

St. Columba's College Stranorlar



Wellbeing Plan February 2022

St. Columba's College Wellbeing Plan

Our Mission Statement

St. Columba's College, Stranorlar is a Catholic Voluntary Secondary School under the Trusteeship of CEIST and is committed to 'the pursuit of excellence in a caring environment'.

Philosophy of Education

Inspired by the vision of Catherine McAuley, St. Columba's College is committed to the holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalised. It is a process informed by the teachings of Jesus Christ and is conducted in an atmosphere guided by the core values of CEIST

Promoting Spiritual and Human Development: We believe a knowledge of, and a personal relationship with Jesus Christ give meaning and purpose to our lives.

Achieving Quality in Teaching and Learning: We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person: We respect the unique and intrinsic value of every person.

Creating Community: Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible: We seek to act justly and responsibly in all our relationships.

Rationale for Policy.

The Framework for Junior Cycle (2015) highlights the necessity for a new area of learning at junior cycle; Wellbeing. This policy has been developed to ensure that St. Columba's College adequately responds to the changing and diverse needs of each of the pupils. There are already evident similarities between our own mission statement and the definition of "Student Wellbeing" as outlined in the NCCA guidelines.

"Student wellbeing is present when 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 a wider community” (cf NCCA Guidelines for Wellbeing 2018).

Success in Education and Wellbeing are inextricably linked. ESRI research has found that “children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement subsequently” (Smith,E. 2015).

Promoting Wellbeing

There is substantial evidence that *Wellbeing Programmes* in schools, when implemented effectively, can produce long-term benefits for young people. St Columba’s College recognises the importance of developing the whole person; emotionally, mentally, spiritually and physically. A supportive school environment where high expectations and aspirations are the norm for all young people can of itself contribute significantly to lifelong health and wellbeing. At St. Columba’s College we provide a range of supports and interventions that address the emotional, mental, spiritual and physical needs of our students. These include:

- The co-ordinated implementation of our whole-school guidance plan.
- Building positive interpersonal relationships.
- Ensuring that our students are aware of the range of supports within the school as well as those offered by external agencies.
- Providing opportunities to develop their physical well-being through physical education and extracurricular activities.
- The effective and consistent implementation of SPHE as part of a whole-school approach to the promotion of wellbeing in our students.
- Addressing the spiritual needs of students through religion class, liturgical celebration and prayer.
- Implementation of the whole school approach to SEN

Risk and Protective Factors for Student Wellbeing

Risk and protective factors relating to wellbeing promotion that are specific to the school/educational setting have been identified. In the school/educational setting wellbeing protective factors include:

- positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents
- a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities
- opportunities for social and emotional learning including self-awareness, self-management, relationship and responsible decision-making skills
- opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy
- fostering expectations, recognising contributions, effort and achievement and providing opportunities for success
- wellbeing of school personnel
- protocols and support systems that proactively support children and their families should difficulties arise
- opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way
- opportunities to develop skills to manage stress that may be linked to school work

In the school setting wellbeing risk factors include:

- disengagement, absenteeism, isolation and alienation
- violence/aggression, bullying and relationship difficulties
- low achievement/learning difficulties/special educational needs including social, emotional and behavioural needs
- cultural differences
- school transitions
- poor connection between family and school
- harsh and inconsistent discipline
- lack of opportunity to develop social and emotional learning, including problem

solving and coping skills

Schools, therefore, play an important role in the lives of its students to help them enhance their wellbeing and develop positive mental health, that they can nurture throughout their lives. St. Columba's College will aspire to facilitate the holistic development of each of our students using the six indicators of wellbeing as the focal point of our actions; Active, Responsible, Connected, Resilient, Respected and Aware.

The Structure of the Wellbeing Policy

Research indicates that a multi-component, preventative, whole school approach to the promotion of wellbeing, with interventions at both universal and targeted levels, is the most beneficial and evidence informed approach for schools and centres of education. (Wellbeing policy Statement and Framework for Practice 2018).

We in St. Columba's College have embraced a whole-school approach and have aligned the design and planning for our Wellbeing policy with school policies, SSE and practice.

The foundation of this policy is based on the Junior Cycle Wellbeing Guidelines and Wellbeing Indicators, the aim of which is to support schools in planning and developing consistent wellbeing programmes. The Wellbeing policy is anchored in the following subject areas: SPHE, CSPE, PE, Guidance, Wellbeing Class, other areas of learning and practices within the school. St. Columba's College policy will achieve synergy and a cohesive approach to Wellbeing.

