



**School Name: Our Lady of Fatima School**

**School Address: Carrigeen Street, Wexford**

**School Roll Number: 19266T**

# **School Self-Evaluation & School Improvement Plan**

Evaluation Period: September 2024 – June 2025

## 1. Introduction

### 1.1 Focus of Evaluation

The 2025/26 SSE will focus on:

1. **Wellbeing** – based on ongoing national and local priorities and aligned with our action plan.
  2. **Communication and Language** – following the Inspectorate's Curriculum Evaluation in October 2024.
  3. **SMART Target-Setting in Student Support Files (SSFs)** – identified as an area for improvement during the Inspectorate's review.
  4. **Digital Learning: See DLP**
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## 2. School Context

Our Lady of Fatima School provides education for students aged 5–18 with Mild General Learning Disabilities (MGLD), most of whom have additional learning needs (e.g., ASD, speech and language difficulties). Staffing for 2025/26 included 15 teachers, 1 ASD teacher, 18 SNAs, and 2 part-time instructors.

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## 3. Findings

### Language and Communication (Informed by Inspectorate Findings)

- The **Inspectorate commended** the school for fostering a welcoming and supportive environment, with **high learner engagement** and **very good teaching quality**, including exemplary practices.
- **Effective use of digital literacy, small libraries**, and a **culture of reading** were recognised as key strengths.
- **Student voice** was identified as a notable feature in planning and practice.
- However, areas for development include:
  - **More specific and measurable learning targets** in SSFs.
  - **Wider implementation of collaborative learning strategies**, including pair/group work and **in-class support models** (e.g., team or station teaching).

## Collaboration and Professional Practice

Following the Inspectorate's recommendations and Domain 4 of the CSL Framework, **collaboration among staff** has been established as a central theme for 2025–2026. Following from this, staff will ensure that opportunities for students to work collaboratively will ensue.

- Opportunities for team teaching and station teaching will be increased across literacy, language, math/numeracy and SPHE.
- Staff feedback highlighted a desire for **shared planning time, peer observation, and co-teaching opportunities**.
- Initial pilot programmes in collaborative teaching (e.g., shared thematic units) will have strong potential for enhancing student engagement and professional dialogue.
- **Linkages across curricular areas** will be encouraged to reinforce oral language and wellbeing goals (e.g., Language through Art, Drama, PE, and SPHE).

## Wellbeing

- Our School's Wellbeing Action Plan (2025/26) will centre on monthly themes (e.g., Kindness, Respect, Joy), with coordinated whole-school activities.
- Structured play, staff wellbeing initiatives, and student involvement in planning and review (via Pupil Voice Committee) were embedded.
- A **Student Wellbeing – Bí Cineálta Policy** was developed collaboratively.

## Digital Learning:

- Math/Numeracy – Use Maths Eyes for Maths Week – Collaboration etc.
- Literacy – refer to DLP – Book Creator: Accessibility Features on Book Creator and Microsoft

**\*Both require collaboration – UDL**

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## 4. Actions to be Taken Following Inspectorate Recommendations

### 1. SMART Targeting in SSFs

- Teachers will undertake practice reviews in data analysis.

- SSFs will be refined to ensure **specific, measurable targets**, aligned with assessment results.
2. **Collaborative Learning & Support Models**
- Best practices in collaborative learning will be shared across the staff.
  - A **pilot station teaching programme** will be introduced and reviewed for a wider rollout.
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## 5. Priorities for 2025/26

### Communication & Language

- Refine SSF goals using SMART principles.
- Expand oral language development and AAC systems (e.g. Lámh, visuals).
- Foster communication through cross-curricular integration (e.g., Drama, PE, assemblies).
- Extend use of **reading aloud** and update class libraries in response to student feedback.

### Collaboration

- Embed **team teaching** and **station teaching** in core subject areas, starting with Literacy and Numeracy.
- Encourage co-planning using review templates, monthly checklists, and teacher-led initiatives.
- Promote whole-school, cross-curricular projects (e.g., oral language through Drama or History).
- Foster a shared responsibility model for classroom planning and reflection (e.g., “teacher pairs”).

### Wellbeing

- Continue implementing the Wellbeing Action Plan.
- Promote structured play and social communication at breaktimes: introduce use of **Communication Board** on yard.
- Build on the Student Wellbeing, Bí Cineálta Policy/Charter with class-led initiatives.
- Support staff wellbeing through Choc & Chat, staff social events, and CPD opportunities.

