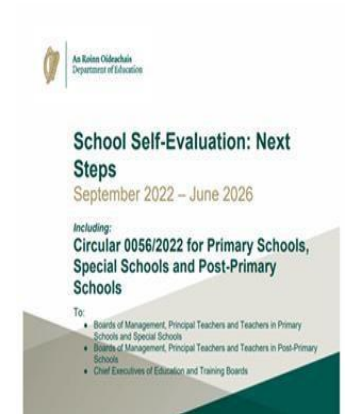
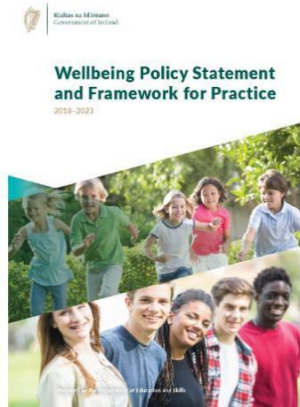


School Self Evaluation



Wellbeing Promotion Review and Development Cycle

Bishop Harty N.S.

Roll Number: 15560W



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

Contents:

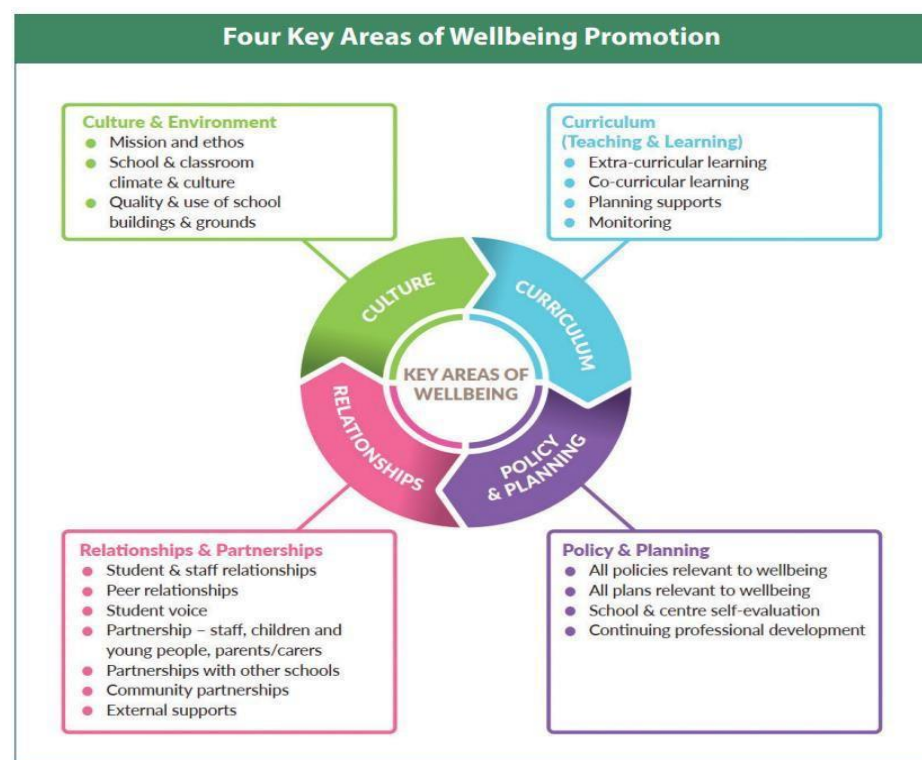
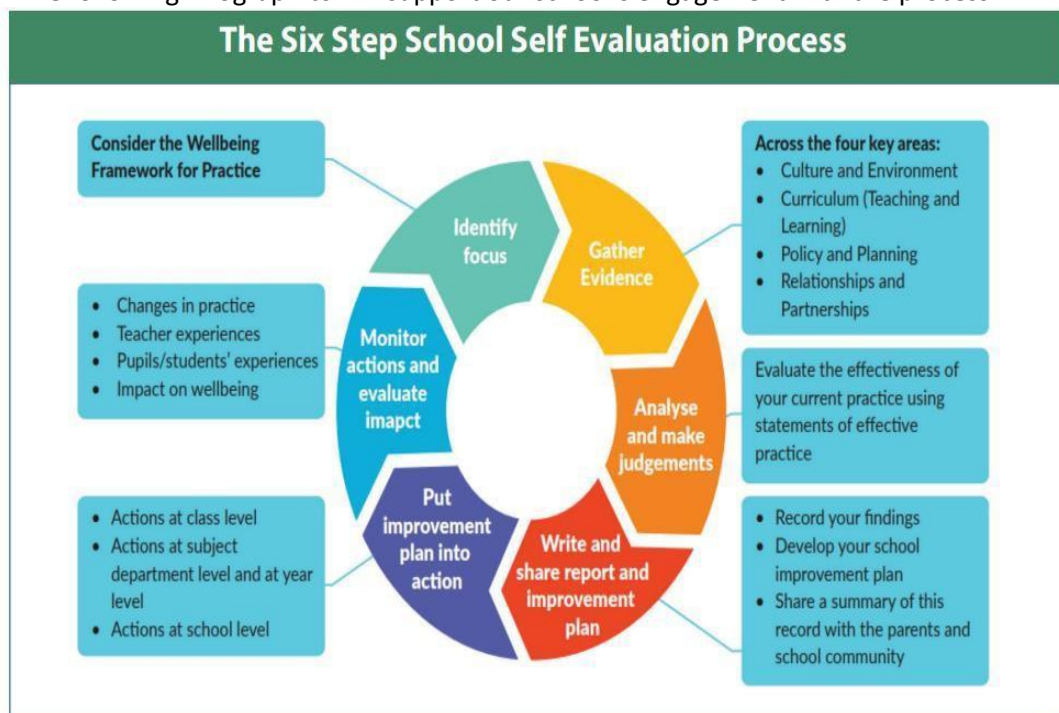
1. SSE and Wellbeing Infographics: SSE & Wellbeing, 4 Key areas of Wellbeing
2. Planning Prompts
3. Log of Actions
4. Action Plan
5. School Self Evaluation Report and School Improvement Plan

