

# Blackrock College

## Self-Evaluation Report and Improvement Plan



### 1. Introduction

This document should be read in conjunction with our Strategic Plan 2016-2021. It documents the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions that we will implement to meet the targets.

#### 1.1 Outcomes of our last improvement plans from September 2015 to June 2019

- Student Wellbeing (2018-2019) – Blackrock College has also been concerned about the wellbeing of its students. Having this topic as the focus of our SIP brought the whole area into sharper focus for us. Our weekly Deans’ meeting expanded its remit to include a student wellbeing section. We re-introduced a former Wellbeing Committee as a Wellbeing Planning Team. This team consists of members of the SMT, relevant teachers who are tasked with the wellbeing of our students either in a curricular or pastoral/spiritual capacity. It is hoped to continue the work of this group and to expand it to include members of support staff for a true whole school approach to the planning of Wellbeing. The intended homework diary insert did not happen for the 2018-2019 school year. However, the College homework diary has since been re-designed and has a clear focus on all areas of student wellbeing (spiritual, physical, emotional, spiritual and intellectual). The Target page of the last year’s SIP outlines the full outcomes of the actions involved in last year’s plan.
- Student Leadership (2017-2018) – update – the new process of electing House Captains continued last year 2018-2019. The Student Council introduced the role of Information Officer and conducted a survey of students in order to improve their communication with the student body. The SC have a Communication Plan in place for the 2019-2020 school year.
- Numeracy (2016-2017) –There is now a post-holder in place with responsibility for numeracy and a plan has been devised for improving the attitude towards Numeracy for the 2019-2020 academic year.
- Literacy (2015-2016) – The management of our CADLC changed hands during the 2018-2019 school year. Ms. Andrea Dillon is working closely with Ms. Cathy Kelleher in terms of enhancing literacy and book borrowing across the College. DEAR and Literacy Day are once again in the College calendar for this year. Our RockEd event in October will focus attention on Oral language as an integral part of the literacy development of our students.

#### 1.2 The focus of this evaluation

The focus of this SSE term is Resilience for staff and students. Resilience is the ability to cope with life’s challenges and to adapt to adversity. Resilience is important because it can help to protect against the development of some mental health problems. Ultimately resilience helps us to maintain our wellbeing in difficult circumstances. We mentioned in last year’s SIP that wellbeing, by its nature, is multi-dimensional and attempting to improve the whole area of student wellbeing in one academic year is simply unfeasible. Last year’s SIP focused on heightening the profile of wellbeing in the school using data gathered from a variety of sources to identify target areas that linked with the Wellbeing Indicators. This year’s SIP has taken a similar approach. We have used data garnered from a student survey, teacher survey and the minutes of different meetings (Deans’ Care Committee, Wellbeing Planning Team etc) to decide on target areas for this academic year.

Our aim, in Blackrock College is to help students to build resilience, gratitude and optimism, to feel good about themselves through engagement, to promote positive interactions with each other, to help students understand that there is a greater purpose in life, and to teach students to set realistic goals for themselves.

## **2. Findings**

### **2.1 This is effective / very effective practice in our school**

*List the main strengths of the school in Student Wellbeing.*

- ~ Four core values of the school, 'Be there', 'Be Caring', 'Be Truthful', 'Be Grateful'.
- ~ Dean system
- ~ Counsellors
- ~ Student Wellbeing Committee
- ~ Amber Flag
- ~ Strong extra-curricular and co-curricular programme
- ~ Thursday tunes
- ~ Feature weeks/Awareness Days
- ~ Liturgical events
- ~ August interviews.
- ~ Nutritional options for lunch
- ~ Application cards
- ~ Wellbeing Planning Team

### **2.2. This is how we know**

*List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.*

- Student Wellbeing questionnaire
- Teacher Survey from the JCT Wellbeing Day – September 20<sup>th</sup> 2018
- Minutes from meetings held throughout the academic year 2018-2019

### **2.3 This is what we are going to focus on in order to improve our practice further**

*Specify the aspects of Wellbeing the school has identified and prioritised for further improvement. This year our sole focus is resilience – staff and students.*

- Maintaining our Amber Flag
- Further development of our Wellbeing Day
- Pieta House Resilience Academy for 2<sup>nd</sup> years
- Participation from all year groups in the Student Wellbeing Committee.
- Inserts for the College homework journal – Six Ways to Wellbeing and 14 Ways to Build Resilience.
- Staff talk on Resilience

## Our Improvement Plan - Resilience

Timeframe of this improvement plan is from September 2019 to May 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Maintaining our Amber Flag	Audit what the College is doing to promote positive mental health.	Student Wellbeing Committee	There should be an annual increase in what the College is doing to promote positive mental health.	Audit Jan. 2020; and again at end of year review May 2020.	
Staff and students understand the term resilience, be able to identify if they are/aren't resilient and are aware of strategies to build wellbeing and resilience.	Wellbeing and Resilience insert in homework journal. Counsellors and teachers given the 'How resilient are you' sheet from Impact Wales.(App. 4) Wellbeing notice board in staff room.	Staff and students – SPHE teachers will introduce the idea to students in JC.  2 post-holders	Students and staff will need to be surveyed to see if they understand resilience and can identify ways to be resilient.	Review termly in SPHE/RE class.	
2 <sup>nd</sup> years will participate in Pieta House Resilience Academy	For 6 weeks in September/October students will participate in the academy	Pieta House supported by SMT	Students will utilise the strategies that they have been taught when faced with the vicissitudes of life.	Review with students, parents' year committee and second year Dean.	
Teacher professional development in Resilience	Pieta House training for teachers (voluntary). Talk for teachers on Resilience.	Pieta House and SMT	Survey teachers in November to assess their confidence in modelling resilience for students.	Review November 2019	
Developing Wellbeing Day January 20 <sup>th</sup> 2020	Increase school wide involvement – expand post-it notes on lockers from messages to actions eg. RAK. Each year group could document RAK undertaken (Display in REC areas and Teachers' ref.)	Whole School Involvement led by Student Wellbeing Committee, supported by post-holder.	Observing students engaging with the actions from the post-its (RAK etc.)	Review with Student Council and SWC after the event.	
Representatives from all year groups on the Student Wellbeing Committee	Promote Student Wellbeing Committee at Student Council and Student Congress	Student Council/ House Captains	Representatives from all year groups and boarders on the committee.	Review in Jan 2020 and in May 2020	