

# POBALSCOIL IOSOLDE DEIS PLAN

2022 – 2025



## **Mission Statement**

Our mission is to provide an inclusive learning environment, happy, safe and secure, which would enable students to develop –

***Intellectually, Morally, Spiritually,  
Socially, Physically, Emotionally,  
Cultural and aesthetic appreciation.***

In partnership with parents/guardians and the wider community, we are committed to the provision of quality teaching and learning which promotes –

- Respect for the individual, others and the environment
- A love of learning and a healthy work ethic
- An ability to think independently
- A commitment to life-long learning
- An understanding of and a respect for diversity
- A supportive, positive approach to physical and mental well being

By adopting this holistic approach to education, we seek to enable our students to achieve their full potential.

## **DEIS: Delivering Equality of Opportunity in Schools**

Delivering Equality of Opportunity in Schools (DEIS), the Action Plan for Educational Inclusion, was launched in 2005 and replaced in 2017. It remains the Department of Education and Skills policy instrument to address educational disadvantage. The Action Plan focuses on addressing and prioritising the educational needs of children and disadvantaged communities, from pre-school through second level education (3 – 18 years).

DEIS provides a standardised system for identifying levels of disadvantage and an integrated School Support Programme (SSP).

The action plan is, therefore, one element of continuum of interventions to address disadvantage, which include second chance education and training and access measures for adults to support increased participation by under-represented groups in further and higher education.

The action plan is grounded in the belief that:

- Every child and young person deserve an equal chance to access, participate in and benefit from education.
- Each person should have the opportunity to reach his/her full potential for personal, social and economic reasons.
- Education is a critical factor in promoting social inclusion and economic development.

The five key goals of the DEIS Plan 2017 are built upon the goals set out in the Action Plan for Education 2016 – 2019

- Goal 1 - To implement a more robust and responsive Assessment Framework for identification of schools and effective resource allocation.
- Goal 2 - To improve the learning experience and the outcomes of pupils in DEIS schools.
- Goal 3 - To improve the capacity of school leaders and teachers to engage, plan and deploy resources to their best advantage.
- Goal 4 - To support and foster best practice in schools through inter-agency collaboration.
- Goal 5 - To support the work of schools by providing the research, information, evaluation and feedback to achieve the goals of the plan.

## **Contents:**

7 key Pillars in the Palmerstown Community School DEIS Plan:

- Literacy
- Numeracy
- Attendance
- Retention
- Transitions
- Educational Attainment
- Links with Parents, Others and the Community

<b>Pillar</b>	<b>LITERACY (A)</b>
<b>Baseline Data</b>	All 1 <sup>st</sup> year students are required to do the Ppade Test (recommended by NEPS) to record their Literacy score. The students repeat the test in 2 <sup>nd</sup> year. On average 34% of students scores go up, 34% remain static and 32% of scores reduce.
<b>Target</b>	That the average percentage of student's test scores which drop will go from 32% to 31% in 2022/2023, go from 31% to 30% in 2023/2024 & go from 30% to 29% in 2024/2025.
<b>Target Rationale</b>	Traditionally we have thought about literacy as the skills of reading and writing; but today our understanding of literacy encompasses much more than that. Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media. PDST WEBSITE
<b>Classroom Actions</b>	<ul style="list-style-type: none"> <li>• DEAR – Drop Everything and Read</li> <li>• VEP – Vocabulary Enrichment Programme</li> <li>• Posters and Visual Aids</li> <li>• Paired Reading</li> <li>• Reading and Spelling Assessments</li> </ul>
<b>School Actions</b>	<ul style="list-style-type: none"> <li>▪ Literacy Week</li> <li>▪ Creative Writing Workshops</li> <li>▪ Duplicate Book reading at home</li> <li>▪ Library Lunchtime Reading Club</li> </ul>
<b>Monitor</b>	AEN Department very kindly take care of VEP and the Ppade Test
<b>Evaluate</b>	Students are tested again in 2 <sup>nd</sup> year and their scores are analysed.

<b>Pillar</b>	<b>LITERACY (B)</b>
<b>Baseline Data</b>	During a PDST in-service, it was recommended that students should build up a data set of key-words associate with their particular subjects. Key-word tests are given each half term. On average 3 out of 5 key-words are not understood by students.
<b>Target</b>	To improve student comprehension of subject specific terminology from 48% to 57% between 2022 to 2225. a) 48% will be increased by 3% May 2023 b) 51% will be increased by 3% May 2024 c) 54% will be increased by 3% May 2025
<b>Target Rationale</b>	If students know subject terminology and learn it well throughout the year, it should improve exam attainment. Students should be more confident in their understanding of each subject and less frustrated. It encourages a better baseline knowledge across the board. It may lead to more students feeling they can do higher level for their leaving cert. Tests should not be overly difficult. Students need a positive response from doing this.
<b>Classroom Action</b>	<ul style="list-style-type: none"> <li>• Teachers provide language rich subject specific space i.e. posters, mind maps, key-word wall etc</li> <li>• Interact with classroom posters frequently</li> <li>• Teachers are encouraged to set homework where key-words play a prominent role in it's composition.</li> </ul>
<b>School Action</b>	<ul style="list-style-type: none"> <li>▪ Key-words can be used as part of Seachtain na nGeailge, Foreign Language week, Maths week, Science week etc.</li> <li>▪ Subject coordinators remind staff about key-word engagement and also reminders put on staff notice board.</li> <li>▪ Key-words incorporated into year group quizzes.</li> </ul>
<b>Monitor</b>	Teachers will look over their own results. They will send their results to the DEIS coordinator every half term. All results will go into a spreadsheet. E-mail sent out each month to remind teachers about key-words.
<b>Evaluate</b>	Teachers will record their results and send these to the DEIS coordinator who will investigate if the targets are being met.