1. SSE and Wellbeing

The School Self-Evaluation (SSE) process provides a framework for schools when gathering and analysing evidence, identifying needs and setting targets for achievable outcomes. It is a collaborative, reflective process of internal school review, focused on school improvement. The six-step process enables schools to gather and use evidence to identify meaningful and specific targets and actions for improvement. It enables them to create and implement improvement plans, to measure their progress, and to identify their achievements.

Every school is required, by 2025, to use the School Self-Evaluation process to initiate a wellbeing promotion review and development cycle.

The following infographics will support our school's engagement with the process:

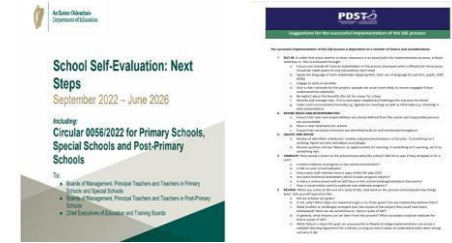




2. SSE Planning Prompts:




[School Self-Evaluation: Next Steps, September 2022 – June 2026](#)



This document includes Department of Education Circular 0056/2022 and sets out what is required of schools in relation to school self-evaluation during the September 2022 to June 2026 period.

PDST [Suggestions for the successful implementation of the SSE process](#) will be considered throughout the process.



Step	Planning Prompts	Notes
<p>Step 1: Identify a focus</p> 	<p>Schools may begin this process from two different starting points; from a macro perspective and from a micro perspective.</p>	<p><i>The approach our school will adopt is Macro and Micro Level</i></p> <p><i>Macro Level we will gather data focusing on 2 key areas</i></p> <ol style="list-style-type: none"> 1. <i>The Curriculum</i> 2. <i>Culture and Environment</i> 3. <i>Relationships and Partnerships</i> 4. <i>Policy and Planning</i> <p><i>We have gathered data from staff members, students and parents in relation to the key areas of Culture and Curriculum</i></p>
<p>Step 2: Gather Evidence</p> 	<p>How might your school approach this data gathering process?</p> <p>Who are your stakeholders?</p>	<p><i>As advised in Circular 56/2022, the evidence we gather will be manageable, useful and focused.</i></p> <p>The following is an outline of how we will gather data:</p> <p><i>From Staff- Questionnaire</i></p> <p><i>From Parents- Questionnaire</i></p> <p><i>From Pupils- Questionnaire and Focus Group</i></p>

