

INTERMEDIATE SCHOOL Killorglin



Wellbeing promotion review (Initiation)

The Intermediate school Killorglin initiated a wellbeing promotion review in May 2022 using the SSE process. There is requirement that all schools use the SSE process to initiate a wellbeing promotion review and development cycle by 2025.

Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.

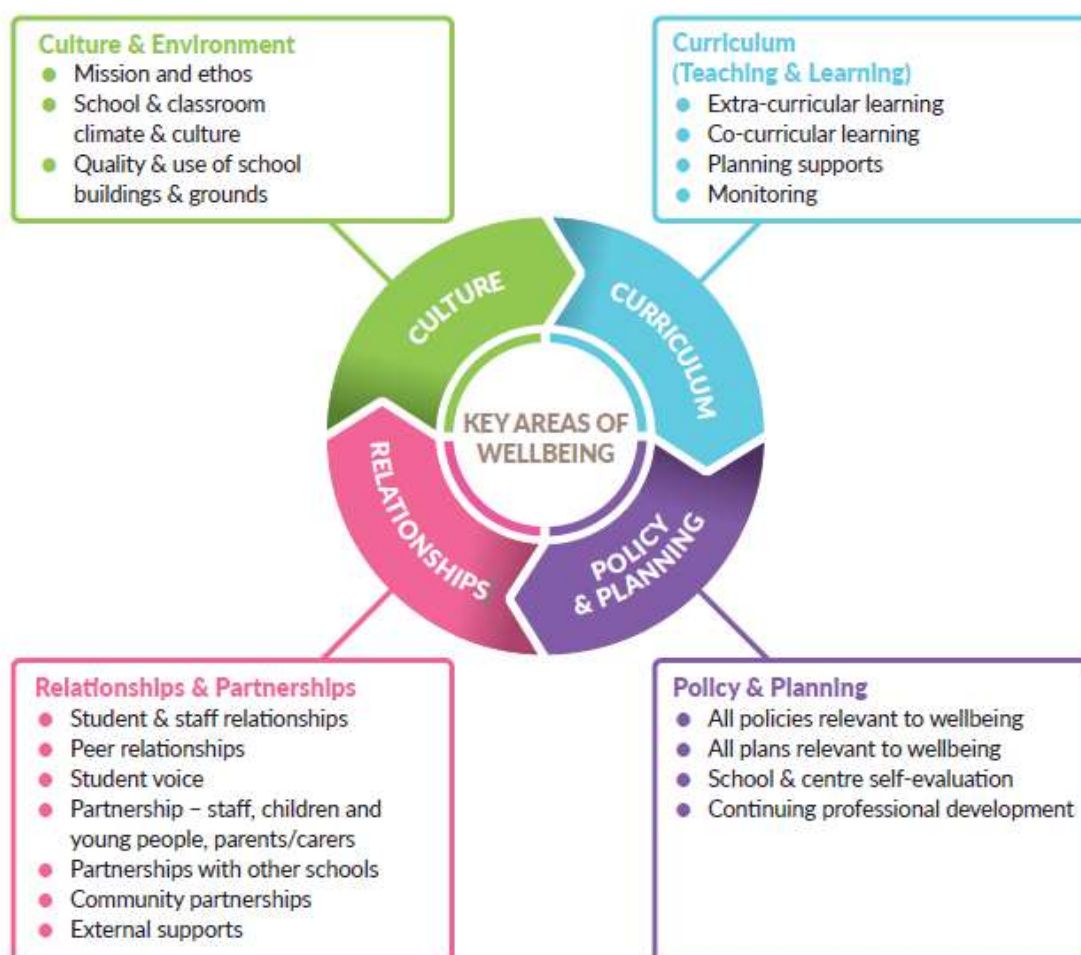
www.who.int

A statement on Wellbeing was prepared by Ms. Fiona Conway. This statement is based on the Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October 2019).