<b>Pillar</b>	<b>NUMERACY (A)</b>
<b>Baseline Data</b>	Students in 1 <sup>st</sup> were asked in an 'Attitudinal Survey', in what subjects do they use measurements? While maths scored 87%, no other subject got over 50%. Staff decided to concentrate on measurement and its importance across the curriculum for 1 <sup>st</sup> years. All data is stored by the DEIS coordinator. In the 1 <sup>st</sup> year maths competency test, the average 'measure/applied measure' results were 32% correct.
<b>Target</b>	To increase the average 'measure/applied measure' results: a) From 32% to 35% in 2023 b) From 35% to 38% in 2024 c) From 38% to 41% in 2025
<b>Target Rationale</b>	Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able to think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems. PDST WEBSITE
<b>Classroom Action</b>	<ul style="list-style-type: none"> <li>• Teachers concentrate on the different types of units of measurement</li> <li>• Practical teachers have a common approach to showing students how to measure</li> <li>• Posters in classrooms associated with measurements</li> </ul>
<b>School Action</b>	<ul style="list-style-type: none"> <li>▪ Numeracy month, highlighting and promoting measurement</li> <li>▪ Measurement highlighted on the numeracy wall</li> <li>▪ Measurement questions in the 1<sup>st</sup> year quizzes.</li> </ul>
<b>Monitor</b>	Subject coordinators will remind teachers in their department of the staff's concentration on measurement and teachers will monitor their own subjects.
<b>Evaluate</b>	Students will redo the section on 'measure/applied measure' in May

Pillar	NUMERACY (B)
<b>Baseline Data</b>	In the 1 <sup>st</sup> year maths competency test, the average graph interpretation results were 42% correct. In an attitudinal survey, 33% of teachers said their students struggled with graphs and graph interpretation. It was decided to have a whole school policy of teaching graphs in <b>every subject</b> to promote numeracy.
<b>Target</b>	
<b>Target Rationale</b>	Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able to think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems. PDST WEBSITE
<b>Classroom Action</b>	<ul style="list-style-type: none"> <li>• Teachers teach SALT method (scales, axes, label, title) regardless of their subject</li> <li>• Posters made in subject classes to emphasise whole-school approach, examples Pie Charts, Time/Distance, time Lines</li> </ul>
<b>School Action</b>	<ul style="list-style-type: none"> <li>▪ Graphs highlighted around the school and numeracy wall</li> <li>▪ Special emphasis during Maths Week, Science Week, Well-being week etc</li> </ul>
<b>Monitor</b>	Teachers monitor their own progress and the numeracy committee will assist any teacher who needs it.
<b>Evaluate</b>	Teachers will evaluate the progress in class exams , November tests & Winter & Summer Exams



<b>Pillar</b>	<b>ATTENDANCE (A)</b>
<b>Baseline Data</b>	Attendance information is collected by the attendance officer on VS Ware and by the HSCL officer. 9% of all school days in our school can be categorised as 'unexplained absences'.
<b>Target</b>	The school wants to decrease the number of unexplained absences over the next 3 years from 9% to 6% <ul style="list-style-type: none"> <li>a) 2022/2023 drop to 8%</li> <li>b) 2023/2024 drop to 7%</li> <li>c) 2024/2025 drop to 6%</li> </ul>
<b>Target Rationale</b>	Good attendance is a vital component to an over-all well-grounded education. Studies show students with better attendance perform better than students with poor attendance. Students with very poor attendance have large gaps of knowledge which can lead to frustration, disillusionment or bad behaviour. It is vital that good attendance is promoted to give every student the opportunity to perform to the best of their ability
<b>Classroom Action</b>	<ul style="list-style-type: none"> <li>• Teachers to interact in a positive manner, welcome back students to your class where appropriate.</li> <li>• Teachers make an effort to find those who were absent the day before and catch them up.</li> <li>• Upload work to teams</li> <li>• Be realistic when it comes to work produced from students with very poor attendance</li> </ul>
<b>School Action</b>	<ul style="list-style-type: none"> <li>▪ Create a list of students with very a poor attendance record and add to it as you identify others</li> <li>▪ Year Heads and tutors liaise with each other to identify students in junior cycle who could potentially have bad attendance in senior cycle</li> <li>▪ Where possible meet parents of students who have received 14 and 20 day absence letters.</li> <li>▪ Home visits</li> <li>▪ Set targets for students and reward them when they achieve them</li> <li>▪ Year heads emphasise the importance of attendance at assemblies</li> </ul>
<b>Monitor</b>	All teachers call the roll on compass in every class The HSCL coordinator and SCP project worker monitor attendance Year heads and tutors to monitor attendance and make phone calls home
<b>Evaluate</b>	All relevant parties coordinate to evaluate attendance records in late May/early June.

Pillar	ATTENDANCE (B)
Baseline Data	Attendance and <b>lates</b> information is collected by the attendance officer on VS Ware and by the HSCL officer. 9.5% of all school days in our school can be categorised as 'a student arriving late'.
Target	The school wants to decrease the number of lates over the next 3 years from 9.5% to 6% <ul style="list-style-type: none"> <li>a) 2022/2023 drop from 9.5% to 8%</li> <li>b) 2023/2024 drop from 8% to 7%</li> <li>c) 2024/2025 drop from 7% to 6%</li> </ul>
Target Rationale	Good attendance is a vital component to an over-all well-grounded education. Studies show students with better attendance perform better than students with poor attendance. Students with very poor attendance have large gaps of knowledge which can lead to frustration, disillusionment or bad behaviour. It is vital that good attendance is promoted to give every student the opportunity to perform to the best of their ability
Classroom Action	<ul style="list-style-type: none"> <li>• Teachers encourage student to be on time</li> <li>• Tutors encourage student to be on time</li> <li>• Competition between classes in a year to get students in for tutor time</li> <li>• Tutors to interact with students rather than just call the role</li> </ul>
School Action	<ul style="list-style-type: none"> <li>▪ Create a list of students who are consistently late and add to it as you identify others</li> <li>▪ Year Heads and tutors liaise with each other to identify students who consistently miss tutor time</li> <li>▪ Where possible ring parents of students who are consistently late</li> <li>▪ Home visits</li> <li>▪ Set targets for students and reward them when they achieve them</li> <li>▪ Year heads emphasise the importance of being on time at assemblies</li> <li>▪ Deputy Principals give detentions to students who are consistently late</li> <li>▪ January 2024 a strategy to be devised on attendance to include increased number of initiatives</li> </ul>
Monitor	All teachers call the roll on compass in every class The HSCL coordinator and SCP project worker monitor lateness. Year heads and tutors to monitor lateness and make phone calls home

