

DEIS Three-Year Plan

Summary Framework

School Name: Mayfield Community School

Roll Number: 91400F

Period of Plan: 2018-2021

Date(s) of Ratification by Board of Management: 31st August 2018

Summary Plan to promote RETENTION

Target(s):

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

1. To decrease the number of students leaving school between Year 1 to Year 2 from 8.1% to 6%
2. To decrease the number of students leaving school between Year 2 to Year 3 from 10% to 7%
3. To decrease the number of students leaving school between Year 4 to Year 5 from 4.8% to 3%
4. To decrease the number of students leaving school between Year 5 to Year 6 from 11.1% to 8%

Actions:

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

| Measure | To address target(s) no. ¹ * | Who? | Lead responsibility | When? | Resources? |
|--|--|---|-----------------------|--|---|
| Check & Connect programme; counselling as appropriate- Referral to the school student support Team | 1,23,4 | SSS Team Trained Teachers Attendance Team | SSST | All Year Weekly Meetings timetabled | NCSE Training Time Allocation given |
| Curricular Intervention at Junior Cycle-JCSP | 1,2 | JCSP Co-ordinator | JCSP Co-ordinator | All Year | JCSP Materials and Initiatives |
| Guidance SCP, BFL and HCSL to advise & support students and parents (See also Transitions) | 1,2,3,4 | HSCL SCP BFL GC | SSST | All Year | Parenting Programmes Parent-Teacher Meetings Parent information meetings CIT/UCC plus supports ATE BTE-Mentoring Programme |
| Curricular Intervention at Senior Cycle-Leaving Certificate Applied and Leaving Certificate Vocational Programme | 3,4, | LCA/LCVP Co-ordinator | LCA/LCVP Co-ordinator | Staff Meetings | Link with J&J |

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| Class Teacher/Years Teacher/Year Tutor Weekly timetabled meetings to support the students- use of class based reward schemes | 1,2,3,4, | <i>Year Tutor, Class Teacher, HSCL, GC, LSU</i> | <i>Year Tutor</i> | All Year | |
| One on one programmes / programmes provided to small groups include: <ul style="list-style-type: none"> · Anxiety and Stress Management · Introduction to Growth Mindset · Emotional Resilience · Friendship Building Skills · MAP · Anger Management · Paired Reading · Self Esteem Building through Irish · Self Esteem Building through French | 1,2 | <i>SCP</i> | <i>SCP</i> | All Year | MAP Training |
| · SCP Programmes and clubs delivered in school to encourage full participation and to prevent young people from early school leaving. Breakfast and lunch club-after school clubs Food tasting, Sports club | 1,2,3 | <i>SCP</i> | <i>SCP</i> | All Year | SCP Resources |
| · Check in time (SCP project worker meets with young people during small break and is available should any young person require support. · Exam support: SCP is available to offer support and to provides refreshments and healthy snacks for students doing State Examinations . | 1,2,3 | <i>SCP</i> | <i>SCP</i> | All Year | SCP Resources |

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| Art Therapy | 1,2,3,4, | <i>Art Therapy</i> | <i>Chaplain</i> | All Year | CIT Art Therapy course |
| To provide and/or actively seek suitable alternative programmes/courses for those in danger of dropping out | 1,2,3,4 | <i>GC HSCL EWO Management Meeting</i> | <i>Management Team</i> | All Year | EWO Attendance Team |
| To identify those at risk and implement an appropriate intervention like meeting with the GC and School management | 1,2,3,4 | <i>SSST</i> | <i>SSST</i> | All Year | 1-1 Meetings with GC, Chaplain |
| GC organises motivational workshops to encourage retention | 1,2,3,4, | <i>GC</i> | <i>GC</i> | All Year | 1-1 meetings |
| Developing the Accelerated Learning Initiative to support student retention in our School | | <i>Hazel Prendiville, DP, Year Tutor</i> | <i>Hazel Prendiville</i> | March-May 2019 | Hours allocated |
| GC and Link Teacher promoting and encouraging attendance at the UCC Homework Club | 1,2,3,4 | <i>GC</i> | <i>Link Teacher Kiera Collins</i> | Monday 4-5pm | UCC Plus |
| Supporting the Teaching and Learning in the school through the use of KWL learning strategy to ensure improved retention in the classroom. | 1,2,3,4 | <i>Whole School</i> | <i>DEIS Team</i> | All Year | School Allocation, JCSP, PDST resources |
| School extra curricular Clubs and Activities | 1,2,3,4, | <i>Whole staff</i> | <i>School Staff</i> | Lunchtimes and After school | Staff Personal Time |

Monitoring:

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

Review the school October returns each Year to see the retention levels and compare same.