### Digital Learning

#### Digital Learning: Accessibility & Communication

Digital Learning in 2025–2026 will focus on increasing **accessibility**, particularly in supporting the communication needs of all learners. This will be aligned with our broader SSE goals of enhancing **language and communication** and embedding the use of **AAC (Augmentative and Alternative Communication)** tools.

#### **Primary & Junior Cycle Focus:**

- Use of **Book Creator** as a digital storytelling and learning tool, with explicit teaching of accessibility features, including:
  - Speech-to-text
  - Text-to-speech
  - Closed captioning
  - Alternative (alt) text for images
  - Open Dyslexic font
  - Keyboard navigation for learners with motor challenges

#### **Senior Cycle Focus:**

- Integration of **Microsoft 365 tools** (OneNote, Word, Teams, Outlook, etc.) to ensure students access curriculum content through:
  - **Immersive Reader** (text-to-speech, line focus, picture dictionary)
  - Dictation (speech-to-text)
  - Read Aloud and auto-captioning
  - Use of high-contrast themes and colour filters
  - Keyboard shortcuts and voice commands
  - Captioning in Teams meetings or recordings

#### **Whole-School Emphasis:**

- Teachers will model and scaffold the use of accessibility tools in both content delivery and student output.
- Students using AAC systems (e.g., Lámh, GoTalk, Grid, TouchChat, etc.) will be supported to access digital platforms in a meaningful way.
- Focus on integrating these tools into both communication-focused tasks and broader curriculum access.

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## **6. Required Actions**

#### **Teaching & Learning:**

- CPD on SMART target-setting and collaborative teaching models.

- Structured planning for station teaching in literacy and oral language development.
- Increased student use of visuals, voice output devices, and Lámh.
- Whole-school initiatives: debate, story time, Book Fair, and student-led presentations.
- SSE Team to facilitate **peer-led CPD** on station teaching and team-teaching methodologies.
- Plan and implement **interdisciplinary units** involving collaborative staff input.
- Include teacher collaboration goals in individual CPD plans and post-holder reviews.

### Wellbeing:

- Implement and monitor monthly themes via assemblies and displays.
- Continue playground structure and “positive behaviour” initiatives.
- Staff teams to rotate responsibilities for organising wellbeing events.

### Digital Learning Plan:

- Provide CPD for all teaching staff on Book Creator and Microsoft 365 accessibility tools.
- Develop a **Digital Accessibility Toolkit** for staff reference (curated shortcuts, video guides, etc.).
- Teachers to **introduce and explicitly model** one accessibility feature per week during lessons.
- Digital lessons to be reviewed in planning templates to ensure accessibility has been considered.
- Collaboration between class teachers and SNAs to ensure consistency in access to AAC devices and digital content.

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## 7. Persons Responsible

- SSE Coordinators: Glenda McKeown, Bridget Leacy, Melissa Sinnott, Eileen Kent, Gayle Weld
  - All teaching and support staff
  - Wellbeing Committee – AP11 Postholder
  - Digital Learning Team
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## 8. Timeframe

- **September 2025 – June 2026**
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## 9. Success Criteria

- 85% of SSFs feature SMART learning targets.
  - Increased use of collaborative models (measured via teacher feedback).
  - 90% student participation in wellbeing activities.
  - Student Wellbeing, Bí Cineálta Charter used in class and school assemblies.
  - Structured play reviewed and improved using Playground Leader feedback.
  - 100% staff participation in at least one CPD opportunity.
  - At least 3 classes trial **station teaching** per term, with documented reflection.
  - **100% of teaching staff** involved in one co-planned or co-taught session during the year.
  - Teacher feedback indicates increased confidence in collaborative teaching models (via staff survey).
  - Review templates show growth in cross-curricular planning and oral language integration.
  - **100% of teaching staff** will have completed a full cycle of accessibility features in Book Creator and Microsoft 365 apps.
  - Each class at **Primary and Junior Cycle** will implement at least **one Book Creator lesson per month**, building independence in accessibility tools.
  - All students will **demonstrate use of at least one accessibility feature** (text-to-speech, speech-to-text, Immersive Reader, etc.) by end of Term 2.
  - **AAC users** will be enabled to use their device or preferred tool to access and respond to digital learning tasks.
  - Monitoring through Digital Portfolios and teacher observation logs will demonstrate growing confidence in navigating and using digital platforms independently.
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## 10. Review Date: June 2026

