**Three-Year School Plan (2025–2028)**

**Focus Areas: Wellbeing & Mathematics/STEM**

**Year 1: 2025–2026**

**Wellbeing Priorities**

* Strengthen **positive relationships** and school culture
* Promote **student voice** and inclusion in decision-making
* Establish whole-school **routines that support emotional wellbeing**

**Maths/STEM Priorities**

* Embed **mathematical language and reasoning** across all classes
* Introduce **playful and investigative approaches** to maths learning
* Develop **hands-on STEM activities** linked with maths topics

**Year 2: 2026–2027**

**Wellbeing Priorities**

* Implement programmes to build **resilience and coping skills**
* Foster a **culture of inclusion and diversity awareness**
* Increase **staff wellbeing supports** and collaboration

**Maths/STEM Priorities**

* Deepen **problem-solving skills** through real-world STEM projects
* Expand use of **digital tools and manipulatives** in maths lessons
* Begin **interdisciplinary STEM units** integrating science, maths, and technology

**Year 3: 2027–2028**

**Wellbeing Priorities**

* Develop **student leadership roles** linked to wellbeing (peer mentoring, wellbeing committee)
* Promote **staff wellbeing initiatives** and reflective practice
* Consolidate a **whole-school approach** to social, emotional and mental health

**Maths/STEM Priorities**

* Embed **Assessment for Learning (AfL)** strategies in maths/STEM teaching
* Strengthen **equity and differentiation** to support all learners in STEM
* Showcase STEM learning through **events, exhibitions, and community links**

THE LINK between Plean Scoile and SSE:

| **Aspect** | **Three-Year School Plan** | **School Self-Evaluation (SSE)** |
| --- | --- | --- |
| **Purpose** | Outline the school’s **strategic priorities** and overall direction over 3 years | Improve **specific aspects** of teaching, learning, or wellbeing annually |
| **Scope** | Broad: curriculum, pastoral care, policies, organisation | Narrower: focused on 1–2 priority areas per year |
| **Required by** | Education Act, Department of Education circulars | SSE Guidelines (Circular 0056/2022) |
| **Timeframe** | 3 years (e.g. 2025–2028) | Annual cycles within the 3-year period |
| **Outputs** | Strategic School Plan document | Annual **School Improvement Plan (SIP)** and a 3-year **SSE Summary Report** |
| **Who leads it** | Principal, Board of Management, whole staff | SSE Team (principal, post-holders, teachers) |
| **Review & Reporting** | Reviewed by BOM, parents, inspectors as part of whole school governance | SIP reviewed termly, SSE Report published at end of cycle |
| **Relationship** | Sets broad goals and vision | Drives focused, evidence-based improvement towards those goals |
| **Example Focus** | Strengthen maths curriculum, promote wellbeing, develop inclusive practices | Maths talk & reasoning in Year 1; resilience and problem solving in Year 2; assessment for learning in Year 3 |
| **Communication** | Shared with whole school community | Shared with staff, BOM, parents, Inspectorate |