In line with School Self Evaluation (SSE), a draft statement was circulated to staff for feedback and opinion. The statement was edited and reshaped and recirculated to all.

Embedded in this statement are the four key areas of wellbeing.

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



These four area of wellbeing are interconnected in our school as well as teacher wellbeing. These are discussed in more detail in the wellbeing statement.

CULTURE AND ENVIRONMENT:

- School Mission and Ethos
- Physical and Social Environment
- Classroom Culture
- Teaching, learning and assessment

CURRICULUM (teaching and learning):

- CSPE, PE and SPHE
- Guidance
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning

RELATIONSHIPS AND PARTNERSHIPS:

- Student/teacher relationship
- Peer relationships
- Student voice
- Partnership with parents, community and wider supports

POLICY & PLANNING:

- School policies
- School self-evaluation
- Subject and whole-school planning
- CPD planning

Figure 6: Using the SSE process with the Wellbeing Framework for Practice



Wellbeing team:

The wellbeing team / focus group consists of the Wellbeing coordinator, Guidance counsellor, teachers of Wellness, CSPE teachers, SPHE teachers and Year heads.

IDENTIFICATION OF FOCUS / GATHER EVIDENCE:

A number of “units of Learning” were devised to be implemented to 1st and 2nd years in Sept. 2023.

These units were shaped following:

- Discussion with management with regards to timetabling,
- Skills available from staff (yoga / tai chi)
- Identification of certain needs and requirements (following discussions with staff and students).
- In particular, feedback from staff was sought in area which causes anxiety.

Problems were identified in relation to completion of CBAs and in particular with oral presentation and computer work.

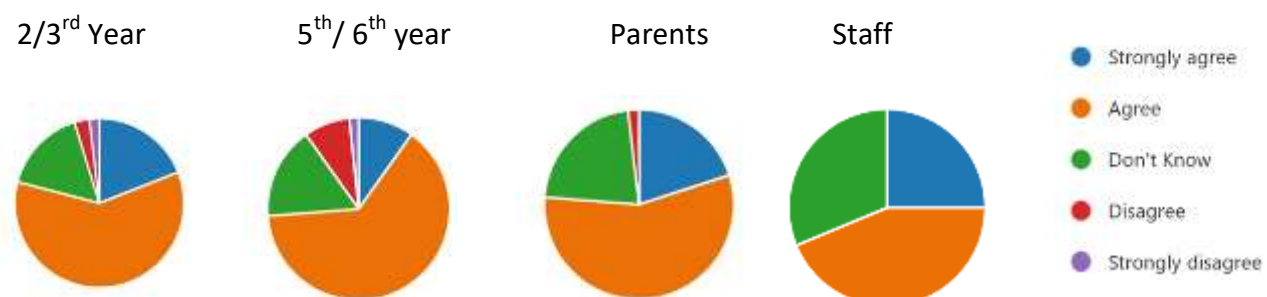
1. There is fear among many students when speaking in public
2. There is an assumption that students have competent computer skills.

These units are also cognisant of the statements of effective and highly effective practice from the Laos document 2022-226, domain 1 “leading teaching and learning” and domain 2 “learner outcomes”

“Their engagement with learning contributes to their sense of wellbeing”.

“Interactions among students and between students and teachers are respectful and positive, and conducive to wellbeing.”

Students, staff and parents agree / strongly agree that classrooms and learning areas in eth ISK create and sustain a positive and productive learning environment.



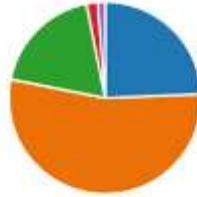
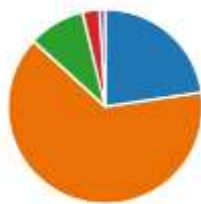
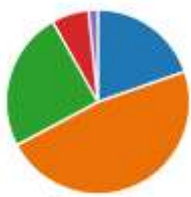
Students, staff and parents agree / strongly agree that relationships and interactions in classrooms in the ISK create and sustain a very positive and productive learning environment.

