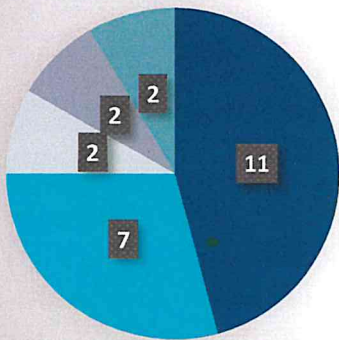# Staff Survey Results

Culture and Environment
Wellbeing statements of effective practice for *ALL*

- The school recognises that wellbeing is as important for staff as for the children and the young people. Appropriate supports are available for staff wellbeing (11)
- The wellbeing of the whole school community is central to the schools ethos/ mission statement and the school leaders and management actively promote wellbeing (7)
- The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment (2)
- There is a positive approach to discipline where issues are resolved with care, respect and consistency (2)
- It is recognised by the school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing (2)

Culture and Environment
### Wellbeing statements of effective practice for *SOME* and *FEW*
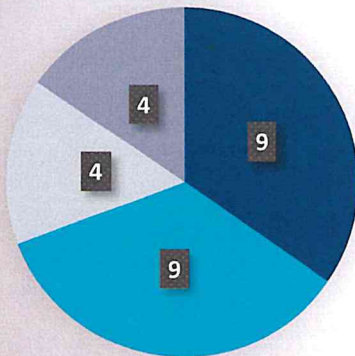
- The school demonstrates commitment to identifying, including and providing targeted supports of children and young people experiencing barriers and challenges to wellbeing and learning (9)
- The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. The following are available of applicable; sensory room, sensory garden, safe space/ room for distressed, anxious children, room for meeting parents/ visiting professionals, rooms for individuals and small groups requiring targeted intervention and support, lifting equipment, specialist technology, buddy bench (9)
- Staff, children and young people are welcoming and inclusive of those with additional needs and all sexual orientations (4)
- Schools are proactive in meeting the professional development needs of teachers, who attend relevant CPD and can identify signs and triggers in vulnerable children and young people, and recognise the need for early intervention (4)

Staff Survey Results

Relationships and Partnerships
Wellbeing statements of effective practice for *ALL*
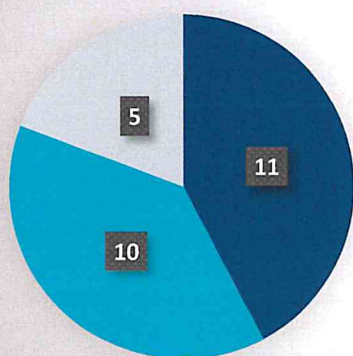
- School staff model openness, respect and listening in their interactions with each other, children and young people and parents (11)
- School leaders and management ensure that the appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff (5)
- School leaders and management acknowledge the importance of staff wellbeing and promote a variety of ways including recognition of the value of staff contribution and their work (10)

Relationships and Partnerships
Wellbeing statements of effective practice for *SOME* and *FEW*
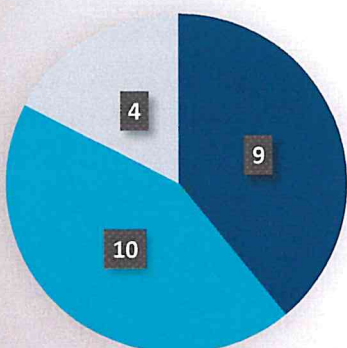
- Staff receive individualised support from school leaders and management in times of difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service (10)
- Mentoring systems are in place whereby more senior teachers offer practical and social support to NQT's and/or new members of staff (9)
- Children and young people and their parents are invited to engage in collaborative problem solving and decision making with regard to their individual needs and the interventions to support them (5)

SWOT Analysis: Staff Feedback: Environment

Strengths

- Teamwork
- garden for vegetables
- weather

Weaknesses

- money
- time
- manpower
- clutter
- space
- shelter
- grounds of the school
- clarity on budget for class
- ICT

Opportunities

- virtual tour of the school
- paint walls
- more notice boards
- lockers in staff room
- toilets
- yoga
- IWB in hall for assemblies
- sports equipment

Threats

- perception of the school
- prioritising
- health and safety
- lack of equipment
- ICT
- rainy days activities