<p>Step 3: Analyse Data and Make Judgements</p> 		<p><i>We will analyse and reflect on the data with reference to the statements of effective practice.</i></p> <p><i>We will choose two key areas to focus on.</i></p> <ol style="list-style-type: none"> 5. <i>The Curriculum</i> 6. <i>Culture and Environment</i> 7. <i>Relationships and Partnerships</i> 8. <i>Policy and Planning</i>
<p>Step 4: Write and Share the Improvement Plan</p> 	<p>What targets could be created to fulfil the Statements of Effective practice selected in Step 3?</p> <p>Are our targets SMART?</p> 	<p><i>We will create a short, written record of the main findings from the data.</i></p> <p><i>We will document which Key Area, Indicator of Success and Statement(s) of Effective Practice we will focus on.</i></p> <p><i>We will agree on improvement targets and related actions. These will be stated clearly so that they can be easily understood and so that progress regarding their implementation can be easily monitored.</i></p> <p><i>An SSE report and improvement plan will be prepared annually.</i></p> <p><i>The SSE report and School Improvement plan will be shared with the BoM.</i></p> <p><i>The main points of the report and improvement plan will be communicated with parents and pupils.</i></p> <p><i>A copy of the report and improvement plan will be available to the patron on request.</i></p>

<p>Step 5: Put the Improvement Plan into Action</p> 		<p><i>Evidence of agreed actions will be evident in all classrooms.</i></p> <p><i>There will be clarity about</i></p> <ul style="list-style-type: none"> ● <i>responsibility for the implementation of the agreed actions</i> ● <i>timeframe for implementation</i>
<p>Step 6: Monitor actions and evaluate impact</p> 	<p>How might you monitor your school's progress in wellbeing promotion?</p> <p>Who will be responsible for monitoring and reporting progress?</p> <p>How will progress be measured?</p> <p>When will progress be reported and to whom?</p> <p>Consider if all targets and actions are realistic or do they need to be adapted?</p>	<p>The following is how we intend to monitor the school's progress in wellbeing promotion:</p> <p>Progress will be reported to: <i>Wellbeing Team (Ms. Hogan and Ms. Butler)</i></p> <p><i>Re-issue all questionnaires to compare data.</i></p> <p>The following is how we will celebrate our successes:</p> <p><i>We will continue any practices we find are realistic and successful.</i></p>

3. Log of Actions

The following is a list of actions that we have taken to initiate and engage in this cycle of wellbeing promotion review and development:

Action	Date	Additional Information
Wellbeing in Education Seminar attended	05/10/2022	Attendees at seminars: Ms. Hogan Ms. Mc Cutcheon
Webinars viewed by all staff	As they became available	Webinar 1: Explored the rationale, background and structure of the Wellbeing Policy Statement and Framework for Practice document as well as the roles and responsibilities of schools in Wellbeing Promotion. Staff reflected on current understandings as well as current practice of Wellbeing Promotion in their schools. Webinar 2: Explored how to begin the process of Wellbeing Promotion in schools and set out how the Framework and the SSE Process can support schools initiating a Wellbeing review.
Core team established	Planning meetings	Members of core team are: Ms. Hogan Ms. Butler

4. Action Plan:

The following is an outline of actions to be taken during the SSE process with **Wellbeing** as a focus. Clarity about responsibility for the implementation of the agreed actions and timeframe for implementation are also outlined:

(Sample actions are recorded in blue- these should be edited as appropriate to the school context)

Step	Action	By Whom	When	Recorded in log of actions?	Additional information/ Resources required
1. Identify focus	Gather information across all 4 areas.	Wellbeing Team Staff, pupils, parents/guardians	Sep 2022 – June 2023	Yes	
2. Data Gathering	Meeting Arranged	Wellbeing Team	Sep 2022 – June 2023	Yes	
	Questionnaires to be given to staff	Wellbeing Coordinator	November 2022	Yes	
	Questionnaires to be given to pupils	Wellbeing Coordinator Student Council	November 2022	Yes	
	Focus group of younger pupils/ pupils with AEN	SNAs, S.E.T Team, Junior-1 st class ASD - class	November 2022	Yes	
	Questionnaires to be sent to Parents	Wellbeing Coordinator	November 2022	Yes	
	Feedback from staff meeting and all questionnaires will be analysed and judgements made.	Wellbeing Team	Feb - March 2023	Yes	

3. Analyse and make judgements	Area of focus to be decided (Key Area, Indicator of Success, Statements of Effective Practice)	Wellbeing Team in consultation with staff	June 2023	Yes	
	Input from staff to be sought on possible steps/ actions required to meet targets	Staff Wellbeing Team	December 2023	Yes	
	Targets to address needs to be decided	Staff Wellbeing Team	December 2023	Yes	

