Loreto Balbriggan Wellbeing Plan

Introduction

Loreto Secondary School Balbriggan, founded in 1857 is a Catholic Voluntary Secondary School for girls. It is a member house of the Institute of the Blessed Virgin Mary (I.B.V.M). The Institute was founded in 1609 by the venerable Mary Ward (1585-1645). Mary Ward's vision for her schools was strongly influenced by "Ratio Studurium" of Ignatius of Loyola.

Mission Statement

Loreto Secondary School, Balbriggan is a Catholic girls' secondary school. In the spirit of Mary Ward, we aim to develop all the abilities of our students in order that they realise their full potential and use their talents for the service of others.

We also aim to encourage self-confidence and self-esteem in a happy atmosphere and structured environment. The school community, collaborating together in mutual respect, strives for holistic excellence.

Rationale for the Policy

The Framework for Junior Cycle (2015) highlights the necessity for a new area of learning at junior cycle; Wellbeing. This policy has been developed to ensure that Loreto Balbriggan adequately responds to the changing and diverse needs of each of the pupils. There are already evident similarities between our own mission statement and the definition of "Student Wellbeing" as outlined in the NCCA guidelines.

"Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life and have a sense of purpose and belonging to a wider community" (cf NCCA Guidelines for Wellbeing 2018).

Success in Education and Wellbeing are inextricably linked. ESRI research has found that "children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement subsequently" (Smith,E. 2015).

Promoting Wellbeing

There is substantial evidence that *Wellbeing Programmes* in schools, when implemented effectively, can produce long-term benefits for young people. Loreto Balbriggan recognises the importance of developing the whole person; emotionally, mentally, spiritually and physically. A supportive school environment where high expectations and aspirations are the norm for all young people can of itself contribute significantly to lifelong health and wellbeing. At Loreto Balbriggan we provide a range of supports and interventions that address the emotional, mental, spiritual and physical needs of our students. These include:

- The co-ordinated implementation of our whole-school guidance plan.
- Building positive interpersonal relationships.

- Ensuring that our students are aware of the range of supports within the school as well as those offered by external agencies.
- Providing opportunities to develop their physical well-being through physical education and extracurricular activities.
- The effective and consistent implementation of SPHE as part of a whole-school approach to the promotion of wellbeing in our students.
- Addressing the spiritual needs of students through religion class, liturgical celebration and prayer.
- Implementation of the whole school approach to SEN

Risk and Protective Factors for Student Wellbeing

Students can be exposed to many risks and protective factors which influence their well-being. Protective factors in the school environment that help to build resilience in young people include:

- Providing a positive school atmosphere.
- Ensuring a sense of belonging and connectedness to the school.
- Having protocols and support systems in place that proactively support students and their families, should mental health difficulties arise.
- Developing positive teacher/student and teacher/parent relationships.
- Supporting the development of positive relationships with peers.
- Fostering expectations of high achievement and providing opportunities for each student to realise their potential.
- Using positive classroom management strategies.
- Focusing on social and emotional learning and the development of problem-solving skills through our SPHE programme.
- Providing support for teachers, including professional development.
- Encouraging students to participate in extracurricular activities.
- Providing students with information about the range of community supports and crisis agencies that exist.
- Working collaboratively to prevent students from early school leaving

Schools, therefore, play an important role in the lives of its students to help them enhance their wellbeing and develop positive mental health, that they can nurture throughout their lives. Loreto Balbriggan will aspire to facilitate the holistic development of each of our students using the six indicators of wellbeing as the focal point of our actions; Active, Responsible, Connected, Resilient, Respected and Aware.

The Structure of the Wellbeing 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. (Wellbeing policy Statement and Framework for Practice 2018).

We in Loreto Balbriggan have embraced a whole-school approach and have aligned the design and planning for our Wellbeing policy with school policies, SSE, and practice.

The foundation of this policy is based on the Junior Cycle Wellbeing Guidelines and Wellbeing Indicators, the aim of which is to support schools in planning and developing consistent wellbeing programmes. The Wellbeing policy is anchored in the following subject areas: SPHE, CSPE, PE, Guidance, Wellbeing Class, other areas of learning and practices within the school. Loreto Balbriggan's policy will achieve synergy and a cohesive approach to Wellbeing.

The policy will also be guided by The Continuum of Support which offers a flexible framework which schools can identify and address all educational needs as well as the wellbeing needs of its students.
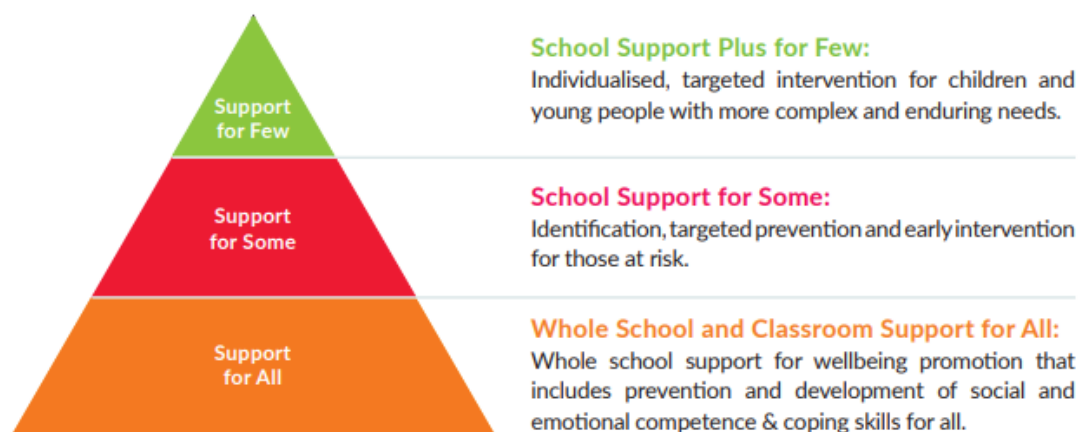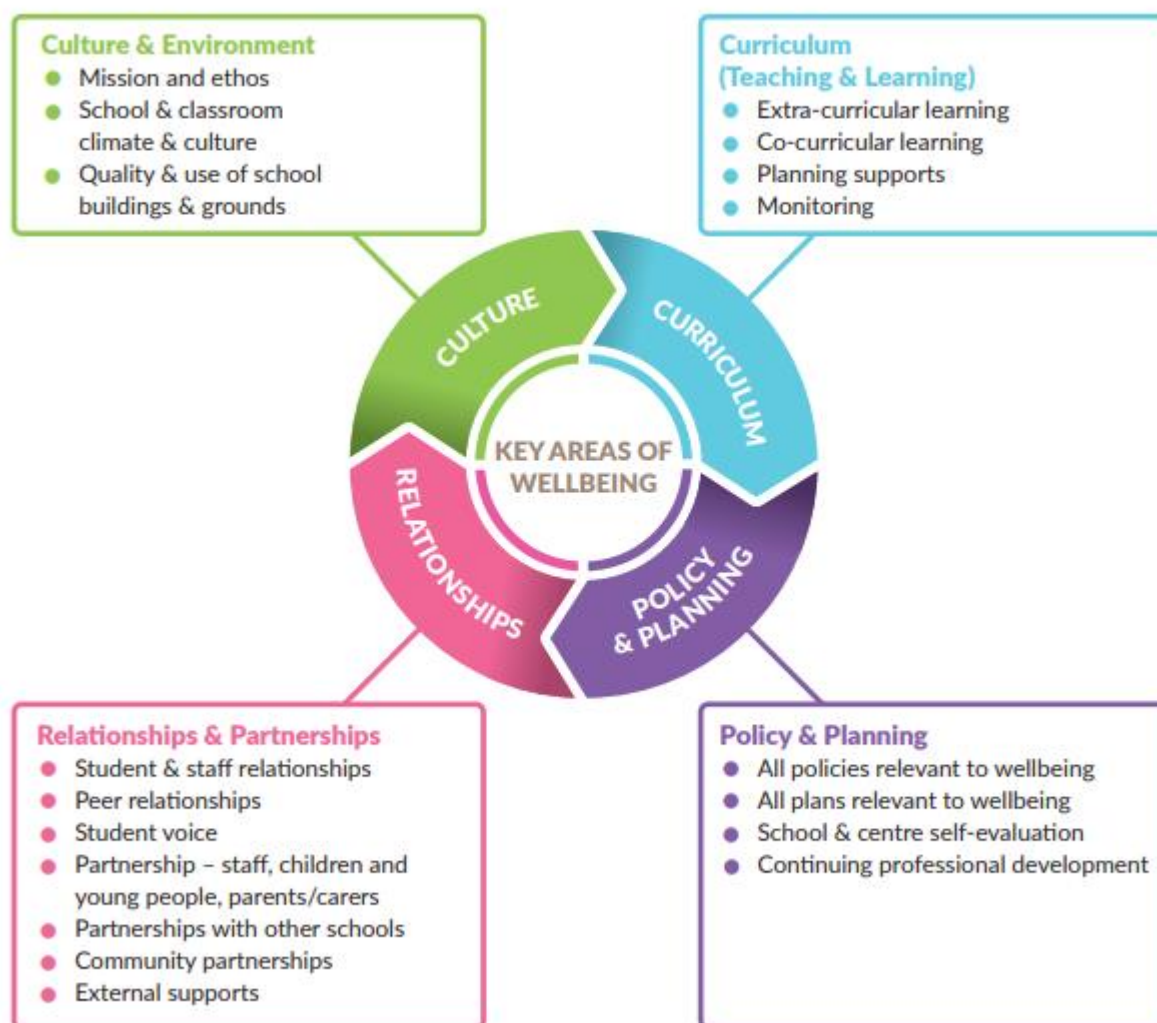
Table 1: Continuum of Support