Look at state exams and see outcomes

Tracking and Analysing data on retention of students-weekly at Year Tutor and class Teacher meetings, monthly, termly and annually through and DEIS Team meetings

Fortnightly EWO meetings with HSCL and DP

Fortnightly HSCL meeting with Senior Management

Bi-annual report to the NEWB/Tulsa
SCP- Tracking Attendance and sharing with DEIS Team and Year Tutors
BOM review March 2019

Evaluation:

State how impact of actions on RETENTION will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
Using Internal evaluation evidence to target improvements-collation and comparison of data
Using external evidence to target improvements- WSE

Summary Plan to promote ATTENDANCE

Target(s):

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

1. To decrease the number of students absent for more than 20 days from 31% to 29%
2. To decrease the total number of days absent by our students from 9,123 by 5% to 8,667 by 2021

Actions:

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

| Measure | To address target(s) no. ² * | Who? | Lead responsibility | When? | Resources? |
|---|--|--|---|-------------------------------|---|
| Text Home via office to notify home each morning through e-portal | 1,2 | <i>Automated</i> | <i>Subject Teacher complete E-portal Edit Sign in</i> | All Year | Admin-Office E-portal |
| Subject Teacher, Class Tear, Year Tutor communicate with student and parents about attendance and absences from classes-SA1,SA2,SA3,SA4,SA5 | 1,2 | <i>Subject, Class and Year Tutor</i> | <i>Year Tutor Attendance Team</i> | All Year | SA1,SA2,SA3 |
| Subject Teachers are strategically sending home SA1 forms to Year groups decided by the Attendance Team-Attendance Pyramid drive January 2019 | 1,2 | <i>Subject Teacher</i> | <i>Attendance Team</i> | All Year | SA1 |
| Class and Year Tutor Reward scheme Every Day counts-Poster Campaign | 1,2 | <i>Subject, Class and Year Tutor</i> | <i>Year Tutor Attendance Team</i> | All Year | Certificates, Prizes Movie Afternoon Glen Resource Centre |
| Follow up with Parents and target students by SCP and HSCL-Attendance Team-Pyramid Strategy January 2019 | 1,2 | <i>SCP HSCL Year Tutor EWO</i> | <i>Attendance Team</i> | All Year Every second week | EWO |

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| HSCL Community Cluster Attendance Drive for 6 Weeks- Same Message from Primary and Post –Primary going home | 1,2 | <i>HSCL Selected Parents</i> | <i>HSCL</i> | 6 Weeks | Data Team Meetings |
| HSCL target a Year group every week-staff informed through Class teacher meetings and findings reviewed after 6 weeks- shared with staff at staff meeting | 1,2 | <i>HSCL</i> | <i>HSCL</i> | 6 weeks | HSCL Time Allocation |
| HSCL organised meeting to include Principal, Parent, HSCL, SCP, EWO, JLO, Foroige from 6 local schools to discuss concerns relevant to all involved. Attendance | 1,2 | <i>HSCL</i> | <i>HSCL, Parent, Principal</i> | 3 Times a Year | Timetable allocation |
| <ul style="list-style-type: none"> · SCP records, tracks and monitors the attendance of targeted students on a weekly basis . · Parents of students with poor attendance or with attendance nearing 20 days or over are notified by SCP. · Attendance drives and initiatives are put in place by SCP to promote improved attendance. | 1,2 | <i>SCP</i> | <i>SCP</i> | All Year | SCP Resources |
| School Report- Number of absent days shown- Christmas and Summer Letter from Principal and Deputy Principal enclosed encouraging Attendance | 1,2 | <i>Principal/Deputy Principal/Year Tutor</i> | <i>Management Team</i> | All Year | Data gathered from e- portal |
| Deputy Principal Home visits | 1,2 | <i>Deputy Principal</i> | <i>Deputy Principal</i> | All Year | Time Allocation |
| Introduction of the attendance Pyramid scheme through the class teacher and attendance team | 1,2 | <i>HSCL</i> | <i>Attendance Team</i> | January 2019 | Class Teacher Meetings |
| Supporting the Teaching and Learning in the school through the use of KWL learning strategy to ensure improved attendance levels in all classes | 1,2,3,4 | <i>Whole School</i> | <i>DEIS Team</i> | All Year | School Allocation, JCSP, PDST resources |