4. Write and Share Report and Improvement Plan	Report and improvement plan to be written	Wellbeing Team	21st March 2024	Yes	
	Report and Improvement plan to be shared with staff	Wellbeing Team Staff	May 2024	Yes	
	Report to be shared with parents	BoM	September 2024		
	Report to be shared with pupils	Student Council	September 2024	Yes	
5. Put Improvement Plan into Action	Put improvement plan into action	Staff Students	October 2024 – June 2025	Yes	
	Ensure evidence of SSE in every classroom	Teachers Students Wellbeing Team	September 2025	Yes	
6. Monitor Actions and Evaluate Impact	Monitor actions	Wellbeing Team	Ongoing		
	Evaluate impact	Whole school – Staff Students	TBC		

5. School Self Evaluation Report and Improvement Plan

INTRODUCTION

Bishop Harty N.S. is a co-educational primary school, located in Ballinree, Nenagh, Co. Tipperary. We have 91 pupils which include four mainstream classes, two SEN teachers and one part-time SNA. As a school we have a holistic approach to the development of our children in a Catholic, moral and spiritual atmosphere. We promote social, personal and physical development so that children may grow up with self-confidence, empathy and tolerance.

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

FOCUS OF THIS EVALUATION

After receiving a copy of the **Wellbeing Policy Statement & Framework for Practice** document, the Principal shared the **Statements of Effective Practice** with all staff members, following a school leaders' seminar in term one of the 2022/23 school year. The aim was to open up an informal discussion amongst staff members about Wellbeing promotion in the school. At our next meeting, the Principal gave a brief overview of the Wellbeing Framework and opened a discussion about our current Wellbeing promotion practices in the school. The staff broke into groups and completed a SOAR activity (Strengths, Opportunities, Aspirations, and Results) in the relation to the 4 key areas of the Wellbeing Framework. We noted what we considered good practice in Wellbeing promotion under the following:

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

As a staff, we are very interested in further developing Wellbeing in our school and it was agreed that it is an important area for continuous development. The Principal invited staff members who were interested in volunteering onto a Wellbeing team and explained that this team would work with the staff to lead the whole school community through a Wellbeing promotion and self-evaluation process.

FINDINGS

The data gathered shows effective practices in our school.

1. Key Area of Culture and Environment

- The school communicates with parents/guardians about the supports that are in place regarding the promotion of the wellbeing of children and young people.
- It is recognised by school leaders and management and all members of staff that the entire school community have a role to play in supporting learning for and learning about wellbeing.
- Opportunities are provided for children and young people, staff and parents/guardians to have an active voice in decisions relating to school improvement.
- The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food are used to motivate children and young people.
- Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds and those with additional needs.

Parental Data

Key Area -Culture and Environment

What is working well

- 97.4% of parents reported to find our school welcoming and accessible to all pupils.
- 94.9% of parents reported to find the school welcoming and accessible to parents and carers.
- 89.7% of parents reported that their child feels happy at school.
- 97.4% of parents stated that there is a culture of care and kindness in the school
- 100% of parents feel that the school is well kept and bright
- 94.9% of parents report that the school encourages every child to do their best.
- 100% of parents report that they feel their child is safe in school
- 87.2% reported that their child feels connected and part of the school community.
- 89.7% reported that the school is committed to dealing with bullying and prevention of bullying

Pupil Data (all classes)	Staff Data
<p>Key Area -Culture and Environment</p> <p>What is working well</p> <ul style="list-style-type: none"> • 100% of children noted that the adults in our school praised and encouraged them to do their best. • 96% of pupils reported that the adults in our school help them when they find it hard to learn. 	<p>Key Area -Culture and Environment</p> <p>What is working well</p> <ul style="list-style-type: none"> • 100% of staff feel that the school is welcoming and accessible to parents, pupils and staff • 100% of staff feel that health and wellbeing is a priority in the school. • 100% of staff understand the link between physical activity and wellbeing, and provide opportunities for physical activity and movement breaks. • 100% of staff report that the school environment is used to display pupil's work and talents and celebrate their achievements.

2. Key Area Curriculum (Teaching and Learning)

- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.
- Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success.