2/3rd Year

5th/ 6th year

Parents

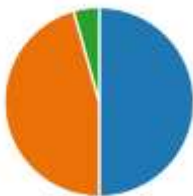
Staff



Parents and staff strongly agree or agree that students in the ISK have a greater sense of happiness and wellbeing when they can engage with learning.

Parents

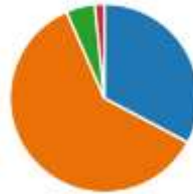
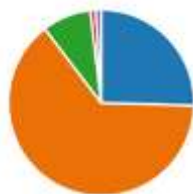
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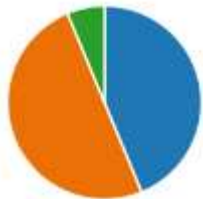



Students mostly agreed that they are respectful of and interested in the opinions and experiences of their classmates and others in the school community.

2/3rd Year

5th/ 6th year



<p>Teachers mostly strongly agreed or agreed that Students in the ISK mostly have respectful and positive interactions with other students and with teachers and Staff members.</p> <p>These Positive interactions add to Students overall sense of happiness and wellbeing,</p>	 <table border="1"><caption>Pie Chart Data (Top)</caption><thead><tr><th>Color</th><th>Approximate Percentage</th></tr></thead><tbody><tr><td>Blue</td><td>45%</td></tr><tr><td>Orange</td><td>40%</td></tr><tr><td>Green</td><td>15%</td></tr></tbody></table>	Color	Approximate Percentage	Blue	45%	Orange	40%	Green	15%
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<p>Teachers mostly strongly agreed that staff in the ISK mostly have respectful and positive interactions with students and with other teachers and Staff members.</p> <p>These Positive interactions add to teacher's overall sense of happiness and wellbeing</p>	 <table border="1"><caption>Pie Chart Data (Bottom)</caption><thead><tr><th>Color</th><th>Approximate Percentage</th></tr></thead><tbody><tr><td>Blue</td><td>55%</td></tr><tr><td>Green</td><td>25%</td></tr><tr><td>Orange</td><td>20%</td></tr></tbody></table>	Color	Approximate Percentage	Blue	55%	Green	25%	Orange	20%
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Writing and Implementation of Plan:

A curriculum was developed and agreed with a two tiered approach:

1. Areas which help relieve stress, recognizing the presence of stress in everyday life as normal
2. Tools and skills to tackle and deal with stress.

The five units are:

• Wellbeing through debating & public speaking	1 st Year	one 40 min periods per week
• Wellbeing and computers	1 st year	Online safety , one 40 min periods per week
• My Friends youth.	2 nd year	one 40 min periods per week (16 weeks Rotation)
• Healthy eating	2 nd year	one 40 min periods per week (8 weeks Rotation)
• Yoga / Qi Gong	2 nd year	one 40 min periods per week (8 weeks Rotation)

These units of learning were shared with the Parents council in September/ October 2023

The ramifications and necessary adjustments to timetable were analysed and presented to management and staff (May 2022).

From September 2022, 400 hours of wellbeing timetabled over 3 years for Junior Cycle as:

	1 st year	2 nd year	3 rd year	Total hours
CSPE	2	1	1	88 hours
SPHE	2	2	1	112 hours
PE	2	2	2	134 hours
Wellness	2	1	0	66 hours
				400

Recruitment of staff:

In with the LAOS document, some units drew on the interest and available expertise of teachers on staff (qualified yoga and Thic chi teachers).

Two teachers had already completed 'my Friends Youth' programme.

Some staff have expressed an interest in upskilling and two more teachers completed this 'My Friends Youth' programme during the 2022-2023 academic year.

Progression to future years

Wellbeing and wellness will continue to be promoted and expanded in all areas in the coming years. Upskilling of staff as well as engaging the existing expertise and skills within the school community will continue.