The policy will also be guided by The Continuum of Support which offers a flexible framework through which schools can identify and address all educational needs as well as the wellbeing needs of its students.

Table 1: Continuum of Support



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





Wellbeing and the Curriculum

St. Columba's College aspires "to provide a holistic education in the Catholic tradition", in a spirit of collaboration, to continually invite its members to reach their potential, in the context of a school faith community which seeks to consciously embody a true expression of Reign of God as announced by Jesus Christ.

The Junior Cycle Wellbeing Guidelines (2017, p44) state that when planning a programme, the starting point must be the shared vision and values of the school alongside consideration of the principles and statements of learning set out in the Framework for Junior Cycle (2015)

In St. Columba's we offer a curriculum that is balanced, integrated and stimulating. The areas of PE, SPHE, CSPE, RE and Lifeskills have been identified as key areas in which our Wellbeing programme will be embedded, while also being supported across all subjects, other areas of learning and practices within the school.

At St. Columba's we believe that a Junior Cycle programme that builds the foundations for Wellbeing:

- Places students at the centre of the learning process
- Encourages students to be actively engaged with learning
- Develops their competencies with digital technology
- Promotes intellectual curiosity, critical thinking and collaboration among their peers
- Develops physical literacy, encourages an active lifestyle informing students of the benefits, importance and link between their physical and mental health.

Wellbeing at St. Columba's will extend across the three Junior Cycle years from First to Third Year. Explicitly planning for Wellbeing in the curriculum and assigning space on the timetable communicates to students, staff and parents that this area of learning is important. Wellbeing is clearly visible throughout the school and confirms for students that their wellbeing is paramount.

First Years: CSPE, PE, SPHE, Lifeskills, RE

Second Year: CSPE, PE, SPHE, RE

Class Third Year: CSPE, PE, SPHE, RE

St. Columba's College Wellbeing Timetable in Junior Cycle

		Number of Weekly Periods			Total time (Hours)
Year	Subject	1	Year 2	Year 3	
Wellbeing	PE	2	2	2	132
	CSPE	1	1	1	66
	SPHE	1	1	1	66

	WB	1			22
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Annual Total Hours

