



Ballygiblin National School

Whole School Plan (Plean Scoile)

Mol an Óige agus Tíocfaidh Sí

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1. Introduction

This Whole School Plan outlines how Ballygiblin National School operates on a day-to-day basis and how we support the learning, wellbeing and development of every child in our care.

It is designed as a clear and practical guide for staff, parents and the wider school community. It reflects the lived experience of our school and provides a shared understanding of how we work together.

This is a live document. It is reviewed and updated regularly to reflect ongoing development within the school.

This document reflects how Ballygiblin NS works in practice and is intended to support clarity, consistency and shared understanding across the school community.

2. Our School Context

Ballygiblin National School is a co-educational primary school serving the local community of Ballygiblin and the surrounding areas.

We provide a broad and balanced education from Junior Infants to Sixth Class, including a special class supporting pupils with autism, alongside a strong range of support for pupils with additional needs.

Our school is grounded in a strong sense of community, where relationships between pupils, staff, parents and the wider community are central to school life.

We aim to create an environment where every child feels known, valued and supported as an individual.

3. Our Vision and Ethos

Our overall vision is to enrich each child's life and lay the foundation for happiness and fulfilment in later education and adult life.

Our Aims

In Ballygiblin National School, we aim to:

- provide a safe, happy and inclusive environment where every child feels known, valued and supported
- nurture each child's academic, social, emotional, physical and creative development
- deliver a broad, balanced and engaging education that encourages curiosity, confidence and a love of learning
- maintain high expectations for learning, behaviour and personal growth, while recognising the individual needs and strengths of each pupil
- foster positive relationships based on respect, kindness, honesty and belonging
- support pupils to develop independence, responsibility and the skills they need to participate fully in school and in wider society
- work in meaningful partnership with parents, families and the wider community
- promote a culture of reflection, improvement and shared responsibility across the school

Children learn best when they feel safe, happy and secure.

Creating that environment is the starting point for everything we do.

For this reason, wellbeing is not separate from learning — it is the foundation of it.

We prioritise:

- positive relationships
- a strong sense of belonging

- a calm and supportive environment
- high expectations for learning and behaviour

Relationships are the foundation of our school.

Strong, respectful relationships between staff, pupils, parents and the wider community are central to how Ballygiblin NS operates. When relationships are strong, learning, behaviour and wellbeing are stronger as a result.

This relational approach underpins how we teach, how we support behaviour, and how we work together as a school community.

We are committed to:

- recognising the uniqueness of every child
- supporting each child to succeed
- creating an inclusive and welcoming school environment
- fostering respect, honesty, friendship and happiness

Staff consultation identified inclusion as a defining feature of Ballygiblin NS. Staff described the school at its best as inclusive, welcoming, active, happy, understanding, positive and community-centred. These qualities reflect the kind of school culture we aim to protect and strengthen.

Our work is guided by our motto:

Mol an Óige agus Tiocfaidh Sí

Praise the young and they will flourish

4. How We Work in Ballygiblin National School

4.1 A Wellbeing-First Approach

Wellbeing is at the core of how Ballygiblin NS operates. It shapes the daily experience of pupils and staff.

Our approach is built on:

- strong relationships
- consistent routines and expectations
- opportunities for pupil voice and participation
- a supportive and inclusive environment

Wellbeing is supported through both curriculum and whole-school practices, including:

- Physical Education and SPHE as key curriculum areas
- whole-school initiatives such as assemblies and wellbeing-focused events
- a structured house system that promotes belonging and positive behaviour
- targeted supports such as Braincalm where required

This ensures pupils feel safe, supported and ready to engage in learning.

A key part of this approach is recognising that pupils must feel regulated, connected and understood before they can fully engage in learning.

Staff consultation highlighted the importance of protecting a school culture where pupils feel happy, safe, included and able to communicate openly with trusted adults. Whole-school activities, assemblies, pupil voice, cross-class opportunities and positive relationships are important ways of building unity, belonging and a strong school atmosphere.

4.2 Behaviour and Relationships

Behaviour in Ballygiblin NS is grounded in a relational approach, supported by clear structures and expectations.