SWOT ANALYSIS

STAFF FEEDBACK

SWOT Analysis: Staff Feedback: Wellbeing

SWOT ANALYSIS
STAFF FEEDBACK

Strengths
- Staff moral
- Goodwill
- flexibility
- positive relationships
- different areas of expertise

Weaknesses
- Shabbiness/ clutter
- storage of resources
- space for SNA's
- inconsistent behaviour

Opportunities
- More team bonding
- colour printer
- place for SEN children

Threats
- time
- Wi-Fi
- money
- if unsupported= low moral

Wellbeing Junior Infants Feedback

Happy in school

- When I am playing
- Doing P.E.
- Doing my work

70%
15%
15%

Challenges in school

- nothing
- falling in the yard
- walking to school
- if someone pushed/hurt me in yard
- when its too loud
- when it rains and we can't go out to yard
- when someone won't share

55%
5%
10%
5%
10%
5%
10%
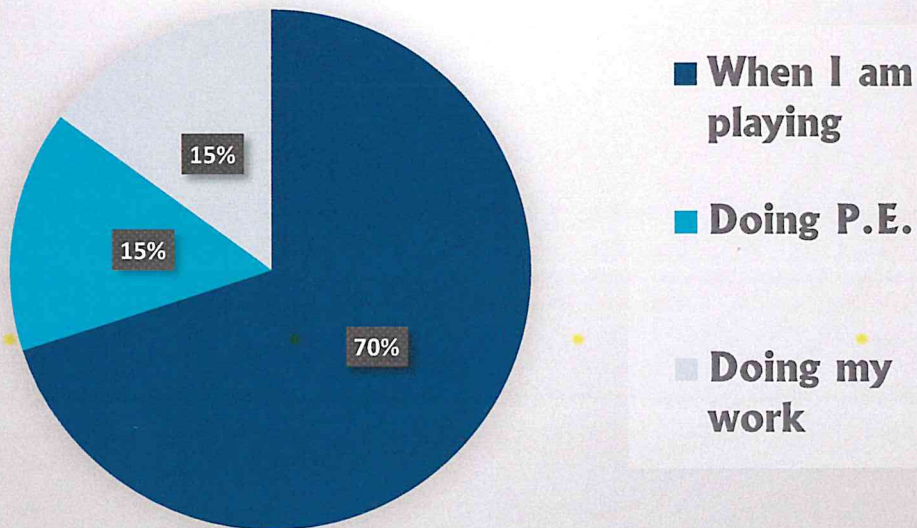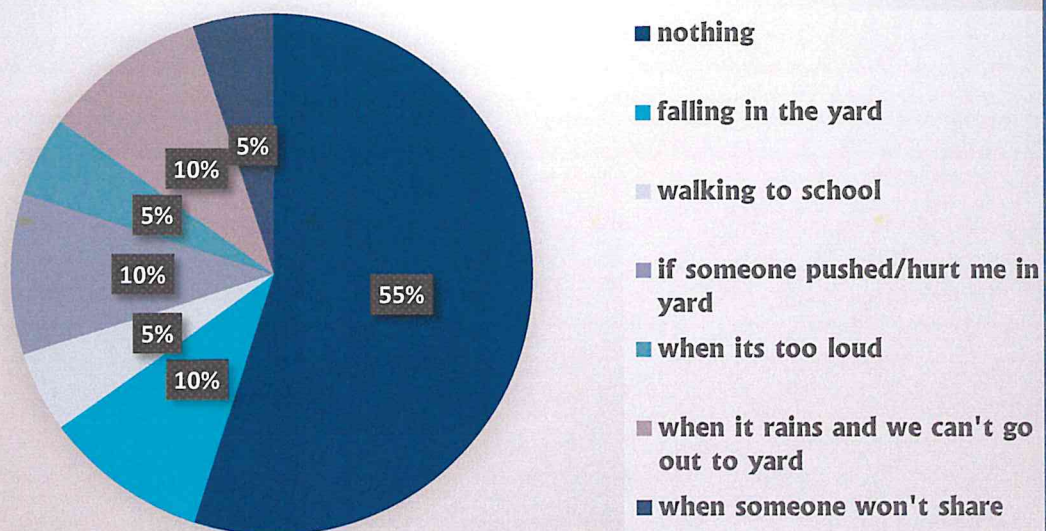
Wellbeing 2nd Class Feedback

Happy in school

- friendships
- yard
- P.E.
- Rewards for good behaviour
- being heard/ supported
- Art