Evaluate	All relevant parties coordinate to evaluate lateness records in late May/early June.
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Pillar	TRANSITIONS
<b>Baseline Data</b>	An attitudinal survey was carried out with all 1 <sup>st</sup> year students. A question posed was “On a scale from 1 to 10 (10 being best) rate the move from 6 <sup>th</sup> class to 1 <sup>st</sup> year in secondary was easy for me”. 62% answered 6 or more. The well-being committee would like that to be higher.
<b>Target</b>	Increase the percentage of students marking 6 or more from 62% to 68% over the next 3 years. <ul style="list-style-type: none"> <li>a) 2022/2023 move from 62% to 64%</li> <li>b) 2023/2024 move from 64% to 66%</li> <li>c) 2024/2025 move from 66% to 68%.</li> </ul>
<b>Target Rationale</b>	Wellbeing is an issue that has been highlighted in recent years on a national level. The pandemic has only caused more wellbeing issues through lack of structure, lack of friendship groups etc. The school wants all new 1 <sup>st</sup> year students to have a strong connection with the school and better transitions lead to students feeling more connected in their new environment. The school wants to help new students cope with the challenges of changing schools, making new friends, feeling part of a community and to be happy in themselves.
<b>Classroom Action</b>	<ul style="list-style-type: none"> <li>• Teachers to link in with the Student Support Team when needed via referral form</li> <li>• Teachers have access to information to assist them when it comes to extra needs of new students</li> <li>• Buddy System meetings during SPHE</li> <li>• Group work to allow new friendships to develop</li> <li>• Encourage students to take part in extracurricular activities, clubs, games</li> </ul>
<b>School Action</b>	<ul style="list-style-type: none"> <li>▪ Buddy System run by the Care Team</li> <li>▪ Prefects assisting on the corridors</li> <li>▪ Chaplin meets all incoming 1<sup>st</sup> years in the first few weeks for a ‘Chappo Chat’</li> <li>▪ Subsidised lunches</li> <li>▪ Check and connect operation</li> </ul>

<b>Monitor</b>	The tutors would check up on the new students' wellbeing during tutor time and SPHE. Year Head will keep an overview of the overall feeling of the group. The Care Team will monitor all students' wellbeing and focus in on individuals when needed.
<b>Evaluate</b>	Reassess the students as the year progresses.

<b>Pillar</b>	<b>RETENTION</b>
<b>Baseline Data</b>	Data obtained from compass, HSCL officer and the SCP officer has indicated that the average dropout rate for students going from the junior cycle to the senior cycle is 11.1%. The school is aware that students leave for varying reasons but this percentage is too high.
<b>Target</b>	For the percentage of students not completing the move from junior cycle to senior cycle reduces from 11.1% to a) 2022/2023 drop from 11.1% to 10% b) 2023/2024 drop from 10% to 9% c) 2024/2025 drop from 9% to 8.5%
<b>Target Rationale</b>	We want to keep as many of our students as possible. Students leave for many reasons but if there are supports in place to offer to vulnerable students they would be better off to remain in school to access these supports.
<b>Classroom Actions</b>	<ul style="list-style-type: none"> <li>• Create a positive and welcoming learning environment for all students</li> <li>• Teachers to have conversations with students about their future aspirations and goal setting</li> <li>• Teachers to be aware of AEN'S of students and to differentiate work for students who may be at risk of leaving</li> </ul>
<b>School Actions</b>	<ul style="list-style-type: none"> <li>▪ SCP creates target lists, identifies and monitors students at risk of early school dropout.</li> <li>▪ Subsidised lunch programme</li> <li>▪ Breakfast Club</li> <li>▪ Career guidance offered to all classes in junior cycle</li> <li>▪ Homework club</li> <li>▪ HSCL officer phone calls and home visits</li> <li>▪ Ty mentoring</li> <li>▪ Buddy system</li> <li>▪ Prefects scheme</li> <li>▪ Early identification of families who would benefit from SCP support</li> </ul>

	<ul style="list-style-type: none"> <li>▪ JCSP initiatives and awards</li> <li>▪ Awards and prizes for improved attendance</li> <li>▪ Links with support agencies on behalf of parents</li> </ul>
<b>Monitor</b>	<p>Senior management (principal &amp; vp's) along with HSCL &amp; SCP have weekly meetings.</p> <p>Care team highlights students in need and makes efforts to help these students.</p> <p>Year Head / tutor meetings occur frequently and assemblies are held often to promote the sense of the school community</p>
<b>Evaluate</b>	Evaluation will occur when the statistics are analysed at the beginning of the school year in late September.