Support for Few

School Support Plus for Few:
Individualised, targeted intervention for children and young people with more complex and enduring needs.

Support for Some

School Support for Some:
Identification, targeted prevention and early intervention for those at risk.

Support for All

Whole School and Classroom Support for All:
Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion

Culture & Environment
- Mission and ethos
- School & classroom climate & culture
- Quality & use of school buildings & grounds

Curriculum (Teaching & Learning)
- Extra-curricular learning
- Co-curricular learning
- Planning supports
- Monitoring

CULTURE

CURRICULUM

KEY AREAS OF WELLBEING

RELATIONSHIPS

POLICY & PLANNING

Relationships & Partnerships
- Student & staff relationships
- Peer relationships
- Student voice
- Partnership – staff, children and young people, parents/carers
- Partnerships with other schools
- Community partnerships
- External supports

Policy & Planning
- All policies relevant to wellbeing
- All plans relevant to wellbeing
- School & centre self-evaluation
- Continuing professional development

INDICATORS OF WELLBEING

ACTIVE
- Am I a confident and skilled participant in physical activity?
- How physically active am I?

RESPONSIBLE
- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?

CONNECTED
- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

RESILIENT
- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?

RESPECTED
- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?

AWARE
- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Wellbeing and the Curriculum

Loreto Balbriggan aspires *"to provide an appropriate and robust learning experience and environment to set each student on a pathway to personal excellence, recognising different aptitudes and gifts"* (cf CTJ pp30)

The Junior Cycle Wellbeing Guidelines (2017, p44) state that when planning a programme, the starting point must be the shared vision and values of the school alongside consideration of the principles and statements of learning set out in the Framework for Junior Cycle (2015)

In Loreto Balbriggan we offer a curriculum that is balanced, integrated and stimulating. The areas of PE, SPHE, CSPE, have been identified as key areas in which our Wellbeing programme will be embedded, while also being supported across all subjects, other areas of learning and practices within the school.

At Loreto we believe that a Junior Cycle programme that builds the foundations for Wellbeing:

- Places students at the centre of the learning process
- Encourages students to be actively engaged with learning
- Develops their competencies with digital technology
- Promotes intellectual curiosity, critical thinking and collaboration among their peers
- Developing physical literacy, encouraging an active lifestyle informing students of the benefits, importance and link between their physical and mental health.

Wellbeing at Loreto will extend across the three Junior Cycle years from First to Third Year. Explicitly planning for Wellbeing in the curriculum and assigning space on the timetable communicates to students, staff and parents that this area of learning is important. Wellbeing is clearly visible throughout the school and confirms for students that their wellbeing is paramount.

First Years: CSPE, PE, SPHE, Wellbeing Class

Second Year: CSPE, PE, SPHE, Wellbeing Class

Third Year: CSPE, PE,SPHE, Wellbeing Class

Loreto Balbriggan Wellbeing TT in Junior Cycle.

Junior Cycle Programme (Wellbeing) 2020 - 2021							
		Number of Weekly Periods			Total time (Hours)		>/< min
	Subject	Year 1	Year 2	Year 3			
Wellbeing	PE	2	2	2	133.6	(Min 100)	33.60%
	CSPE	1	1	1	66.8		
	SPHE	1	1	1	66.8		

Choir	1	1	0	44.5	
WB	1	1	1	66.8	
Annual Total Hours	**Min (935.2)**	**133.6**	**133.6**	**111.3**	**378.5**

Wellbeing Total =	**378.5**	(Min 400)

The remainder of the Wellbeing hours will be accounted for within whole school/year group activities and documented in Appendix I.

The Principles of Junior Cycle Education:

Wellbeing is one of the eight principles underpinning the Junior Cycle Profile of Achievement (JCPA):

1. Engagement and Participation

2. Learning to Learn

3. Choice and flexibility

4. Quality

5. Wellbeing

6. Inclusive Education

7. Creativity and Innovation

8. Continuity and Development

24 Statements of Learning

"The learning at the core of junior cycle is described in twenty-four statements of learning. …. They are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme" (Framework for Junior Cycle, 2015, page 12)

The purposes of the Statements of Learning are:

• To ensure a rich educational experience for students.

• Learning that has both breadth and depth and is varied.

• To enable development of the key skills.

• To give access to a varied curriculum of knowledge

The following Statements of Learning (SOL) are particularly applicable to Wellbeing:

SOL 5	The student has an awareness of personal values and an understanding of the process of moral decision making.
SOL 7	The student values what it means to be an active citizen with rights and responsibilities in local and wider contexts.
SOL 10	The student has the awareness, knowledge, skills, values and motivation to live sustainably.
SOL 11	The student takes action to safeguard and promote her/his Wellbeing and that of others.
SOL 12	The student is a confident and competent participant in physical activity and is motivated to be physically active.
SOL 13	The student understands the importance of food and diet in making healthy lifestyle choices.

Key Skills of Junior Cycle

Learners need a wide range of skills to help them face the many challenges presented to them in today's world. They develop specific skills in their subjects and other courses. But there is also a more general set of skills that are needed to support learners in their personal, social and work lives. These are referred to these as the key skills of junior cycle. As learners develop each of the key skills in an integrated way they will also become better learners.

The six key skills of junior cycle are

- Managing Myself
- Staying Well
- Communicating
- Being Creative
- Working with Others
- Managing Information and Thinking.

Working with digital technology also forms part of each of the skills.

"Key skills will be embedded in the learning outcomes of every junior cycle   subject and short course" (Framework for Junior Cycle, 2015, page15)

Staying Well is one of the 8 key skills for the JCP
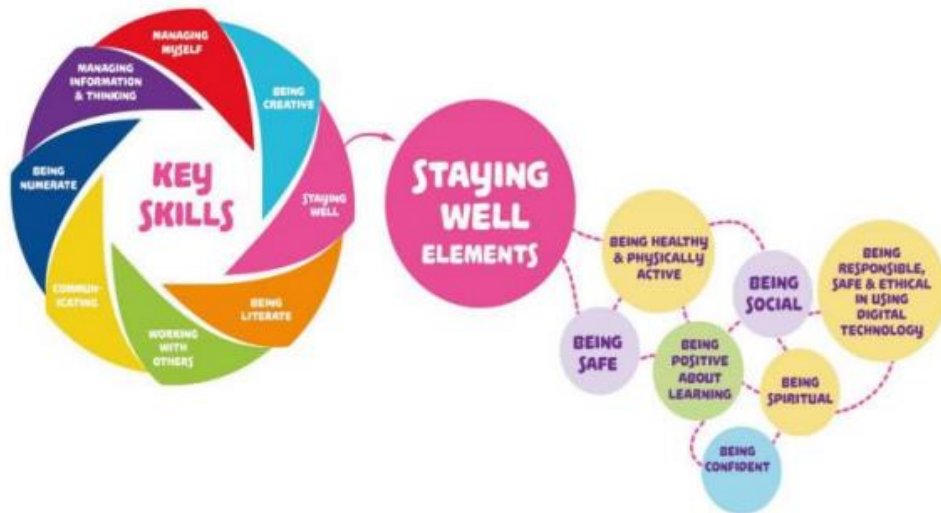
As stated in the latest *Wellbeing Policy Statement and Framework for Practice (2018-2023)*

'The promotion of wellbeing for all is central to the Department's mission to enable individuals to achieve their full potential and contribute to Ireland's social, cultural and economic development.'