## Wellbeing Action Plan 2025/2026

Key Theme & Code of Behaviour Focus	Every class Individual teachers	Whole School Wellbeing Committee	Partnerships with Parents	Staff Wellbeing Wellbeing Committee  Emily – treat rota.	Links with Ethos; Behaviour Policy & Anti-Bullying Policy; SPHE Individual teachers
<b>September</b>  <b>KEY THEME: KINDNESS</b>  <b>SCHOOL RULE FOCUS: BE KIND</b>	<b>Mindful Monday-</b> Whole school positive affirmation shared by teacher class each Monday Morning & positive affirmation shared with class teachers by Wellbeing Committee  <b>Kindness &amp; Friendship Month</b>  Sept. focus – Kindness: 5-10-minute reflection and discussion around kindness. Encourage random acts of kindness and discuss importance of kindness.	<b>Assembly: Plan shared with staff</b> Random Acts of Kindness read out at assembly - classes share short poem/song based on key theme of kindness.  <b>Neurodiversity Celebration Month</b>  <b>Wellbeing Tree</b>  Achievement Tree .All classes invited to contribute their achievements write them on leaves and attach to the tree outside the front door.	<b>Coffee morning to express kindness</b>	<b>Every Friday staff rota on treat Friday.</b>  <b>Choc and Chat: 3<sup>rd</sup> Tuesday of the month.</b> <b>Staff discuss course they may have been on to the whole staff.</b>	<b>Links with Ethos:</b>  We provide opportunities for pupils to use their gifts for the common good and are committed to work for a more just and caring society  <b>Link with Behaviour Policy &amp; Anti-Bullying Policy:</b>  Involve the Pupil Voice Committee in contributing to developing a school environment where wellbeing is central to school life and bullying is not tolerated.  <b>Links with Participation Framework</b> Involve pupils in the implementation and monitoring of the wellbeing



	<p><b>Golden time every Friday after lunch.</b></p> <p><b>Movement Breaks:</b> In classrooms</p>	<p><b>Wellbeing Notice Board:</b> Kindness- All classes are invited to contribute with art work/ poems/ pieces of writing about what makes them happy. Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p>			<p>actions including a Wellbeing presentation to classes by pupils Student Council/Pupil Voice committee</p> <p><b>Link with SPHE Plan:</b> Year 1 – Myself / Self-Identify</p>
<p><b>October</b></p> <p><b>KEY THEME: HAPPINESS</b></p> <p><b>SCHOOL RULE FOCUS: BE KIND</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)</p> <p>Oct. focus – Happiness: A 5-10-minute reflection and discussion around happiness. What makes us happy? What it feels like to be happy.... How</p>	<p><b>Assembly:</b> Plan shared with staff organised by Emer PP6</p> <p><b>Prize giving:</b> Student of the term</p> <p><b>Halloween Celebrations</b></p> <p><b>Dyslexia Awareness Month (Global)</b></p> <p><b>Wellbeing Notice Board:</b> Happy Wall- All classes are invited to contribute</p>	<p><b>Expressing happiness based play based approaches</b></p>	<p><b>Every Friday staff rota on treat Friday.</b></p> <p><b>Choc and Chat:</b> 3<sup>rd</sup> Tuesday of the month. Staff discuss course they may have been on to the whole staff.</p>	<p><b>Link with Behaviour Policy &amp; Anti-Bullying Policy:</b></p> <ul style="list-style-type: none"> <li>• Model respectful behaviour to all members of the school community at all times.</li> <li>• Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.</li> </ul>