We:

- promote positive behaviour through recognition and encouragement
- use systems such as house points to reinforce positive choices
- maintain clear and consistent expectations across the school
- support pupils to understand and take responsibility for their behaviour

When difficulties arise, responses are:

- restorative in nature
- focused on learning and reflection
- supported by natural and appropriate consequences

We aim to develop:

- self-regulation
- respect for others
- a sense of responsibility

Pupils are supported not only to meet expectations, but to develop high expectations of themselves.

Staff development through NCSE Relate has further strengthened our understanding of behaviour as communication. As a school, we aim to respond to behaviour by considering regulation, stressors, environmental barriers and unmet communication or support needs. This supports a preventative, supportive and restorative approach, with staff working consistently to regulate, relate and reason.

Staff consultation identified respectful relationships as a key area for continued development. This includes maintaining a clear focus on tackling bullying, strengthening restorative practice, promoting positive interactions between pupils, and ensuring that all staff work from common expectations and shared goals.

4.3 Teaching and Learning

Teaching and learning in Ballygiblin NS is guided by a balance of consistency and teacher expertise.

We have developed:

- clear whole-school approaches to curriculum planning
- structured programmes to support progression across class levels
- shared expectations around teaching and learning

At the same time, we recognise that:

- teachers bring individual strengths, skills and interests
- teacher agency is essential to high-quality teaching

Staff are encouraged to:

- use their strengths to enhance learning experiences
- engage in continuous professional development
- contribute to whole-school improvement

School development is supported through:

- identifying priority areas
- targeted CPD
- ongoing reflection and review

This approach ensures consistency for pupils and supports professional growth for staff.

4.4 Curriculum in Practice

The curriculum in Ballygiblin NS is:

- broad and balanced
- structured to ensure progression from year to year
- aligned with national curriculum developments

We place a strong emphasis on:

- active and engaging learning
- integration across subjects
- developing key skills alongside knowledge

Particular strengths within the school include:

- a strong and embedded wellbeing framework
- a developing and ambitious STEM programme
- a consistent and progressive approach to teaching and learning

The curriculum is planned and delivered in a way that ensures all pupils can access, participate and succeed.

5. Leadership & Roles

Leadership in Ballygiblin National School is based on a collaborative and shared approach, where responsibility is distributed across the staff while maintaining clear structures and accountability.

While the Principal has overall responsibility for the leadership and direction of the school, leadership is most effective when it is shared. Staff are supported to take ownership of areas of school life, contribute to decision-making, and lead development in their areas of strength.

This approach ensures that:

- leadership is visible across the school
- staff strengths are recognised and utilised
- school improvement is a collective responsibility

The work of the school is guided by national frameworks, including Looking at Our School (LAOS), which supports ongoing reflection, school self-evaluation and continuous improvement across teaching, learning and leadership.

5.1 Board of Management

The Board of Management oversees the governance of the school and ensures that it operates in line with all relevant legislation and Department of Education requirements.

The Board supports the work of the school by:

- through governance of the school

- setting policy direction
 - overseeing finance and resources
 - supporting the Principal in leading the school
-

5.2 Principal

The Principal leads the overall direction of the school and ensures that it operates effectively on a day-to-day basis.

The role includes:

- guiding school improvement and development
- supporting staff in their roles and professional growth
- ensuring consistency in teaching, learning and school organisation
- maintaining strong relationships with pupils, staff, parents and the wider community

The Principal works closely with all staff and promotes a team-based approach to leadership, where decisions are informed by collaboration and shared understanding. This collaborative approach extends beyond the staff team to include active and constructive engagement with the Board of Management, the Parents' Association, and the wider school community. Through open communication, transparency, and mutual respect, the Principal fosters strong partnerships that support effective governance, enhance school life, and ensure that decision-making reflects the needs and values of the entire school community.

5.3 In-School Management (ISM) Team

The In-School Management Team plays a key role in leading and supporting school development through a distributed leadership model. Each member has clearly defined areas of responsibility and works collaboratively to support the effective running of the school. Some responsibilities are shared across roles to promote consistency, coherence, and a whole-school approach. These roles are carried out in conjunction with the Principal, who supports and develops leadership capacity within the team, ensuring alignment with school priorities and fostering a culture of shared responsibility and continuous improvement.