<u>Whole School Wellbeing</u>

Pastoral care underlies all relationships within the school community. We aim to create a safe and happy environment which enriches the lives of the students

Whole school wellbeing is evident in the following areas:

1.School Policies.
School Policies are developed with staff, parents/guardians, students and the Board of Management.

The following school policies are related to Wellbeing and are reviewed regularly:

- Admissions Policy.
- Administration of Medication Policy.
- Attendance Strategy.
- Anti-Bullying Policy.
- Children First Act 2015.

- Children First: National Guidance for the Protection and Welfare of Children.
- Child Protection Procedures for Primary and Post Primary Schools2017.
- Child Safeguarding and Risk Assessment.
- Child Safeguarding Statement Notification to PTA.
- Closed Circuit Television Policy.
- Code of Behaviour.
- Critical Incident Policy.
- CSPE Plan
- Data Protection Policy.
- Digital Learning Acceptable Use Policy.
- Embracing LGBT+ Document
- Guidance Plan
- Healthy Eating Policy.
- Health and Safety Policy.
- Home Learning Policy.
- Intimate Care Policy
- PE Plan.
- RSE Policy.
- School Tour policy.
- SEN Policy.
- SNA Policy
- SPHE Plan
- Student Teacher Placement Policy.
- Suspension and Exclusion Policy.
- Use of School Facilities Policy.

2. Students

"The school community is commended on the very wide range of programmes it provides to promote student wellbeing. These include an Intercultural week, a Mental Health week* and a Friendship week, all of which add to the strong sense of community in the school." (cf DES Careers Inspection Jan 2019).

*No longer a week format, opted for a sustained year long approach focusing on a number events, key dates, some of which are recognised on a local/national/international platform.

First Year:

Primary School Liaison Officer (AP2) liaises with primary schools to enable a smooth transition to secondary school.

SEN Teacher liaises with parents of students with identified learning needs to allow us to identify, plan for and respond to needs in a flexible way.

All first years participate in a two-day Orientation programme to help them make the adjustment from primary to secondary school.

A Twinning co-ordinator also helps First Year students with this transition, and is assisted by Fifth Year students who act as "Twins" to the first years.

First year sports taster day. This encourages students to take up a new sport and become engaged in extracurricular activities.

Homework Club - First Year Students are paired with a Transition Year student and work together once a week after school. The aim is to help ease the transition from primary to secondary school by providing these students with further guidance and support.

 The guidance department delivers a 4 week 'Transition to Secondary school programme'.

Literacy Intervention - Vocabulary Enrichment Program is delivered to support development of oral and written vocabulary to build skills and confidence.

Numeracy Intervention - Numeracy Ninja

First to Third Year.

A comprehensive S.P.H.E. (Social, Personal & Health Education) programme provides valuable insights and information to students.

All junior cycle classes have a CSPE class promoting active citizenship.

All junior classes have two periods of PE per week. PE provides students with the opportunity to choose a lifestyle that is active, healthy and meaningful, in order to contribute to the preparation of the student for a life of wellbeing.

The guidance department delivers the HSE 'The Sleep programme' to second years.

The guidance department delivers a 'subject choice' module to 3rd year students which includes classroom contact, an assembly and subject choice fair.

Transition Year, senior cycle information night for parents and guardians every March for 3rd year students and parents/guardians.

Second year students have Wellbeing Day in Ardgillan Demense. This is a whole year group full day event.

First to Sixth Year.

Wellbeing tutors take a wellbeing class each week and take an active role in each student's progress. Year Heads monitor an entire year group in conjunction with the Wellbeing Tutors, Chaplain, Guidance Counsellors, SEN Teachers, Deputy Principals and Principal. Regular assemblies are held in each group.

There is a chaplain and two career guidance counsellors to help students who may encounter difficulties with their lives.

The school chaplain works closely with the staff as we try to respond to students' needs, and has a specific responsibility for their spiritual and pastoral development.

Various PE initiatives for senior students, to encourage lifelong physical activity.

Throughout the school year significant religious events are celebrated. Liturgies occur at relevant times and a school mass celebrates the beginning of each school year. Retreats are organised for each year group.

The career guidance counsellors provide emotional guidance, career guidance and educational guidance to students across all year groups through class contact, assemblies or during one to one appointments. The guidance department administers aptitude tests,

facilitates visits to Open Days to third level colleges, and career events organises careers talks, careers fairs, and arranges for relevant guest speakers to visit the school.

Other departments /teams within the school that support Wellbeing:

1. Wellbeing Team

A Wellbeing Team was set up this year involving members of staff who developed and co-ordinated a Wellbeing class for the school junior cycle. The team was comprised of a deputy principal, two guidance counsellors, PE teacher, CSPE, SPHE, SEN teachers, Chaplain and a member of the Digital Learning Committee. The team also worked closely with the AP2 in charge of SSE, the AP2 in charge of attendance and the Independent Learning Committee.

2.The Student Support Team

The student support team is part of the pastoral care system in the school. That system encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students. The student support team meets weekly. Members of the team include a deputy principal, year head, chaplain, guidance counsellors and a member of the SEN team. Other staff members may attend as necessary. Outside agencies are also invited to this weekly meeting as appropriate. These meetings are facilitated by the deputy principal. The student support team is a student-focused mechanism put in place in order to:

- Co-ordinate the support available for students in the school
- Facilitate links to the community and other non-school support services

Enable students with support needs to continue to access an education appropriate to their abilities and needs
- Assist staff to manage students effectively.
- Ensure new staff members are briefed about policies and procedures relating to student wellbeing and support.
- Advise school management on the development and review of effective student support policies and structures.

3. SEN Department   SEN and Wellbeing

The SEN Department works as part of the whole school approach to SEN. Student wellbeing is an integral part of the work of the SEN Department. In the creation of an inclusive, supportive learning environment for all students we enable students to develop coping mechanisms and build resilience for the present and into the future. We collaborate with the relevant stakeholders including, students, parents/ guardians, classroom teachers, wellbeing teachers, guidance and the student support team, year head and management. The SNAs act in a care and support role, supporting the health and safety of the student and in their social, emotional and educational development, while aiming to foster independence.

Communication and sharing of relevant information between home and school are essential elements of our working with students with SEN. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning and wellbeing.

We use the Continuum of Support Framework set out by the Department of Education to identify and support students with additional needs. We recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that students require different levels of support depending on their identified additional needs. A student's educational needs may include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The collaborative whole school approach we adopt allows us to identify and respond to needs in a flexible way.

Student voice is essential in developing student wellbeing. Students who are in receipt of support from the SEN Department are, as appropriate, given the opportunity to contribute to the development, ownership and evaluation of their student support plan.

Upon leaving Loreto Balbriggan students with Special Educational Needs are enabled and empowered to:
- Participate fully in the wider community
- Acquire the personal, social, literacy and numeric skills needed for life.
- Experience success.
- Develop a positive self- image and self-esteem.

4. The Chaplaincy Service

The primary role of the Chaplaincy Service is to be a faith presence in the school. The Chaplaincy service and the Guidance department work collaboratively through their participation on the student support team and their weekly referral meetings. The Service works closely with management and staff in carrying out this responsibility and in extending it to the whole school community, parents and guardians. Those involved in the Chaplaincy Service teach Religious Education, help to develop a prayer response to human experience, gather the whole school community for blessing, reflection and sharing, value and promote tolerance and inclusiveness, welcome the contributions and perspectives of those of other faiths and none and engage with all students in group contexts and on an individual basis. The Service supports and promotes all that is ennobling in the life of the school. The Service supports, through listening and being present, bringing compassion and insight of the Christian Tradition to the experience of loss and conflict, and to the specific challenges and concerns of young people as they journey through adolescence to young adulthood. The Service brings hope and kindness to everyday events, is responsive to staff, parents and guardians and especially supports their contributions towards the building of a happy and caring school community. The Chaplaincy Service welcomes the assistance of colleagues in fulfilling the mission of Chaplaincy and collaborates especially with the Religious Education Department, the Guidance Department, the SEN Department and the Student Support Team.

The Chaplaincy Service aims to:
- Collaborate in the provision of pastoral care for students.
- To further develop the faith life of students.

