 **Three‑Year SSE Plan: Wellbeing & PMC 2023 (2025‑2028)**

Three-year Wellbeing and Mathematics goals with milestones, responsibilities, and success indicators.

| **Years** | **Wellbeing Focus / Targets** | **Mathematics Focus / Targets** | **Actions / Strategies** | **Indicators of Success** |
| --- | --- | --- | --- | --- |
| **2025‑2026** |  **Building Foundations**Focus on relationships, school culture, student voice, and establishing measurement tools. | **Mathematical Language & Communication**Target: Improve use of mathematical vocabulary and reasoning in classes from Junior Infants to 5th. | - Conduct baseline wellbeing audit (student, staff, parent surveys) using PDST/Oide tools.- Set up Wellbeing working group.- Introduce regular student voice sessions.- Provide CPD for teachers on mathematical talk & reasoning (via PMC “Promoting Maths Talk”). [pmc.oide.ie+1](https://pmc.oide.ie/pmc-in-practice/promoting-maths-talk/?utm_source=chatgpt.com) - Audit current maths planning to check where vocabulary and reasoning are explicitly scaffolded. - Use PMC Toolkit supports (key language, suggestions for teaching and children’s learning) in teacher planning. [NCCA+1](https://ncca.ie/en/updates-and-events/latest-news/2024/october/pmc-toolkit-new-suite-of-strand-unit-supports/?utm_source=chatgpt.com) | - Survey shows baseline awareness of wellbeing among staff/students.- Increase in observed teacher use of mathematical vocabulary and reasoning in lessons.- Planning documents show inclusion of vocabulary & reasoning.- Student feedback: children report more opportunities to explain their thinking. |
| **2026‑2027** | **Embedding and Expanding**Focus on resilience, connectedness, inclusion, wellbeing across whole school. | **Playful Pedagogy & Cognitive Challenge**Target: Incorporate more playful, investigative, problem solving and modelling tasks particularly in middle & senior classes. | Wellbeing: introduce programmes/projects promoting resilience, social‑emotional learning, peer support; ensure belonging & inclusion. - Teachers share examples of good practice in wellbeing & kindness, respect etc.- Maths: CPD on modelling, problem solving, using real‑life contexts; share sample tasks from PMC Toolkit. - Revisit planning and observation shows more frequent cognitively challenging tasks. - Use PLCs (Professional Learning Communities) to plan tasks together, share resources. | Increase in tasks that demand higher order thinking in maths (reasoning, problem‑solving) in observations / work samples.- Students express stronger confidence with problem solving and modelling.- Wellbeing measures: improved connectedness, reduced behavioural referrals, better sense of safety / inclusion.- Teachers more confident in playful pedagogy across all class levels. |
| **2027‑2028** | **Sustaining & Deepening Wellbeing**Focus on student agency, student leadership, awareness, mental health supports, staff wellbeing. | **Assessment for Learning & Mastery**Target: Use formative assessment strategies effectively, monitor progression, close gaps, ensure equity. | - Wellbeing: student leadership roles in wellbeing; peer mentoring; embed mental health / emotional regulation practices; staff wellbeing measures (workload, professional support). - Maths: CPD on formative assessment in maths; use of progression continua & PLCs to track progress; ensure support for students who are struggling; challenge for advanced learners. - Home‑school links: parents informed about the new maths approach, mathematical language, reasoning etc. - Reflective practice: classroom observations, peer feedback. | - Data shows reduced variance across classes; narrowing gaps. - Formative assessments used regularly with student feedback. - Student leadership in wellbeing visible and effective. - Staff wellbeing feedback improved. - Sustained improvements in mathematical reasoning and modelling across levels. |

**Implementation Details**

**Stakeholders & Roles**

* SSE / Wellbeing Lead(s)
* Maths Coordinator(s)
* All teaching staff
* Student Voice Committee
* Parents / Board of Management

**Resources**

* Use the **PMC Toolkit** (language, teaching suggestions, environment, home learning) to support maths targets. [NCCA](https://ncca.ie/en/updates-and-events/latest-news/2024/october/pmc-toolkit-new-suite-of-strand-unit-supports/?utm_source=chatgpt.com)
* Wellbeing resources: PDST / Oide, NEPS guidelines, Catalogue of Wellbeing Resources for Primary Schools. [gov.ie+1](https://www.gov.ie/en/department-of-education/publications/catalogue-of-wellbeing-resources-for-primary-schools/?utm_source=chatgpt.com)
* Use inspections insights (from *Charting New Directions*) to shape PD and resource allocation, especially around mathematical communication & playfulness. [gov.ie+1](https://www.gov.ie/en/department-of-education/publications/charting-new-directions-supporting-the-enactment-of-irelands-primary-mathematics-curriculum/?utm_source=chatgpt.com)

**Monitoring & Evaluation**

* Regular termly review of progress in both wellbeing and mathematics.
* Use mixed methods: surveys, work samples, lesson observations, student voice, teacher reflection.
* Mid‑cycle review (end Year 2: Summer 2027) to assess what’s working; adjust targets/strategies.

**Reporting & Sustainability**

* Share results with school community: staff, students, parents, BOM.
* Identify practices to be embedded long‑term.
* Ensure documentation (policies, planning templates) updated.