



# CONTENTS

Wellbeing Team	3
Wellbeing Committee Aims	3
Policies Informed by Wellbeing	4
Supporting and promoting culture of Wellbeing	4
School Self Evaluation and Wellbeing	5
Junior Cycle Framework and Wellbeing	7
Wellbeing and the curriculum at Junior Cycle	8
Overview of Junior Cycle Curricular Provision	9
Assessment & Reporting of Wellbeing	11
Student Supports & Wellbeing	12
Guidance and Counselling & Wellbeing	15
Additional School Supports & Wellbeing	16
Evidence of Wellbeing in Ballymakenny College	17
Staff Wellbeing	18
Themed Weeks and Wellbeing Links	19



## Wellbeing Team Members

The Ballymakenny College Wellbeing Committee is made up of teachers from each subject department directly involved in the delivery of wellbeing hours - SPHE, CSPE, PE, SFL, Guidance and Ethical Education. Members of the management team are also represented on the committee.

Members report back to relevant departments of updates and changes following from Wellbeing meetings. The committee regularly presents at whole school staff meetings.

It is envisaged that all teachers will be given an opportunity to be a member of the Wellbeing Committee. Members will rotate their responsibilities every 1-2 years to allow for new member to join the committee.

## Aims of the Wellbeing Committee

At Ballymakenny College we aim to support student wellbeing by developing an effective policy and ensuring the strategies outlined within this policy are delivered to the highest standard possible.

Furthermore, we aim to:

- Ensure wellbeing is central in our teaching methodologies and student learning.
- Foster an environment where students feel safe, *respected* and cared for.
- Ensure students are *responsible* and *connected* members of their school and the wider community.
- Develop *resilient* learners capable of coping with the stresses of everyday life.
- Generate *awareness* around the various issues relating to student wellbeing.
- Assist students in becoming *active* members of the school and wider community by developing confident and skilled participants in physical activity.

## Policies Informed by Wellbeing

Wellbeing is most effective through a whole school approach. The following policies underpin this idea with Wellbeing informing them all:

- Code of Behaviour
- Smoke Free Policy
- Acceptable Usage Policy
- School Tour Policy
- Anti-Bullying Policy
- RSE Policy
- Mobile Phone Policy
- Whole School Food Policy
- Special Education Needs Policy
- Health and Safety Policy
- Attendance Policy
- Substance Misuse Policy
- Remote Learning Policy
- School Guidance Plan
- Child Safeguarding Statement
- Assessment Policy

Ballymakenny

College

Policies:

<http://www.ballymakennycollege.ie/Page/Policies/379/Index.html>

## Supporting & Promoting Culture of Wellbeing

Ballymakenny College promotes a positive culture of Wellbeing by affording students and staff the opportunity to participate in the following activities:

- Events in school marking significant dates for the school community.
- Numerous student committees and student led supports.

- Extracurricular and co-curricular activities
- SSE Learning to Learn - Reflection on progress and learning skills.
- Using Social Media Platforms to showcase the promotion of Wellbeing within Ballymakenny College to the wider school community.

## School Self Evaluation (SSE) and Wellbeing



The process of developing our wellbeing programme follows the above six step procedure that is outlined in the School Self Evaluation guidelines. It is a collaborative, reflective and inclusive process. Ballymakenny College have an SSE Team that have identified Literacy (Key Terms), Numeracy (Fractions) and Learning to Learn as the areas of focus for SSE. Our SSE plan intends to foster and enhance student wellbeing by enabling students to realise their abilities, take care of their physical wellbeing, cope with the normal stresses of life and cultivate a sense of purpose and belonging to a wider community. Improving Literacy, Numeracy and Learning to Learn progression can assist students in accessing and understanding supports throughout life.

At Ballymakenny College our current areas of focus are:

- Literacy-DEAR time (Drop Everything and Read), Keywords and Action Verbs.
- Numeracy-Problem solving, fractional computation and plot graphs.

- Learning to Learn-Our learning skill for this year is 'Reviewing'.