- To acknowledge the spiritual needs of students in time of bereavement.
- Further develop the chaplaincy team.
- Develop links with the local Parish.
- Work with the Religion Department in organising the Opening Year Mass, Carol Service and Graduation Mass.
- Prayer and welcome at assemblies in August. Brief input on care and support offered by the Chaplaincy service.
- Weekly attendance at The Student Support Team Meeting.
- Prepare prayer for incoming first years' information evening.
- Input at first year orientation programme on school ethos and Mary Ward.
- Prepare a sacred space in the school to follow the liturgical calendar.
- Provide a one-to-one support service.
- Train sixth year students who wish to become Eucharistic Ministers.
- Facilitate and organise the Ember Faith Leader Training Programme.
- Make contact with outside agencies.
- Organise Mindfulness Talks for sixth year students.
- Restorative Practice with groups of students if needed.
- Hold a Remembrance Evening in November for deceased relatives and friends of the school community. The extended school community is invited to attend.
- Attend all Parent Teacher Meetings.

5. Guidance Department

Wellbeing and Guidance

Young people learn more effectively and have better academic outcomes if they are happy in their work, believe in themselves and feel acknowledged and supported in their schools. The wellbeing of our young people is critical to their success in education and life. The whole school guidance approach prepares students to develop wellbeing and positive mental health, where emotional wellbeing may be understood as an educational end in and of itself. A whole school approach involves all members of the school community engaging in a collaborative process to change and improve specific areas of school life that impact on wellbeing. A whole school approach produces a wide range of benefits for students, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements on mental health.

Whole school guidance promotes these wellbeing indicators by:

- encouraging students to develop positive relationships with peers and teachers
- creating a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities

- providing opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision making skills
- proactively supporting students and their families should challenges arise
- promoting the use of technology in a safe and appropriate way
- developing skills to manage stress

There is considerable overlap between the competences and associated learning outcomes in the guidance plan which are presented under developing myself, developing my learning, and developing my career path and the wellbeing programme in junior cycle (SPHE and guidance related learning are the two main pillars of wellbeing). Guidance and wellbeing is linked to the, 'staying well' key skill of the framework for junior cycle (NCCA, 2017; pg.22). The guidance counsellors have an important role in supporting planning for and delivery of the learning outcomes associated with the wellbeing indicators. Wellbeing is interwoven throughout the guidance plan.

6. Attendance and Wellbeing.

There has been a lot of research carried out on the importance of consistent school attendance and students' wellbeing. When students are in school they have a real sense of belonging and feel connected which is key to help them learn and succeed. To promote positive attendance and enhance students wellbeing an Attendance Officer (AP2) has been appointed who is responsible for attendance. He works closely with the Senior Management Team, Year Heads and Wellbeing/Class Tutors and the whole student body to encourage positive school attendance. He also liaises with outside agencies when required.

7. Inclusive and Diverse School Environment.

Loreto Balbriggan in the spirit of Mary Ward 'fosters multi-cultural and multi-faith dialogue. Diversity is celebrated. Sincere honest and respectful dialogue among those of different cultures and faiths lead to greater understanding and tolerance, which in turn help to promote world peace' (cf Kolkata Guidelines p7 2003)

Multi-cultural and multi-faith dialogue is integral to the lived experience of our students. As with all aspects of the core values of our school, inclusivity and diversity are supported in all aspects of school life within and beyond the curriculum.

This is communicated to all stakeholders and to the students through practice, policy and procedures. LGBT+ young people and other minority groups are valued. School leadership and structures and policies will ensure that they feel supported and valued in our school.

Extra-Curricular Activities

The school is committed to the development of the full range of each student's artistic, cultural and sporting talents and aptitudes. To promote this development, a wide selection of activities, outside the regular school time-table is offered, which help the students to grow in self-confidence and very much enhance their sense of well-being.

ART
- Art exhibitions
- Local and national art competitions
- Junk Kouture Competition
- Private portfolio classes

SCIENCE

- Scifest
- BT Young Scientist competition
- Northern Ireland Big Bang competition
- European Young Scientist competition
- International Science and Engineering competition
- John Hooper statistics competition

CULTURAL / SPIRITUAL ACTIVITIES

- Debating in English, Irish, French and German
- Visits from theatre groups
- Visits to theatre and cinema
- Trips to Heritage sites
- Emmanuel concert
- School Retreats
- School Liturgies
- Ember Programme
- Educational Tours (local, national and international)

BUSINESS

- Fingal Co Co Enterprise Board Awards
- Market Day
- Bank initiative

MUSIC

- Senior Choir
- Junior Choir
- Traditional Group
- Private Music Lessons
- Orchestra
- Ukulele Group
- Music Gala Evenings
- Iconic Dance Group

SPORT

- Athletics
- Badminton
- Basketball
- Camogie
- Cricket
- Dance
- Equestrian
- Gaelic
- Golf

- Gymnastics
- Hockey
- Refereeing/ Umpiring courses
- Rowing
- Rugby
- Soccer
- Swimming
- Table tennis
- Taekwondo
- Tag Rugby
- Tennis
- Volleyball

STUDENT LEADERSHIP

"It is commendable that students play key leadership roles as senior prefects, mentors, captains, co-ordinators and members of the student council. They are actively involved in promoting positive mental health, peer support and student solidarity". (cf DES Careers Inspection Jan 2019.)

Students are strongly encouraged to take up leadership roles within the school. Loreto Secondary School Balbriggan has a successful prefect structure of Head Girl, Deputy Head Girls, Captains, Co-ordinators, Senior Prefects and Class Prefects.

The engagement of the student voice in actions and decisions which shape their learning environment is at the centre of our leadership structures. The student council plays an important role in this process. Council members are elected by their peers to represent them and work with the principal and staff on the various issues and topics.

OTHER SCHOOL EVENTS THAT PROMOTE WELLBEING

Appendix 1: Students events and activities

Junior Cycle Students	Senior Cycle Students
1st Year midterm pack	JIGSAW workshops delivery to 5th years
Animée Club	JIGSAW Stress Buster workshop 6th years
Friends for Life Programme	Active Consent Programme
ICT Safety Talks	One Good Adult Programme
Morning Club	Evening study
Sports Taster Days	Life coaching, stress management 6th Years
Healthy living week	RSE talks
Intercultural week	Careers fair
Loreto Rumbek Day	TY sports taster Day
Club Gaeilge	5th year Run a Mile
Teachers' Christmas Show	Evening study
Subject Dept Weeks involving various subjects throughout the year.	Restorative practice
	Road safety talk
Non uniform days.	Study skills
Various fundraising events	ADAMs gift (CPR training)
	Develop me workshops
Assemblies - principal, deputy principal, year head, chaplain, guidance counsellor	Healthy living week
	Intercultural week/ day
Cheerios breakfast morning	Loreto Rumbek Day
Bereavement register	LIFT Program
Prizegiving	Teachers' Christmas Show
Restorative practice	Senior Prefect Training for Incoming 1st Yr, Information Evening
JIGSAW stress buster workshop for 3rd Year students	Subject Dept Weeks involving various subjects throughout the year.
JIGSAW "One good adult" Peer educators programme	Amber Flag Committee
	Dress Up Day 6th year.
Amber Flag Committee	Non uniform days
2nd year Anti-Bullying Seminar	Various fundraising events

1st Year Talent show	TY Committees
1st Year Table quiz	Bereavement register
Twinning lunches	Bereavement Group
Wellbeing assemblies	Prizegiving
	Wellbeing assemblies
	Twinning lunch

Communication with Parents and Wellbeing of students

Parents/Guardians are the primary educators of their children. The most important gift that any parent can give their child is the opportunity to fulfil their potential. Parental support to Loreto Balbriggan's policies and practices plays an integral role in their daughter's experience of education and therefore her wellbeing.

School discipline is a shared responsibility which can only be effectively discharged and maintained through the active co-operation of all those involved – teachers, students, parents, management and trustees.

Here in Loreto Balbriggan we value co-operation and contact with parents.

We have a Parents Association that meets regularly throughout the year. Membership is open to all parents/guardians. The Parents' Association is the parent consultative body on the development of new policies and participates in fundraising activities which enhance the teaching and learning and wellbeing of the students. Their ongoing support is vital in improving the student facilities in the school.

 Regular reporting home, the weekly updated website and the compass parent portal, ensure open and ongoing communications between the school and home.

Early in each academic year the Parents' Association hold their A.G.M. to which all parents/guardians are invited and encouraged to get involved.

Other Ways in which the school provides support to parents re students wellbeing

Guest speakers: Speaking on particular topics in relation to student wellbeing

Parent information evenings 1st & 3rd Year.

Parent teacher meetings, SEN department member and Chaplain available at meetings.