	<p>can create a happy classroom and school?</p> <p><b>Golden time every Friday after lunch.</b></p> <p>Movement Breaks: In classrooms</p>	<p>with art work/ poems/ pieces of writing about what makes them happy. Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p>			<ul style="list-style-type: none"> <li>• Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.</li> <li>• Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.</li> <li>• Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.</li> <li>• Give constructive feedback to pupils when respectful behaviour and respectful language are absent.</li> </ul> <p><b>Link with SPHE Plan:</b> Myself / Self-Identify</p>
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<p><b>November</b></p> <p><b>KEY THEME:</b> <b>RESPECT</b></p> <p><b>SCHOOL RULE</b> <b>FOCUS:</b> <b>BE KIND</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)</p> <p><b>Anti-Bullying week:</b> <b>PP3</b></p> <p><b>Math week: Bridget</b></p> <p>November Focus: Respect A 5-10-minute reflection and discussion respect. What does respect look like/feel like? The importance of having respect for ourselves, friends and the wider school community. Respect for our belongings and the belongings of others.</p>	<p><b>Assembly:</b> Plan shared with staff</p> <p><b>Fatima House Cup Winners Celebration</b></p> <p><b>International Day of Tolerance (16<sup>th</sup> November)</b></p> <p><b>Wellbeing Notice Board:</b> Respect Wall- to display key messages and images to reflect respectful behaviours and actions Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p>	<p><b>Parent Teacher Meetings</b></p>	<p><b>Every Friday staff rota on treat Friday.</b></p> <p><b>Cakes in staffroom on last Friday of month- Staff bake off!!</b></p> <p><b>Choc and Chat: 3<sup>rd</sup> Tuesday of the month. Staff discuss course they may have been on to the whole staff.</b></p>	<p><b>Link with Ethos:</b> Respectful of all religions, cultures and beliefs. ‘to nurture the faith of Catholic pupils in a manner that is welcoming to and inclusive of the presence in that Catholic school, of pupils committed to other religious traditions, or none.’</p> <p><b>Link with DEIS plan:</b> The theme of respect underpins all DEIS themes in developing positive relationships with the students, school staff, parents and the wider school community. This is facilitated through providing opportunities for the student voice to be heard and valued, opportunities for pupil involvement, leadership and empowerment. Communication with parents in building partnerships is fostered and encouraged.</p> <p><b>Link with SPHE Plan</b> Year 1 – Myself &amp; Others – My Friends &amp; Other People</p>

	<p><b>Golden time every Friday after lunch.</b></p> <p>Movement Breaks: In classrooms</p>				
<p><b>December</b></p> <p><b>KEY THEME: FRIENDSHIP</b></p> <p><b>SCHOOL RULE FOCUS: BE TIDY</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)</p> <p>December Focus: Friendship</p> <ul style="list-style-type: none"> <li>A 5-10 minute reflection and discussion around friendship. Discuss the importance of friendship, what it means to be a good friend. Celebrate friendship week</li> </ul> <p><b>Golden time every Friday after lunch.</b></p>	<p><b>Assembly: Plan shared with staff</b></p> <p><b>Christmas school dinner</b></p> <p><b>Nativity play</b></p> <p><b>Prize giving:</b> Student of the term</p> <p><b>Human Rights &amp; Inclusion Month</b></p> <p><b>Wellbeing Notice Board:</b> Friendship-Friendship wall incorporating key words, affirmations and artwork. All classes invited to contribute. Quote and picture from The boy, the mole, the fox and the</p>	<p><b>Literacy for Fun</b></p>	<p><b>Every Friday staff rota on treat Friday.</b></p> <p><b>Christmas night out!</b></p> <p><b>Choc and Chat:</b> 3<sup>rd</sup> Tuesday of the month. Staff discuss course they may have been on to the whole staff.</p>	<p><b>Link with SPHE Plan</b> Year 1 – Myself &amp; Others – My Friends &amp; Other People</p>

	Movement Breaks: In classrooms	horse – printed and displayed.			
<b>January</b>  <b>KEY THEME: FAMILIES ARE IMPORTANT</b>  <b>SCHOOL RULE FOCUS: DO MY BEST</b>	<b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)  January Focus: Families are Important A 5-10 minute reflection and discussion around family. Discuss the importance of families, various family units, connection, remember those with us and all those who have passed  <b>Golden time every Friday after lunch.</b>  Movement Breaks: In classrooms	<b>Assembly:</b> Plan shared with staff  <b>ADHD Awareness (Custom Focus)</b>  <b>Wellbeing Notice Board:</b> Develop a family wall. All classes invited to contribute. Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.	<b>Bilingual Shared Reading</b>  <b>Grandparents' Day</b>	<b>Every Friday staff rota on treat Friday.</b>	<b>Links with DEIS Plan &amp; School Ethos:</b> Grandparents' Day / Catholic Schools Week  <b>Link with SPHE Plan</b> Year 1 – Myself & Others – My Friends & Other People

