



Coláiste Thulach Sheasta
Wellbeing Policy and Improvement Plan



Newport College
Wellbeing Policy and Improvement Plan



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Our Core Values

Excellence

Excellence means striving for the highest standards in education, training, and support. It is underpinned by the values of care, respect, community, and equality, and reflects the quality of outcomes, the richness of experiences, and the ambition of expectations for all members of our school community. *We uphold excellence by promoting wellbeing through high-quality learning environments and practices that support every individual to thrive.*

Care

Care is about the wellbeing, safety, and overall welfare of everyone in our school community. It is shown through empathy, meaningful relationships, a strong sense of connection, and a culture of support and solidarity. *We show care by prioritising mental, emotional, and physical wellbeing in all aspects of school life.*

Respect

Respect involves recognising the dignity, identity, and rights of every individual. It is reflected in the quality of our relationships and in decision-making that values the feelings, aspirations, and diverse backgrounds of our school community. *We promote respect by fostering a culture where every voice is heard and wellbeing is valued for all.*

Equality

Equality means treating everyone fairly while recognising and celebrating the diversity of our school community. It involves creating inclusive spaces, targeting supports where they are most needed, and ensuring that every voice has value. *We uphold equality by ensuring equitable access to wellbeing supports and opportunities for every member of our community.*

Community

Community is built on shared values, connection, and collaboration among students, staff, families, and the wider school environment. It thrives when everyone feels they belong, can contribute meaningfully, and are listened to. *We strengthen community by creating a supportive environment where wellbeing is a shared responsibility and priority.*

Introduction

Coláiste Thulach Sheasta, Newport College is a post primary Community College under the patronage of the Tipperary Education and Training Board (TETB). We are a state, co-educational, multi-denominational school underpinned by **5 core values:** excellence, care, equality, community and respect.

The ***Wellbeing Policy and Improvement Plan*** was prepared by the Wellbeing Committee on behalf of, and in consultation with, the staff, students, parents, and board of management of Newport College. This policy will impact on our whole school community.

Why Does Wellbeing Matter?

We know that the wellbeing of our children is critical to success in school and life. Wellbeing is an integral part of the school curriculum and schools play a vital role in the promotion of Wellbeing.

Students' wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to the wider community.

Wellbeing provides life-long advantages, improves students' academic performance, integration and satisfaction.

In Newport College we also believe that wellbeing is a balancing process between skills and resources, challenges and support. Our priority is the contentment and wellbeing of our students as outlined in our mission statement. "We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being".

The wellbeing in a school starts with the frontline staff and there is a commitment in Newport College to promote the emotional and social wellbeing of all. It is the goal of Our school to create a mutually respectful atmosphere between all individuals involved within our school including management, teachers, staff members, students, parents, and visitors. We recognise the importance of students having one good adult role model in their lives and seek to provide this within our school community.

Our Vision

We strive to create a safe, inclusive, and supportive environment where every student feels valued, connected, and challenged. We celebrate diversity and foster acceptance, helping students grow into proud, resilient individuals who respect others, take responsibility for their actions, and build positive relationships.

We will achieve our vision by:

1. Leveraging the School Self-Evaluation process to guide the development and implementation of effective policies and procedures.
2. Implementing Provision Mapping and Universal Design for Learning (UDL) to ensure inclusive and equitable education.
3. Placing student well-being at the heart of all teaching and learning practices.
4. Building on existing strengths to embed and sustain whole-school well-being promotion across the entire community.
5. Adopting a multicomponent, preventative approach to well-being, with targeted interventions where needed.
6. Embedding the four key areas of well-being into school life:
 - ✓ Culture & Environment
 - ✓ Curriculum
 - ✓ Policy & Planning
 - ✓ Relationships & Partnerships.
7. Integrating well-being into subject and programme plans and providing Level 2 Priority Learning Units where appropriate.
8. Ensuring well-being is visible and valued by both students and staff.

Purpose of the Wellbeing Policy

This policy outlines the systems in place to promote, support, and review Wellbeing within our school. It aligns with the **NCCA Junior Cycle Wellbeing Guidelines (2021)**, the **Junior Cycle Framework (2015)**, and the **Wellbeing Policy Statement and Framework for Practice (DES, 2018–2025)**. Its purpose is to guide the school community in planning and delivering a coherent Wellbeing programme.