Deputy Principal — Adrienne Ring

- leadership support and school organisation
- leading whole-school Mathematics
- coordination of SNAs and support systems
- leadership and co-ordination of Braincalm
- student leadership (including Student Council)
- coordination of school events and initiatives

Assistant Principal II — Emma Murphy

- leadership of the English curriculum
- digital learning and ICT (in conjunction with Ms. Mullins)
- coordination of the Green Schools programme
- leadership of music and school performances
- coordination of health and safety (in conjunction with Ms. Mullins)
- administration of medical needs (in conjunction with Ms. Mullins)

Assistant Principal II — Marie Mullins

- leadership of SPHE and wellbeing
- coordination of health and safety (in conjunction with Ms. Murphy)
- administration of medical needs (in conjunction with Ms. Murphy)
- support for SEE curriculum implementation (in conjunction with Ms. Ní Fhearghail)
- digital learning and ICT (in conjunction with Ms. Murphy)
- coordination of displays and visual presentation across the school (in conjunction with Ms. Ní Fhearghail)

Assistant Principal II — Niamh Ní Fhearghail

- leadership of Gaeilge
- coordination of the Active School programme
- social media and school communications
- support for SEE curriculum implementation (in conjunction with Ms. Mullins)
- coordination of displays and visual presentation across the school (in conjunction with Ms. Mullins)

5.4 Teaching Staff

All teachers play a central role in the life of the school.

Teachers are responsible for:

- delivering high-quality teaching and learning
- supporting pupil wellbeing and development
- contributing to whole-school initiatives and development

Teachers are encouraged to:

- use their strengths and interests to enhance learning
 - engage in continuous professional development
 - contribute to a collaborative and supportive staff culture
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5.5 Special Needs Assistants (SNAs)

SNAs play an important role in supporting pupils with additional care needs and enabling them to fully participate in school life.

Their work includes:

- supporting pupils' care and wellbeing needs
 - assisting with access to learning
 - working closely with teachers and the wider school team
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5.6 Shared Responsibility

While roles are clearly defined, Ballygiblin NS operates as a team-based environment where responsibility is shared.

Staff work together to:

- support pupils
- solve problems
- contribute to school development
- maintain a positive and supportive school culture

This shared approach strengthens the school and supports consistency across all areas of school life.

Staff consultation highlighted the importance of transparency, open communication and teamwork. A shared understanding among all staff is essential so that school priorities are clear, consistent and supported across classrooms, support settings, yard, special education contexts and whole-school activities.

6. Organisation & Day-to-Day Systems

6.1 The School Day

The school day is structured to provide a balance of teaching, learning, play and rest.

- Doors open at 8:50am

- Classes begin at 9:00am
- Morning break: 11:00am – 11:10am
- Lunch break: 1:00pm – 1:30pm
- Junior and Senior Infants finish at 1:40pm
- 1st to 6th Class finish at 2:40pm

Transitions throughout the day are managed in a calm and orderly manner, with clear routines in place for entering and leaving classrooms, break times and dismissal.

6.2 Routines and Expectations

Consistency is a key feature of how Ballygiblin NS operates.

Across the school:

- clear routines are established and maintained
- pupils understand what is expected of them
- staff apply expectations consistently

This creates:

- a predictable environment for pupils
 - a sense of security and belonging
 - strong foundations for learning and behaviour
-

6.3 Attendance

Regular attendance is considered essential for effective learning.

Attendance is:

- recorded daily using the school's administrative system (Aladdin)
- monitored by class teachers and school leadership
- reviewed regularly to identify any concerns

The school works in partnership with parents to promote good attendance and address any issues that arise.

6.4 Communication

Clear and effective communication supports the smooth running of the school.

Communication with parents is primarily managed through:

- Aladdin

- scheduled meetings
- school updates and notices

Within the school:

- staff communicate regularly through meetings and shared systems
- a weekly Monday morning meeting is held to plan and review the week ahead
- key information is shared with all staff through Aladdin to ensure consistency

A consistent approach to communication helps to ensure clarity, transparency and strong relationships.

6.5 Health and Safety

The safety of pupils, staff and visitors is a priority in Ballygiblin NS.

The school operates in line with its Health and Safety Statement and associated procedures.

