

School Learning Plan

School: RCAP

Year: 2019/2020

Context

What we know about our learners:

- 21 students (4 in grade 8, 10 in grade 9, 6 in grade 10 and 1 in grade 11), 6 of Aboriginal ancestry, 13 students with Ministry identifications (G, H, Q, R)
- Most students have selected this program in order to be in a school environment that better matches their learning needs (emotional safety, sense of belonging, program flexibility)
- Students are supported through face-to-face, small multi-grade academic classes with life lessons woven in, group supports
- **Inquiry Question:** What are some identified ways to challenge beliefs about emotions and agency, to support students to learn to increase their ability to tolerate emotional discomfort and persist when school is difficult? Challenging their beliefs about their ability, beliefs about persistence and their value of trying and learning.

Define

The outcome(s) we wish to improve:

- Increase student's ability to tolerate emotional discomfort in a school/learning context
- Improve student's confidence and support the development of a growth mindset
- **Strategic plan connection:** Students – Objective 4: Students will develop competencies and confidence to enable them to be life long, persistent learners

Evidence

Evidence that tells us this is the most important thing to focus on at this time:

- Noticed over the years the need to increase distress tolerance for students - distress tolerance is described as "when someone believes they are unable to cope with their uncomfortable emotions and tries to escape or avoid them"
- Feeling emotionally uncomfortable can lead people to develop negative beliefs and behaviours associated with specific experiences
(<https://www.cci.health.wa.gov.au/~media/CCI/Mental%20Health%20Professionals/Distress%20Intolerance/Information%20Sheets/Info-What%20is%20Distress%20Intolerance.pdf>)
- Link to the core competency: Personal, Social, and Cultural > Personal Awareness and Responsibility Competency > specifically within the Profile 3 descriptions

Design

The actions we plan to take to improve student learning:

- Helping every student embrace a role in the community of RCAP; these roles have been selected based on expressed interest: read aloud, morning snack, clean-up at end of day, researcher, taking turns being master chef in foods, Bal-A-Vis-X (Balance -Auditory-Visual-Exercises) in math
- Mindfulness group on Tuesday morning and Wednesday afternoon
- Use of parts of the resource Facing Your Feelings during weekly group activity (Centre for Clinical Interventions <https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself/Tolerating-Distress>)

Success Indicators

How we will know that our actions are having the desired impact:

- Change in visible persistence - giving up dichotomy, possible change in attendance/punctuality, fostering sense of agency and internal locus of control (weekly student expectation data collected and tabulated)
- Completing distress improvement activities such as: Am I Distress Intolerant, creation of a Distress Tolerance action plan (<https://www.cci.health.wa.gov.au/~media/CCI/Mental%20Health%20Professionals/Distress%20Intolerance/Information%20Sheets/Info-What%20is%20Distress%20Intolerance.pdf>)
- Students' developed ability to speak of their distress in/tolerance either in the moment, or during reflection
- Use of Ministry of Education student survey data

Communication

How we will share our learning journey with our community:

- Provide updates through Newsletter to students and parents (sent through email, posted to website)
- Recognition ceremony
- Student and parent conferences
- Yearend collection of staff and students' reflections