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| The establishment and follow through of the Local Education Committee (LEC) within our HSCL Cluster with a focus on Attendance and the creation of a booklet | 1,2 | HSCL | LEC-Family Cluster group | Meet 4 times a year | HSCL- Allocation |
| Distribution of LEC Attendance Booklet- All families in the Mayfield, Glen and Ballyvolane areas | 1,2 | HSCL | LEC- | Twice Yearly | HSCL Allocation |

Monitoring:

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

Utilise Year Tutor/ Class Teacher meetings to look at the data and to evaluate Attendance
 Updates at DEIS Meetings and at Staff Meetings-Data gathered and shared by HSCL
 Observe if the number of referrals to the EWO meeting every two weeks are reducing
 Relook at the data from the school returns to see if figures improve
 HSCL give updated statistics to Principal at fortnightly meetings
 Verbal feedback from students and parents
 Increase noted by HSCL from parents engaging and acknowledging attendance

Look at the Tulsa data returns for 2018-2019

Evaluation:

State how impact of actions on ATTENDANCE will be evaluated at the end of the three years
 State how progress will be measured, using baseline and targets as guide

Summary Plan to improve LITERACY LEVELS

Target(s):

State in specific terms how LITERACY LEVELS should improve as a result of measures in the school's DEIS plan (*numb*

1. We want to increase recreational reading among our junior school students from 64.6% to 70%
2. We want to decrease the number of students who have a reading age of below 9 from 22% to 19%
3. We want to improve the attitude to reading among our students from 69.7% who have a current interest in reading to 75%
4. We want to improve oral literacy in junior school in the classroom from 25% to 30%

Actions:

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

| Measure | To address target(s) no. ³ * | Who? | Lead responsibility | When? | Resources? |
|---|--|--------------------------|---------------------|--------------------------|--|
| One book one Community- All first Years with the support from home will read <u>The Chalk Line-</u> | 1,2,3,4 | English Department, HSCL | HSCL | November to April | Books bought from Waterstones Opening and closing ceremony in Local library |
| Catch up Literacy books- 15 minutes per week I class to read- DEAR | 1,2,3,4 | HSCL | HSCL | April-June | Catch up Literacy books |
| Catch Up Literacy | 1,2,3,4 | BFL | BFL | All Year Target students | Catch up Literacy books |

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| Rapid Plus. | 1,2,3,4, | <i>BFL</i> | <i>BFL</i> | All Year-Target students | Rapid Plus. |
| Poet in residence JCSP initiative | 1,2,3,4 | <i>JCSP/HSCL</i> | | March 2018- 6 week programme | JCSP initiative |
| Literacy games between local primary feeder schools and by TY students | 2 | <i>HSCL</i> | <i>HSCL</i> | March- May 2019 | Literacy games |
| DEAR with Catch up literacy books with year 1 students | 1,2,3,4 | <i>English Department, HSCL</i> | <i>HSCL</i> | May 2019 | Catch up Literacy books |
| Team Teaching in Year 1 and 3 for Literacy | 1,2,3,4, | <i>LSU</i> | <i>LSU</i> | All Year-Targeted classes | In class support |
| Book Club, visual aids - posters for punctuation, reading, spelling, weekly spelling tests, key words, book marks, note books given to EAL students containing new words, a word wall in Ms.Murphy's room, reading of relevant newspaper articles in class. | 1,2,3,4 | <i>English Department</i> | <i>English Department</i> | All Year | English Department resources |
| Access to an in school Library for all students by donated books from Mayfield and Cork City Library | 1,2,3,4, | <i>English Department</i> | | All Year Access | School Library Resources |
| Team book challenge | 1,2,3 | <i>LSU</i> | <i>LSU</i> | All Year Target students | |
| Word finder | 1,2 | <i>LSU</i> | <i>LSU</i> | All Year Target students | |
| Keywords, Word games/ challenges Penpal Initiative | 1,2,3,4 | <i>LSU</i> | <i>LSU</i> | All Year Target students | |