Min

104

88

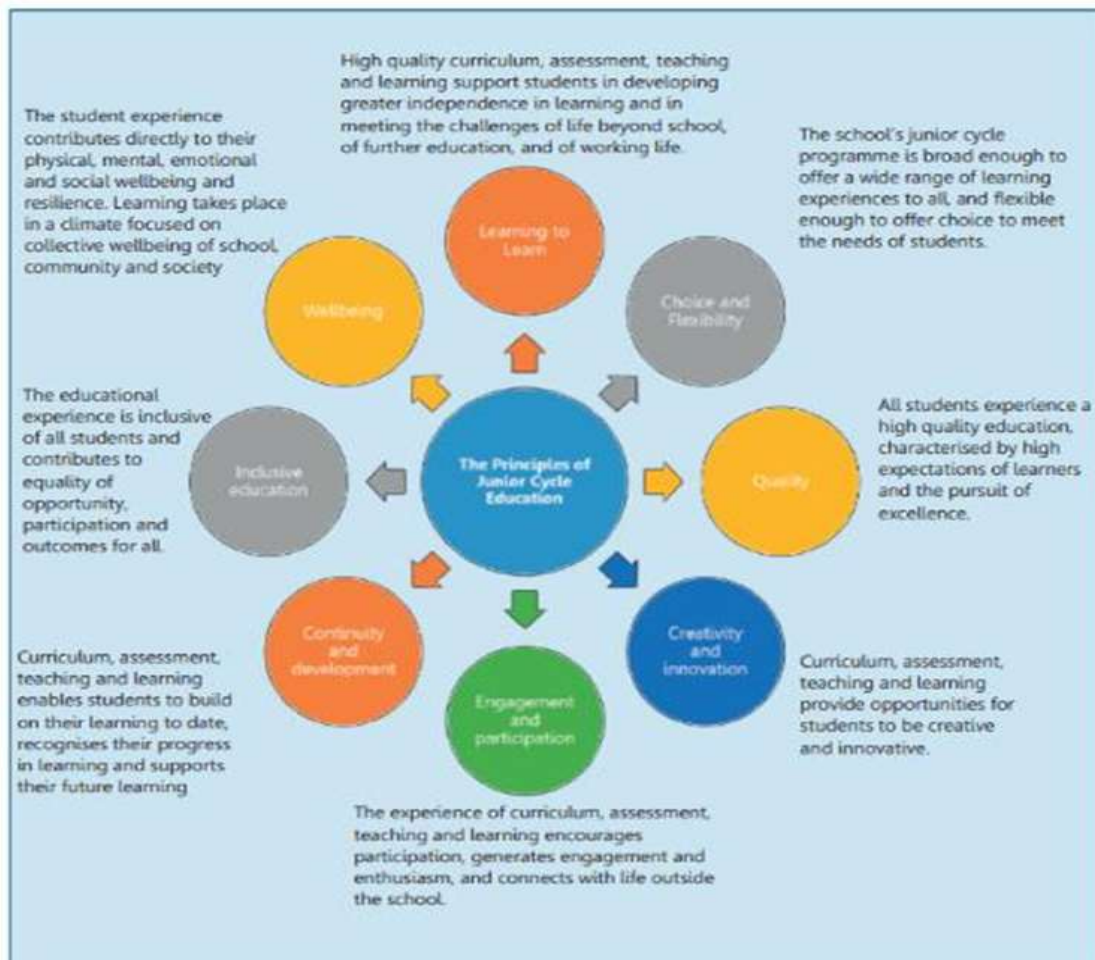
88

280

Wellbeing
Total =

The Principles of Junior Cycle Education

Wellbeing is one of the eight principles underpinning the Junior Cycle Profile of Achievement (JCPA):



1. Engagement and Participation
2. Learning to Learn
3. Choice and flexibility
4. Quality
5. Wellbeing
6. Inclusive Education
7. Creativity and Innovation
8. Continuity and Development

Twenty-Four Statements of Learning

“The learning at the core of junior cycle is described in twenty-four statements of learning..... They are central to planning for, the students’ experience of, and the evaluation of the school’s junior cycle programme” (Framework for Junior Cycle, 2015, page 12)

The purposes of the Statements of Learning are:

- To ensure a rich educational experience for students.
- Learning that has both breadth and depth and is varied.
- To enable development of the key skills.
- To give access to a varied curriculum of knowledge

The following Statements of Learning (SOL) are particularly applicable to Wellbeing:

SOL 5	The student has an awareness of personal values and an understanding of the process of moral decision making.
SOL 7	The student values what it means to be an active citizen with rights and responsibilities in local and wider contexts.
SOL 10	The student has the awareness, knowledge, skills, values and motivation to live sustainably.
SOL 11	The student takes action to safeguard and promote her/his Wellbeing and that of others.
SOL 12	The student is a confident and competent participant in physical activity and is motivated to be physically active.
SOL 13	The student understands the importance of food and diet in making healthy lifestyle choices.

Key Skills of Junior Cycle

Learners need a wide range of skills to help them face the many challenges presented to them in today's world. They develop specific skills in their subjects and other courses. But there is also a more general set of skills that are needed to support learners in their personal, social and work lives. These are referred to as the key skills of junior cycle. As learners develop each of the key skills in an integrated way they will also become better learners.