Parent Data

Key Area –Curriculum (Teaching and Learning)

What is working well

- 94.9% of parents state that the school promotes healthy eating.
- 97.4% of parents feel that the school promotes healthy activity.
- 89.7% reported that the school is committed to dealing with bullying and prevention of bullying
- 97.4% are aware that there is extra support for children who need it.
- 92.3% of parents are aware that the school has links with additional services for children in need of additional support.
- 87.2% of parents report that their child participates in a wide variety of subjects at school

Pupil Data (all classes)

Key Area –Curriculum (Teaching and Learning)

What is working well

- 94% of pupils reported that bullying is not allowed in their school.
- All children stated in the focus group that they found learning fun and enjoyable in school.
- Children reported through the focus group that they were happy with the variety of activities available in school, for example hurling, soccer, science, debating, JEP, cross country etc.

Staff Data

Key Area –Curriculum (Teaching and Learning)

What is working well

- 100% of staff report that teaching and assessment approaches are differentiated to provide opportunities for success for all pupils.
- 100% of staff report that pupils who have learning, social, emotional and behavioural difficulties are appropriately supported.
- 100% of staff reported that the school delivers the SPHE curriculum, including RSE and Stay Safe.

3. Key Area Relationships and Partnerships

Parent Data

Key Area – Relationships and Partnerships

What is working well

- 92.3% of parents report that the school staff interact with their children in a calm and respectful manner.
- 97.4% of parents know who to contact if they have a concern regarding their child.
- 97.4% of parents know who to talk to if they have a worry or concern
- 94.9% of parents know that if they share a worry with a staff member their concern will be dealt with.
- 100% of parents feel that staff are sensitive to confidential information shared with them about children.
- 94.9% of parents report that the school communicates respectfully with them when issues arise.

Pupil Data (all classes)

Key Area – Relationships and Partnerships

What is working well

- 96% of pupils reported to have friends at school.
- 95% of children reported that they know who to talk to in school if they are worried or sad about anything.
- The responses to the pupils focus group were extremely positive. All children reported positive feelings towards their school day, their peers and their teachers.
- All children reported feeling connected and cared for in school.

Staff Data

Key Area – Relationships and Partnerships

What is working well

- 100% of staff agree that staff show respect and care for pupils and communicate respectfully with parents.

4. Key Area Policy and Planning

Parent Data
Key Area – Policy and Planning What is working well <ul style="list-style-type: none">82.1% of parents report that the school seeks to encourage parent voice.

Pupil Data (all classes)	Staff Data
Key Area – Policy and Planning What is working well <ul style="list-style-type: none">Student Council in place – pupils reported in the focus group that they feel that their voices and opinions are valued.	Key Area – Policy and Planning What is working well <ul style="list-style-type: none">100% of staff report being informed about school policies such as child protection, Bi Cinealta etc.100% of staff report that their views are listened to in school planning and policy development.

FINDINGS

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

Curriculum

Parents Data

Key Area - Curriculum

Possible Areas to focus on

- 20.5% of parents report that they are encouraged to support in-school activities.
- 25.6% of parents feel that the school gives an appropriate amount of homework.

Pupil Data (all classes)

Key Area - Curriculum

Possible Areas to focus on

- 26% of pupils said that the adults in our school don't always make learning interesting and fun.
- 18% of pupils reported that they did not always feel that their teacher encouraged them to ask questions and give their views in class.
- 17% of children did not feel that they did SPHE in class.

Staff Data

Key Area - Curriculum

Possible Areas to focus on

- Staff should ensure that all children are aware of when SPHE lessons are being covered in their classes. Children should be told explicitly.
- Staff should ensure the asking of questions is explicitly promoted and actively encouraged.

Culture and Environment

Parents Data

Key Area – Culture and Environment

Possible Areas to focus on

- 18% of parents felt that the school could encourage parent voice more actively.

Pupil Data (all classes)

Key Area – Culture and Environment

Possible Areas to focus on

13% of pupils did not feel that our school is always friendly and welcoming.

Staff Data

Key Area – Culture and Environment

Possible Areas to focus on

- 20% of staff reported that space is not provided to ensure opportunity for social interaction and quiet time.
- 40% of staff feel that the physical environment may not be adequately modified to meet the needs of all children.

Relationships and Partnerships

Parents Data

Key Area – Relationships and Partnerships

Possible Areas to focus on

- 15% of parents report that the school does not communicate their child's progress and achievements.