Our school is committed to providing a broad and balanced Wellbeing curriculum at both Junior and Senior Cycle. The programme adopts a holistic approach, supporting students' physical, mental, emotional, and social wellbeing, while fostering life skills and a strong sense of connectedness to school and community.

Wellbeing is promoted through curriculum, policy, relationships, and school culture. At Senior Cycle, students engage in RE, RSE, PE, Guidance, TY modules, and extra-curricular activities, all designed to enhance wellbeing and resilience. Learning focuses on knowledge, skills, and attitudes central to wellbeing, with opportunities for integration across subjects.

Student voice is central to creating a supportive environment and is encouraged in classroom, co-curricular, and extra-curricular activities. This policy reflects the Junior Cycle Wellbeing guidelines, aiming to build on existing practices and embed Wellbeing as a visible part of school culture.

The Junior Cycle Framework introduces Wellbeing as a new area of learning across three years, making the school's ethos and commitment to wellbeing clear. It provides opportunities for students to develop life skills and a sense of belonging. The Wellbeing Policy Statement and Framework for Practice (2018–2025) includes Statements of Effective Practice to help schools review and improve provision across four key areas of wellbeing promotion.

For more information, visit:

[Wellbeing Policy Statement and Framework for Practice](#)



Supporting and Promoting a Culture of Wellbeing

Our School Culture

We promote a warm, welcoming, and positive environment through the following:

- **Safety First:** Our school is a safe space for all students. The Child Safeguarding Policy is available in the school lobby, and the names of the Designated Liaison Person (DLP) and Deputy DLP are displayed at the main entrance.
- **Celebrating School Life:** Photographs, posters, and student artwork are showcased throughout the building to foster pride and positivity.
- **Accessibility:** Most areas of the school are accessible to all students.
- **Care for Our Environment:** Students and staff take pride in maintaining a clean, well-kept physical environment.
- **Opportunities for All:** A wide range of curricular and extra-curricular activities is available to every student.
- **Safety Training:** Staff receive Occupational First Aid and defibrillator training to ensure the highest standards of care on site.
- **Student Resources:** The student journal includes practical information on wellbeing, healthy eating, and study tips.
- **High Expectations:** Teachers set high standards for all students and support them in achieving success.
- **Positive Relationships:** Open, supportive relationships between teachers and students are encouraged both inside and outside the classroom.
- **Collaborative Culture:** Cooperation and teamwork are promoted through daily teaching, learning, and assessment practices.
- **Respect and Security:** Students and staff feel safe, respected, and valued within the school community.
- **Active Engagement:** Students are encouraged to participate fully in their learning and enjoy their school experience.
- **Constructive Feedback:** Regular formative feedback helps students understand their progress and how to improve.
- **Student Voice:** Students have opportunities to discuss their learning and share what supports them best.
- **Innovative Teaching:** Teachers use active methodologies and assistive technology to develop key skills.
- **Inclusive Learning:** Differentiated teaching ensures appropriate challenge and success for all learners.
- **Support Systems:** Teachers can access the Guidance Counsellor, SEN Coordinators, SST Team, and management for assistance and incident reporting.
- **Regular Meetings:** Weekly student support and DEIS meetings strengthen our commitment to wellbeing.
- **Community Links:** We maintain strong partnerships with external agencies such as NEPS, CAMHS, TUSLA, and the DEY to support student wellbeing.
- **Celebrating Success:** Achievements are recognised and celebrated across the school community.

Recognising the Importance of Relationships for Whole-School Wellbeing

Building Positive Relationships for Wellbeing

Our school recognises that true wellbeing is rooted in positive, nurturing, and respectful relationships within our community. We strive to achieve this by:

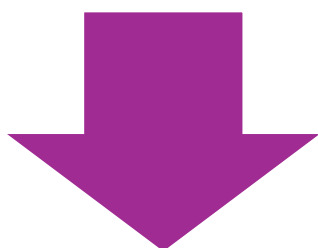
- Fostering friendly, caring, and respectful student–teacher relationships.
- Ensuring students understand child safeguarding procedures through SPHE, RSE, and Mentoring.
- Reminding staff that they may be the trusted adult a student turns to during difficult times.
- Clearly informing students how to access support structures, including Year Heads, Mentors, Guidance Counsellors, and senior management.
- Communicating the anti-bullying policy to students and parents and ensuring students know how to report incidents.
- Teaching respect for others and promoting online safety.
- Addressing behaviour issues with care, respect, and consistency, while ensuring student voice is heard.
- Using restorative practices to resolve conflicts between students.
- Promoting a shared understanding of wellbeing, focusing on strengths and capacities.
- Encouraging students to show respect, care, and concern for peers, creating a safe and supportive environment.
- Providing forums such as the Student Council and Learner Voice to involve students in decision-making.
- Valuing student feedback and acting on it where appropriate.
- Welcoming and respecting parents as partners in education and sharing strategies to support their child’s wellbeing.
- Maintaining strong links with the local community and sports clubs.
- Monitoring attendance and academic progress, using tools like Athena Academic Tracker and holding academic review meetings for exam years.

Wellbeing in our Teaching, Learning and Reporting

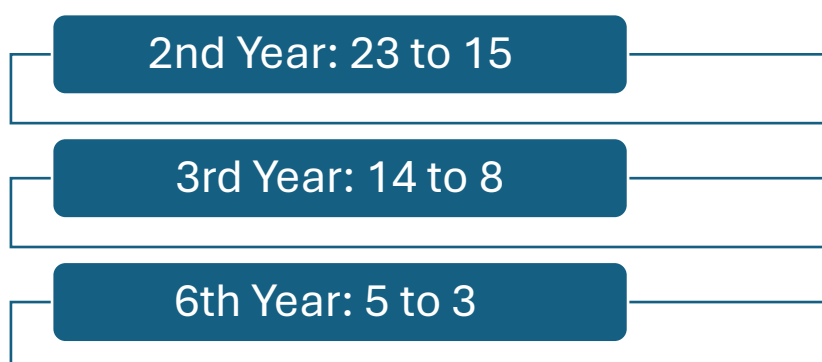
Summary of DEIS Targets



Attainment



Between September 2024 and Summer 2025: Decrease number of students who are currently failing to achieve their potential in more than five subjects from:



Attendance

Support For All	Overall Attendance of Students will be at least 95% for non-priority students
Support For Some	To decrease the level of absenteeism for each priority student with regular absenteeism (90% - 94%)
Support For Few	To decrease the level of absenteeism for each priority student with chronic absenteeism (below 90%)

Literacy

Improve students' comprehension of these terms, increasing their proficiency from the current levels of 49% to 50%

Increase reading for pleasure from 35% to 65%, 10% each year for the next three years

Numeracy

Increase average score of students with 'Below Average Quantitative CAT 4s' in the numeracy exam from 23.6 to 28

Increase average score of students with 'Very Low' Quantitative CAT 4s' in the numeracy exam from 19.5 to 23.6

Partnership With Parents

70% of students' parents/ guardians to have downloaded and interact with Unique Schools app by December 2023, rising to 80% by end May 2024

Increase the percentage of parents who attend an event that they were invited to from less than 50% to 55%

Partnership with Others

To improve numeracy links for students from 2.35% to 5% in the next 3 years.

To improve literacy links for students with partnership in others from 7% to 12 % in the next 3 years.

Retention

To increase the Junior retention rate from the five-year average of 96.48% to 98% from 2023 to 2024

Transitions

Increase the percentage of students who are happy in Our School from 85% to 90%

Increase the students who have completed the student interest survey from 75% to 85%

The Baseline, Target, Target Rationale, School Action, Monitoring and Evaluation of each target can be found in our School's DEIS plan

Use of Diverse Teaching and Learning Strategies

Our school is committed to inclusive, engaging, and effective teaching practices that cater to mixed ability, accessibility needs, and language diversity. Staff employ a wide range of methodologies to maximise student engagement, learning, and achievement.

Key approaches include:

- Active Learning strategies, alongside clear Learning Intentions, Success Criteria, Target Setting, and Formative Feedback.
- Continuous integration of ICT and Assistive Technologies to enhance teaching and learning.
- Team Teaching across all year groups to support collaborative learning.
- Dedicated support for Gifted and Talented students.
- Learning Schools Project (LSP) – a staff-led initiative for sharing innovative resources, strategies, and methodologies.

Universal Design for Learning:

Teachers apply UDL principles to ensure differentiation and accessibility, creating learning experiences that benefit all students.