Guidance counsellors talk on CAO/HEI applications at 6th year PT meeting

One-one meetings as requested with any staff member, Chaplain, Year Head or Senior Management Team.

Facilitate family meeting with outside agencies if required.

School Self Evaluation and Wellbeing

Our School improvement plan (SIP) has been developed in the context of "A quality framework for Post-Primary schools: Looking at our schools 2016"

As part of this process a number of surveys were carried out with staff and students in order to gather evidence, which we could analyse and use to make judgements. Initial surveys were based around The statements of practice - Teaching and Learning. Student surveys focused on Domain 1 & 2 (student learning outcomes and learning experiences) and teachers' surveys focused on domains 1& 2, along with domains 3 & 4 (Teachers' individual practice and Teachers collective /collaborative practice). Surveys were carried out in Sept. 2018.

The purpose of the surveys was to identify existing strengths, opportunities and challenges in practice.

In Feb. 2019, the entire staff were also surveyed on The statements of practice- Leadership and management, this was in preparation for the third cycle of SSE due to start in 2020 which is to focus on these domains. The information received from these consultations has allowed   the creation of an adaptation of the Looking at our schools document to the work and aspirations of Loreto secondary school Balbriggan.

The LAOS Quality framework takes "a holistic view of learning and the learner. It emphasises the need for students to develop a broad range of skills, competences and values that enable personal wellbeing, active citizenship and live long learning" (Looking at our schools 2016).

As outlined in the LAOS Quality Framework, it is evident that: 'for teaching and learning to be effective, positive personal wellbeing, of both staff and student is essential '. (Looking At Our School 2016, A Quality Framework for Post-Primary Schools, page 4)

This holistic view is very much in line with the Wellbeing Policy statement & Framework for practice 2018-2019.

Therefore we feel the gathering of evidence completed to date has encompassed evaluation of wellbeing promotion in our school.

The specific aspects of teaching and learning the school identified and prioritized for further improvement were Self directed learning and digital learning.

Self directed learning and digital learning are linked to well being. The world health organisation's definition of well being is:

"Well being 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."

Self directed learning and digital learning nurtures the wellbeing of our students. This is evident by reading the protective factors cited in the Well being policy statement and framework for practice statement page 12.

Risk and protective factors relating to wellbeing promotion that are specific to the school/educational setting have been identified.

In the school/educational setting well-being protective factors include:

• Opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision-making skills (CASEL 2015)

 • Opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way

• Opportunities to develop skills to manage stress that may be linked to school work"

Indicators of well-being

The indicators of wellbeing include, Resilient, Responsible, Aware and Communication.

Our improvement strategies and targets for self-directed learning and digital learning will strengthen these indicators. For example our self- directed learning cycle strategy- empowers students to set their own goals, plan and reflect on success. This includes knowing who to ask for help (Resilient, Aware). Our digital learning plan helps our student to cope with online technology safely and in a beneficial way (Responsible, communication)

School improvement plan, targets and actions, Loreto Balbriggan 2019-2020

During the first cycle of school self- evaluation, 2012-2016, Schools were required to develop and implement improvement plans for literacy, numeracy.

Balbriggan identified Self Directed learning and digital learning as areas for The second cycle SSE 2016-2020, teaching and learning still the focus, Loreto improvement.

Digital Learning

Target 1

To enable the 1st year students to engage with the google suite to foster their active, creative and critical engagement in attaining stated Junior cycle learning outcomes.

Action 2019-2020: A series of lessons provided to first year students on how to use the S suite and other digital literacies.

Target 2

To aid teachers' collective/collaborative practice by working together to devise learning opportunities for students across the curriculum. Teachers will engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across the curriculum.

Action 2019-2020: Set up departmental team drives. Sharing knowledge and success stories in the use of google classroom.

Target 3

To encourage second year students to have a sense of ownership of their work, take pride in it, and take responsibility for improving it using digital tools.

Action 2019-2020: A second year class used e-portfolio as a tool to showcase and reflect on Junior cycle pieces of work of their choice (CBA's / class work/ assignments), with particular attention to reflection on Junior cycle skills. All first years were introduced to google sites as a tool for learning.

Self-Directed Learning

Target 1

To encourage student reflection on their progress as learners and development of   a sense of ownership of and responsibility for their learning.

Action 2019-2020: To roll out the use of the self-directed learning cycle as a means to improve self-directed learning. Educate all teachers on the cycle.

Target 2

Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.

Action 2019-2020: To introduce a program in wellbeing class which provides skills for the students to use the self-directed learning cycle effectively. Wellbeing teachers were provided with a 5 class lesson plan to aid with the teaching and learning of this topic.

Target 3

Students' achievements in summative assessments, including certificate examinations, is in line with or above expectations. Students bring about these achievements with the aid of reflective goal setting.

Action 2019: set an online reflective goal setting task for all exam years. Share results with staff

<u>Literacy</u>

To collaborate and consult with the Digital Learning Committee to identify strategies for improving the

digital literacy of students.

Students experience opportunities to develop the skills and attitudes necessary for lifelong literacy.

<u>Numeracy</u>

Students experience opportunities to develop the skills and attitudes necessary for lifelong numeracy.

Examples of alignment of Loreto Balbriggans' self- improvement plan targets viewed through a Looking at our Schools lens and the Wellbeing Framework for Practice.

SSE is currently focusing on teaching and learning which fits into the wellbeing key area **Curriculum (teaching and learning).**

Although not presently required for SEE 2016-2020, we have gathered evidence across all the four key areas of wellbeing.

Consider the Wellbeing Framework for Practice

- Changes in practice
- Teacher experiences
- Pupils/students' experiences
- Impact on wellbeing

- Actions at class level
- Actions at subject department level and at year level
- Actions at school level

Identify focus

Monitor actions and evaluate imapct

Put improvement plan into action

Gather Evidence

Analyse and make judgements

Write and share report and improvement plan

Across the four key areas:
- Culture and Environment
- Curriculum (Teaching and Learning)
- Policy and Planning
- Relationships and Partnerships

Evaluate the effectiveness of your current practice using statements of effective practice

- Record your findings
- Develop your school improvement plan
- Share a summary of this record with the parents and school community

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Loreto Balbriggan SSE.

Digital learning target 2.

Domain: Teachers collaborative practice.

Standard: Teachers work together to devide learning opportunities for students across and beyond the curriculum.

Statement of highly effective practice: TEachers engage in professional online communities to help them design, evaluate and modify learning opportunities for students across and beyond the curriculum.

Wellbeing Framework for practice.

Key area: Curriculum (teaching and learning)

Indicator of success: Children experience positive, high-quality teaching, learning and assessment which provides opportunities for all.

Wellbeing statements of effective practice for All:

Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment.

This evidence and subsequent consultations has allowed the creation of an adaptation of the Looking at our schools document to the work and aspirations of Loreto secondary school Balbriggan.

Culture and environment

Target from Looking at Loreto Balbriggan document:

promote and facilitate the development of student voice, student participation, and student leadership	• Review and revise the student leadership programme to update the roles and responsibilities. • Review the process for electing student leaders and ensure fairness and transparency is paramount. • Develop the student council, its structures and functions, with a view to increasing its visibility and integration within the school. • Afford student leaders the opportunity to represent themselves at staff meetings and at student assemblies • Enable and encourage gathering of student views and ideas using digital tools (Google forms). • Explore the reintroduction/integration of mentoring programmes in terms 2 & 3 of 5th year and term 1 of 6th year to include the possibility of student-student mentoring? • Develop links between students and past students through careers fairs, digital networks, on site visits.

Loreto Balbriggan

Domain: Devloping leadership capacity.

Statement: Promote and facilitate the development of student voice, student particiation, and student leadership.

Stament of highly effective practice: They support studnets in taking leadership roles by facilitating relevent training and providing opportunities to lead school initiaives.

They ensure that the studenst council is democratically elected and representative, and is a catalyst for change, with an active role in decision making and policy development.