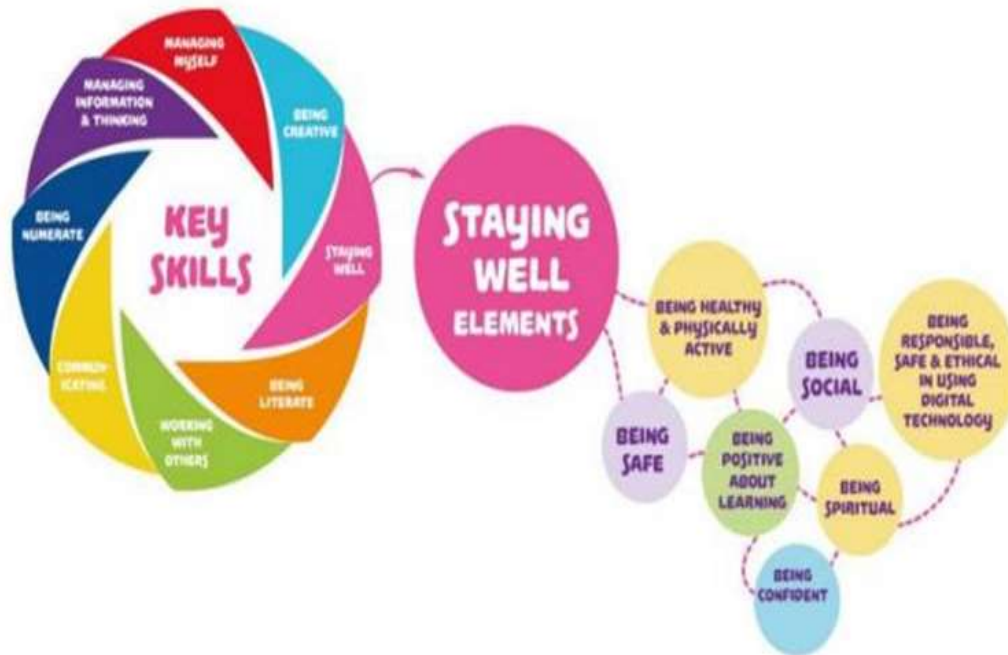
The six key skills of Junior Cycle that are related to Wellbeing are;

- Managing Myself
- Staying Well
- Communicating
- Being Creative
- Working with Others
- Managing Information and Thinking.

Working with Digital Technology also forms part of each of the skills.

“Key skills will be embedded in the learning outcomes of every junior cycle subject and short course” (Framework for Junior Cycle, 2015, page15)

Staying Well is one of the 8 Key Skills of the Junior Cycle Programme



As stated in the latest *Wellbeing Policy Statement and Framework for Practice (2018-2023)*

'The promotion of wellbeing for all is central to the Department's mission to enable individuals to achieve their full potential and contribute to Ireland's social, cultural and economic development.'

Whole School Wellbeing

Pastoral care underlies all relationships within the school community. We aim to create a safe and happy environment which enriches the lives of the students.

Whole school wellbeing is evident in the following areas:

1.School Policies.

School Policies are developed with staff, parents/guardians, students and the Board of Management. The following school policies are related to Wellbeing and are reviewed regularly:

- Admissions Policy
- Administration of Medication Policy.
- Attendance Strategy.
- Anti-Bullying Policy.
- Children First Act 2015.
- Children First: National Guidance for the Protection and Welfare of Children.
- Child Protection Procedures for Primary and Post Primary Schools 2017.
- Child Safeguarding and Risk Assessment.
- Child Safeguarding Statement
- Closed Circuit Television Policy.
- Code of Behaviour.
- Critical Incident Policy.
- Data Protection Policy.
- Acceptable Use Policy.
- Guidance Plan
- Healthy Eating Policy.

- Health and Safety Policy.
- Remote Learning Policy.
- Intimate Care Policy
- PE Plan.
- RSE Policy.
- School Tour Policy.
- SEN Policy.
- SPHE Plan
- Student Teacher Placement Policy.

2. Students

The development and nurturing of student wellbeing underpins everything we do in St. Columba's College. Student wellbeing is acknowledged and incorporated in the planning and delivery of lessons on a day to day basis and in wider curriculum development and implementation. This is evident in the many activities and programmes that take place in the College throughout the year, all of which bolsters the strong sense of community in the College.

First Year

- The SEN Teacher liaises with parents of students with identified learning needs to allow us to identify, plan for and respond to needs in a flexible way.
- All first years participate in a three-day induction programme to help them make the adjustment from primary to secondary school.
- A number of targeted students participate in a mentoring programme through which they are paired with a 5th year student. Activities include tea and chat, lunch time games and craft activities, assistance with the use of google classroom etc.
- The Guidance Department meets with all 1st year classes to ensure they are aware of the support available to them and how to access it. They also support them by

introducing and guiding them through new school structures and experiences such as term assessments.