Pillar	EDUCATIONAL ATTAINMENT
Baseline Data	From a student survey the majority of leaving cert students want to gain as many points as possible. One way to achieve this is to gain an extra 25 points doing honours maths. Data from Athena reveals that the average CAO points nationally for maths is 101 but for Pobalscoil Iosolde it is 95.
Target	<p>To raise the average points achieve by students sitting honours leaving cert maths from 95 to the national average of 101 points over the next 3 years.</p> <p>a) 2022/2023 move from 95 average to 97</p> <p>b) 2023/2024 move from 97 average to 99</p> <p>c) 2024/2025 move from 99 average to 101.</p>
Target Rationale	We would like more students to do higher level maths at leaving cert. This allows students to add an extra 25 points to their total. These 25 points could be the points they need to gain entry into the course of their choice.
Classroom Action	<ul style="list-style-type: none"> <li>• Provide examples of good work and compare it to excellent work to allow students see what is expected.</li> <li>• Teachers inquire about any extra supports that could be provided to help students</li> <li>• Teachers to provide Learning Intentions, Success Criteria and formative feedback when appropriate.</li> <li>• Encourage students to persevere.</li> </ul>
School Action	<ul style="list-style-type: none"> <li>▪ SCP provides finance for after school extra class of honours maths</li> <li>▪ SCP provides finance for an Christmas and Easter revision course</li> <li>▪ Intercept students who are at risk of greatly under achieving</li> <li>▪ Encourage students to do Transition Year to get 3 years of honours maths.</li> <li>▪ After School Study five days a week</li> <li>▪ Study classes over the Easter holidays</li> </ul>

Monitor	All staff are responsible for monitoring student progress. If students are not doing homework, project work, studying or not attending tutors and year heads need to be informed who can intervene to discuss progress.
Evaluate	Check how many do honours maths for their leaving cert and calculate their CAO points for maths.

### **Behaviour For Learning Programme (BLF)**

Students who are offered NBSS Level 3 support may present with a variety of challenging behaviours, including social skills deficits; low self-esteem; difficult relationships with adults/peers and poor concentration and attention difficulties in most subjects. Many of the students are also persistently at risk of suspension and/or expulsion. The severity of their behaviour in classrooms not only hinders their own educational progress but may also impede that of their peers.

Level 3: intensive individualised support is provided to students in NBSS partner schools:

- By Behaviour for Learning Programme Teacher(s).
- By various school personnel in partnership with NBSS team members.

The Behaviour for Learning Programme aims to explore ways in which an individual teacher, allocated with 22 hours per week, can develop a school 'Behaviour for Learning Programme' specifically targeted at students in need of intensive individualised intervention (NBSS Level 3).

Additionally, the Behaviour for Learning Programme teacher facilitates the planning, implementation and evaluation of effective responses to challenging behaviour at small group/class and/or year group level i.e. Level 2: targeted support for some students.

The teacher works with identified students, individually or in small groups on Behaviour for Learning Programmes that are designed to meet their social, emotional, wellbeing and behavioural and academic needs, so they can achieve and succeed in school.

An individual Student Behaviour Plan and targets are developed for each student in receipt of this support.

Rather than responding after young people present with chronic behaviours ('a wait to fail' intervention model), a school's 'Behaviour for Learning Programme' also includes preventive strategies and early intervention approaches for all students i.e. NBSS Level 1 support.

Pobalscoil Iosolde has two BFL teachers as this personnel resource is identified as a high priority need for the school.

### DEIS Planning: Plan to improve Retention

Summary Plan to improve Retention					
<b>Target(s):</b> At least 95% of students to complete Senior Cycle					
<b>Actions:</b>					
Measure	To address targets	Who?	Lead responsibility	When?	Resources
Celebrating achievement and participation: Quality positive Communication, Attendance awards	1	All Staff	Programme Coordinators, Tutors, Year Heads	Throughout the year	Certificates, Prizes, Days out, Access to phones
Finance supports to support retention: Breakfast club, Subsidised school lunches, Book rental scheme	1	Principal and Committee to run breakfast club, Student council	Principal	Daily	Finance, Sports hall
Academic supports for at risk students: Homework, after school study, study lesson, learning support	1	HSCLO	HSCLO	Throughout the year	

LCA Programme: more choice for modules, e.g., hair and beauty	1	LCA Coordinator, Teachers	LCA Coordinator, principal	Yearly	Finance, skilled teachers, Saloon
Records kept from early school leavers to analyse statistics: surveys, interviews, feedback	1	Guidance Counsellor, HSCLO,	HSCLO, SCP	Throughout the year	Departure record

**Monitoring:**

The DEIS Coordinator and Retention Committee will hold a meeting each term to monitor Retention or any issues arising

**Evaluation:**

DEIS Coordinator and Retention Committee will at the end of year 1, year 2, and year 3 compare collated data on retention for that year with the above targets to ascertain if targets were met and therefore if measures were effective in promoting retention

### DEIS Planning: Plan to improve Attendance

Summary Plan to improve Attendance					
<p><b>Target(s):</b> State in specific terms how Attendance should improve as a result of measures in the school's DEIS plan (<i>number the targets</i>)</p> <ol style="list-style-type: none"> <li>1. To improve the accuracy of our attendance records on Compass.</li> <li>2. To collate the percentage of students absent for more than 20 days (certified absences not included) and to decrease these percentages over a 3 year period.</li> <li>3. To collate the percentage of students absent for more than 8 days by (certified absences not included) and to decrease these percentages over a 3 year period.</li> <li>4. To improve attendance and decrease the number of lates by the support and work of all staff.</li> </ol>					
<p><b>Actions:</b> State proposed measures (both existing and new) to improve Attendance. <i>Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect</i></p>					
Measure	To address targets	Who?	Lead responsibility	When?	Resources
A. Take attendance	1-4	Every teacher	Teachers	Start of class	Compass



at the start of class & review at the end of class					
B. Award to students with best attendance (excluding certified absences)	1, 3, 4	Tutors, Year Heads, Senior Management	Year Heads	Christmas and Summer	Certificates Compass
C. Reward tutor group per JC years with lowest percentage of absences (excluding certified absences)	1-4	All Staff	Tutors, Year Heads	Each Term	Reward Compass
D. Student activities on days of predicted low attendance	1-4	All staff	All staff	Each Term – Halloween costume, Xmas Door, St. Pats Day, Easter Egg Hunt	Reward
E. Percentage of grade bonus given for attendance for 2 <sup>nd</sup> , TY (excluding certified absences)	1-4	All Staff	All Staff	For Each Inhouse Exam	Compass
F. Students with 3 lates in a	1, 4	Attendance Officer	Deputy Principal	Weekly	Compass

week are given a detention					

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/termly/annually...) over the three years

