



Coláiste Dún an Rí

Kingscourt, Co.Cavan

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Self-Evaluation Report and Improvement Plan - Wellbeing

1. Introduction

Here at Coláiste Dun an Rí we endeavour to support both our student's and staff's wellbeing by supporting their physical, emotional, and mental health. Wellbeing has been integrated into our classroom practice from our inception as part of the new Junior Cycle. This document will act as a vehicle to reflect and review this practice and improve it going forward over the next number of years

The Wellbeing Core Team is as follows:

Lauren McNally	Coordinator
Deirdre McCarron	Wellbeing Coordinator
Emma Carter	Teacher
Hazel O'Brien	Teacher
Sharon Cumiskey	Guidance Counsellor
Lorna Atkinson	Teacher
Tara Mullan	Deputy Principal

1.2 The focus of this evaluation

We initially undertook self-evaluation of wellbeing during the period September 2022 to June 2023. We evaluated the following aspect(s) of wellbeing:

- Emotional wellbeing
- Physical wellbeing
- Mental wellbeing

2.1 This is an effective / very effective practice in our school

- There is an awareness of the importance of wellbeing amongst our staff and staff agree that they have a role to play in promoting wellbeing across all departments
- Students have regular access to PE classes
- Fitness Suite is available for use by Senior students.
- School PE uniform is adapted twice a week per year group for student wellbeing.
- An open-door policy is in place with our Guidance Counsellor and students are not afraid to use this.
- We have an effective pastoral system in place. Tutor class, Care Team, etc.
- A collaborative approach to wellbeing is occurring with all stakeholders involved – Parents, students, teachers, SEN
- Teachers engage in regular wellbeing CPD.
- We have functioning student and staff wellbeing committees.
- Use of a sensory room and wellbeing room for all students before, during and after school if they need it as a safe space during times of high stress, critical incidents or where anxieties arise.
- Traffic Light System updated weekly, so staff are aware of students who are having a difficult time

2.2. This is how we know

Data was gathered in Spring 2023 in the following ways:

- A student survey about wellbeing – first and second year students were surveyed.
- A parent's survey about their attitudes to wellbeing – Parents of our first-year cohort were surveyed
- A staff survey about their practice in relation to wellbeing and their observations on the effect this has had with students

2.3 This is what we are going to focus on to improve our practice further

The Wellbeing Core Group has focused on the following areas for improvement:

- Emotional Wellbeing
- Physical Wellbeing
- Mental Wellbeing

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan, we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from [2022] to [2025]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Target 1					
<p>Target 1: To increase students' engagement with their emotional wellbeing</p>	<p>Resilience Academy programme to be run with 1st and 2nd years during SPHE to give students a greater awareness of resilience, emotions a relationships</p> <p>Presentation skills are to be developed in 1st year and assessed as part of Christmas and Summer exams to improve students resilience when presenting work on front of a class and relieve anxieties currently presenting around CBA's</p>	<p>SPHE department to co-ordinate the programme.</p> <p>Gaeilge, English, History, French and Business departments to oversee this change in assessment. Each department to award 10% of Christmas and Summer assessment grades towards in class presentation of class work and projects.</p>	<p>Students feel they are capable to deal with everyday strains of life and cope when challenges arise.</p> <p>Students will be able to identify support services available to them.</p> <p>Students become more confident to present their work orally and feel more competent at presentations when there CBA's start in second year.</p>		

Target 2

Target 2:	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To increase students' participation in physical activity to improve wellbeing</p>	<p>Extra Curricular Showcase afternoon - to get more students involved in physical activity. Run in September with first year students. Each student has two tokens and therefore can only sign up to two sports. This leaves more places for other students to participate.</p> <p>Fittest Class Competition – each tutor group will compete for the fittest class in September, January and May</p> <p>Active week – themed week in school to promote participation in physical activity. This takes place in May. PE department will run Fittest class competition and wellbeing committee to organise events and a mindfulness walk Walk takes place around the Forest Park.</p>	<p>All staff involved in extra-curricular activities to help by promoting their sport. Held at lunchtime on the second week of September</p> <p>PE department to organise. During PE class each student competes, and combined scores are averaged to get a class score. Tutors to promote this within their respective tutor groups</p> <p>Wellbeing Team will co-ordinate activities.</p>	<p>All students have the opportunity to join ECA teams. A more even spread of students partaking in extra-curricular activities where the same students are not always missing class contact time.</p> <p>Healthy competition to be the fittest class in the school and not just focusing on the fittest individuals. A team effort is required.</p> <p>Students take part in the fittest class competition.</p> <p>Students participate in the walk.</p>		

Target 3

Target 3:	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To improve students' awareness of their mental wellbeing</p>	<p>Childline Virtual talk to be run with 1st to 3rd year students to speak about mental health.</p> <p>Amber Flag Initiative to be run to create greater awareness of our mental health.</p> <p>Wellbeing week activities ran in January to promote positive wellbeing and to create an awareness of mental health.</p>	<p>Guidance Counsellor to organise talk for all students</p> <p>TY Community Care teachers run this with TY students.</p> <p>Wellbeing Team will organise a themed week in January. Students and staff wear comfy clothes/ PE uniform. Guest speaker talks to students. Inspirational quotes read out each day.</p>	<p>Students are aware of positive and poor mental health. They understand it is ok to not feel ok and feel they are able to reach out if they are having a tough time.</p> <p>TY students must achieve 3 strands/aims in order to receive the Amber Flag. They include: mental health awareness event, a fundraiser, and a mental health initiative.</p> <p>All students take part in the walk. Students wear PE uniform Students listen to the guest speaker Students do a reflection on the events of the week.</p>		