<p><b>February</b></p> <p><b>KEY THEME: GRATITUDE</b></p> <p><b>SCHOOL RULE FOCUS: DO MY BEST</b></p> <p><b>Wellbeing Week 12<sup>th</sup> February-16<sup>th</sup> February 2024</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)</p> <p><b>Internet Safety Week</b></p> <p>February Focus: Gratitude A 5-10 minute reflection and discussion around gratitude and instilling an understanding an appreciation for the ‘small’ things in our lives</p> <p>Movement Breaks: In classrooms</p>	<p><b>Assembly: Plan share with staff</b></p> <p><b>Celebrate Cultural Diversity (Custom Focus)</b></p> <p><b>Wellbeing Notice Board:</b> Gratitude Wall. All classes welcome to contribute. Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p>	<p><b>Art and crafts day to promote love and gratitude</b></p> <p><b>Internet Safety Talk for Parents/ Guardians</b></p>	<p><b>Every Friday staff rota on treat Friday.</b></p> <p><b>Gratitude lotto to staff member.</b></p> <p><b>Choc and Chat: 3<sup>rd</sup> Tuesday of the month. Staff discuss course they may have been on to the whole staff.</b></p>	<p><b>Links with DEIS Plan:</b></p> <p>Involve pupils in the implementation and monitoring of the wellbeing actions. Wellbeing presentation to classes by the Pupil Voice Committee</p> <p><b>Links with School Ethos:</b></p> <p>We provide a welcoming and inclusive community that is respectful and tolerant of all religious traditions and beliefs. Gratitude for our diverse, multi-cultural context.</p>
<p><b>March</b></p> <p><b>KEY THEME: POSITIVITY</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive</p>	<p><b>Assembly: Plan shared with staff</b></p>	<p><b>Maths for Fun</b></p>	<p><b>Every Friday staff rota on treat Friday.</b></p>	<p><b>Link with Behaviour Policy &amp; Anti-Bullying Policy:</b></p> <ul style="list-style-type: none"> <li>• Model respectful behaviour to all</li> </ul>

<p><b>LANGUAGE &amp; ACTIONS</b></p> <p><b>SCHOOL RULE FOCUS: DO MY BEST</b></p>	<p>affirmation shared with class teachers every Monday morning)</p> <p>March Focus: Positivity-Language and Actions! A 5-10-minute reflection and discussion around positivity. What positive words can we use? What are positive actions? Model and encouragement of positivity through language and actions.</p> <p><b>Golden time every Friday after lunch.</b></p> <p>Movement Breaks: In classrooms</p>	<p><b>World Autism Acceptance Week (Usually end of March)</b></p> <p><b>World Book Day</b></p> <p><b>Wellbeing Notice Board:</b> Positivity Wall- key positivity messages, quotes and keywords. All classes invited to contribute. Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p> <p><b>Prize giving:</b> Student of the term</p>		<p><b>Easter Holidays night out!</b></p> <p><b>Choc and Chat: 3<sup>rd</sup> Tuesday of the month. Staff discuss course they may have been on to the whole staff.</b></p>	<p>members of the school community at all times.</p> <ul style="list-style-type: none"> <li>• Explicitly teach pupils what respectful language and behaviour looks like, acts like, sounds like and feels like.</li> <li>• Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.</li> <li>• Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.</li> <li>• Consistently tackle the use of discriminatory and derogatory language in the school</li> <li>• Give constructive feedback to pupils when respectful behaviour and language are absent.</li> </ul>
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<p><b>April</b></p> <p><b>KEY THEME:</b> <b>GROWTH MINDSET</b></p> <p><b>SCHOOL RULE FOCUS:</b> <b>BE SAFE &amp; HEALTHY</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)</p> <p>April Focus: Growth Mindset A 5-10 minute discussion about the growth mindset and how we might adapt our mindset in the interest of self-care, achieving goals and setting direction.</p> <p><b>Golden time every Friday after lunch.</b></p> <p>Movement Breaks: In classrooms</p>	<p><b>Assembly: Plan shared with staff</b></p> <p><b>Downs Syndrome Awareness Month (Ireland Specific)</b></p> <p><b>Wellbeing Notice Board</b> will encompass key messages and images to reflect growth mindset. Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p> <p><b>Easter egg hunt: Junior classes</b></p> <p><b>Fatima House Cup Winners Celebration</b></p>		<p><b>Every Friday staff rota on treat Friday.</b></p> <p><b>Choc and Chat: 3<sup>rd</sup> Tuesday of the month.</b> <b>Staff discuss course they may have been on to the whole staff.</b></p>	<p><b>Link with Ethos:</b> Fostering the <b>gospel values</b>. The educational vision which flows from these values is one which promotes the dignity, self-esteem and <b>full development</b> of each pupil as a human person. This theme focuses on the holistic development of each child.</p> <p><b>Link with DEIS plan:</b> The theme of ‘Growth Mindset’ encompasses the DEIS theme and the commitment to staff and student wellbeing through developing an understanding of the growth mindset and teaching children the main strategies to promote a ‘growth mindset’ within their own lives.</p> <p><b>Link with SPHE Plan</b> Year 1 Myself / Safety &amp; Protection</p>
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<p><b>May</b></p> <p><b>KEY THEME:</b> <b>JOY</b></p> <p><b>SCHOOL RULE FOCUS:</b> <b>BE SAFE &amp; HEALTHY</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)</p> <p>May Focus: Joy A 5-10 minute discussion about Joy. What brings us joy? What does joy look like? What can we do to make out classroom, school and lives joyful?</p> <p><b>Golden time every Friday after lunch.</b></p> <p>Movement Breaks: In classrooms</p>	<p><b>Assembly: Plan shared with staff</b></p> <p><b>Mental Health Awareness Month (Global)</b></p> <p><b>Fatima Day – Celebration</b></p> <p><b>First Communion Celebration</b></p> <p><b>Confirmation PC</b></p> <p><b>Wellbeing Notice Board:</b> The ‘Joyful’ wall will encompass key pictures and words which represent joy in our school.</p> <p>Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p>	<p><b>Multicultural Day</b></p> <p>Link to World Day for Cultural Diversity for Dialogue and Development.</p>	<p><b>Choc and Chat: 3<sup>rd</sup> Tuesday of the month.</b> <b>Staff discuss course they may have been on to the whole staff.</b></p>	<p><b>Link with Ethos:</b> Link with May, the month of Mary. The May Altar representing joy, growth and prosperity.</p> <p><b>Link with DEIS plan:</b> The theme of joy underpins all DEIS themes in developing a positive and joyful school culture and climate where all children and welcomed and their skills and qualities valued and fostered.</p> <p><b>Link with Behaviour Policy &amp; Anti Bullying Policy:</b> Joy reflects one of the key messages underpinning the Behaviour &amp; Anti Bullying Policies in that everyone has the right to a joyful, safe and secure learning environment where their voices are valued and heard.</p> <p><b>Link with SPHE Plan</b> Year 1 Myself / Safety &amp; Protection</p>