This includes:

- regular fire drills and emergency procedures
- supervision during all parts of the school day
- clear procedures for accidents and incidents
- ongoing review of risks and safety practices

A strong culture of safety is promoted across the school.

6.6 Supervision and Care

Supervision is organised to ensure that pupils are safe at all times during the school day.

This includes:

- supervision during arrival, break times and dismissal
- clear allocation of duties to staff
- prompt response to any incidents or concerns

Detailed arrangements for supervision are set out in the school's relevant policies and procedures.

6.7 Homework

Homework is used to support and reinforce learning.

It is:

- purposeful and appropriate to the age and stage of pupils
- designed to support independence and responsibility
- balanced to support pupil wellbeing

Further detail is outlined in the school's Homework Policy.

6.8 Use of Resources and Facilities

School resources are managed to support effective teaching and learning.

This includes:

- shared use of digital devices and equipment
- careful storage and maintenance of materials
- ongoing development of resources to support curriculum areas

Staff work collaboratively to ensure resources are used effectively across the school.

Staff consultation identified the importance of ensuring that learning resources are used effectively and that future investment is carefully planned. This includes reviewing resources for curriculum development, special education, physical activity, sensory provision and digital learning, so that investment is aligned with pupil need and whole-school priorities.

6.9 School Activities and Events

A wide range of activities and events form part of school life.

These include:

- school assemblies
- educational trips
- participation in local and national initiatives
- sporting and cultural events

These experiences support:

- pupil engagement
- wellbeing
- a sense of belonging

Staff identified whole-school activities and opportunities for older pupils to take responsibility as important strengths of Ballygiblin NS. These experiences help to promote unity, leadership,

belonging and school spirit, while also strengthening relationships between younger and older pupils.

6.10 Environmental Awareness

Ballygiblin NS promotes environmentally responsible practices.

Pupils are encouraged to:

- reduce, reuse and recycle
- care for their environment
- develop an awareness of sustainability

These practices are embedded in daily school life.

7. Partnership with Parents & Community

Ballygiblin National School places a strong emphasis on partnership with parents and the wider community.

We recognise that children benefit most when there is a positive and supportive relationship between home and school.

We promote this through:

- open and respectful communication
- clear and consistent systems for sharing information
- opportunities for parents to engage in school life

Communication with parents is primarily facilitated through Aladdin, alongside meetings and regular school updates.

The school is supported by a highly active and committed Parents' Association, which plays an important role in:

- supporting school initiatives
- organising events
- strengthening links between the school and the community

Ballygiblin NS is proud of its strong connection to the local community. The school plays an active role within the community and benefits from the support, involvement and goodwill of local families and organisations.

These partnerships contribute significantly to:

- pupil wellbeing
- a sense of belonging
- the overall life of the school

Staff consultation highlighted the importance of maintaining Ballygiblin's strong community identity. This includes positive relationships with families, the Parents' Association, local sporting and community links, the nearby pre-school, and wider community involvement. These links are a key part of what makes Ballygiblin NS distinctive.

8. School Policies & Review

Ballygiblin National School operates in accordance with a comprehensive suite of policies that support the effective running of the school and ensure compliance with all relevant legislation and Department of Education requirements.

All school policies are maintained as separate documents and are available on the school website at the link below:

<https://www.ballygiblinnationalschool.ie/policies>

This ensures that policies can be updated, reviewed and accessed easily by staff and the wider school community.

The Whole School Plan provides an overview of how the school operates, while detailed procedures and requirements are outlined in individual policies.

8.1 Review and Development

This Whole School Plan is a live document.

It is:

- reviewed regularly by school leadership and staff
- updated to reflect changes in practice, policy and curriculum
- informed by school self-evaluation and ongoing reflection

The school is committed to continuous improvement and uses:

- staff feedback
- pupil voice
- parental input
- national frameworks such as Looking at Our School (LAOS)

to guide development and planning.

As part of the review of this Whole School Plan, staff engaged in structured consultation to identify what makes Ballygiblin NS strong, what should be protected, and what should improve over the

coming years. This feedback has informed both the ethos of the plan and the school improvement priorities outlined below.

9. School Development & Improvement

Ballygiblin National School is committed to ongoing development and continuous improvement.

Each year, the school identifies a set of priority areas for development. These priorities are informed by school self-evaluation (SSE), staff collaboration, pupil and parent feedback, and national frameworks including Looking at Our School (LAOS).