Provision Mapping:

Our school uses Provision Mapping across all subject departments, guided by the Continuum of Support Framework (NEPS, 2010). This approach emphasises:

- Support for All – what is essential for some is beneficial for all.
- Inclusive education and emotional wellbeing for every student.

EAL and Inclusion:

We provide targeted support for students with English as an Additional Language (EAL), IPAS students, and members of the Traveller community, ensuring full inclusion.

Mixed Ability Grouping:

Core subjects are banded for differentiated levels, while maintaining mixed-ability groupings to promote democracy, community, and student self-esteem.

Athena Academic Tracker:

The Athena Tracker empowers teachers, students, and parents to monitor progress, set goals, and promote ownership of learning. It supports a culture of student–teacher dialogue and personalised achievement.

Guidance Related Learning:

Guidance encompasses personal and social development, education, and career planning. Delivered by all staff, it equips students with self-management skills for effective decision-making.

Student Support Framework

Support is structured across three levels:

- **Support for All:** Whole-school policies and practices that promote wellbeing, prevent negative factors, and enable early intervention.
- **Support for Some:** Targeted strategies for groups at risk, including the Alert Programme (NBSS), supported by the Student Support Team, AEN Team, and management.
- **Support for a Few:** Intensive interventions for students with complex needs.

Room 31 – Autism Support

Room 31 provides an integrated education for 12 students diagnosed with Autism.

Facilities include:

- Multi-Sensory Room, Daily Living Skills area, classroom, and bathroom.
- Social trips (e.g., horse riding), SNA meetings, Care Team links, weekly wellbeing activities, and support classes.

Staff Wellbeing and Support

At our school, staff work in a supported and collaborative environment, where wellbeing is recognised as a priority. Research shows that caring for staff not only benefits individuals but also enhances the entire school community and student outcomes.

Teachers often prioritise their students and work, but we actively remind staff of the importance of self-care both inside and outside the classroom. When staff are mentally and physically healthy, they are better equipped to meet the challenges of teaching.

Management Commitment

- The Principal and Deputy Principal regularly update the school community on staff initiatives at Board of Management and Parent Association meetings.
- School leadership works collaboratively with staff, respecting their professional commitment and valuing them as colleagues and friends.
- Management responds with compassion and support to the pressures staff may face and encourages professional growth through new roles, further qualifications, and CPD opportunities.

Culture of Collaboration

- Regular staff meetings, subject department meetings, planning and development days foster teamwork.
- Staff have access to Office 365, VsWare, and a whole-school email system for resources and communication.
- The Learning Schools Project promotes sharing of best practices and innovative strategies.

Social and Wellbeing Initiatives

- An active Social Committee organises events such as the Christmas Party and termly gatherings to strengthen relationships.
- Teacher-based classrooms improve working conditions, and a well-equipped staffroom provides a communal space.
- Spectrum Life, provided by the ETB, and union-related supports are available to all staff.

Our school promotes a culture where staff wellbeing is integral to success because when teachers thrive, students thrive.

Whole School Wellbeing and Other Areas of Learning

Student Support and Engagement

- **Middle Management Team:** Holds weekly organisational and developmental meetings.
- **Student Support Team (SST):** Includes Principal, Deputy Principal, Guidance Counsellor, SEN Coordinator, and HSCL. Meets weekly to address academic, emotional, or behavioural concerns. Referral procedures are communicated to staff via email.
- **Year Heads:** Monitor and support students in their year group, working closely with management, SST, Guidance, and tutors. Weekly meetings with senior leadership and AP1 post holders.
- **Class Tutors:** Provide additional support during mentoring sessions, promoting school attachment and guiding students positively.
- **Guidance Counsellor:** Offers personal, social, educational, and career guidance, helping students develop self-management skills and make informed decisions.
- **Testing:** WIAT and CAT assessments identify students needing learning support or language exemptions.

Student Voice and Leadership

- **Student Council & Learner Voice:** Elected annually, meet fortnightly to represent student concerns and contribute to school initiatives. Students participate in Open Night, School Events and Staff Meetings.
- **Leadership Roles:** Head Boy and Girl elected each year.
- **Learner Voice Group:** 15 students meet fortnightly, focusing on improving teaching and learning in our school and working on projects such as the Student Charter and Bí Cineálta.