Pupil Data (all classes)

Key Area – Relationships and Partnerships

Possible Areas to focus on

- 18% of pupils noted that the adults in the school speak to them in a calm and nice way **sometimes**
- 20% of children reported that the adults in our school don't always help the children in the school who find it hard to make friends.

Staff Data

Key Area – Relationships and Partnerships

Possible Areas to focus on

- 20% of staff do not **always** feel like pupils interact with staff in a calm and respectful manner.
- 20% of staff do not **always** feel like parents interact with them in a calm and respectful manner.
- 40% of staff feel like pupils do not **always** interact with each other in a calm and respectful manner

Policy and Planning

Parents Data

Key Area – Policy and Planning

Possible Areas to focus on

- 76.9% of parents report that the school looks for and listens to children’s opinions when developing school policies.
- 71.8% of parents report that the school looks for and listens to the views of parents when developing school policies.

Pupil Data (all classes)

Key Area – Policy and Planning

Possible Areas to focus on

32% of pupils were **unsure** if they were asked for their ideas when deciding on school policies.
29% of children said they were not asked their ideas when deciding school policy.

Staff Data

Key Area – Policy and Planning

Possible Areas to focus on

- 60% of staff reported that mentoring systems are not used to support NQT’s and new staff members.

<p>Key Area:</p>	<ul style="list-style-type: none"> ● Culture and Environment ● Curriculum (Teaching and Learning) ● Relationships and Partnerships ● Policy and Planning
<p>Indicator of Success:</p>	<p>Culture and Environment the indicators of success are:</p> <ul style="list-style-type: none"> ● Pupils and staff experience a sense of belonging and feel safe, connected and supported. ● The voice of the pupil, teacher and parent are heard and lead to improvements in school culture and ethos. <p>Curriculum (Teaching and Learning) the indicators of success are:</p> <ul style="list-style-type: none"> ● Pupils experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. ● Pupils access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing. <p>Policy and Planning</p> <ul style="list-style-type: none"> ● Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. ● Schools and centres for education incorporate wellbeing promotion into whole school policies and practices. <p>Relationships and Partnerships</p> <ul style="list-style-type: none"> ● Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. ● All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion including listening to children and young people and signposting them to internal or external pathways for support when needed.

Statement(s) of Effective Practice:

Culture and Environment

- The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are put in place for staff wellbeing
- Interactions among pupils, among staff and between pupils and teachers and all staff are respectful and positive and conducive to wellbeing (LAOS 2024)
- Teachers create an inclusive, purposeful, pupil centered learning environment based on mutual respect, affirmation and trust (LAOS 2024)
- Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.
- The physical environment is modified to meet the needs of children and young people with additional and/or complex needs.

Curriculum

- A broad range of pupils' success is rewarded and celebrated to demonstrate the value the school places on all types of achievements
- Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing (LAOS 2024)
- Teachers use opportunities to promote wellbeing across the curriculum.

Relationships and Partnerships

- School staff model openness, respect and listening in their interactions with each other, children and young people and parents.
- Relationships and partnerships are supported through a range of agreed formal and informal structures eg. Student

	<p>council, assembly etc.</p> <ul style="list-style-type: none"> ● The Board of school leaders and management promotes the establishment of a parent’s council in the school and collaborates with the council, as appropriate. <p><u>Policy and Planning</u></p> <ul style="list-style-type: none"> ● The wellbeing of the whole school community underpins all school policy and plans. ● The voice of children and young people, parents and staff inform the development, review and updating of school policies.
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Targets	Actions	Who is responsible?	Timeframe	Achieved YES/NO DATE
<p><u>Culture and Environment</u></p> <ul style="list-style-type: none"> ● 100% of children will report that our school is friendly and welcoming. ● 100% of staff will report that the physical environment of the school adequately meets the needs of the children in our school. ● 100% of pupils will report that they find it easier to make friends. 	<ul style="list-style-type: none"> ● Clear signposting will be put in place at entrances. ● All staff will greet children on arrival each morning. ● A school sensory garden will be planned and available as a resource for children who need sensory breaks. ● The sensory garden will provide another opportunity for social interaction amongst staff. ● A ‘Buddy Bench’ will be ordered. 	<p>Principal, Wellbeing team</p> <p>Whole staff</p>	June 2026	