Wellbeing Framework for practice.
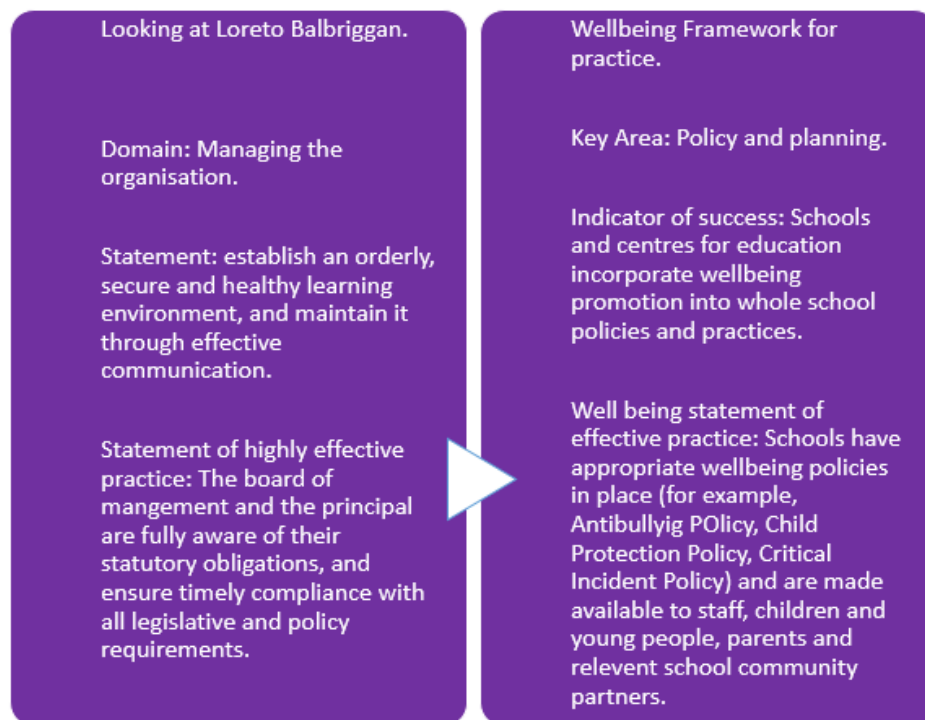
Key area: Culture and environment .

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.

Well being statement of effective practice for all: Opportunities are provided for children and young people, staff and parnets to have an active voice in decisions relating to school improvent.

Policy and Planning

Target from Looking at Balbriggan document:

6 Managing the organisation	manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	• Continue developing and reviewing a wellbeing class programme for whole school roll out. • Continue as part of the NCCA Senior Cycle review process and prepare for changes that are expected from that review.
	establish an orderly, secure and healthy learning environment, and maintain it through effective communication	Leaders: • Implement policies, strategies and learning programmes, in consultation with all stakeholders that allay the individual and collective environmental impact of the school.

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Looking at Loreto Balbriggan.

Domain: Managing the organisation.

Statement: establish an orderly, secure and healthy learning environment, and maintain it through effective communication.

Statement of highly effective practice: The board of mangement and the principal are fully aware of their statutory obligations, and ensure timely compliance with all legislative and policy requirements.

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Wellbeing Framework for practice.

Key Area: Policy and planning.

Indicator of success: Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.

Well being statement of effective practice: Schools have appropriate wellbeing policies in place (for example, Antibullyig POlicy, Child Protection Policy, Critical Incident Policy) and are made available to staff, children and young people, parents and relevent school community partners.

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Relationships and Partnerships

Target from Looking at Balbriggan document:

2 Learner Experiences

Students:

grow as learners through respectful interactions and experiences that are challenging and supportive

Students

- Participate in Morning club and review effectiveness.
- Participate in twinning programmes and review the effectiveness of programmes.
- Engage with an evolving mentoring programme in terms 2 & 3 of 5th year and term 1 of 6th year to include student-student mentoring?

Looking at Loreto Balbriggan.

Domain: Learner experiences.

Statement: grow as learners through respectful interactions and experiences that are challenging and supportive

Statement of highly effective practice: Interactions among students and between students and teachers are very respectful and positive , and conductive to well-being.

Wellbeing framework for practice.

Key area: realtionships & Partnerships.

Indicator of success: Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.

Wellbeing statement of effective practice: Relationships and partnerships are supported through a range of agreed formal and informal structures, such as students councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, students journals and through teaching and learning.

Loreto Balbriggan, 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 August 2017 to May 2018

● A smoothly functioning wifi network throughout the school.

● All staff and students are able to access G suite

● A number of the features of the G suite have been adopted and integrated into teaching and Learning.

● Significant training and mastery of specific features of G suite which facilitate collective and cooperative practice has been attained.

● A strategy to improve student's ability to become better self directed learners has been implemented and assessed.

● A continuing focus and embedding of strategies on literacy and numeracy as a whole school endeavour.

● The literacy strategy poster for BUG (Box, Underline and Glance) has been designed and printed.

● The development and roll out of a new focus for numeracy on linear measure.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2018 to May 2019.

Digital Learning

● Strategies to enhance and facilitate new and collaborative ways of teaching and learning to meet, in particular, the Digital Learning requirements of the new Junior Cycle programme.

● Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across and beyond the curriculum (Team Drives, Google Classroom).

● Students use appropriate digital technologies to foster their active, creative, and critical engagement in attaining challenging learning outcomes (Form class digital skills).

● Students use digital technologies for sourcing, exchanging information to develop understanding and support basic knowledge creation (Google classroom, ChromeBooks).

Self-Directed Learning

● Improving students ability to become better self directed learners (Rolling out use of the self directed learning cycle).

● Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.

● Students reflect on their behaviour and attitude to learning and are able to set meaningful personal goals as a result of their reflection.

Literacy

● Embed monitor and evaluate our current strategies (Key words, print rich environment and reading strategies).

● Identify strategies to promote the digital literacy levels of students

Numeracy

● Embed monitor and evaluate our current strategy (raw data to percentages, graphing progress in Journal)

● Linear measure.

2. Findings

2.1 This is effective / very effective practice in our school

Digital learning, Self -Directed learning, Literacy and numeracy strategies and initiatives are supported by a different committee of teachers for each aspect. The SSE Coordinator is a member of all committees. Each Committee reports to staff at every staff meeting.

Digital Learning

● Students use appropriate digital technologies to foster their active engagement in attaining appropriate learning outcomes.

● Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective learning strategies to expand learning opportunities for all students.

● Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.

● All rooms are equipped with PC or laptop and AV projection capability which are heavily utilized. They are repaired and replaced as required.

● Staff are enthusiastic and proactive in ICT upskilling to meet the new ICT requirements of the JC Programme. Self-Directed learning

● Students reflect on their progress as learners and develop a sense of ownership and responsibility for their learning.

● Teachers plan collaboratively for learning activities that enable students to make meaningful and progressively more challenging connections between learning in different subjects.

Literacy

In line with the whole school development plan the whole school literacy strategies implemented across every curricular area are:

● Emphasis placed on the use of key words by having a print rich environment (2014-2016)

● Skim, Scan and Closed reading techniques (2016-2018)

● BUG (Box Underline Glance) strategy for approaching exam style questions. (2018-2019)

Numeracy

In line with the whole school development plan the whole school numeracy strategies implemented across every curricular area are:

● Raw scores given in class allowing students to work out their percentage themselves

● Students recording and tracking exams results graphically in their Journals

2.2. This is how we know

Digital Learning

● Survey results- 410 Students responded to a survey on their use of G-Suite apps for teaching and learning. Results include the fact that 99.5% were members of a Google classroom. 51% had received homework in the previous two weeks which required them to use material posted on the google classroom.

● All Teachers have taken part in Digital learning CPD as part of their Croke parks hours in the academic year 2018-19. Certain members of staff received further training both nationally and internationally as part of Erasmus plus programs.

● Master teachers trained their colleagues in the set up and use of Google apps to enhance teaching and learning. Other digital competencies gained as part of CPD were shared as part of a teaching and learning group.

● Staff were invited to complete a reflection form on their digital competency, improvement and usage in the year 2018-2019. The results were recorded. Self-Directed Learning

● 3rd and 6th Year students were given the opportunity to partake in a goal setting initiative to aid with self directed and independent learning. The information received was shared with

all their teachers to inform teaching and learning allow personalised interventions and to make teachers aware of individual learners needs.

● A 3rd Focus group was interviewed to assess the value of this goal setting initiative.

● Teachers worked together collaboratively to devise a 5 class program to provide 1st, 2nd and 3rd year students with the skills and knowledge to develop Self directed learning capacities.

Literacy

● A Department reflective review of literacy was carried out.

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

Digital Learning

● A Form class program to teach digital skills and navigation and use of the G suite apps will be given to all first year classes.

● Embedding the framework for Junior cycle. - Managing information- Using digital technology to access, manage and share content. Communication- Using digital technology to communicate. Being creative- stimulating creativity using digital technology.

● Every department will set up a team Drive to share teaching and learning resources

● We will strive to increase the number of teachers using google classroom for teaching and learning purposes.