- Attendance monitoring will occur each term using Compass reports/data
- Report for lates generated by Compass and Attendance Officer
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**Evaluation:**

State how impact of actions on attendance will be evaluated at the end of the three years

- We will gather figures in year one and compare figures in the following two years
- We will compare the figures for incomplete attendance registration from term to term and year to year
- We will compare figures of absenteeism from term to term and year to year

**DEIS Planning:  
Plan to improve Literacy**

**Summary Plan to improve Literacy**

**Target(s):**

*Literacy includes the capacity to read, understand and critically various forms of communications including spoken language, printed text, broadcast media, and digital media. (NATIONAL STRATEGY: LITERACY AND NUMERACY FOR LEARNING AND LIFE 2011-2020*

**Targets:**

1. To increase students standardised scores for the bottom 10% by 2-3 points for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year.
2. To increase the % of students reading at home.
3. All 1<sup>st</sup> year students will increase their standardised score by at least 5% on the Vocabulary Enrichment Program.
4. To increase parent’s engagement with literacy

To increase the proportion of students whose self-assessed oral literacy skills are in the ‘needs to improve’ category. (Year to Year)

**Actions:**

Measure	To address targets	Who?	Lead responsibility	When?	Resources
Reading and Spelling Assessments	1,2,3.	1 <sup>st</sup> 2 <sup>nd</sup> and 3 <sup>rd</sup> Years	Emma Kenneally	September every Year	NGRT and WRAT5

Vocabulary Enrichment Program	1,2,3.	1 <sup>st</sup> and 2 <sup>nd</sup> Years	Emma Kenneally	September every Year	V.E.P. program and materials
DEAR	1.2.3.	All Year Groups	Aidan O'Brien	Once a Term	Novels.
Creative Writing Workshops	1,2,3.	TY	Ruth Brady	Workshop	Writing materials
Targeted Literacy support	1,2,3.	1 <sup>st</sup> and 2 <sup>nd</sup> Years	Aidan O'Brien	All Year	Reading Programme

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/termly/annually...) over the three years

**Evaluation:**

State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years

**DEIS Planning:  
Plan to improve Numeracy**

Summary Plan to improve NUMERACY					
<b>Target(s):</b>					
<ol style="list-style-type: none"> <li>1. 1<sup>st</sup> years: Numeracy test score of each targeted first year student will increase by 3% for the cohort 2021-2024.</li> <li>2. 2<sup>nd</sup> years: Numeracy test score of each targeted second year will increase by 5% for cohort in 2020- 2023</li> <li>3. TY students targeted students will increase their numeracy test score to at least 70% during TY.</li> <li>4. LCA: targeted students will increase their numeracy test score to at least 50% during 5<sup>th</sup> year.</li> <li>5. The targeted 5th (traditional Leaving Certificate) students will increase their numeracy test score to at least 40%</li> </ol>					
<b>Actions:</b>					
State proposed measures (both existing and new) to improve EXAMINATION ATTAINMENT. <i>Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect</i>					
Measure	To address targets	Who?	Lead responsibility	When?	Resources
<b>Testing and monitoring:</b>					

<ul style="list-style-type: none"> <li>1<sup>st</sup> years February and target group only in May (PDST Sample 1).</li> </ul>	1-5	1 <sup>st</sup> year teachers	F Egan	February – May	Copies of tests. Results analysis spreadsheet. Correction and evaluation time.
<ul style="list-style-type: none"> <li>2<sup>nd</sup> years: targeted group in February. Test again in May.</li> </ul>	1-5	2 <sup>nd</sup> year teachers	N Carey	February – May	Copies of tests. Results analysis spreadsheet. Correction and evaluation time.
<ul style="list-style-type: none"> <li>All TY students in February and targeted students in April.</li> </ul>	1-5	TY teachers	N Carey	February – May	Copies of tests. Results analysis spreadsheet. Correction and evaluation time.
<ul style="list-style-type: none"> <li>All LCA students in February and targeted students in April.</li> </ul>	1-5	LCA teachers	N Carey	February – May	Copies of tests. Results analysis spreadsheet. Correction and evaluation time.
<ul style="list-style-type: none"> <li>All 5<sup>th</sup> students in February and targeted students in May.</li> </ul>	1-5	5 <sup>th</sup> year teachers	N Carey	February – May	Copies of tests. Results analysis spreadsheet.

					Correction and evaluation time.
Evaluation of test results and adaptation and focussing of strategies based on the student's needs.	1-5	All maths teachers	N Carey	February – May	Copies of tests. Results analysis spreadsheet. Correction and evaluation time.

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/termly/annually...) over the three years

**Evaluation:**

State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years

**DEIS Planning:  
Plan to improve Examination Attainment**

Summary Plan to improve EXAMINATION ATTAINMENT
<p><b>Target(s):</b> State in specific terms how EXAMINATION ATTAINMENT should improve as a result of measures in the school's DEIS plan (<i>number the targets</i>)</p> <p><b><i>NB.</i></b> <i>The CAT results, Junior certificate and leaving certificate results for the previous 5 years should be entered into Compass to contribute to creating accurate baseline data. This is a necessary prerequisite for statistical analysis and inference.</i></p> <p><b><u>Junior certificate/ Junior cycle</u></b></p> <ol style="list-style-type: none"> <li>To increase the percentage of junior cycle students sitting at least one higher level paper from X% to X% by 2022, X% by 2023 and X% by 2024. <i>This target reflects the fact that the number of higher-level exams has been reduced as many junior cycle subjects are examined at common level now.</i></li> <li>To increase the number of junior cycle students taking the higher-level paper in English and Mathematics</li> </ol>

3. To increase the number of students attaining 5 or more passes on a combination of higher level and ordinary papers or an achieved/merit/higher merit/distinction on common level papers.
4. That each JCSP student should by the end of 3<sup>rd</sup> year have completed a minimum of 40 JCSP statements.