Our SSE committee develops a School Improvement Plan (SIP) relating to each area of focus which identifies our targets and actions for improvement for the year. A summary of these SIP's is shared with the school community via our school website.

Suggested strategies including the below are shared with stakeholders:

- Literacy-Encourage and model reading for fun at home. Quiz students on their Keywords and Action Verbs.
- Numeracy-When checking the school journal, take time to look at the 'Tracking Your Progress' pages at the front of the journal. These plot graphs are a great way to monitor a student's progress in all their subjects.
- Learning to Learn-When checking the school journal, take time to look at the 'How you Performed' page at the end of every week. The purpose of this page is to encourage students to focus on the learning skill 'Reviewing' for this year. Using their plot graphs, students should identify three subject areas that they need to focus on.

### The Six Stages of SSE:

1. **Focus** – the Wellbeing team is focused on delivering a Wellbeing programme that shows our students they are valued and cultivates a sense of security and connectedness among students in our community. Various initiatives are introduced with the intention of helping students develop the necessary skills to cope with everyday challenges in a healthy way.
2. **Information** – relevant documents are consulted with for the development of wellbeing initiatives. The student council, parents committee and teachers are all consulted in relation to delivery of the programme. Consideration is given to best practice from other schools also.
3. **Decisions** – once relevant documents and parties are consulted, a plan and programme are developed on a yearly basis.

4. **Share** – the Wellbeing plan is shared with all stakeholders in the school community. The programme is evaluated yearly, and suggestions are made on possible changes to enhance the programme.
5. **Improved Action** – Following evaluations, the wellbeing programme and policy is updated to include such changes.
6. **Monitor** – any changes are monitored, and their impact assessed.

## Junior Cycle Framework and Wellbeing

The framework for Junior Cycle is underpinned by 24 statements of learning (SOL's). Six of these SOL'S are explicitly related to wellbeing (see table below). As part of our wellbeing programme here in Ballymakenny College, these SOL's are embedded in subject department planning for Junior Cycle subjects. Each subject department has a specific folder designated to 'Wellbeing' that highlights the links between these SOL's and curriculum learning outcomes.

SOL NO.	STATEMENT
5	The student has an awareness of personal values and an understanding of the process of moral decision-making.
7	The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
10	The student has the awareness, knowledge, skills, values, and motivation to live sustainably.
11	The student takes action to safeguard and promote her/his wellbeing and that of others.
12	The student is a confident and competent participant in physical activity and is motivated to be physically active.
13	The student understands the importance of food and diet in making healthy lifestyle choices.

The new framework outlines eight key skills. 'Staying well' is one of these key skills, which indicates the significance wellbeing plays within the new Junior Cycle framework. Efforts are made to incorporate the elements of 'staying well' into teaching methodologies and assessment methods for students.



## Wellbeing & the Curriculum at Junior Cycle

In Ballymakenny College we have chosen to strongly prioritise and highlight Wellbeing within our school community. This is reflected in our curricular provision. The provision of Treoir, PE, SPHE, CSPE, Digital Wellbeing and Guidance related learning have been identified as key areas in which our Wellbeing programme will be embedded at Junior Cycle, while also being supported across all subjects, other areas of learning, extra-curricular activities, co-curricular activities and other activities within the school.

Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively supported on a whole school basis. The Guidance Counsellors work collaboratively with staff in relation to the Wellbeing programme and its implementation. The Guidance Counsellors

actively support students in Junior Cycle, both through provision of guidance-related learning resources and counselling support on an individual basis.

We endeavour to provide a Junior Cycle Programme that builds the foundations for Wellbeing. At Ballymakenny College we believe that a Junior Cycle programme that builds the foundations for Wellbeing:

- is broad and balanced.
- provides choice.
- has meaning and relevance.
- is enjoyable and engaging.
- provides opportunities to experience challenge and success.
- equips students with the knowledge, skills, and dispositions to develop as learners and build positive relationships.
- 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.
- developing physical literacy, encouraging an active lifestyle informing students of the benefits, importance, and link between their physical and mental health.