Activities

- **Parent–Student–Teacher Meetings:** Students actively participate in discussions.
- **Subject-Themed Weeks:** Promote collaboration, problem-solving, and wellbeing (e.g., Geography Week, Active Schools Week).
- **Extra-Curricular Activities:** Wide range of sports (hurling, basketball, soccer, athletics, horse riding, etc.) and clubs (e.g., Lego Club) to build confidence and relationships.
- **Trips & Workshops:** Local and international trips, TY bonding activities, subject-related excursions, and cultural exchanges (Italy, Barcelona, Erasmus).
- **Performances & Events:** TY Musical, ETB Talent Show, Language Awareness Week, Sustainability projects, Careers Fair, and engineering events.

Wellbeing and Staff Support

- **Workshops & Speakers:** Cover mental health, sexual health, online safety, and career guidance.
- **Staff Wellbeing:** Social committee events, Spectrum Life support, and recognition initiatives (birthday celebrations, shoutouts, gifts during life events).
- **Awards:** ETB Awards Ceremony and End-of-Year celebrations.

Curricular Planning of Wellbeing

Current 1st Years

YEAR	1	2	3	Total Hours
CSPE	1	2	2	111
SPHE	1	2	2	111
PE	3	2	2	156
Other Areas	2			44
				422

Current 2nd Years

YEAR	1	2	3	Total Hours
CSPE	1	2	2	111
SPHE	1	2	2	111
PE	4	2	2	178
Other Areas	1			22
				422

Current 3rd Years

YEAR	1	2	3	Total Hours
CSPE	1	2	2	111
SPHE	1	2	2	111
PE	4	2	2	178
Other Areas	1			22
				422

Links to Other Policies

All School Policies are developed with staff, parents/guardians, students and the Board of Management and should relate directly to wellbeing and have been updated accordingly.

Policy Protocol

All elements of this policy are reviewed periodically, through formal and informal student, teacher, and parent feedback. The policy document will be formally reviewed every 24 months from the time of ratification.

Newport College

Our Self-Evaluation Report and Improvement Plan

Introduction

Our vision is a school where students want to come because they feel safe, connected, supported, cared for, and challenged. Our policies are centred around our core values of excellence, care, respect, equality, and community. Wellbeing is considered across four key areas: Culture and Environment, Teaching and Learning, Policy and Planning, and Relationships and Partnerships.

Ensuring the **continuity of learning** is essential for student progress and wellbeing, particularly during teacher and student absences. This plan outlines strategies to maintain consistency in teaching and learning while supporting both students and staff. Additionally, we recognise that student absences due to illness, extra-curricular activities, and other personal circumstances, as well as teacher absences due to school trips, must be factored into our approach. We also recognise the importance of parental support and guidance in ensuring students keep up with work missed where possible.

The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *January 2024 to May 2024*. We evaluated the following aspect(s) of teaching and learning:

- Assigning of work in absence of class teacher
- Completion of work by the students when teacher is absent
- Completion of work by students who are absent due to extra-curricular activities or other reason
- Correction of work when class teacher returns from absence

Findings

This is effective / very effective practice in our school

- Classwork is assigned by teachers when absent
- Resources and materials left and/or posted in MS Teams
- Willingness of teachers to support the continuity of learning in the classroom

This is how we know

- Work is emailed to all teachers on staff including substitute teachers
- Students report work is handed out in some classes
- Feedback from teachers regarding the benefits of all supporting continuity of learning

- Sessions to reflect on the current practice with the learner voice cohort

[This is what we are going to focus on to improve our practice further](#)

The following aspects of teaching and learning we have identified and prioritised for further improvement are:

- Minimise disruption to student learning due to teacher absences.
- Provide classwork for substitute teachers and internal staff covering classes.
- Enhance student wellbeing by maintaining a stable learning environment.
- Address learning gaps caused by extra-curricular activities and teacher absences for trips.
- Strengthen parental involvement in supporting their child to catch-up on learning missed.
- Promote use of technology to support continuity of learning.