#### **Leaving certificate**

5. To increase the percentage of Leaving cert students sitting at least one higher level paper from X% to X% by 2022, X% to 2023 and X% to 2024.
6. To decrease the percentage of students who take English and/or Maths at foundation level
7. To increase the percentage of students who attain at least 5 passes (H1-H6, O1-O6) on a combination of Ordinary/Higher papers
8. To increase the number of students attaining 350 points or more (STATS REQUIRED)
9. To increase the number of female students choosing STEM subjects

#### **Leaving certificate Applied**

10. To increase the % of LCA students attaining 120 credits i.e. a pass, from X% to at least X% in 2022, 2023 and 2024.
11. To increase the % of students achieving a distinction in at least 1 subject

#### **Actions:**

State proposed measures (both existing and new) to improve EXAMINATION ATTAINMENT. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure	To address targets	Who?	Lead responsibility	When?	Resources
Team teaching in HL English and Mathematics	1-9	Teachers	Principal	Sept. 2021 onwards	Teachers
HW Club for 1 <sup>st</sup> and 2 <sup>nd</sup> years (English and maths)	1-4	Teachers	Principal	Sept. 2021 onwards	Whiteboard/data projector/booklets/computer
ICT applications training for 1 <sup>st</sup> years and 4 <sup>th</sup> year students	1-11	Teachers	Principal	Sept. 2021 onwards	Laptops/PC/Tablets
Collaborating with students to create individual targets for them in exam subjects (tracking)	1-11	Teachers and students	All staff	Sept. 2021 onwards	JCSP statements/learning intentions/objectives/previous results

All lesson resources available to students on teams	1-11	Teachers	Teachers	Sept. 2021 onwards	Teams
Maximising the number of Higher-level English and Maths students within a year group from 2 <sup>nd</sup> year	1-4	Principal	Principal	Sept. 2021 onwards	Previous exam results
Supervised evening study available to 3 <sup>rd</sup> and 6 <sup>th</sup> years	1-11	Teachers	Principal	Sept. 2021 onwards	Teachers, Funding
Extra paid teachers (team teaching) for CBA classes/key assignments	1-4, 10,11	Teachers	Principal	Sept. 2021 onwards	Teachers, DEIS Fund
Incorporate the JCSP targets into lessons and ensure students have a clear understanding of the statements	1-4	Teachers	JCSP Co-ordinator	Termly	JCSP Statements/targets/booklets
Smaller class sizes are preferable for attainment than providing extra hours for students from the main teacher allocation	1-9	Teachers	Principal	Sept. 2021 onwards	Teacher allocation
Additional classes for LC higher level maths	5-9	Teachers	Principal	Sept. 2021 onwards	Teacher allocation
All departments will update their plans to improve attainment in their subject. This will be based on analysis of results. Subjects plans will contain learning outcomes and learning intentions.	1-11	Subject departments	Subject co-ordinator	Term 1 2021	Examination results

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/termly/annually...) over the three years

The deputy principal/ principal will receive all plans and policies in September by email, including copy of the subject analysis spreadsheet attainment plan.

**Evaluation:**

State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years

It is possible that a measure may address a number of targets

**DEIS Planning:  
Plan to improve Educational Progression and Transitions**

Summary Plan to improve Educational Progression

**Target(s):**

State in specific terms how EXAMINATION ATTAINMENT should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. *To increase the percent of students sitting higher level English, Irish and Maths for junior cert by 1% in 2022, 1.5% in 2023 and 2% by 2024.*
2. *To increase the percent of first year students choosing a modern foreign language as a junior cert subject by 1% in 2022, 2% 2023 and 3% by 2024.*
3. *To increase the percentage of leaving cert students transitioning into level 7 and level 8 higher education courses. (Percentages need to be checked with Mark Gleeson in order to establish exact targets.)*
4. *To decrease the percentage of students that were unplaced ((Percentages need to be checked with Mark Gleeson in order to establish exact targets.)*

**Actions:**

State proposed measures (both existing and new) to improve EXAMINATION ATTAINMENT. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*



Measure	To address targets	Who?	Lead responsibility	When?	Resources
Induction programme for all incoming 1 <sup>st</sup> years- Section on importance of subject choice for potential college selection	1	Student Support Team chaplain, year head, tutors, HSCL	Pastoral Care Team	September- November	
Guidance period for all 1 <sup>st</sup> year students to assist in transition to second level	1	Guidance teachers and department	Guidance Teachers	1 <sup>st</sup> year	Weekly class on timetable
Open day and night for 5 <sup>th</sup> and 6 <sup>th</sup> class parents/students	1	All staff	HSCL & principal	End of September	In school preparation by all staff. Training for co-operating students
Promotion to primary schools- Visit by HSCL	1	Deputy principal & HSCL	Deputy principal & HSCL	February	Visiting number of primary schools in the area
Incoming 1 <sup>st</sup> year assessments	1,2,3,4	Psychometric trained personnel	SEN and Guidance department	March	
Information night for parents coming into 1 <sup>st</sup> year- Focus on importance of levels & subjects for career choice	1,2	Principal	Principal	January	In school
Mini Higher Options Fair. Transition Year students working with juniors in	3	Transition Year teachers	Cross Curricular	Term- Time	

researching and presenting different career paths and college courses available.					
Transition Years Careers class and preparation for Work Experience	3,4	Guidance Counsellors	Guidance Department	Weekly Class	
Guidance Programme- Open Days to Universities/Colleges. Visiting speakers and Information provided to both students and parents. Open evening to include CAO Information	3, 4	Guidance Counsellors	Guidance Department	February onwards	
Study Skills at the start of each year to focus students.	3, 4	Tutors	Cross Curricular	September/October	
Information evening on Senior cycles programmes for parents	3 4	Guidance Counsellors	Guidance Department	April/May	

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/termly/annually...) over the three years