● One second year class will use e-portfolios as a tool to showcase and reflect on Junior cycle pieces of work of their choice (CBA's /class work/assignments), with particular attention in their reflection to Junior cycle key skills. All first years will be introduced to google sites as a tool for learning. Self-Directed learning

● We will roll out the use of the self-directed learning cycle as a means to improve self-directed learning.

● The 5 class program devised by the self-directed learning committee to reinforce the self-directed learning cycle will be implemented in form class for 1st, 2nd and 3rd Year students.

● The reflective goal setting task will be again offered to exam years and the results shared with all their teachers.

Literacy Targets

● To implement and embed the BUG literacy strategy across the whole school

● To ask subject departments to engage in a reflection task on literacy in their subject area

● To evaluate subject department reflections on literacy and thereby identify strengths and weaknesses in the areas of literacy across the school

● To collaborate and consult with the Digital Learning Committee to identify strategies for improving the digital literacy of students

 ● To monitor and evaluate current strategies.

Numeracy

● To introduce linear measure activities in the school grounds.

● To monitor and assess impact of current strategies.

 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

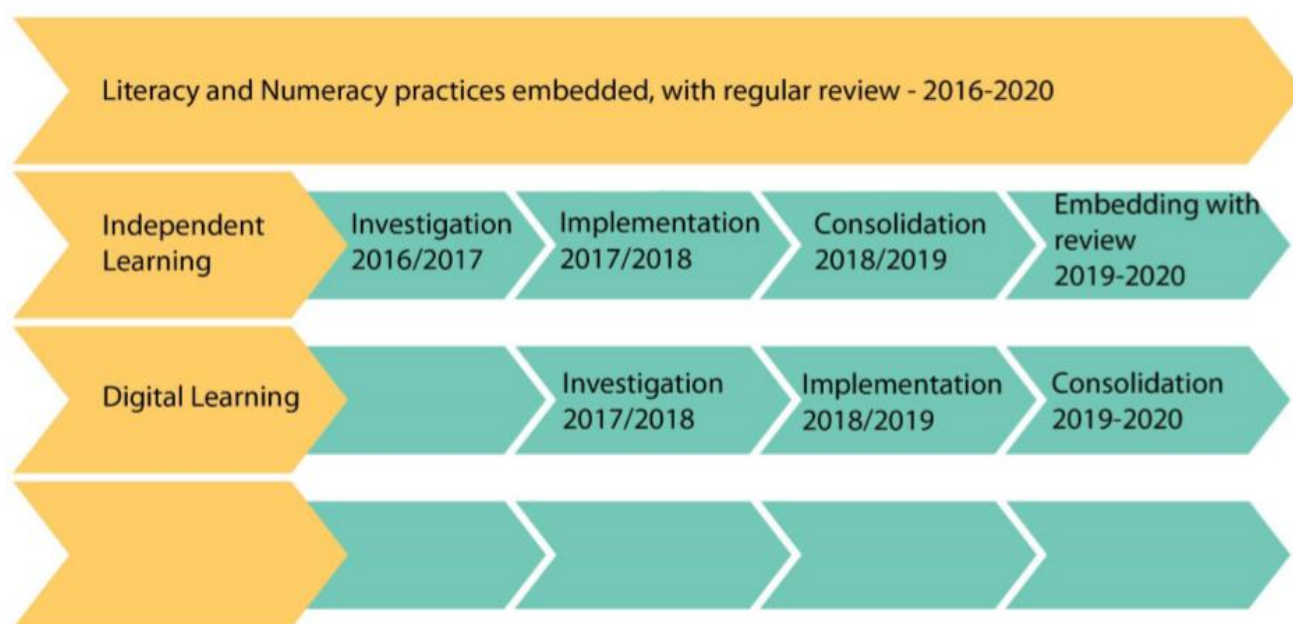**Timeframe of this improvement plan is from August 2019 to June 2020**

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Digital Learning 1. To enable the 1st year students to engage with the google suite to foster their active, creative and critical engagement in attaining stated Junior cycle learning outcomes.	A series of lessons provided to first years students on how to use the G suite and other digital literacies.	Linda and Form teachers.	An assessment of digital competency will be completed by these first year classes to evaluate competency and confidence.		Lessons completed end Nov. 2019 by well being tutors.
2. To aid teachers' collective/collaborative practice by working together to devise learning opportunities for students across the curriculum. Teachers will engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across the curriculum.	Set up Departmental team drives.	Department heads and all staff	All departments have a Google team drive and share resources. The number of uploaded and shared files will be recorded. The number of staff and the way in which the staff using the drives will be recorded.		All department shared drives setup and audited for shared folders and files Oct. 2019. Master teacher team established (Oct. 2019)
	Sharing of knowledge and success stories in the use of google classroom.	Digital learning committee . Master Teachers.	An increase in the percentage of google classrooms used by teachers and students.		Google admin reports for Apps usage activity. Nov. 2019 . Student survey. May 2019.

3.To encourage second year students to have a sense of ownership of their work, take pride in it, and take responsibility for improving it using digital tools.	A second year class will use e-portfolios as a tool to showcase and reflect on Junior cycle pieces of work of their choice (CBA's /class work/assignments), with particular attention in their reflection to Junior cycle key skills. All first years will be introduced to google sites as a tool for learning.	Forbairt team, All staff.	The second year class will present their e portfolios to a group of teachers and management. A focus group of second year students and teachers will evaluate the success and possible applications of the strategy.		All first years have received an introductory lesson on the use of google sites to produce e-porfolios. (Nov.) Exemplar e-portfolios developed by staff. (Oct.) Student focus group data gathered. (Oct.) Shared information on SDL cycle at Sept. Staffmeeting and hard copies on desks. SEpt. 2019 Presented at 1st Year parent meeting. Nov. 2019
Self-Directed Learning 1. To encourage student reflection on their progress as learners and development of a sense of ownership of and responsibility for their learning.	To roll out the use of the self directed learning cycle as a means to improve self-directed learning.Place newly designed poster in all classrooms. Educate all teachers on the cycle.	Self -directed learning committee. All staff.	Students reflect on their behaviour and attitude to learning and are able to set meaningful personal goals as a result of their reflection.		Posters of SDL in all classrooms. Sept. 2019

2. Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.	To introduce a form class program to provide the skills for the students to use the self directed learning cycle effectively. Provide Form teachers with a 5 class lesson plan to aid with teaching and learning this topic.	Self -directed learning committee. Form Teachers. All staff.	Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves. Students surveys and focus groups will take place to assess the success or usefulness of this strategy.		Form class program on self directed learning has been delivered to 2nd and third years. Nov. 2019.
3. Students' achievements in summative assessments, including certificate examinations, is in line with or above expectations. Students bring about these achievements with the aid of reflective goal setting.	Set an online reflective goal setting task for all exam years. Share results with staff .	Independent learning committee, students , all staff.	Student improve goal setting skills for state exams. An increase in alignment between goal set and goal achieved.		6th Years have completed goal setting survey with form teacher. After 6th year parent teacher meeting Nov 2019 Data analyzed from last years 3rd year. Nov. 2019
Literacy To collaborate and consult with the Digital Learning Committee to identify strategies for improving the digital literacy of students.	To consult on an ongoing basis with the Digital Literacy Committee (Niamh McNally liaison)T	Literacy team, Digital literacy team. Forbairt team. All departments.	Students will show case e-portfolios to peers and teachers in a small focus group. Survey on experience.		Exemplar e-portfolios developed (Oct. 2019) Staff training in e-portfolio development (Oct. 2019)

Students experience opportunities to develop the skills and attitudes necessary for lifelong literacy.	To implement the BUG strategy across the whole school.Place posters in all class room. Encourage teachers to use the strategy in class. Audit classrooms to establish ongoing use and effectiveness of earlier strategies.	Literacy team . All teachers.	An uptake in usage of the BUG Strategy.		
Numeracy Students experience opportunities to develop the skills and attitudes necessary for lifelong numeracy.	Audit ongoing usage and impact of earlier devised and implemented strategies.	Numeracy team. All staff.	Journal audit of graph usage. Teacher survey of raw data and percentage conversion usage in class. Test for improvement in graphing skills and understanding of percentages and comprehension of linear measure.		
	To introduce linear measure activities in school grounds. A permanent measuring chart with height in cm to be installed.		Students knowledge of their height in the metric system increased.		