- The senior prefects will be assigned to a 1st year class group and will meet with them at tutor time/assembly time as a way of getting to know them and will answer questions they may have around lockers and canteen routines etc.
- Mass is held for 1st years and their parents/ guardians, which supports the sense of community.
- A 1st year parent's information evening is held to give parents an understanding of the experience their son/daughter is having in secondary school and to offer support in the form of practical and curriculum advice for them and their child.
- A study skills workshop is held to support students
- Cyber safety talks are organised to raise awareness about online safety
- Lunchtime clubs such as the Book club, Chess club and Coding club
- A Class tutor system operates each morning, providing a supporting role for students
- The PE department run a Pentathlon for all 1st years
- SEN classes provide focused and appropriate assistance
- Lunch time support – Quiet Room

• **First to Third Year**

- A comprehensive S.P.H.E. (Social, Personal & Health Education) programme provides valuable insights and information **for** students.
- All Junior cycle classes have a CSPE class promoting active citizenship.
- All Junior classes have two periods of PE per week. PE provides students with the opportunity to choose a lifestyle that is active, healthy and meaningful, in order to contribute to the preparation of the student for a life of wellbeing.
- The Guidance Department delivers a subject choice module to 3rd year students which includes classroom contact, presentations from subject teachers, research classes and one to one appointments if required
- An information evening on programme and subject choice for senior cycle is held for parents and guardians of 3rd year and transition year students.
- A Second Year Pentathlon allows all students to engage in sporting challenges with their peers.

First to Sixth Year

- Year Heads monitor an entire year group in conjunction with the class teachers, Guidance Counsellors, SEN Teachers, Deputy Principals and Principal. Regular assemblies are held with each year group.
- There are two guidance counsellors who offer personal support and assist students who may encounter challenges and difficulties in their lives
- The guidance counsellors provide emotional guidance, career guidance and educational guidance to students across all year groups through class contact or during one to one appointments.
- Various sporting activities and initiatives for senior students encourage lifelong physical activity on an individual and team basis, allowing students the opportunity to represent the college at county, provincial, national and international level.
- Throughout the school year significant religious events are celebrated.
- The annual School Musical gives opportunity to celebrate musical talents.
- The Christmas Charity appeal sees a whole school approach focused on assisting others in our wider community
- The Talent Show allows students to showcase their many gifts and aptitudes.
- Liturgies occur at relevant times during the year and a school mass celebrates the beginning of each school year.
- Retreats are organised for each year group.
- The Guidance Department facilitates visits to Open Days **at** Third Level Colleges and other career events. They also arrange for relevant guest speakers to visit the school.
- An information evening for Leaving Certificate parents on options available post leaving cert and advice on CAO, UCAS and Access programmes takes place each year.

TY Specific Wellbeing Activities

- Participation in Young Environmentalist Awards, Young Social Innovators, BT Young Scientists, Friends of the Earth – For The Love of Solar competitions.

- Guest speakers on a range of issues – Environmental awareness, personal road safety – paramedic, Gardaí, Pro Social Drive, fire service, homelessness – Peter McVerry Trust & Northwest Simon Community
- Charity focused activities – fundraising through sponsored hike and Sleep Out
- Foroige Real U programme – Drug & Alcohol awareness programme
- Gaisce
- B & S Chamber of Commerce community activities
- LK Model United Nations Conference
- Friday Modules – developing personal skills
- Self Help Africa book MDG 2015 – 2019
- National TY project – Change your Clothes, Change the World
- Strictly Come Dancing
- First Aid
- Dental Hygiene
- Team Building Exercises – Donal Gillespie
- Gartan Adventure Centre – Orientation Day
- Rossnowlagh Retreat & Surfing
- Toast Masters & Interview Skills
- Work Experience – Introduction to the World of Work & Employment
- Portfolio
- Film, Music & Theatre – Cinema, Musical & Production workshops
- Silver Service training & Christmas Lunch
- Historical, Tolerance, Cultural & Human Rights Awareness Field Trip – Derry & MOFD visit
- Creative Cookery – Portions, Pricing & Production of Healthy & Varied Diet
- Rotary Leadership Award
- Pope John Paul 11 Award

Structures, Departments & Teams that support Wellbeing in the College:

1. Wellbeing Team

A Wellbeing coordinator has been appointed and will work with the deputy principal, the student support team and the wellbeing committee to develop a Wellbeing programme for Junior Cycle.

The Student Support Team

The student support team is part of the pastoral care system in the school. That system encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students. The student support team meets weekly. Members of the team include the principal, a deputy principal, year head, guidance counsellors and the SEN coordinator. Other staff members may attend as necessary. Outside agencies may be invited to this weekly meeting as appropriate. These meetings are facilitated by the Deputy Principal. The student support team is a student-focused mechanism put in place in order to:

- Co-ordinate the support available for students in the school
- Facilitate links to the community and other non-school support services
- Enable students with support needs to continue to access an education appropriate to their abilities and needs
- Assist staff to manage students effectively.