[Our Improvement Plan](#)

On the next few pages, we have recorded:

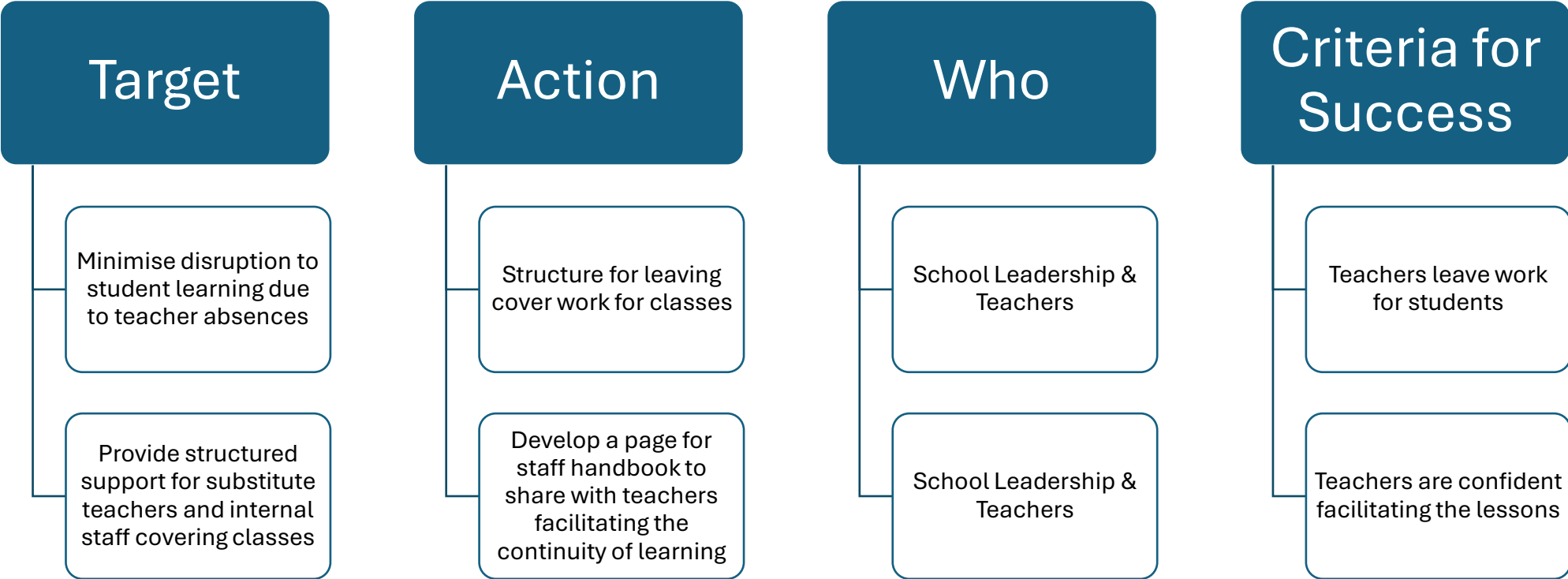
- The targets for improvement we have set
- The actions we will implement to achieve these
- Who is responsible for implementing, monitoring and reviewing our improvement plan
- How we will measure progress and check outcomes (criteria for success)

As we implement our improvement plan, we will record:

- The progress made, and adjustments made, and when
- Achievement of targets (original and modified), and when

