conducting it. When cases were reviewed that had occurred during the year, it was clear that they ranged in severity from a push in the line to a deliberate assault. It was agreed that a middle layer be implemented where a child could show remorse and where the incident was on the lesser end of the scale (incident sheet).
2. A **pamphlet for parents** outlining what restorative practice is would be helpful.
3. It was decided that discretionary **Mighty Oak awards** be presented to children in 6<sup>th</sup> class as they would have been unable to achieve the necessary criteria for such an award this year. 6 children were nominated for award and this took into account feedback from all staff which was given privately to the principal.
4. The following feedback from 1<sup>st</sup> and 5<sup>th</sup> class indicates the need to look at the **effectiveness of the wow cards** (to be discussed further in September)

1 <sup>st</sup> class responses	
Pros	Cons
<ul style="list-style-type: none"> <li>• Reward – cert</li> <li>• Feel special and happy</li> <li>• 3 wow cards = cert</li> <li>• Surprise parents</li> <li>• Proud of siblings</li> <li>• Different cards for different things</li> </ul>	<ul style="list-style-type: none"> <li>• Long time for a cert</li> <li>• Disappointed/ jealous/ left out when others get them</li> <li>• 3 of the same thing – gets harder</li> <li>• Effort missed, sustained effort not noticed</li> <li>• Wasteful use of trees (paper/ wooden badge)</li> </ul>
5 <sup>th</sup> class responses	
Pros	Cons
<ul style="list-style-type: none"> <li>• You get to earn certificates and badges</li> <li>• They improve morale -everyone happy for each other</li> <li>• It also improves the learning environment as students are trying to do the right thing.</li> <li>• Feeling of happiness when they are received</li> <li>• They create good vibes!</li> <li>• It's nice to have something to work towards</li> </ul>	<ul style="list-style-type: none"> <li>• Some children feel the end goal is not worth all the effort.</li> <li>• "Don't see the point"</li> <li>• Same children receive a lot of wow cards</li> <li>• Sometimes you do something that you feel deserves a wow card but it goes unnoticed as it's in the yard or the teacher is busy etc (this is where the idea of the suggestion box would work well)</li> </ul>

5. The school engaged in and was awarded an **Active Schools Flag** this year. This was an initiative loved by the children, easy to manage for the teachers and a positive addition to the overall wellbeing of the students.
6. The **Forest School** programme also benefits wellbeing and two more teachers are training up in it which will allow delivery of the programme in 2<sup>nd</sup> and 6<sup>th</sup> class next year.
7. Feedback is that where **brain breaks** are consistently implemented on a regular and daily basis in the classrooms, the children benefit with some children benefiting significantly.
8. With regard to the **animal analogies** used in the Mind Up programme, teachers have agreed that some children, especially those with additional needs can be very literal and that it may be prudent in some cases not to use analogies but rather to use the correct scientific language.
9. An opportunity was missed to conduct a **student survey** at the end of the year to compare findings of initial survey conducted in September 2018. This survey should be repeated in September 2019.
10. The school acquired more books for the **Mind-Up library**.