### **Overview of JC Curricular Provision:**

Ballymakenny College has increased curricular provision at Junior cycle in accordance with the requirements for Wellbeing as per circular 55/2019. We currently provide for 441 hours of timetabled Wellbeing over the three-year Junior Cycle, which is supplemented by extra-curricular activities, co-curricular activities, and whole school initiatives to promote and embed wellbeing within the school community.

The planned curricular provision for the first-year cohort of 2020/21 aligns closely with the timetabled curriculum requirements as follows:

SPHE (88 hours planned) - minimum of 70 hours.

CSPE (100 hours planned) - minimum of 100 hours.

PE (133 hours planned) - minimum of 135 hours.

Ballymakenny College has tailored the additional Wellbeing hours scheduled in accordance with the needs of our students and the characteristic spirit of the school. The allocated time for Treoir each morning has been identified as the cornerstone of our pastoral care system in our school and underpins the essence of wellbeing for our students. This time affords students an opportunity to build positive relationships and a sense of identity within the greater school community and provides a reliable ladder of referral for identifying and supporting students' wellbeing.

The provision of 2 Digital Wellbeing modules for all first-year students was identified as a need in Ballymakenny College in the context of being a digital school. The rationale is that students need to be adequately equipped to engage meaningfully in online learning, whilst being safeguarded from the inherent risks posed through their online interactions.

The chart below provides an overview of the planned curricular provision for the current first-year cohort over their three-year junior cycle. The partial hours indicate modules such as Digital Wellbeing and SPHE that are timetabled on an 11-week basis.

Overview of JC Hours	20/21 1st Yr		21/22 2nd Yr		22/23 3rd Yr		Total Hours over 3 years		Hours Required by JCT
	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Total for 3 years	Hours per year
English	3	100	3	100	3	100	9	300	240
Irish	3	100	3	100	3	100	9	300	240
Maths	3	100	3	100	3	100	9	300	240
History	2	67	2	67	2	67	6	201	200
Spanish/French	2	67	2	67	3	100	7	234	200
Science	3	100	2	67	2	67	7	234	200
Geography	2	67	2	67	2	67	6	201	200
Treoir	1	33	1	33	1	33	33	99	
SPHE (Incl RSE)	1	33	1	33	0.67	22	2.67	88	70
PE	2	67	1	33	1	33	4	133	135
CSPE	1	33	1	33	1	33	3	99	100
Digital Wellbeing	0.67	22					0.67	22	22
Ethical Education	0.33	11	1	33	0.33	11	1.66	55	
Option 1	2	67	3	100	3	100	8	267	200
Option 2	2	67	3	100	3	100	8	267	200
<b>Total Hours</b>	<b>28</b>	<b>934</b>	<b>28</b>	<b>933</b>	<b>28</b>	<b>933</b>	<b>114</b>	<b>2800</b>	
<b>Wellbeing Hours</b>	<b>5.67</b>	<b>188</b>	<b>4</b>	<b>132</b>	<b>3.67</b>	<b>121</b>	<b>43.34</b>	<b>441</b>	<b>400</b>

## **Our Co-curricular Programme**

Ballymakenny College offers its students a wide variety of co-curricular activities at both Junior and Senior Cycle. Staff members organise and encourage students to become involved in extension activities for their own learning, well-being, and as a means of fostering a positive teacher-student relationship. These co-curricular activities include involvement in subject based projects and competitions, school choir, essay, and creative writing opportunities, debating, subject and general quizzes, science club (BT, Scifest), drama, school shows and musicals etc. (See Appendix A for a list of all co-curricular activities provided in Ballymakenny College). Our teachers regularly organise co-curricular trips and visits for theatre and drama, History, Irish, Science related activities.