This section outlines the key priorities for the current school year. These are reviewed at the end of the year and updated annually.

This table below is reviewed regularly throughout the year and updated as priorities progress.

Staff consultation undertaken as part of this review highlighted a strong shared commitment to inclusion, wellbeing, community, respect and positive relationships. Staff identified Ballygiblin NS as a welcoming, active and community-centred school, with particular strengths in whole-school activities, parental involvement, pupil opportunities and a strong sense of belonging. Areas identified for further development include respectful relationships, restorative practice, consistency, pupil voice, facilities, learning resources, and continued development of wellbeing, literacy, mathematics and inclusion.

9.1 School Improvement Priorities 2026/2027

Ballygiblin National School has made significant progress across a number of priority areas during the 2025/2026 school year. This included the successful introduction of new programmes and initiatives, improvements to the school environment, the development of Réaltaí, investment in

STE resources, implementation of the House Points system, the introduction of a new active school uniform, and continued work to strengthen the school's financial position.

For the 2026/2027 school year, the school will use a more focused approach to whole-school improvement. Rather than treating all areas as equally urgent, priorities will be organised into three tiers:

1. **Core School Improvement Priorities**
2. **Important Ongoing and Linked Developmental Work**
3. **Strategic Context and Enabling Conditions**

This approach is intended to ensure that school improvement is purposeful, realistic and sustainable. It also allows the school to be clear about what is being actively developed, what is being embedded, and what will remain visible without becoming a major priority in the coming year.

The school will also use the **PIEW model** when reviewing priorities:

Stage	Meaning
Pilot	Try something in a limited and manageable way before wider rollout.
Implement	Actively introduce, develop or roll out an area.
Embed	Strengthen consistency and make existing practice sustainable.
Wait	Recognise the area as important, but do not actively prioritise it this year.

9.1.1 Core School Improvement Priorities 2026/2027

The following areas have been identified as the key whole-school improvement priorities for 2026/2027.

Priority 1: STE Progression and Implementation

Science, Technology and Engineering

Stage: Implement

Lead: Principal

The school has made a significant investment in Science, Technology and Engineering resources. The next stage is to ensure that these resources are used purposefully, progressively and consistently across the school.

The focus for 2026/2027 will be to develop a clear whole-school progression plan for STE. This will support teachers in using resources as meaningful learning tools rather than occasional activities. The priority will be to ensure that STE supports investigation, designing, building, questioning, problem-solving, collaboration and creativity.

Key Actions

- Develop a whole-school STE progression plan.
- Identify suitable STE experiences for each class band.
- Create a simple Year A / Year B overview where appropriate.
- Clarify expectations around storage, care and purposeful use of resources.
- Gather examples of meaningful STE learning across the school.

Success Indicators

- Teachers have a clearer understanding of how STE progresses from class to class.
 - STE resources are used more purposefully and consistently.
 - Pupils engage in meaningful hands-on learning linked to Science, Technology and Engineering.
 - A whole-school STE progression plan is in place.
-

Priority 2: Mathematics — Support, Playfulness and Maths Talk

Stage: Embed / Implement

Lead: Deputy Principal

Mathematics will remain a key area of focus in 2026/2027. Busy at Maths, station teaching and engagement with the new Primary Mathematics Curriculum have provided a strong foundation. The next stage is to strengthen and embed current practice rather than adding another major new initiative.

The focus will be on reviewing the school's model of support in Mathematics, developing playful and engaging approaches, strengthening Maths talk and mathematical language, and ensuring that pupils are supported effectively.

Key Actions

- Review the current model of Mathematics support across the school.
- Identify strengths and gaps in station teaching and differentiated support.
- Agree practical whole-school approaches to Maths talk and mathematical language.
- Share examples of playful and active Maths approaches across class levels.
- Continue to align practice with the new Primary Mathematics Curriculum.

Success Indicators

- The school has a clearer understanding of how Mathematics support is organised.
- Maths talk and mathematical language are more visible in classrooms.
- Playful and active approaches to Maths are strengthened.
- Station teaching and differentiated support are used more consistently and effectively.