**Evaluation:**

State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years

## DEIS Planning: Plan to improve Links with Parents, Others and the Community

Summary Plan to promote PARTNERSHIP WITH PARENTS					
<b>Target(s):</b> State in specific terms how PARTNERSHIP WITH PARENTS should improve as a result of measures in the school's DEIS plan <i>(number the targets)</i> 1. To increase the number of parents attending information sessions in Year 3 and Year 6 from 55% to 60% 2. To Increase the number parents attending Parent Teacher meetings in Year 4 from 30% to 40%					
<b>Actions:</b> State proposed measures (both existing and new) to improve PARTNERSHIP WITH PARENTS. <i>Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect</i>					
Measure	To address target(s) no. [6]*	Who?	Lead responsibility	When?	Resources?
The school calendar is on the school website.	1,2	Principal Administration Year Tutor	Management	August	School website Social Media School journal
The parents receive a hard copy of same with relevant upcoming dates Letters from Principal and Deputy Principal sent home to support and inform parents	1,2	Principal Administration Year Tutor	Management		
All parents receive a text to inform them of the meetings	1,2	Principal Administration Year Tutor	Management	Text day before meetings	Text to parents

<p><b>Monitoring:</b>          State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years          Tracking and analysing attendance sheets at the Parent Teacher meeting          Continuous engagement with targeted parents through home visits and Parent courses          Follow up meetings being made available by the HSCL with Year Tutor if Parent Teacher meetings are missed.          Calendar is given to all parents at the beginning of the year to allow parents to plan for upcoming meetings          Principal sends termly letters to parents which includes information about meetings and sessions relevant to their son/daughter.          Webtext is sent to all parents inviting them to the sessions/parent teacher meetings the day before the meeting.          Repeat information sessions have been made available for all parents by Guidance Counsellor          School website and Social Media used to inform parents</p>			
<p><b>Evaluation:</b>          State how impact of actions on PARTNERSHIP WITH PARENTS will be evaluated at the end of the three years          State how progress will be measured, using baseline and targets as guide</p>			

Summary Plan to promote PARTNERSHIP WITH OTHERS
<p><b>Target(s):</b>          State in specific terms how PARTNERSHIP WITH OTHERS should improve as a result of measures in the school's DEIS plan (<i>number the targets</i>)</p> <ol style="list-style-type: none"> <li>1. To maintain partnership with the 20 outside agencies and utilise their supports given to our students, parents and our school</li> <li>2. To improve the participation rates of students attending the UCC homework club from 20 students to 25 students</li> </ol>
<p><b>Actions:</b>          State proposed measures (both existing and new) to improve PARTNERSHIP WITH OTHERS. <i>Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect</i></p>

**DEIS Planning:  
 Plan to improve Wellbeing**

Summary Plan to improve WELLBEING
<p><b>Target(s):</b>          State in specific terms how WELLBEING should improve as a result of measures in the school's DEIS plan (<i>number the targets</i>)</p> <ol style="list-style-type: none"> <li>1. Promote awareness of support services available in the school to students.</li> <li>2. Create a school Wellbeing policy</li> <li>3. Promote physical, mental, spiritual, emotional and social wellbeing amongst students (Links in with mission statement)</li> <li>4. Increase number of Student Support Team (SST) meetings throughout the school year</li> <li>5. Create a safe and secure environment for all students</li> </ol>
<p><b>Actions:</b>          State proposed measures (both existing and new) to improve WELLBEING. <i>Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect</i></p> <ol style="list-style-type: none"> <li>1. Wellbeing Survey (Year 1)</li> <li>2. Hold a cross-curricular Wellbeing Week (Year 1)</li> </ol>

3. Have a Wellbeing Theme for each month of the school year e.g. gratitude, inclusion, acceptance etc. (Year 3)
4. Visual boards throughout the school displaying positive messages (Year 1)
5. SPHE lessons (Check and Connect) (Year 1-3)
6. Tutor time (Check and Connect) (Year 1-3)
7. Inservice and CPD training for staff in relation to promoting wellbeing amongst students (Year 2-3)
8. New referral system for SST e.g. form, email etc. (Year 2)
9. SST operate an 'open door' policy (Year 1-3)
10. Prayer room available to all students for meditation and mindfulness (Year 1-3)
11. Career Guidance and Wellbeing classes for Junior Cycle (Year 1-3)
12. Parent groups and classes (Year 1-3)
13. School Trips and Retreats (Year 1-3)
14. Provision of Extra-curricular activities (Year 1-3)
15. Buddy system and mentors for 1<sup>st</sup> Years (Year 1-3)
16. Prize giving and awards (Year 1-3)
17. Positive comments on Compass (Year 1-3)
18. Positive reinforcement of student behaviour (Year 1-3)

Measure	To address targets	Who?	Lead responsibility	When?	Resources
<ol style="list-style-type: none"> <li>1. Wellbeing Survey (Year 1)</li> <li>2. Hold a cross-curricular Wellbeing Week (Year 1)</li> <li>3. SPHE lessons (Check and Connect) (Year 1-3)</li> <li>4. Tutor time (Check and Connect) (Year 1-3)</li> <li>5. SST operate an 'open door' policy (Year 1-3)</li> <li>6. Career Guidance and Wellbeing classes for Junior Cycle (Year 1-3)</li> </ol>	<b>Target 1, 3, 5</b>	Student Support Team SPHE Co-ordinator Chaplain Guidance Counsellor Year Heads Tutors Teachers SNAs	Student Support Team	Throughout the school year	SPHE Textbooks Art Supplies Allocated Chaplaincy and Guidance hours

7. Buddy system and mentors for 1 <sup>st</sup> Years (Year 1-3)					
<ol style="list-style-type: none"> <li>1. Wellbeing Survey (Year 1)</li> <li>2. Hold a cross-curricular Wellbeing Week (Year 1)</li> <li>3. Have a Wellbeing Theme for each month of the school year e.g. gratitude, inclusion, acceptance etc. (Year 3)</li> <li>4. Inservice and CPD training for staff in relation to promoting wellbeing amongst students (Year 2-3)</li> <li>5. New referral system for SST e.g. form, email etc. (Year 2)</li> <li>6. SST operate an 'open door' policy (Year 1-3)</li> </ol>	<b>Target 2</b>	Student Support Team	Student Support Team	Throughout the school year	Wellbeing Policy Referral forms

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/termly/annually...) over the three years

- Wellbeing survey done every 6 months.
- May influence attendance and academic results within the school.