## **Our Extracurricular Programme**

While timetabled subjects such as CSPE, PE, SPHE, Digital Wellbeing, as well as Treoir and guidance related learning provide the main pillars for building the school's Wellbeing Programme, extracurricular activities also make an important contribution. Through the hard work and commitment of staff members, Ballymakenny College provides a broad programme of extracurricular activities for all students. These include sports clubs such as Basketball, Rugby, Camogie, Soccer, Athletics, Badminton, Table Tennis, as well as other outdoor and indoor activities. Staff also encourage students to become involved in a variety of extracurricular activities such as the Amber Flag committee, Green Schools, Gaisce, Amnesty International, gardening, cooking, chess, to name but a few. (See Appendix B for full list available at Ballymakenny College). These events serve to broaden the educational engagement and sense of belonging central to providing students with a sense of wellbeing at our school.

## **Assessment & Reporting of Wellbeing**

*The Framework for Junior Cycle* states that all assessment at Junior Cycle should support student learning. As per JCT wellbeing guidelines, there is flexibility in the assessing and reporting of the learning students gain from our wellbeing programme. Evidence of learning is gathered and relates to the knowledge and skills developed through the programme.

Assessment is an intrinsic part of any learning programme as it promotes learning and supports teaching. The curriculum components of Wellbeing are assessed in a variety of ways as decided upon by subject departments and individual class teachers. The formats used can include CBA's, assignments, project work, presentations, performances, peer assessment, self-assessment, and student reflections. Where possible, the six indicators of Wellbeing (active, responsible, connected, resilient, respected & aware) are identified and linked to the learning and its assessment.

As students complete a CBA in the new CSPE short course, learning is assessed accordingly. It is planned that the PE short course will be introduced in the 2021/22 academic year and therefore the CBA will form part of the assessment process then also.

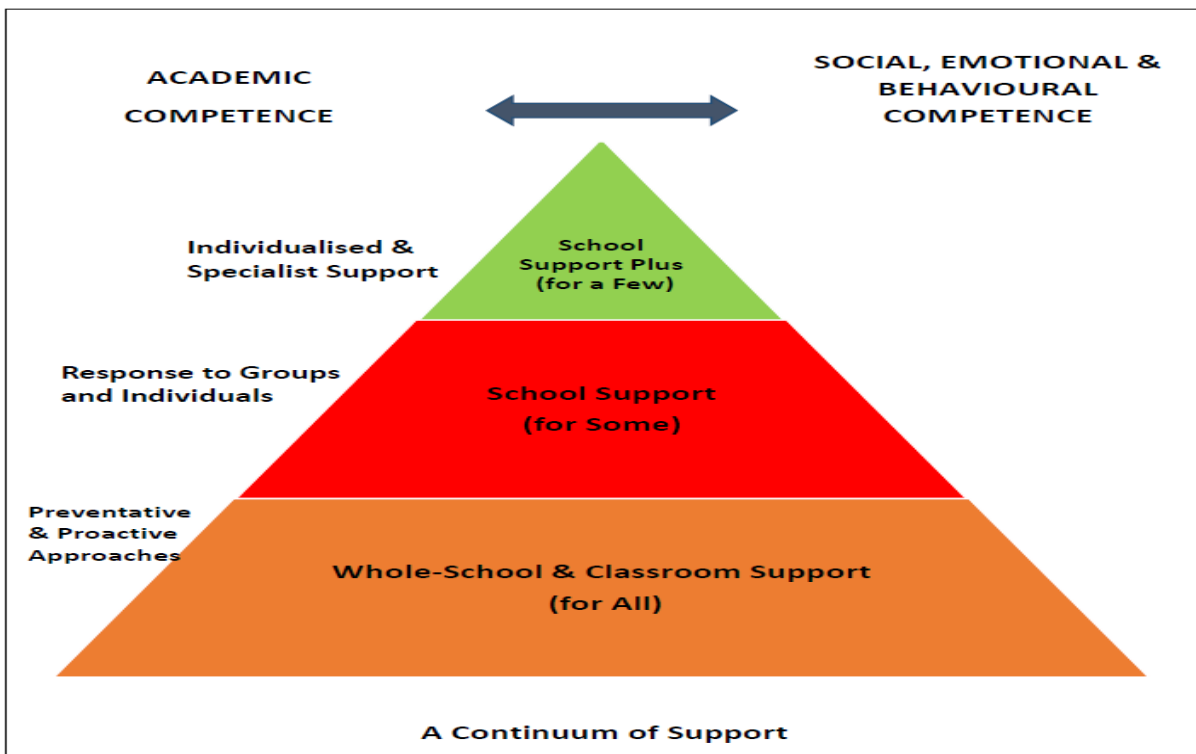
The integration of CBA's into the overall assessment process acknowledges that students learn best when teachers provide feedback that helps them to understand how their learning can be improved. This approach to student feedback underpins the process of reporting in Ballymakenny College. Formal reporting on the progress and achievements of students within the wellbeing suite of subjects (Treoir, SPHE, CSPE, Digital Wellbeing and PE) takes place biannually throughout the Junior Cycle, and the school issues the Junior Cycle Profile of Achievement following the final junior cycle examinations. This complements reporting on progress to parents/guardians during parent-teacher meetings and through normal student feedback sessions, including feedback after the completion of each CBA.

