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St. Mary's Primary School,
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SSE Report/Three Year Plan	
School Name:	St Mary's PS Edenderry
Roll Number	16013V
SSE Are of Focus	Wellbeing
Period of Plan	January 2025- September 2027
Date(s) of Ratification by Board of Management	11/06/2025
School Information	
School Contact Details	info@stmaryspsedenderry.ie 0469731424
Summary of School Context:	St Mary's PS Edenderry is a fully vertical, co-educational Catholic primary school under the patronage of the Diocese of Kildare and Leighlin. The school places a strong emphasis on the holistic education of the child, nurturing their academic, spiritual, emotional, social and physical development. The school caters to 425 pupils, representing a diverse student population from a broad range of cultural, linguistic, and socio-economic backgrounds. This diversity is embraced and celebrated as a strength of the school community. The teaching staff consists of 28 teachers, including: - 17 Classroom Teachers - 8 Special Education Teachers (SET) (including 1 Full-Time English as an Additional Language (EAL) Teacher) - 2 Early Intervention Class Teachers The school is further supported by 6 Special Needs Assistants (SNAs) and a team of ancillary staff. The staff is known for being forward-thinking, supportive and hard-working, committed to providing high-quality education and care for all pupils. The school is well-equipped with excellent ICT resources, which are integrated into teaching and learning to enhance pupil engagement and digital literacy. A broad and enriching extracurricular programme is offered, including a wide variety of sporting activities, music and choir, and wellbeing initiatives such as yoga. These activities reflect the school's commitment to fostering the overall wellbeing and personal growth of each child. The school enjoys the support of our parent body, and the Parents' Association is active once again this year, playing a valuable role in strengthening the home-school partnership and supporting school initiatives.

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School Strengths in Wellbeing	
Culture & Environment • We foster a sense of belonging in our school. • We are an inclusive school where everyone is respected and valued • We are a multi-cultural school. The pupils share the same uniform as a form of identity. • We provide many extra-curricular activities • Staff mentoring • Sense of care among pupils and staff • Development of the outdoor classroom • Lots of staff on yard duty and staff wear hi-vis to be easily visible • The school is bright and welcoming with vibrant displays on the corridors	**Curriculum (Teaching & Learning)** • SPHE/RSE/Group work across other curriculum areas • Covering these areas through specific texts across curricular areas • Differentiation in lessons • Buddy systems on yard • Teams in PE lessons • School teams promoting respect • Assemblies to encourage respectful behaviour • Staff model good and respectful interactions • Displays and posters around the school – Amber Flag Board • SET supports for certain pupils including social groups and Nurture Room • Integration and reverse integration with EIC/Junior Infants by senior pupil
Relationships & Partnerships • A lot of fun initiatives in the school- leagues, lego, garden, Vex Robotics • Assemblies/performances • Seachtain na Gaeilge, • Choir- pupils from all classes • SPHE/ Anti-bullying lessons Relationships with other schools/pupils from other schools e.g. sports blitzes, retreats, choir • Circle time • Sponsored walk • Visiting coaches • Amanda-School Garden • Music Generation • Parental communication (journals etc.) • Summer Prog. • Inclusive approach to involve all students • Relationships with outside agencies/supports- Barrows, S&L, OT, NCSE advisors, Barnardos, • Integration/reverse integration • Buddy Reading • Nurture groups, social and emotional SET groups • Fighting Words • Recognise staff initiatives and contributions	**Policy & Planning** • RSE Policy • Code of Behaviour • SPHE Policy • Supervision Policy • Acceptable Use Policy • Health and Safety Policy • Safeguarding Policy • CPD Training • Friends For Life • Amber Flag • Rainbows Programme • Guest Speakers • Barnardos • Library Workshops

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

Table 2: Wellbeing Promotion Indicators of Success

Key Areas	Indicators of Success
Culture & Environment	• Children, young people and staff experience a sense of belonging and feel safe, connected and supported. • 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.
Curriculum (Teaching & Learning)	• Children and young people experience positive, high quality teaching, learning and assessment, which provides opportunities for success for all. • Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	• 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.
Relationships & Partnerships	• 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.