<p>Curriculum</p> <ul style="list-style-type: none"> ● 100% of children will feel encouraged to ask questions and give their views in class. ● 100% of children report that they are taught SPHE weekly in class. ● 90% of children will report that the adults in our school make learning fun and interesting. ● 90% of parents will report that their child receives an appropriate amount of homework. ● 90% of parents will report that they are involved in in-school activities. 	<ul style="list-style-type: none"> ● Teachers will explicitly and actively encourage children to ask questions in class. This will also be encouraged at school assemblies. ● At the beginning of each SPHE lesson, teachers will explicitly explain the term SPHE and state to the children that they will be starting a lesson on SPHE ● Teachers may share their timetable with the children, specifically referencing SPHE. ● Teachers will endeavor to include more play based and interactive learning opportunities. ● Staff will continue to include the following fun and engaging learning opportunities: JEP/ Debating/ Hurling/ Camogie/ Gaelic Football/ Soccer/ Basketball/ Heritage in Schools Speakers and Trips/ Artist in Primary School/ Chess/ Music Generation Programme/ Languages Connect/ Spelling Bee/ Cycle Right Programme/ Google Classroom Chromebooks and ipads/ Christmas Concerts/ Trips to Pantomime/ Christmas Café/ Santa Dash/ Carol Singing in local town/ Sports Day/ Pizza Parties/ JEP Selling Day/ Active School Week/ School Quizzes/ Science and Maths Week Activities/ Dromineer Literary Festival/ School Tours and History Trips/ School Swimming/ Visits to Local Farms ● Survey parents and pupils regarding homework policy. Based on the survey – changes will be implemented. ● To strengthen parental involvement in in-school activities, parents will be invited to participate in a career’s day. 	<p>Principal/Teachers – volunteer their time to supervise in the mornings</p> <p>Class Teachers</p>	<p>June 2026</p>	
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	Actions	Who is responsible?	Timeframe	Achieved YES/NO DATE
<p><u>Relationships and Partnerships</u></p> <ul style="list-style-type: none"> ● 100% of parents will report that the school communicates their child's progress and achievements. ● Parents, pupils and staff will report an increase in positive interactions between all school stakeholders. 	<ul style="list-style-type: none"> ● The school will share the achievements of children with the parent body on our social media platform and through school email. Parent teacher meetings and report cards will continue. ● Themed assemblies will be introduced where we will discuss various personal qualities and themes, on a monthly basis. ● Bi Cinealta Lessons for Anti-Bullying Week will be implemented in classrooms. ● Picnic Tables will be purchased for the school yard to allow a space for children to interact socially. ● The school will start to engage in the process of becoming a restorative practice school, by using restorative practice questions when dealing with behaviours of concern or conflict. ● To improve parental – school link, we will encourage the re-establishment of our Parents' Association. 	<p>Principal/Teachers – volunteer their time to supervise in the mornings</p> <p>Class Teachers</p>	<p>June 2026</p>	

<p><u>Policy and Planning</u></p> <ul style="list-style-type: none"> ● 100% of pupils will report that they have a voice regarding school policy development. ● 100% of parents will report that they have a voice in school policy development. ● 100% of staff will report that there is a mentoring system in place to support NQT's. 	<ul style="list-style-type: none"> ● We will endeavor to re-establish our Parents' Association. ● We will ensure that policy development is added to the student council meeting agenda more regularly. ● Staff will complete Droichead Mentoring Training. 	<p>Principal/Teachers – volunteer their time to supervise in the mornings</p> <p>Class Teachers</p>	<p>June 2026</p>	
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This document was approved by the Board of Management on 21/03/2024. It is subject to ongoing change and review.

MONITORING

Strategies and Approaches	Who is responsible?	Additional Information
Feedback at staff meetings	Post holder with responsibility for Wellbeing Team	Always on the agenda at staff meetings
Check in with Principal	Post holder with responsibility for Wellbeing Team	Always on the agenda at ISM Team meetings
Student council - check in with classes re other activities	Post holder with responsibility for Wellbeing steam and Student council coordinators	
Feedback from parents.	Post holder with responsibility for Wellbeing Team	

EVALUATION

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

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

As we monitored, did we have to adjust targets? Change or adapt actions?

TARGETS ACHIEVED

Target (original and modified)	Achieved: Yes/ No	Date Achieved

Signed:

John Tynan

Chairperson, Board of Management
Date: 21/03/2024

Signed:

Tammy Hogan

Principal
Date: 21/03/2024