SCHOOL SELF-EVALUATION, 2016-2020

Literacy and Numeracy practices embedded, with regular review - 2016-2020				
Independent Learning	Investigation 2016/2017	Implementation 2017/2018	Consolidation 2018/2019	Embedding with review 2019-2020
Digital Learning		Investigation 2017/2018	Implementation 2018/2019	Consolidation 2019-2020

Senior Wellbeing

"A Mary Ward school today promotes not only the traditional values in which it is rooted but also those values needed for education that is responsive and relevant to the present reality and to the future.'

Working from the guiding principles of Loreto schools we have developed a wellbeing programme for senior students. Keeping in mind our school's mission statement and school ethos the school Chaplain, in consultation with the Guidance department, has developed a senior cycle programme for 5th and 6th years. The TY wellbeing programme has been developed by the TY team. The aim is to deliver programmes that are well-balanced and appropriate to the needs of our students.

Transition Year Form Class Programme

Term Breakdown

September to Mid Term: 9 Weeks

Week	Topic
Week 1	Assembly with TY team
Week 2	Journal – TY differences Changes to code of discipline

Week 3	Ice breakers – Getting to know on another. Staying safe around results: useful links below https://successatschool.org/blog/497/How-to-cope-on-exam-results-day-%E2%80%93-anxiety-stress-planning http://young.scot/information/learning/how-to-deal-with-exam-results-jealousy/ https://young.scot/information/learning/how-to-support-your-friends-with-their-exam-results/
Week 4	TED Talk on Leadership. Follow link below: https://www.ted.com/talks/drew_dudley_everyday_leadership#t-358052 Class discussion – opens up the idea of nominating people they may not have considered before. Election nomination and canvassing.

Week 5	Election of Prefects.
Week 6	Digital footprint – staying safe on the net Speaker in – ChildWatch workshop Navigating the school website for news
Week 7	Reflection on the year so far. RP circle time. What did I say I would do? /self check/ have I got involved?, etc
Week 8	Preparation for showcase
Week 9	Assembly - Showcase modules / committees

Mid Term to Christmas: 7 weeks

Week	Topic
Week 1	**Documentary On One – Gleeless Resource (Jane Mehigan), hard copy to be kept in TY office, link below** [**http://www.rte.ie/radio1/doconone/2011/0113/646608-the-curious-ear-doconone-us-high-schools/**](http://www.rte.ie/radio1/doconone/2011/0113/646608-the-curious-ear-doconone-us-high-schools/) **Class discussion**
Week 2	**Continue with Gleeless**
Week 3	**Happiness/Wellbeing** **Resource: The Happiness Challenge (Jane Mehigan)** **Be Mindful, Be Grateful, Be kind. (Hard copy, TY office)**

Week 4	**Continue with 'The Happiness Challenge'**
Week 5	**Feedback on talks**
Week 6	**Christmas Party / Secret Santa**
Week 7	**Carol Service**

Christmas to Mid Term: 6 weeks

Week	Topic
Week 1	**Work Experience Preparation - Guidance given from Work Experience Co-ordinating teachers.**
Week 2	**· Preparation for showcase**

Week 3	· **Assembly – End of module showcase.**
Week 4	· **Work experience – (Students Absent)**
Week 5	· **Work experience - (Students Absent)**
Week 6	· **Work experience - (Students Absent)**

Mid Term to Easter: 7 weeks

Week	Topic
Week 1	· **Reflection on work experience**
Week 2	· **Assembly**
Week 3	**Preparation for interviews:** Ø **Pieces of work** Ø **Journal filled in** Ø **Personal reflection**

Week 4	Preparation for interviews *continued*
Week 5	Musical all day rehearsals
Week 6	Musical all day rehearsals Interviews begin
Week 7	Interviews continue Intercultural Week: Ø The following is an excellent TED talk about diversity and Nigerians and the importance of knowing more about everyone and not creating stereotypes. Good for intercultural week. You wouldn't use it all. **https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?langua** Ø Class discussion

Easter to Summer: 3 weeks

Week	Topic
Week 1	**Healthy Eating/Exercise/Girls in Sport, useful links below:** **https://www.youtube.com/watch?v=W7oNF7SZSXI** **http://www.the42.ie/lidl-lgfa-research-findings-girls-teenagers-and-sport-3519620-Jul2017/** **http://www.sportireland.ie/Research/Keeping-Them-in-the-Game-2013-/Keeping-Them-in-the-Game.pdf** **Class discussion**
Week 2	**Preparation for end of year night**

Week 3	**End of year night**

Wellbeing Programme for 5th Year

1. Four lessons in Wellbeing groups – Eight Wellbeing groups in total (academic year 2020-2021)

2. Four Assemblies with the whole year group

Four Lesson topics:

1.   Motivation and Mindfulness- Part 1

2.   Motivation and Mindfulness- Part 2

3.   Self-Care

4.   Resilience

The four wellbeing lessons will be delivered in the following format:

Lesson 1 (September- October Midterm) Will be delivered in the wellbeing tutor's class. This will be run over an eight week period in the first term. Each wellbeing group will be delivered one lesson over that period.

Lesson 2 (November- Christmas) This will be delivered in the Careers class. This will be delivered over a shorter time frame. Possibly a five-week period, depending on timetabling of Careers. Normally Career classes are spread throughout the week as there are two Guidance Counsellors.

Lesson 3 (January- February) This will be delivered in the Religion classes. This will be delivered over a five week period as there is more flexibility with RE classes on the timetable.

Lesson 4 (March-Early May) Will be delivered in the wellbeing tutor's class. This will be delivered over an eight week period from March to Early May.

Four Themed Assemblies:

1.   Mary Ward's Value- Introduction to 5th year (Opening Assembly- August/September)

2.   Transition and Changes- Responsibility and Challenges of 5th year (October/Early November)

3.   Self-Care- Tea and biscuits (January) (possibly a wellbeing pack

4.   Balance and Coping Strategies for Exams (After Easter break)

6th Year Programme

1. Five lessons delivered in 6th Year wellbeing class, each lesson 40 minutes.

2. Three Wellbeing Assemblies with the whole year group

Five lesson topics:

1.   Balance and Self Care (September)- Techniques for dealing and managing life and workload

2.   Motivation and Mindfulness- Part 1 (October)

3.   Motivation and Mindfulness- Part 2 (November)

4.   Healthy Living Lesson (January- during Healthy Living Week)

5.   Focus and positive self-talk (April)

The five wellbeing lessons could be delivered in the following format:

1.   **September –***Balance and Self Care* lesson (40 minutes) would be delivered in the wellbeing class over a 4 week period.

2.   **October-** *Motivation and Mindfulness Part 1* lesson (40 minutes) delivered before the midterm break to every 6th year wellbeing group.

3.   **November (before the Christmas Assessments)-** *Motivation and Mindfulness Part 2* lesson (40 minutes) delivered before the Christmas break to every 6th year wellbeing group

4.   **January (before Mock examinations)-** *Healthy Living Lesson* (40 minutes) delivered to 6th year wellbeing groups during Healthy Living Week.

5.   **April-** *Focus and Positive Self-Talk* (40 minutes) delivered to 6th year wellbeing groups.

Three Wellbeing Assemblies (Involving the Year Head)

1.   **September-** *Goal Setting and Focus*

2.   **January-** *Time Out Theme*   Specifically focused on student Wellbeing with tea and biscuits- Possible self-care pack for students.

3.   **April-** *Celebrating Me Assembly* Students focus on personal achievements and staying focused on personal goals.

"Aspiring towards excellence, and creating high expectations through a holistic approach to education helps shape young women who are able to think for themselves, ready to further develop their diverse competencies, find their own voices and claim their own identities in the service of others."

By the end of their time in a Loreto school it is hoped that young people are:

– Developing and deepening a relationship with God

– Able to find God in reflection of their own experience

 – Happy, friendly and self-confident, with a sense of humour and an awareness of their God-given gifts and the need to fulfil their potential for good

– Able to think for themselves, ready to further develop their diverse competencies, find their own voices, claim their own identities

 – Have a generosity of spirit and a readiness to place their talents in service of others, especially the most needy, ready to ask "What more can I do, what more can I give?

 – Well prepared to take their place in contemporary society, motivated by selfless generosity and aware of how fully they can contribute to the common good

 – Ready to stand for truth and to be advocates for the voiceless.

 – Proud of having belonged to a Loreto school community with respect for its values and for those who travelled the education journey with them

 (cf CTJ page 24)

Bibliography

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- Junior Cycle for Teachers
- Kolkata Loreto Education Guidelines (2003)
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- Wellbeing Policy Statement and Framework for Practice (DES)