Student achievement in relation to learning through their CBA's in the Wellbeing subjects (CSPE and PE) will be reported on within students' Junior Cycle Profile of Achievement (JCPA). The JCPA also accommodates an area for documenting Other Areas of Learning (OAL's). Learning in the wellbeing subjects (Treoir, SPHE, CSPE, PE and Digital Wellbeing) other than CBA's will be reported on within the OAL section of the JCPA.

## **Student Supports & Wellbeing**

Using the NEPS continuum of provision as a framework - "Wellbeing in Post-Primary schools", this policy provides an overview of the provision in the school in relation to promoting and

supporting the wellbeing of all students. 'Support for the few' 'Support for Some' group approaches and 'support for all' whole school approaches and classroom approaches



**Support for few** – 2%-5% of student population. Support for Learning (SFL), external agencies, CAHMS, speech & language therapy, primary care services. This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of Strategic Sheets. In some cases, students under the care of the student support team will also have a student support file, either in the Guidance dept of the SFL dept.

**Support for some** – 10%-20% of student population. Students who do not respond to the whole school approach sufficiently and require extra support. Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural). Additionally, some students may join the school mid-year, transfer from another school or be newly arrived in the country. Participation in a learning support group may be required. A reduced subject load may be utilised. Participation in a social skills group – Friends for Life can be offered. Making accommodations to testing situations (e.g., applying for a waiver

of spelling and grammar). Mentoring system – students may be identified through the Student Support Team and a suitable mentor assigned to a particular student requiring peer support. There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups.

**Support for all** – At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim at (1) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing, (2) promotion of an understanding of and commitment to wellbeing (3) early identification and intervention in the cases of challenge. These steps are reflected in various school policies such as Code of Behaviour, Anti-Bullying Policy etc. Additionally, supported by our commitment to quality teaching and learning, broad provision of programmes (Transition Year and LCVP) and a comprehensive curriculum, study skills, homework, and assessment policies.

We provide a full suite of pastoral support programmes which provide support to all students as part of their general education in the school: our SPHE programme, our CSPE programme, our Guidance programme, our RSE programme, our Ethics programme and our Tutor programme, Treoir.

Ballymakenny College has a proactive Student Support Team that meet regularly throughout the school year and engage interventions as and when required. Our Student Support Team include representatives from the SFL department, the two Guidance Counsellor's, the House Leader (from the relevant year) and is coordinated by both Principal and Deputy Principal. The team reviews its current caseload and students indicated to them by members of staff, by parents or by student peers. It monitors ongoing concerns, agrees plans of action and forwards students to external agencies.

## Guidance Department & Wellbeing

Incoming first year students attend an introduction evening which the Guidance Department attends. The Guidance Counsellors provide advice to both parents and students surrounding that transition from primary school to post primary school. The Guidance Department have compiled a transition booklet for parents and students, and this is available on the school website under the Guidance tab.