Priority 3: Languages and Oral Communication

Stage: Implement / Embed

Leads: English lead and Gaeilge lead

Oral communication will be a major whole-school priority in 2026/2027. Pupils need regular opportunities to speak clearly, listen carefully, explain their thinking, ask questions, discuss ideas and communicate with confidence.

In English, the focus will be on continuing to develop rich oral language through Starlight and wider classroom practice.

In Gaeilge, the school will place a strong focus on developing pupils' confidence, enjoyment and positive attitude towards Irish. The aim is not to water down the language or lower expectations. Rather, the school recognises that pupils' attitude towards a subject has a significant impact on their engagement and attainment. Increasing the meaningful use of **Gaeilge labhartha** should support this by helping pupils experience Irish as a living, useful and enjoyable language.

Key Actions

- Review current oral language practice in English and Gaeilge.
- Identify practical strategies to increase purposeful pupil talk.
- Develop actions to support a more positive attitude towards Gaeilge.
- Increase meaningful use of Gaeilge labhartha throughout the school day.
- Share examples of effective oral language activities across class levels.

Success Indicators

- Pupils have more opportunities to speak, explain, discuss and present.
- Oral language is more deliberately developed in both English and Gaeilge.
- Pupils show increased confidence and willingness to use Gaeilge.
- Staff have agreed practical approaches to support oral communication.

Priority 4: Wellbeing, Belonging and Bí Cineálta Messaging

Stage: Implement

Lead: Wellbeing lead

Shared Responsibility: All staff

Wellbeing will always remain a central priority in Ballygiblin NS.

A school's culture is shaped every day through the interactions, routines, language and relationships that pupils and staff experience. While many aspects of school life are influenced by external factors, wellbeing is one of the areas where the school has the greatest daily influence. Staff can shape how people speak to each other, how pupils are welcomed, how difficulties are responded to, how respect is modelled and how safe and happy the school feels.

The aim is to continue building Ballygiblin NS as a place where pupils and staff feel safe, valued, respected and glad to come each day.

This priority will link closely with Bí Cineálta, respectful relationships, bullying prevention, pupil voice and school culture. Behaviour will remain a shared responsibility among all staff, guided by the school's Code of Behaviour. The new Code of Behaviour will be implemented from the start of the 2026/2027 school year.

Key Actions

- Complete a manageable review of wellbeing across the school.
- Gather staff and pupil feedback on belonging and respectful relationships.
- Develop practical actions to make Bí Cineálta more visible and meaningful.
- Support anti-bullying awareness through lessons, assemblies, messaging or themed days.
- Continue to promote a safe, happy and respectful school environment.

Success Indicators

- Staff and pupil voice informs wellbeing priorities.
- Pupils have a clearer understanding of Bí Cineálta and respectful relationships.
- Anti-bullying awareness is supported through visible and meaningful actions.
- The school continues to strengthen its culture of safety, belonging and respect.

Priority 5: Réaltaí Development, Sensory Provision and Purposeful Participation

Stage: Implement / Pilot

Lead: Deputy Principal

Support: Principal for resources, funding and strategic planning

Ballygiblin NS is already a good and inclusive school. The priority for 2026/2027 is to build on that strength by ensuring that Réaltaí is properly resourced and that pupils have access to meaningful sensory, social, communication and community-based experiences.

The sensory courtyard will be completed this year. The next stage is to ensure that it is used purposefully and effectively. Over time, the school may also explore the development of two types of sensory space: one for sensory regulation and calming, and one for sensory activation, movement and input.

The school will also begin developing purposeful outings and community-based experiences for pupils in Réaltaí. These may include experiences such as swimming, horse riding, structured social outings and shared experiences with carefully selected mainstream peers. These opportunities will be planned with clear educational, social, communication or regulation purposes.

Key Actions

- Identify remaining resource needs in Réaltaí.
- Develop a practical use plan for the sensory courtyard.

- Explore the feasibility of a second sensory activation space.
- Pilot purposeful outings or community-based experiences.
- Identify opportunities for meaningful shared participation with mainstream pupils where appropriate.

Success Indicators

- Réaltaí is more appropriately resourced.
- The sensory courtyard is used purposefully.
- Pupils in Réaltaí have increased access to meaningful sensory and community-based experiences.
- Opportunities for purposeful participation in wider school life are strengthened.