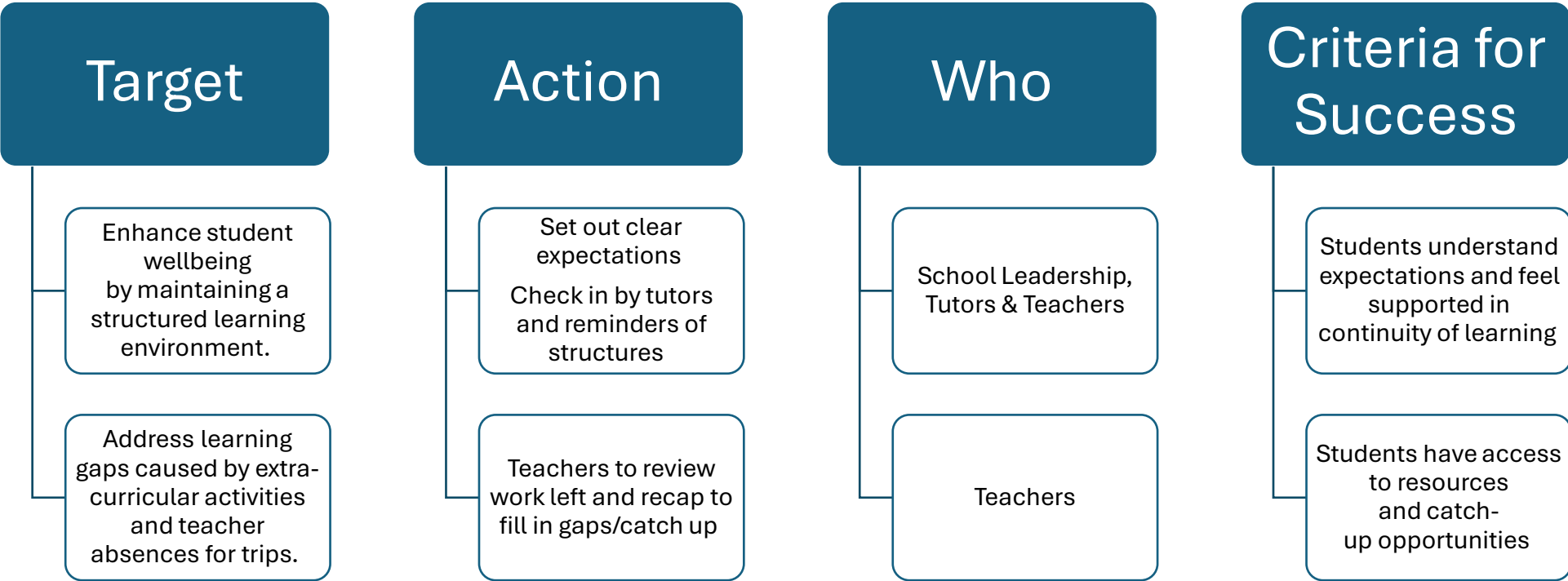
Our Improvement Plan

Timeframe of this improvement plan is from Sept 2024 to Aug 2027



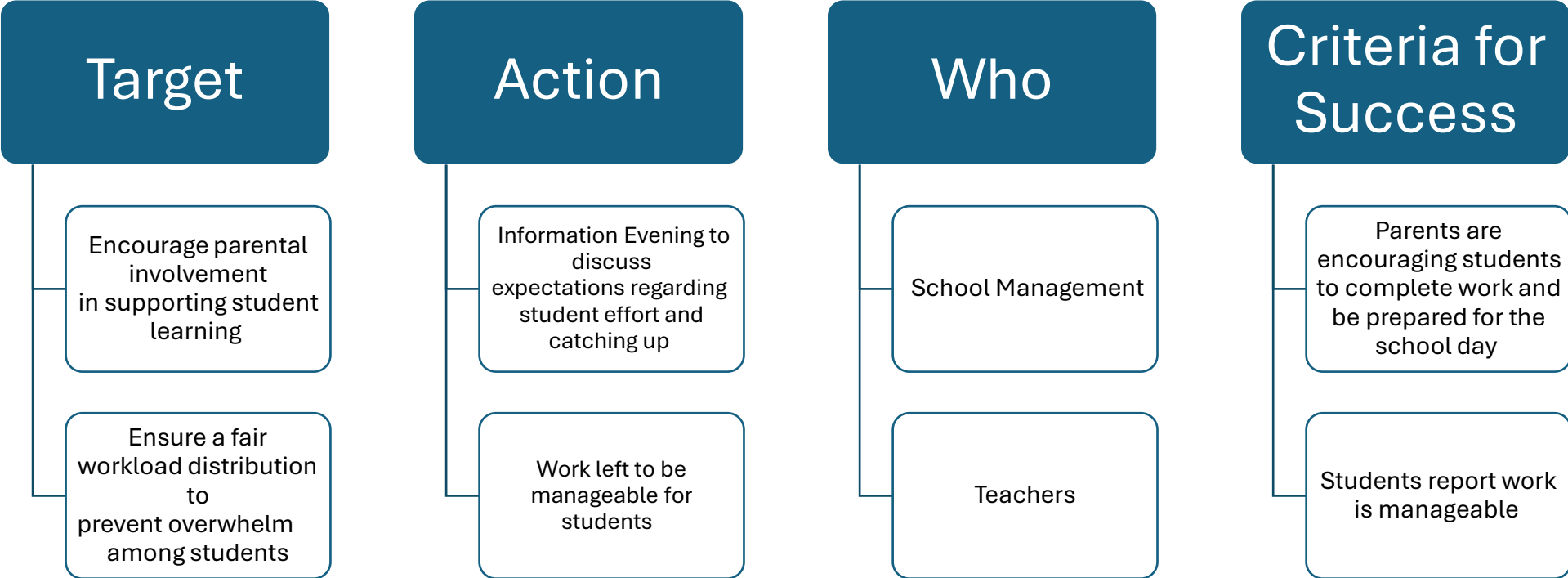
Our Improvement Plan

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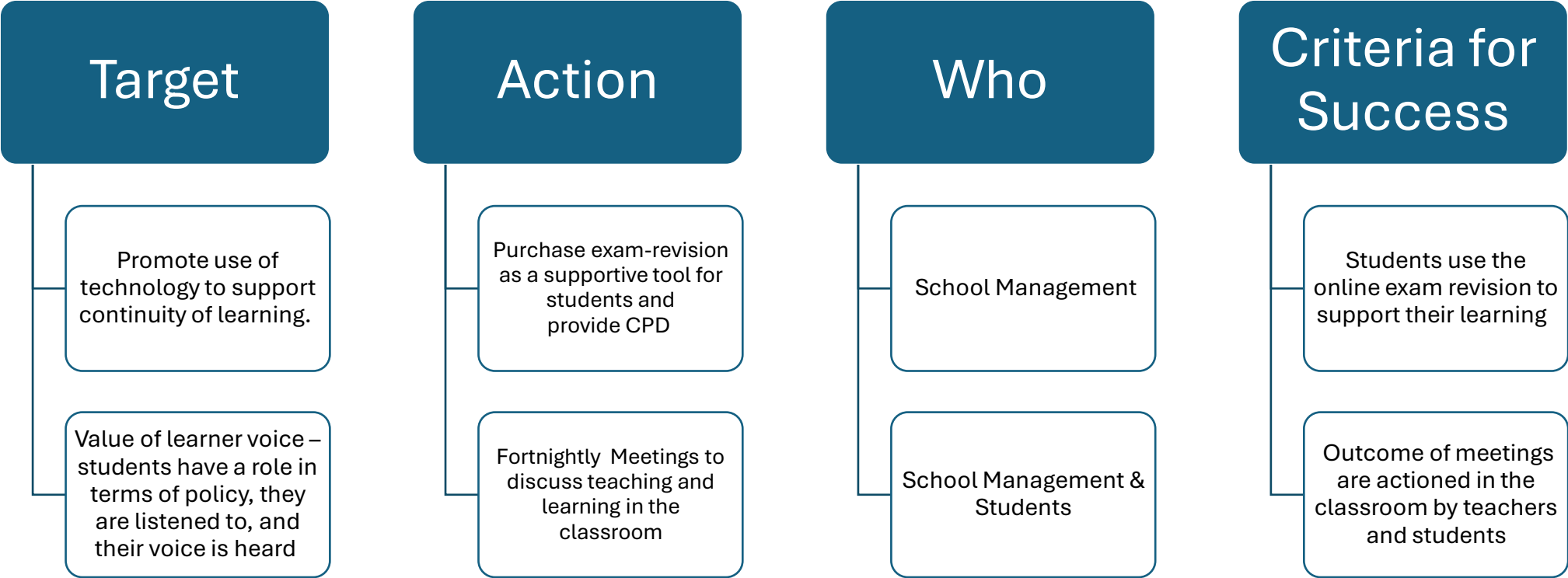
Our Improvement Plan

Timeframe of this improvement plan is from Sept 2024 to Aug 2027



Our Improvement Plan

Timeframe of this improvement plan is from Sept 2024 to Aug 2027



Progress & Adjustments

Targets Achieved

Monitoring and Evaluation

- Collect feedback from students, teachers, and substitutes on the effectiveness of implemented strategies.
- Track student engagement with work left and exam revision.
- Assess the effectiveness of parental involvement in catch-up learning – through check-in survey
- Review and refine the plan annually based on collected data and feedback.

Conclusion

By implementing these strategies, the school aims to maintain high-quality learning experiences during teacher absences, ensuring both student achievement and overall wellbeing are prioritised. This plan will be continuously reviewed and adapted to meet the evolving needs of the school community.