First years engage in a subject taster programme. This provides a broad range of subject exposure before final subject choice is decided for Junior Cycle. Guidance in relation to subject choices and their long-term impacts are provided to students and parents at any stage by the Guidance Counsellors. In 3<sup>rd</sup> year and Transition Year Subject Choice presentations are provided to both parents and students in relation to Senior Cycle subject options. A comprehensive Subject Choice Information booklet is available on the school website under the Guidance tab. In addition, all students in each tutor class are assigned a Guidance Counsellor who is available to support them in areas of personal, educational, and vocational aspects of their schooling.

Personal Counselling - Guidance Counsellors are available to all students for personal counselling. A referral system is in place, a student may be referred by a teacher, House Leader, tutor, parent, DP, or Principal. A referral form must be completed and given to the relevant Guidance Counsellor and an appointment will be scheduled. Parental consent must be sought for all students under 18 years of age, by the person making the referral.

Guidance Counsellors attend Student Support Team meeting weekly with each year group.

As part of Ballymakenny College's Wellbeing programme., guidance related learning is delivered during each year of Junior Cycle on a modular basis during SPHE class. The content of the modules is provided to the SPHE department by the Guidance Counsellors and related to the specific needs of the group. It is delivered by the SPHE teacher.

Senior cycle students receive timetabled Career Guidance classes to support them academically and, in the decisions, they will make in relation to further study after second level. The Guidance

Department provides advice and information in the areas of CAO, PLC, FET, UCAS, EUNICAS, DARE, HEAR, SUSI.

All 6<sup>th</sup> year students have 2 appointments with their Guidance Counsellor, with more if required.

The Guidance Department works closely with the SFL department and SFL coordinator in completion of DARE applications.

The SFL department conduct transition meetings with all primary schools who have students entering Ballymakenny College. A Guidance Counsellor also attends these meetings.

Psychometric testing takes place in 1<sup>st</sup> year – CAT4, NGRT, PTM, PASS. This identifies student strengths & weaknesses, reading age, verbal & numerical ability, attitudes to school and identifies fragile learners and barriers to learning. Both Guidance Counsellors are qualified to carry out psychometric assessments.

Ballymakenny College operates a mixed ability class grouping policy to allow for uptake at differentiated levels. This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice staff sees this structure as central to the promotion of student self-esteem. The class groupings are devised by the Guidance Department and consultation with SFL department occurs during this process.

L.C.V.P. offers a practical application of the linked subjects for students with an Irish exemption. It facilitates those students with a particular vocational interest and is supported by the careers work experienced in transition year.

### **Additional School Supports & Wellbeing**

As well as the provisions outlined within this plan, the following are also available to our students to support their emotional, social, mental, and physical wellbeing:

#### **Additional supports Ballymakenny College Provide:**

- House Leader and Tutor structure
- Morning Treoir - tutor time
- Merit reward system

- Student Enrichment - Daltaí Na Míosa, Rang Na Míosa
- Student Awards
- Whole school assembly – recognition of talents and skills of students
- Extensive extracurricular suite
- Guidance Counsellor Support
- Support for Learning
- Supportive school management team
- Student Leadership and Voice – Student Council, Student Mentor system, School Newsletter
- Friends for Life Programme
- Rainbows Programme
- Themed Weeks
- After School Study provision
- Careers Fair
- School Library
- Parents Council
- Positive affirmations posters placed all around the school.
- Staff appreciation days.
- Teacher versus students' competitions
- Wellbeing wall in main Hub area

### Evidence of Wellbeing in BKC

Activities throughout the academic calendar further enrich the wellbeing of our students. Belonging to a group and achieving a goal lifts morale and creates a positive atmosphere. The following are some of the areas which support this:

Music has strong links to mental health. Many young people find solace in music. All students have the option to join the school choir. They engage in many activities throughout the year including performing at school Assemblies, the Christmas fair, and a range of events throughout the year. Students have the opportunity to display their talents, skills and be part of a group.