<p><b>June</b></p> <p><b>KEY THEME: REFLECTION</b></p> <p><b>SCHOOL RULE FOCUS: BE SAFE &amp; HEALTHY</b></p>	<p><b>Mindful Monday-</b> Whole school positive affirmation shared with class each Monday Morning (positive affirmation shared with class teachers every Monday morning)</p> <p>June Focus: Reflection A 5-10-minute discussion about the academic year. Reflecting all that was successful, learned, friendships that were made and positive experiences shared.</p> <p><b>Golden time every Friday after lunch.</b></p> <p>Movement Breaks: In classrooms</p>	<p><b>Assembly: Plan shared with staff</b></p> <p><b>Identity Month</b></p> <p><b>Wellbeing Notice Board:</b> 'Let's Reflect' Wall to encompass key pictures and words which represent the holistic development of each class group throughout the academic year. Quote and picture from The boy, the mole, the fox and the horse – printed and displayed.</p> <p><b>Sports Day</b></p> <p><b>Prize giving:</b> Student of the Year</p>	<p><b>Senior Class Graduation : SNA'S and Staff</b></p> <p><b>Fatima House Cup Winners Celebration</b></p>	<p><b>Choc and Chat: 3<sup>rd</sup> Tuesday of the month.</b> Staff discuss course they may have been on to the whole staff.</p> <p><b>Summer night out!</b></p>	<p><b>Link with Ethos:</b> Reflection is a key theme within the Grow in Love programme and will be weaved throughout all curricular areas this month</p> <p><b>Link with DEIS plan:</b> Review &amp; Reflection on key achievements across all DEIS themes</p> <p><b>Link with Behaviour Policy &amp; Anti Bullying Policy:</b> Reflecting on positive relationships, behaviours and our school climate and culture which acts in a preventative and proactive approach in the prevention of negative behaviours including bullying.</p>
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Note:

All wellbeing themes linked with the SPHE two-year plan is in place. The SPHE programmes to be followed are:

- **The Stay Safe Programme:** The Stay Safe Programme aims to teach children about the importance of telling
- **The Walk Tall Programme:** The Walk Tall Programme aims to give primary school children the confidence, skills and knowledge to, make healthy choices.
- **Webwise, HTLM Heroes & All Aboard Digitown.**
- **The Relationships and Sexuality Education Programme:** The Relationships and Sexuality Education Programme aims to enable the child to feel confident and comfortable with his/her sexuality and that of others.
- **LCA & Senior Cycle – SPHE**