Target[s]	1. The percentage of pupils in a survey who state that they generally have a positive experience when on yard (safe and happy) will increase from 77% to 85% by June 2027. (Well-being Key Area 1, 3 and 4 Cultural and Environment, Relationships and Partnerships, Policy and Planning) 2. The percentage of pupils who state in a survey that their voice is heard and valued increases from 81% to 88% by June 2027. (Well-being Key Area 4, Relationships and Partnerships) 3. 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 (Wellbeing Key Area 1, 3 and 4 Cultural and Environment, Policy and Planning, Relationships and Partnerships)
Sources of Evidence:	• Pupil surveys (school designed survey and Bí Cineálta survey) • Parent survey/ parent focus group • Whole staff survey • Whole staff discussions

Year 1 [2024-2025] Actions	Year 2 [2025-2026] Actions	Year 3 [2026-2027] Actions
• Renew Amber Flag. ▫ To re-engage with the Amber Flag Initiative (the school achieved the Amber Flag for the first time in 2021, schools are required to reapply every 3 years). ▫ New committee to be formed with pupils and staff in Term 1 ▫ Wellbeing Week in Term 2. This will be co-ordinated by the Amber Flag Committee	• Amber Flag ▫ Amber Flag application to be submitted. ▫ Introduce 2x wellbeing weeks in the year ▫ Celebrate and recognise Amber Flag Award • Active Schools Flag. ▫ Active Flag application to be submitted ▫ Create more permanent signs for the Wellbeing Walk	• Pupil Autonomy ▫ Introduce pupil choice within lessons ▫ Introduce wellbeing spaces in classrooms • Create a whole school Wellbeing Curricular Plan • Student Council ▫ Establish a Student Council

• Active Schools Flag initiative. To establish an Active Schools Flag committee with pupils and teachers (Term 2) • Lunchtime Leaders. Pupils from the Active Schools Committee to lead games on the yard during breaktimes to support better behaviour on the yard • Code of Behaviour Review ▫ To establish a focus group to review the Code of Behaviour (Term 2) ▫ To review the school's Code of Behaviour in Term 3. This review will also capture pupil voice. • Well-being Walk. Establish a well-being walk around the school grounds to be used during break and yard times. Senior pupils may guide junior pupils during the walk. • Enhancing Outdoor Environment ▫ Additional playground equipment for the EIC playground ▫ Creation of an outdoor classroom (Term 2) • Staff Wellbeing ▫ Supports that are available to staff to support their wellbeing will be displayed in the staffroom. ▫ There will be a reminder at staff meetings of any support or upcoming events that may help support their wellbeing. ▫ Bake Off will be held at the end of each month by different members of staff. A rota will be organised for each month. ▫ Seasonal events organised - Secret Santa, social gatherings etc	• Lunchtime Leaders ▫ Lunchtime leaders lead in EIC. Feedback in relation to inclusion from SENCO, EIC staff • Code of Behaviour ▫ Pupils to discuss and decide upon 5 key values to be included in the Code of Behaviour and to be displayed on posters around the school and on the school website. ▫ Celebrate pupils who are embodying the school values at assemblies ▫ Complete the review of the Code of Behaviour (Term 1) ▫ Agree a consistent approach to managing and promoting positive behaviour • Behaviours of Concern Policy to be created • Enhancing Outdoor Environment ▫ Developing the main yard. Involve pupils in yard redevelopment. ▫ Class based activities to support yard redesign. ▫ Extend and enhance outdoor learning space • Pupil Autonomy ▫ Organise CPD for staff in the area of pupil choice within the curriculum and classroom • Policy and Planning ▫ EAL Policy and Practices to be reviewed ▫ PE Policy review ▫ SPHE policy Review • Staff Wellbeing ▫ Review induction/buddy systems/collaborative planning processes that exist in the school. ▫ Breakfast morning will be held at the end of each term. ▫ Wellbeing activities will be promoted during Croke Park hours.	• Enhancing Outdoor Environment ☐ Introduce picnic benches in playground • Code of Behaviour Review ▫ Review Code of Behaviour with focus group. This review will also capture pupil voice. • Staff Wellbeing ▫ Wellbeing events will be organised each term to help contribute to the staff well being during Croke Park Hours • Wellbeing Resources ▫ Create a bank of wellbeing resources to be used with pupils at all class levels. These resources will be available on the school Sharepoint.
Year 1 Review	**Year 2 Review**	**Year 3 Review**
Monitoring	• On the agenda of every staff meeting	

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	• Contained in each Principal's report for the Board of Management meetings • On the agenda of each ISLM meeting • School assemblies to celebrate the school values ● Re-evaluate focus group pupils midway through the cycle. ● Reflecting on monitoring our SSE process document. SSE Monitoring Reflection Questions.pdf
Evaluating	∉ This plan will be evaluated in November and April of each year. ∉ We will use a pupil focus group as well as pupil voice from the Active Flag and Amber Flag committees. ∉ Teacher observations and survey ∉ Parent survey ∉ Teacher Checklists ∉ Staff practices ∉ Meetings minutes ∉ DL/ISMT feedback