Resilience days' focus on building student resilience. This can take on many forms such as team building activities, mental health talks, positive affirmation activities, fitness classes etc. Students and teachers take part in the events enriching relations and encouraging an atmosphere of respect and understanding. Reward trips, class outings and bonding trips allow students to develop their self-confidence and coping skills.

The ability to plan effectively is a skill which can be of great practical value to students during their time at school, in their future studies and in the world of work. By encouraging students to get involved in enterprise activities teachers can help them to make informed decisions based on careful research and analysis. Through involvement in the college's Christmas Fair and other enterprise initiatives students are facilitated in planning, setting up and running their own enterprise projects as vehicles of learning. It helps students to grasp real life skills associated with running a real enterprise including, working as part of a team, managing production and finances, organising a sales and marketing campaign and liaising directly with customers and the media.(See Appendix A, B and C for full list of available at Ballymakenny College).

### Staff Wellbeing

Staff in Ballymakenny College work in a supported environment where school management work collaboratively with the whole staff. Management respect the professional commitment of each staff member. Management is understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with compassion. As a small gesture of gratitude, the Board members provides staff with a variety of treats throughout the school year.

Staff are encouraged and supported to take new roles, gain further qualifications, and attend relevant CPD courses. Any CPD courses that are completed are recorded in the weekly news which is shared by the Deputy principal. Teacher based classrooms are in the majority which has led to improved working conditions for staff. Our staff room is well equipped and provides a communal space for staff to work, eat and or socialise on their time off. There is a separate staff workroom area available that includes access to workspaces, computers, and printers. Ballymakenny College staff have a fantastic sense of team spirit. Staff get involved in several activities throughout the year such as, Halloween fancy dress, staff competition and more. Staff

social outings are planned across the academic year to enhance personal relationships between staff members.

Ballymakenny College promotes a culture of collaborative collegiality locally, nationally, and internationally. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on SharePoint and Microsoft Teams. The whole school email system and digital school calendar are used regularly to ensure all staff are aware of important events throughout the year.

Staff members are regularly reminded of the support available through the Employee Assistance Scheme.

### **Themed Weeks and Wellbeing Links in Ballymakenny College**

Themed weeks play a huge role in promoting wellbeing in Ballymakenny College. They help to build positive relationships, improve self-esteem, and develop transferable skills. They contribute to the wellbeing of the student by giving them the opportunity to learn in many ways. By interacting with their classmates and teachers, and by taking part in activities inside and outside the classroom, each student is challenged to problem solve outside of their comfort zone promoting positive supportive relationships within the school. These weeks promote positive supportive relationships within the school and wider community.

Other weeks, such as Wellbeing week, has the sole aim of creating awareness around mental health, promote health and wellbeing, resilience, as well as adding to the positive atmosphere in the school. We use these weeks as a way of highlighting what keeps us positive.

Themed weeks in the past have included Wellbeing/mental health week, anti-bullying week and pride week. Subject specific weeks have been held for maths, science, English, geography, Irish, art and history, which all have activities included in them which we can attribute to promoting both student and staff wellbeing. Throughout the year, areas such as Literacy, Numeracy and Learning to learn are continuously being promoted within our themed weeks in the hope to improve our wellbeing.