13% · 5% · 8% · 17% · 20% · 37%

Challenges in school

- Irish
- Handwriting
- Tests
- morning time/ getting settled
- reading
- other (P.E., Religion, time to eat, people ruining games, speaking aloud, homework, afraid of getting/ giving covid)

33% · 7% · 7% · 8% · 15% · 30%
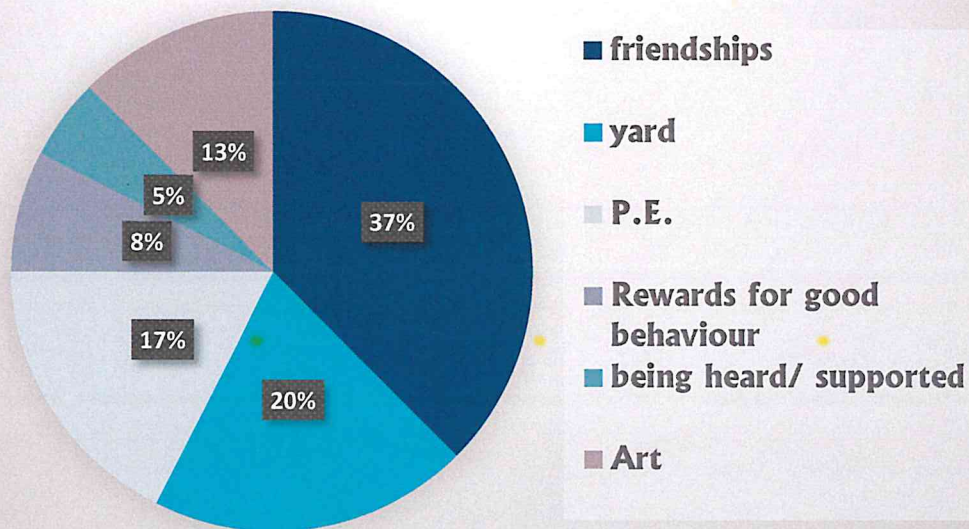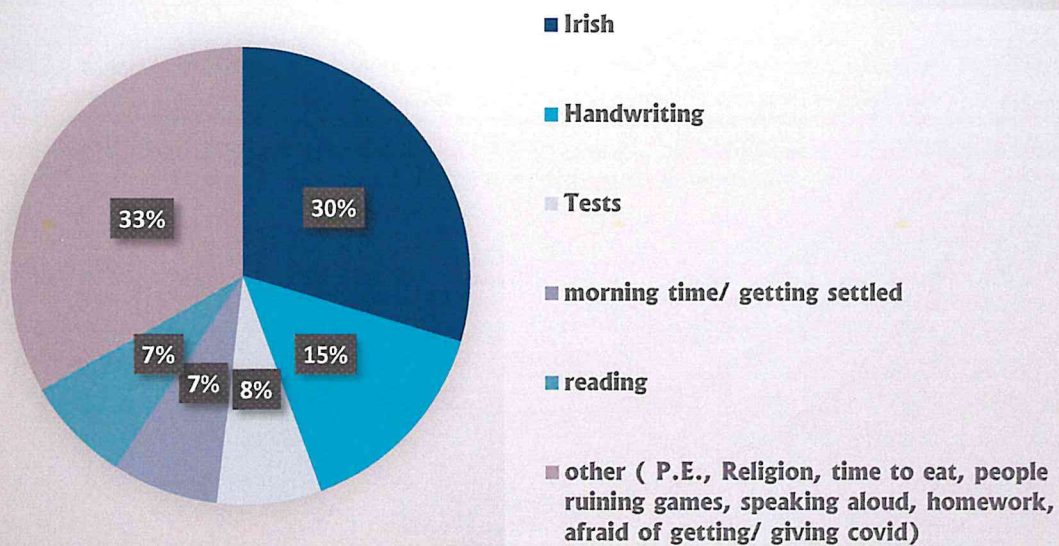
Wellbeing 5th Class Feedback

Happy in school

- friendships — 32%
- games in the yard/PE — 36%
- being successful — 11%
- teachers — 7%
- sports — 11%
- art — 3%

Challenges in school

- pressure from tests — 15%
- Irish — 58%
- maths — 19%
- dealing with others — 4%
- morning/lunchtime/afternoon challenging part of the day — 4%