Oliver Hurley

11/6/2025

Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year - minimum of 183 days - Length of school day -4 hours 40 minutes (infants); 5 hour 40 minutes (1st-6th classes)	Circular 0011/1995	School year ☑ Yes ☐ No School day ☑ Yes ☐ No	
Standardisation of school year	Circular 0005/2020	☑ Yes ☐ No	
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular 0024/2002	☑ Yes ☐ No	
Updating and simplifying the manner in which schools can maintain pupil enrolment and attendance records following the introduction of the Primary Online Database (POD)	Primary Online Database - Circular 0025/2015, Update - Circular 0033/2015	☑ Yes ☐ No	
Pupils repeating a school year	Rule 64 Rules for National Schools Circular 0011/2001 Circular 0032/2003	☑ Yes ☐ No	
Annual returns on Attendance to Tusla: The Child and Family Agency	Education and Welfare Act 2000	☑ Yes ☐ No	
Development of school plan	Section 21, Education Act 1998	☑ Yes ☐ No	
Engagement with SSE process	Circular 0039/2016	☑ Yes ☐ No	
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,	☑ Yes ☐ No	
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017	☑ Yes ☐ No	
Primary Language Curriculum	Circular 0061/2015 Circular 0045/2019	☑ Yes ☐ No	
Exemption from Irish	Circular 0052/2019	☑ Yes ☐ No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Deployment of Teachers	Staffing arrangements for the school year Circular 0019/2019 Special Education Teaching Allocation Model Circular 0013/2017	☑ Yes ☐ No	
Posts of Responsibilities	Circular 0044 / 2019 – Recruitment / Promotion and Leadership for Registered Teachers in Recognised Primary Schools	☑ Yes ☐ No	
Seniority of primary teachers	Circular 0044/2019	☑ Yes ☐ No	
Release Time for Principal Teachers in Primary Schools	Circular 0020/2019	☑ Yes ☐ No	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011 Circular 0052/14	☑ Yes ☐ No	
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0001/2017 and 0011/2018	☑ Yes ☐ No	
	Digital Learning Plan	☑ Yes ☐ No	
	Use of the Digital Learning Framework	☑ Yes ☐ No	
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board	☑ Yes ☐ No	
	Child Protection Oversight Report presented at each board meeting: ☑ Yes ☐ No		
	Number of reports submitted by the DLP to Tusla and reported to the board:		
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made:		
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP:		
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017 (Statutory requirements for retrospective vetting) Child Protection Procedures 2017	☑ Yes ☐ No	
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Please record the following in relation to complaints	☑ Yes ☐ No	
	Number of formal parental complaints received: 0		
	Number of formal complaints processed: 0		
	Number of formal complaints not fully processed by the end of this school year: 0		
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in	☑ Yes ☐ No	

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		☑ Yes ☐ No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		☑ Yes ☐ No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

Olwin Hunt
10/6/2025.

Appendix to School Self-Evaluation Report: Policy checklist (Primary)

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998 Education (Admissions to Schools) Act 2018	☑ Yes ☐ No	
Attendance and participation strategy[1]	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	☐ Yes ☑ No	In process
Child Safeguarding Statement	Child Protection Procedures 2017 Circular 0081/2017	☑ Yes ☐ No	
Code of behaviour[2] including anti-bullying policy Dignity in the Workplace Charter	Circular 20/90 NEWB *Guidelines* Section 23, Education Welfare Act 2000 *Anti-bullying Procedures for Primary and Post-primary schools* 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	☑ Yes ☐ No	
Critical incident management plan	Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools 2016	☑ Yes ☐ No	Update required
Data protection	General Data Protection Regulations (GDPR) May 2018: see www.dataprotectionschools.ie and www.gdpr4schools.ie	☑ Yes ☐ No	
Health and safety statement	Section 20 Health and Safety Act 2005	☑ Yes ☐ No	Reviewed 2024/25 To be finalised & ratified by BOM
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	☑ Yes ☐ No	
Parents as partners	Circular 24/91	☑ Yes ☐ No	
Public service agreement – special needs assistants	Circular 71/11	☑ Yes ☐ No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	☑ Yes ☐ No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	☑ Yes ☐ No	
Special educational needs policy[3]	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN)[4] 2004 Disability Act 2005 Circular RAM –SEN (2017)	☑ Yes ☐ No	To be reviewed 25/26 school year.

For DEIS schools only: DEIS Action Plan	DEIS Plan 2017 Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	☐ Yes ☐ No	

[1] Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.
[2] Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.
[3] Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability other special educational needs."
[4] The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.