9.1.2 Important Ongoing and Linked Developmental Work

The following areas will remain important during 2026/2027. They will be maintained, embedded or linked to the core priorities, but they will not all be treated as separate headline improvement priorities.

Area	Stage	Link
Starlight implementation	Embed	Languages / English
Spelling and foundational literacy	Embed	Languages / English
Abair Liom	Embed	Languages / Gaeilge
Gaeilge labhartha	Implement / Embed	Gaeilge attitude and oral communication
House Points system	Embed	Wellbeing / whole staff
Monthly behaviour targets	Embed	Principal / whole staff
Code of Behaviour implementation	Implement	Principal / whole staff
Bí Cineálta classroom content	Implement / Embed	Wellbeing / whole staff
Student Council	Embed	Pupil voice / wellbeing
Sensory courtyard	Implement	Réaltaí / sensory provision
Arts and Physical Activity	Embed	Broad and balanced curriculum
School environment	Embed	Belonging / school pride
Smartphone-Free Childhood	Embed	Community / wellbeing

Area	Stage	Link
School identity: active uniform and crest	Implement	Belonging / school pride

9.1.3 Strategic Context and Enabling Conditions

The following areas are essential to the successful development of the school. They shape what the school can realistically achieve, but they are not all suitable as ISM-led improvement priorities.

Area	Stage	Responsibility
Financial stability	Embed	Principal, Board of Management and Treasurer
Funding and grants	Implement / Embed	Principal-led, with staff/ISM input where relevant
Financial tracking / BrightBooks	Embed	Principal / administrative / Board oversight
Enrolment and school promotion	Implement	Principal-led, with significant support from the staff member managing the school Facebook page
Leadership development and working groups	Pilot	Used to support priorities where useful
Parents' Association and community partnership	Embed	Principal-led with staff/community support
Digital Learning Plan	Wait	Important future area, but not a core 2026/2027 priority
Facilities and long-term building needs	Wait / Implement where funded	Principal and Board of Management

Financial stability remains highly important. Without a sustainable financial position, it is difficult to resource curriculum development, wellbeing, facilities, Réaltaí, STE, Mathematics or future school improvement. However, the main responsibility for financial management remains with the Principal, Board of Management and Treasurer. Staff and ISM members should remain aware of the financial context and consider resource implications when developing their areas.

9.1.4 Review of Priorities

The school will review the core priorities during the year.

September / October

- Confirm current position.
- Clarify the focus for the year.

- Agree realistic actions.
- Identify any support required.

January / February

- Review progress.
- Identify challenges.
- Adjust actions if needed.
- Identify further support required.

May / June

- Review what worked well.
- Identify gaps.
- Summarise progress.
- Make recommendations for 2027/2028.

The aim is not to create unnecessary paperwork. The aim is to ensure that each priority moves forward in a manageable and meaningful way.

9.1.5 Summary of 2026/2027 Direction

In 2026/2027, Ballygiblin NS will focus on five core school improvement priorities:

1. **STE Progression and Implementation**
2. **Mathematics: Support, Playfulness and Maths Talk**
3. **Languages and Oral Communication**
4. **Wellbeing, Belonging and Bí Cineálta Messaging**
5. **Réaltaí Development, Sensory Provision and Purposeful Participation**

These priorities reflect where the school is now and where it wants to go next.

They allow Ballygiblin NS to build on progress already made, while also being realistic about workload, resources and what can be achieved in one school year.

The overall aim is:

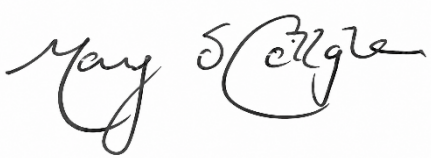

Focused priorities, clear leadership, realistic actions and meaningful progress for pupils.

10. Review and Oversight

This policy is reviewed annually by the ISM team and Board of Management.

Last Reviewed by Staff	April 27 th 2026
Last Reviewed by Board of Management	February – May 2026

Signatures

	
<i>Mary O'Callaghan</i>	<i>David Hyland</i>
<i>Chairperson BOM</i>	<i>Principal</i>
<i>Date: 14th May 2026</i>	<i>Date: 14th May 2026</i>