Tutor Time

- The Tutor System structure offers support and facilitates the social, emotional, spiritual and academic development of all Junior Cycle students. Meeting every morning as a class group, the tutor acts as the first point of contact in the student's day. This provides a setting and environment whereby matters around the effective use of journals, absence, behaviour, announcements and organisational issues are explained, explored, monitored and resolved.
- On a pastoral level, students have opportunity to discuss personal matters if they so wish and tutors may act as the point of referral to the Student Support Team and/ or DLP. Tutors may also liaise with subject teachers, assistants and middle management.
- Tutor time serves to develop and promote student leadership and responsibility with the appointment of class prefects and class based initiatives.

The Transfer Programme

- The College Transfer Programme facilitates and moderates the transition from Primary to Secondary school for incoming first year students.
- Delivered over eighteen hours, both on and off site, it sees students enjoy teambuilding exercises and bonding exercises in an outdoor pursuits setting.
- All students complete 'Mind the Gap' programme as a means to engage in fun based activities enabling 'Talk Time', introductions and icebreakers to fellow students and teachers, managing & organising timetabling and campus orientation.

SEN Department

The SEN Department oversees the whole school approach to SEN & contributes to Wellbeing. Student Wellbeing is an integral part of the work of the SEN Department. In the creation of an inclusive, supportive learning environment for all students they support and encourage students to develop coping mechanisms and build resilience for the present and into the future. The department collaborates with relevant stakeholders including, students, parents/ guardians, classroom teachers, wellbeing teachers, guidance and the student support team, year head and management and outside agencies. SNAs act in a care and support role, supporting the health and safety of the student and assisting in the overall development of the student, while aiming to foster independence.

Communication and sharing of relevant information between home and school are essential elements of working with students with SEN. Parents/Guardians, through their unique knowledge of their own children have much to contribute to their child's learning and wellbeing.

The Continuum of Support Framework (see table 1) set out by the Department of Education to identify and support students with additional needs. The SEN department recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that students require different levels of support depending on their identified additional needs. A student's educational needs may include academic, social and emotional needs, as well as needs associated with physical, sensory, language and

communication difficulties. The collaborative whole school approach adopted allows needs to be identified and responded to in a flexible and focused way.

Student Voice is essential in developing student wellbeing. Students who are in receipt of support from the SEN Department are, as appropriate, given the opportunity to contribute to the development, ownership and evaluation of their student support plan.

Upon leaving St Columba's College, students with Special Educational Needs are better equipped and more empowered, to the best of their abilities to:

- Participate fully in the wider community
- Acquire the personal, social, literacy and numeric skills needed for life.
- Experience success.
- Develop a positive self- image and self-esteem.

2. The Religious Education Department.

The primary role of the RE Department is to develop, promote and nurture faith in the school community. The Department works closely with management and staff in carrying out this responsibility and in extending it to the whole school community, parents and guardians.

Those involved in the RE department teach Religious Education, help to develop a spiritual response to human experience, gather the whole school community for blessing, reflection and sharing, value and promote tolerance and inclusiveness, welcome the contributions and perspectives of those of other faiths and none and engage with all students in group contexts.

The RE Department supports, through listening and being present, brings compassion and insight of the Christian Tradition to the specific challenges and concerns of young people as they journey through adolescence to young adulthood.

The RE Department brings hope and kindness to everyday events, is mindful of the spiritual needs of staff, parents, guardians and wider Whole School Community and especially supports their contributions towards the building of a happy and caring school community.

The Religious Education Department aims to:

- To further develop the faith life of students and wider school community.
- To acknowledge the spiritual needs of students and wider school community

- Develop links with the local Parish community.
- Organising the Opening Year Mass, First Year Mass, Carol Service and Graduation Mass.
- Provide retreats for all year groups
- Prepare the oratory in the school to celebrate the liturgical calendar
- Facilitate Mindfulness experiences for students
- Hold a Remembrance Mass in November for deceased relatives and friends of the school community.
- Supporting CEIST core values, the school encourages its members to take an active role in supporting local and national charities.
- Promote values and ethos of Sister Catherine McAuley with a focus on Compassion & Charity
- Rosary is offered on a weekly basis for staff and students and the Sacrament of Reconciliation is offered to mark dates throughout the Liturgical calendar.