Themed Week	Activities Include:	Wellbeing Links
Mental health/ wellbeing week	<ul style="list-style-type: none"> <li>• Breakfast morning</li> <li>• Healthy smoothies</li> <li>• Ready steady cook</li> <li>• Bake sale.</li> <li>• Lessons with mental health focus</li> <li>• Teacher versus student's soccer competition</li> <li>• Posters with ways to help improve mental health.</li> <li>• Motivational quotes and music</li> <li>• Mindful colouring</li> <li>• Meditation</li> <li>• Random Act of Kindness Wall</li> <li>• Wellbeing wall</li> </ul>	1, 2, 3, 4, 5, 6
Anti-bullying	<ul style="list-style-type: none"> <li>• Anti-bullying posters</li> <li>• Guest speakers</li> <li>• Lessons with anti-bullying focused upon</li> </ul>	1, 2, 3, 4, 5, 6
English week	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Kahoot!</li> <li>• Quote hunt</li> <li>• World book day</li> <li>• Book club</li> <li>• Writing competition</li> <li>• DEAR</li> </ul>	3, 4, 6
Staff week	<ul style="list-style-type: none"> <li>• Staff appreciation</li> <li>• Kind notes from students</li> <li>• Treats</li> </ul>	1, 2, 3, 4, 5, 6

Pride week	<ul style="list-style-type: none"> <li>• Colourful clothing day</li> <li>• Poster competitions</li> <li>• Table quiz</li> <li>• Bake sale</li> <li>• Face painting</li> <li>• Lip sync battle</li> <li>• Hub music</li> </ul>	1, 2, 3, 4, 5, 6
Maths	<ul style="list-style-type: none"> <li>• Drop everything and solve</li> <li>• Maths quiz</li> <li>• Countdown</li> <li>• Kahoot!</li> <li>• Bingo</li> </ul>	1, 3, 4, 6
Science	<ul style="list-style-type: none"> <li>• Science quiz</li> <li>• Deadly dissections</li> <li>• Science documentary</li> <li>• Microscope images</li> </ul>	1, 3, 4, 6
Geography	<ul style="list-style-type: none"> <li>• Poster Competition</li> <li>• World challenge</li> <li>• Geography quiz</li> <li>• Geography photography</li> <li>• Geography awareness</li> <li>• OS map treasure hunt</li> </ul>	1, 2, 3, 6
Seachtain Na Gaeilge	<ul style="list-style-type: none"> <li>• Irish speaking competition</li> <li>• Cupan tae agus comhra</li> <li>• Tokens for speaking Irish</li> </ul>	1, 2, 3, 5, 6
Art	<ul style="list-style-type: none"> <li>• Kahoot</li> <li>• Displays of artwork</li> <li>• Pumpkin carving</li> </ul>	1, 3, 6

	<ul style="list-style-type: none"> <li>Inspirational art quotes</li> </ul>	
College Awareness Week	<ul style="list-style-type: none"> <li>Talks</li> <li>Guest speakers</li> </ul>	2, 3, 4, 6

## Appendix A- Co-curricular Activities in Ballymakenny College

- Christmas Fair
- International day
- Resilience Workshops
- CSI Experience
- Public Access to Law Programme
- Early Drive Course
- Peer Education Programme
- Customer Service Training
- Food and Fire Safety Training
- Manual Handling Training
- Personal Safety and Self Defence
- Swim and Gym Programme
- Internet Safety presentation (delivered as part of Digital Wellbeing)
- Technology Entrepreneurship for Girls
- GAA Future Leaders
- Student Enterprise Programme
- Christmas Fair
- Seachtain na Gaeilge
- Themed Weeks
- TY Bonding trip
- BT Young Scientist competition
- Visits to theatre and cinema
- Trips to Heritage sites
- Aware Life Skills Programme
- Random Acts of Kindness
- DEAR
- Fundraising events
- Sports Day
- Art Showcase throughout school

## **Appendix B- Extra-curricular Activities in Ballymakenny College**

- Soccer
- Rugby
- Choir
- Language hub
- Student council
- Amber Flag
- Local and national art competitions
- Junk Kouture Competition
- Green schools
- Gaisce
- Newsletter Committee
- School Bank
- Gardening club
- Walking club
- Athletics
- Basketball
- Badminton
- Chess club
- Senior Choir
- Junior Choir
- Ukulele Group
- Table tennis
- Camogie
- Homework club
- Jujitsu

Complied by the Ballymakenny College Wellbeing Committee 2020/21.

This document is a working document and as such can be amended and updated as required by the needs of the school community and the Department of Education and Skills.