- Student support team to discuss progress within their meetings.

**Evaluation:**

State how impact of actions on WELLBEING will be evaluated at the end of the three years

- Student attainment should rise.
- Student experience should become more positive in all areas.
- Results of student survey should show progress.
- School retention and absences should decrease.
- Student feedback.
- Staff should have more training and be more aware of supports in place.
- Parents and students should feel more supported.

## **DEIS Committees' Smart Targets 2023/24**

### **Retention**

- *Monitor LCA Tutor Attendance*

This will be carried out with the 3 LCA groups in the school. As Sandra and I know, tutor time is very important and it is very difficult to get the LCAs in the morning.

We want to target these groups by collecting the tutor attendance up until midterm with no incentive involved.

We then want to give the kids an incentive to work for. This could be a breakfast morning coming up to Christmas but it's to be decided.

Only students that get 80% of tutor attendance, be it even a minute before the bell will get to receive this treat.

The time before midterm and after midterm will be used to measure whether this has worked or not.

- *To Survey 3<sup>rd</sup> year Students before TY*

### **Attendance**

- Year Heads to inform staff via MS Teams of students who received an 8 or 14 day letter about attendance before the end of term 1. Meetings between these students and year

heads, tutor, HSCL officer will take place in early January to improve attendance in consultation with their parents.

### **Literacy**

- *Reading and Spelling Standardised Score tracking*

The first years Standardised scores on reading and spelling to be recorded.

The second years Standardised scores to be recorded and compared with last year.

To be completed by Christmas.

- *VEP Programme*

All first years have completed the VEP initial assessment.

All first years are currently engaged two days a week with the SEN team.

This programme will be completed in the first week after the Halloween break and the end results will be compared and percentage increase will be recorded.

### **Numeracy**

- 1<sup>st</sup> Years:

Numeracy test score of each targeted first year student will increase by 3% for the cohort 2022-2025.

Numeracy Ninjas for 1<sup>st</sup> years, November to March.

- All Year Groups
  - Whole school Fraction and Percentage strategy.
  - Every member of staff should follow the same method
  - Teachers get students to calculate their own summative test % in each subject

### **Education Attainment**

- Target 1:

To identify the number of second year students who are not completing homework in core subjects (Maths and English) on a weekly basis. Identified through Teacher survey (using MS Forms) carried out in October / November.

- Target 2:



To identify the number of maximum capacity classes, hours of team teaching in classes and number of students taken out for resource in 5<sup>th</sup> year.

### **Links with Parents & the Community**

- To improve parental awareness of in school initiatives and activities by creating a social media Strategy
- To improve our reporting system to parents/guardians in line with TLAR
- To make contact with parents/guardians of each first-year student in the first term with a phonecall / induction evening.

### **Already being implemented**

- To increase the number of parents attending information sessions in Year 3, Year 4 and Year 6 by 2% in Year 1, 2.5% in Year 2 and 3% in Year 3.
- To increase the number of parents attending Parent Teacher meetings for Year 4 and Year 5 by 2% in Year 1, 2.5% in Year 2 and 3% in Year 3.
- To run a maths programme for first year parents in tandem with the JCT course
- To keep in regular contact with the parents/guardians of LCA students to inform and update them on session credits and module progress
- To offer continued support to parents of target students by HSCL
- To identify the needs and demands of the parents of incoming 1st year students during the academic year 2021/22
- To improve parental involvement in the life of the school and in particular in curricular related activities with the children

### **Wellbeing**

- Measure 1

#### **'Wellbeing Survey'**

Carrying out survey amongst first year students in October of 2021 to determine their levels of anxiety in relation to school.

From this survey, we are hoping to identify and target students who may be in need of additional support from care team/tutor/year head.

Survey already made with D Hackett

- Measure 2

#### '1st Year Staff Wall'

Increase awareness of resources and personnel available to 1<sup>st</sup> Years in the school. Pictures have been taken. They will be printed and put on the wall in the first-year corridor. Students can verbally tell us if this wall has helped and if their knowledge of staff identity has improved.

#### **Behaviour For Learning Programme(BLF)**

Students who are offered NBSS Level 3 support may present with a variety of challenging behaviours, including social skills deficits; low self-esteem; difficult relationships with adults/peers and poor concentration and attention difficulties in most subjects. Many of the students are also persistently at risk of suspension and/or expulsion. The severity of their behaviour in classrooms not only hinders their own educational progress but may also impede that of their peers.

Level 3: intensive individualised support is provided to students in NBSS partner schools:

- By Behaviour for Learning Programme Teacher(s).
- By various school personnel in partnership with NBSS team members.

The Behaviour for Learning Programme aims to explore ways in which an individual teacher, allocated with 22 hours per week, can develop a school 'Behaviour for Learning Programme' specifically targeted at students in need of intensive individualised intervention (NBSS Level 3).

Additionally, the Behaviour for Learning Programme teacher facilitates the planning, implementation and evaluation of effective responses to challenging behaviour at small group/class and/or year group level i.e. Level 2: targeted support for some students.

The teacher works with identified students, individually or in small groups on Behaviour for Learning Programmes that are designed to meet their social, emotional, wellbeing and behavioural and academic needs, so they can achieve and succeed in school.

An individual Student Behaviour Plan and targets are developed for each student in receipt of this support.

Rather than responding after young people present with chronic behaviours ('a wait to fail' intervention model), a school's 'Behaviour for Learning Programme' also includes preventive strategies and early intervention approaches for all students i.e. NBSS Level 1 support.