3. Guidance Department.

St. Columba's College has two Guidance counsellors who assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Guidance encompasses the three separate but interlinked areas of Personal and Social Guidance, Educational Guidance and Career Guidance. The Guidance Counsellors, in conjunction with staff and management are central to, and supportive of, the care system and policies, which aim to deal with student support issues.

Targeted guidance is delivered by our guidance counsellors with the aim of supporting students with self-exploration, goal setting, study, motivation, anxiety, passivity, relationships and peer, social or personal issues in an in-school support environment.

Pastoral Support and Counselling

Our Guidance counsellors work closely to support and guide the students who struggle with mental health issues. These students are identified through the Pastoral Care support system in the school and support for them is monitored by the team. Outside referrals are made when deemed necessary. Where the guidance counsellor or pastoral care team, in agreement with

the student and their parent(s)/guardian, believe that counselling may be of benefit, the student may avail of school based support.

To help young people to learn more effectively and have better academic outcomes, a whole school approach to their Wellbeing is essential. If they are content, have self-belief, feel valued and supported in their school, their motivation to learn and participate will develop. The wellbeing of our young people is pertinent to their success in education and life. The whole school guidance approach prepares students to develop their wellbeing and positive mental health. A whole school approach involves all members of the school community engaging in a collaborative process to change and improve specific areas of school life that impact on wellbeing. A whole school approach produces a wide range of benefits for students including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements in mental health.

Whole school guidance promotes the wellbeing indicators by:

- encouraging students to develop healthy relationships with peers, family and school staff.
- creating a sense of belonging, security and connectedness to school through a positive school atmosphere and promoting participation in school and community activities
- providing opportunities for social and emotional learning including the development of self-awareness, self-management, relationship and responsible decision making skills
- pro-actively supporting students and their families when challenges arise
- promoting the use of technology in a safe and appropriate way
- developing skills to manage stress and anxiety

There is considerable overlap between the provision in our Guidance Plan/Policy and the Wellbeing Policy.

4. Attendance and Wellbeing

Research carried out on the importance of consistent school attendance and students' wellbeing identifies it as being a defining factor. When students are in school they have a real sense of belonging and feel connected which is key to helping them learn and succeed. In order to promote positive attendance and enhance students wellbeing, a collaboration of Senior Management Team, Year Heads and Wellbeing/Class Tutors and the whole student body combine to devise and implement strategies that encourage positive school attendance. This is assisted and maintained with the use of the VsWare system and positive attendance acknowledgements and rewards. This strategy facilitates liaison with outside agencies when required and allows staff to monitor attendance and communicate with parents and guardians.

5. Inclusive and Diverse School Environment

We in St. Columba's 'respect the unique and intrinsic value of every person'. The school models the Gospel values of compassion, justice, love, tolerance, forgiveness & reconciliation by the manner in which conflict is resolved'.

Multi-cultural and multi-faith dialogue is integral to the lived experience of our students. As with all aspects of the core values of our school, inclusivity and diversity are supported in all aspects of school life within and beyond the curriculum.

This is communicated to all stakeholders and to the students through practice, policy and procedures. LGBT+ young people and other minority groups are valued. Equality of opportunity is afforded to all students. School leadership, structures and policies will ensure that they feel supported and valued in our school.

Extra-Curricular Activities

The school is committed to the development of the full range of each student's artistic, cultural and sporting talents and aptitudes. To promote this development, a wide selection of activities, outside the regular school time-table is offered, which help the students to grow in self-confidence and very much enhance their sense of well-being.

Art

- Art exhibitions
- Local and national art competitions
- Junk Kouture Competition

Science

- BT Young Scientist competition
- Coding Classes

Cultural / Spiritual Activities

- Debating in English, Irish, French and German
- Visits from theatre groups
- Visits to theatre and cinema
- Trips to Heritage sites
- School Retreats
- School Liturgies
- Educational Tours (local, national and international)

Business

- DICE Competition
- Rotary Leadership awards
- TY Enterprise

Music

- School Choir
- School Musical

Sport

- Athletics
- Badminton
- Basketball
- Camogie / Hurling
- Gaelic
- Golf
- Gymnastics
- Rugby
- Soccer
- Swimming
- Chess Club

Student Leadership

Students are strongly encouraged to take up leadership roles within the school. St Columba's College has a successful prefect structure of Head Girl & Head Boy, Senior Prefects and Class Prefects.

