



The Focus of the Evaluation

A school self-evaluation of teaching and learning regarding wellbeing began at St. Olaf's National School in 2023 and will continue until 2026. This evaluation focuses on teaching and learning in wellbeing and SPHE, with particular attention to school culture and environment, policy and planning, and relationships and partnerships with parents

Our School Strengths in Relation to Wellbeing:

- Our school is welcoming and accessible to pupils, staff and parents.
- The pupils feel safe and connected to the school community.
- Parents feel that the school sees health and wellbeing as important.
- The physical school environment meets the needs of those with AEN.
- 92% of pupils from Junior Infants – 2nd Class agreed they everyone is different whilst 97% of pupils from 3rd – 6th Class agreed that they learn about bullying and cyber-bullying.
- The majority of children agreed that the adults in the school provide praise and encouragement which motivates them to learn and encourages them do their best.
- The pupils agreed there are opportunities for them to play sports and games inside and outside.
- We have a Wellbeing Committee in our school.

Teaching Practices:

There is a whole school approach to the teaching of SPHE curriculum through the programmes Walk Tall, Weaving Wellbeing, Relationships and Sexuality Education (RSE) and Stay Safe. It has also been taught through integration with other subject areas such as aspects of Grow in Love and Physical Education. External speakers from Accord facilitate the school in the teaching of RSE.

Emotion Coaching is being provided for parents, staff and children in the school by a Wellbeing Practitioner and Psychologist from NEPS. Psychologists in Primary Schools (PIPS) also supports a number of children in our school on a weekly basis.

School Policies:

The school has appropriate wellbeing policies in place e.g. Anti-Bullying policy, SPHE Whole School Plan, Child Safeguarding Statement and risk assessment, Code of Behaviour, Acceptable Internet Use, Health and Safety, Substance Use, Healthy Eating and Admissions.



Extra-Curricular Activities

- Sports: hurling, Gaelic football, athletics, soccer, tennis, golf, Olympic handball, Clutch Academy, dance (Irish dancing & Hip Hop), dodgeball. Our school enjoys strong links with Cumann na mBunscoil, Naomh Olaf GAA Club, Dublin GAA and Croke Park.
- Music/Drama: school choir, Ukulele, drama class.
- Other: chess, activity club
- Wellbeing Week
- Active Schools
- Further Wellbeing Practices: Peace Proms, Rainbows, Christmas plays, Christmas carol service, World Book Day, St. Patrick's Day, Santa Visit, assemblies, certificates and rewards, bake sales, sacramental celebrations, charity collections, website, Newsletter, Book Fair, sensory room, sensory garden.

Data Gathering Tools

To assess the current state of wellbeing in our school, we gathered feedback from students, parents, and staff using the following methods:

1. **Staff Wellbeing Survey** – All staff members were invited to participate in an online survey to share their perspectives on wellbeing within the school.
2. **Parent/Guardian Wellbeing Survey** – An online survey was distributed to parents/guardians, providing them the opportunity to give feedback on their perceptions of the school's wellbeing efforts.
3. **Student Wellbeing Survey** – Surveys were conducted with students across various class levels using iPads. We used a **peer buddy system**, where older students supported younger students in navigating the survey questions and understanding the language involved.
4. **Student Wellbeing Committee** – Our Student Wellbeing Committee has played a key role in informing staff about the hopes, opinions, and wellbeing priorities of students. The committee has been instrumental in generating ideas for our previous Wellbeing Weeks, ensuring that the events reflect the needs and interests of students

Each of these tools helped us gather a broad range of data on the experiences and opinions of our school community, which has informed our next steps in improving wellbeing for all. We have identified the key area of 'Relationships and Partnerships' as our main focus.

Our School Improvement Plan in relation to Wellbeing:

1. **Development of the Student Council & Wellbeing Ambassadors** We will enhance the Student Council, providing Wellbeing Ambassador training to council members. These ambassadors will promote wellbeing practices among their peers, gather feedback through suggestion boxes, assemblies, and meetings, and shape future wellbeing



activities in the school. We will also hold student council elections at the start of each year to further engage student voice and enthusiasm across the school.

2. **Emotion Coaching for Students, Staff, and Parents** We will continue to provide NEPS-led emotion coaching sessions for students in 2nd to 6th classes, staff, and parents. These sessions aim to build emotional regulation strategies, creating a supportive environment at school and home for students' emotional development.
3. **Introduction of Wellbeing Journals** Every student will be given a wellbeing journal, complementing the SPHE curriculum. The journal will encourage positive practices such as gratitude exercises, doodling, and affirmations, helping students engage actively with their mental health.
4. **Positive Communication & Wellbeing Newsletter** We will introduce a wellbeing section in the school newsletter to keep parents informed and encourage their involvement in supporting student wellbeing. Staff will also provide balanced, positive feedback to parents, fostering stronger relationships between home and school

Note The staff at St. Olaf's will continue to maintain current well-being practices which work very well in our school such as:

- Staff wellbeing committee
- Annual Wellbeing week
- Termly staff social events
- Strong engagement with SPHE curriculum