The engagement of the Student Voice in actions and decisions which shape their learning environment is at the centre of our leadership structures. The Student Council plays an important role in this process. Council members are elected by their peers to represent them and work with the principal and the senior prefect committee on the various issues and topics.

Students are empowered to become active members of their school community and local communities, making choices that are informed and mature.

Students are further encouraged to take an active role in school life through participation in the Student Sports Council and Global Citizenship Education Committee

Communication with Parents / Guardians and Wellbeing of Students.

Parents/Guardians are the primary educators of their children. The most important gift that any parent can give their child is the opportunity to fulfil their potential. Parental support to St. Columba's College policies and practices plays an integral role in their child's experience of education and therefore their wellbeing.

School discipline is a shared responsibility which can only be effectively discharged and maintained through the active co-operation of all those involved – teachers, students, parents, management and trustees and structures in place enable this process.

Here in St. Columba's College we value co-operation and contact with parents / guardians.

We have a Parents Association that meets regularly throughout the year. Membership is open to all parents/guardians. The Parents' Association is the parent consultative body on the development of new policies and participates in fundraising activities which enhance the teaching and learning and wellbeing of the students. Their ongoing support is vital in improving the student facilities in the school.

Regular reporting home, the frequently updated website, use of social media and the VS Ware parent portal, ensure open and ongoing communications between the school and home.

Early in each academic year the Parents' Association hold their A.G.M. to which all parents/guardians are invited and encouraged to get involved.

Policy Review

The school will monitor and evaluate the policy and all related work and procedures to ensure compliance with DES guidelines and the maintenance of best practices. This Wellbeing Plan was formally adopted by the Board of Management on 9th February 2022.

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Signature: Mary Forde Date: 09.02.22

(Chairperson, St. Columba's Board of Management)

Signature: [Signature] Date: 09/02/2022

(Principal)

Date for Review: February 2023

Additional Activities That Promote Wellbeing

Appendix 1: Students events and activities

Junior Cycle Students

- ICT Safety Talks
- Morning Club
- Christmas Charities Week
- Subject Dept. Weeks involving various subjects throughout the year.
- Non uniform days.
- Assemblies – Principal & Year Heads
- Prize giving
- Mentoring programme
- Evening study
- Amber Flag activities
- Christmas Jumper Day
- Stand Up LGBTQ week
- 1st Year Christmas table quiz
- One Good School Project
- Donegal Youth Service - Cyber Safety Talks
- Donegal Youth Service – Our Generation – Provoking Thought
- Talk on the Dangers of Fireworks – An Garda Síochána
- Schools Completion Programme workshop – Working Things Out

Senior Cycle Students

- RSE talks
- Careers fair/open days
- Evening study
- Road safety Roadshow
- Study Skills Seminar with Ray Langan

- Wellbeing week

- The Women's Centre, Letterkenny – RSE Sexual Health & Consent
- Donegal Youth Service – RSE Sexual Health & Consent
- Senior Prefect Training
- Mentoring Programme 5th / 1st Years
- Subject Dept. Weeks involving various subjects throughout the year.
- Non uniform days
- Christmas Charity Appeal week
- AWARE TY Living Life to The Full Programme
- Foroige Real U Programme
- Prize giving
- TY Awards Night
- Stand Up LGBTQ week
- Dangers of Substance Misuse – An Garda Siochana

Appendix 2: Additional talks related to Wellbeing

Year Group	Organisations	Talks
1 st year	Donegal Youth Service Donegal Youth Service	Cyber Safety Our Generation – Provoking Thought (Increase awareness of mental health and emotional resilience)
2 nd year	Garda Brenda Healey	Dangers of fireworks
2 nd year JCSP	Anna West SCP	Working Things Out MAP Mentoring Programme (one to one)
3 rd Year	Ray Langan Garda Brenda Healey	Study Skills Dangers of fireworks
TY	Aware	Living Life to The Full Programme
5th	Donegal Youth Service The Women's Centre Garda Patrick Mc Glynn	RSE Sexual Health and Consent (Boys) RSE Sexual Health and Consent (Girls) Dangers of Substance Abuse
6th	Ray Langan Garda Patrick Mc Glynn	Study Skills Dangers of Substance Abuse