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| SCP- Paired Reading with target students, promotion of reading through mini SCP library- novels focused on JC- | 1,3,4, | SCP | SCP | All Year Target students | SCP English Department |
| EAL- Interest test-placement test- Subject specific vocabulary- Modelling and drilling effective communication skills | 4 | EAL | LSU | November 2018-June 2019 | Set of EAL resources |
| SCP- Paired Reading with target students, promotion of reading through mini SCP library- novels focused on JC- | | | | | |
| Literacy Week- 25th to 29th March-2019 | 1,2,3,4, | Literacy Team | Literacy Team | March 2019 | JCSP |
| Update the School journal by placing a literacy section with Literacy mat details and JCT Action Verbs | 1,2,3,4, | Literacy Team | Literacy Team | May 2019 | |
| Supporting the Teaching and Learning in the school through the use of KWL learning strategy to ensure improved literacy levels in all classes. | 1,2,3,4 | Whole School | DEIS Team | All Year | School Allocation, JCSP,PDST resources |
| Meeting with All 6th Class Teachers Sharing of Teaching Practices in English/Literacy | 4 | HSCL SEN GC | SEN/HSCL/GC | January | Teacher Timetable |
| Develop oral literacy through the in class preparation for the CBAs | 4 | Whole School | Literacy Team | All Year | Timetable allocation |
| Developing the Accelerated Learning Initiative in supporting our JC students in their reading and their oral literacy. | 2,4 | Hazel Prendiville, DP, Year Tutor | Hazel Prendiville | March- May 2019 | Hours Allocated |

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| Developing Digital Literacy Skills in our students | 1,2,3,4, | <i>Junior School</i> | <i>ICT Teacher</i> | 10 Weeks | Timetabling |
| Design and display Literacy mats in all classrooms to promote Literacy | 1,2,3,4, | <i>Literacy Team</i> | <i>Ciara Buckley</i> | April 2019 | DEIS budget |
| Word sorts in maths to explain mathematical operations | 2,4 | <i>Maths department</i> | <i>Maths Department</i> | All Year | Posters |

Monitoring:

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

We will conduct an annual literacy survey for our students in Junior school every November to analysis and identify shifts in attitudes-on going evaluation of the measures and strategies- Repeat Attitudinal Survey in 2021

SCP- Will get access to the SEN shared folder-collaborate with SEN and BFL on target students and measures being used

Staff information session on CAT scores/SAS and how to read and use data in their teaching and learning in the classroom-March 2019

NGRT will be used to gather data for the next DEIS plan-Entrance test and repeated during summer Tests 2019

WRAT spelling test that is completed in March of 6th class will be retested using WIATII in Year 2-Evaluating SAS scores

Evaluation:

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

State how progress will be measured, using baseline and targets as guide

Attitudinal Survey will give us a greater insight into the student voice

Summary Plan to improve NUMERACY LEVELS

Target(s):

1:- 1.1: To increase the number of students taking Higher Level Mathematics at Junior Cycle from 20% to 30%

1.2: To increase the number of students taking Higher level Leaving Cert Mathematics from 5% to 10%

2:- To increase the percentage of students at Junior Cycle who can identify the use of numeracy in subjects, other than maths, from 40%to 55%

Actions:

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

| Measure | To address target(s) no.* | Who? | Lead responsibility | When? | Resources? |
|---|---------------------------|---|------------------------------------|---------------------------|---|
| Encourage as many students as possible to stay at Higher Level by following departmental procedures | 1.1 & 1.2 | Maths Teachers | Numeracy Coordinator | All Year | Data gathered from Junior Cert & Leaving Cert exam results |
| Ensure students fill out change of level form before moving levels | 1.1 & 1.2 | Maths Teachers Career Guidance Year Tutor | Maths Coordinator Maths Teacher | All Year | Change of level form |
| Maths Week Activities | 1 & 2 | Maths Teachers | Maths Department | Oct every year | Various Resources:- Quizzes, obstacle courses, class puzzles etc. |
| FlashMaster Initiative | 1.1 & 2 | Maths Teachers | Numeracy Coordinator | All Year | FlashMaster handheld devices |
| Paired Maths Initiative | 1.1 & 2 | Maths Teachers | Numeracy Coordinator | First Year & TY | Worksheets |
| Drop in Maths Clinic | 1.1 & 1.2 | Maths Teachers | Maths Department | All Year | Textbooks, Worksheets, etc. |
| Common Approaches | 2 | All Staff | Numeracy Coordinator | Phased every Year | Staff Inservice |
| Catch up Numeracy | 2 | BFL | BFL | All Year (as needs arise) | Catch numeracy resources |

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| Meeting with All 6th Class Teachers Sharing of Teaching Practices Maths/Numeracy | 1 & 2 | HSCL SEN GC | SEN/HSCL/GC | January | Teacher Timetable |
| Supporting the Teaching and Learning in the school through the use of KWL learning strategy to ensure improved numeracy levels | 1 & 2 | Whole School | DEIS Team | All Year | School Allocation, JCSP,PDST resources |

Monitoring:

State how progress will be monitored and at what intervals over the three years

- The numbers taking Higher Level will be constantly monitored at 2nd, 3rd, 5th and 6th Year (Termly).
- Any students in danger of dropping, at all levels, will be monitored and support may be provided..
- When change of levels forms are filled out discussions will take place with students regarding the implications for moving levels later on at Senior Cycle.
- When change of level forms are filled out at Senior Cycle the Career Guidance Counsellor must be consulted so that a change of level and its effect on future options can be fully explained.
- Feedback from students and teachers will be taken regarding Maths Week (annually).
- Students keep a record of of their progress using the Flashmaster devices so progress can be monitored.
- The Paired Maths Initiative requires pre and post testing to evaluate success.
- Attitudinal surveys will be administered to Junior Year groups to establish if they can better identify the use of numeracy in subjects outside of the maths classroom. (beginning and end of the year).

Evaluation:

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

- Review of the Junior Cycle and Leaving Cert results. The average number sitting Higher Level will be calculated from the Data regarding the Junior Cycle and leaving Cert results every year. Three year averages will be taken to establish an increase in uptake at higher level
- Review of classroom assessments and class sizes.
- Attitudinal surveys will take place with a sample from all Junior Cycle classes every year. Through Maths class based initiatives but more importantly a greater focus on Numeracy in other classes an increase in students awareness of Numeracy should take place. Students should be exposed to common methods of calculating basic operations in every subject and they should start to see the use of Numeracy in every subject.

Summary Plan to improve EXAMINATION ATTAINMENT

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 number of students from 2 Higher Level to 3 Higher Level subjects from 12.5% to 20% in Leaving Certificate
2. To increase the number of our students doing 2 or more Higher level subjects from 60% to 65% in Leaving Certificate
3. To target Students from Junior School looking at their CAT scores who achieve over 95 SAS to ensure they perform in the Junior Cycle

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 target(s) no. ⁴ * | Who? | Lead responsibility | When? | Resources? |
|---|--|---------------------------------------|-------------------------------|--|---|
| UCC Homework Club- Year 1 -6- Support from 3rd Level Students in encouraging and motivating our students. | 2 | <i>Link Teacher- Ms K Collins</i> | <i>GC</i> | Monday | UCC Plus funding |
| Assistive Technology Homework Club- Support from 3rd Level Students in encouraging and motivating our students. | 2 | <i>Link Teacher- Ms O. Byrne</i> | <i>GC</i> | Thursdays | UCC Plus Funding |
| Provision of Supervised Study for Junior/Senior cycle students | 1,2 | <i>Dedicated Teacher</i> | <i>Respective Year Tutors</i> | Monday, Tuesday, Thursday | Funding from other agencies |
| organised Study Skills Sessions Year 3, 5 and 6 SES TEST Method and Poker- displayed in classrooms | 1,2 | <i>Guidance, External Facilitator</i> | <i>GC</i> | Term with Junior students Weekly CGU with Senior Students 22nd January | UCC Plus CIT Access |
| Supporting the Teaching and Learning in the school through the use of KWL learning strategy to ensure improved attainment levels | 1,2,3,4 | <i>Whole School</i> | <i>DEIS Team</i> | All Year | School Allocation, JCSP, PDST resources |

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| Promote and support Motivational talks with Stephen McDonnell and Graffiti workshop | 1,2 | GC | GC | School Year 29th January SM 7th March | CIT Access |
| Extra Tuition for students presenting Higher Level Papers | 1,2 | Guidance Counsellor | Subject Department Heads | School Year | UCC Plus- Additional Hours |
| Team Teaching-English and Maths | 1,2 | Teachers of English and Maths | LSU | School Year | Additional Teaching Hours allocated |
| ATE BTE- In School and Janseen Sciences Mentoring Programme- Encouraging Educational Attainment. | 1,2 | GC | GC | Eight Mentoring sessions in Y5 and Y6 | J&J Funding |
| Identification of Past Pupils as role models | 1,2 | Whole Staff | Guidance Counsellor | Award Events | School Data, Personal and Professional contacts |
| A new template for change of level form for JC and LC created | 1,2 | Whole staff | Year Tutor | All Year | Template to be completed and filed by Year Tutor |
| Development of an Accelerated Learning Initiative focusing on Junior Cycle students to develop the six Key skills of the JC in helping them with their CBAs. | 3 | Hazel Prendiville, Year Tutor, DP | Hazel Prendiville | March- May 2019 | Hours allocated |
| IT/Study Skills class after school with Year 1 target group | 3 | Hazel Prendiville, Year Tutor, DP | Hazel Prendiville | March- May 2019 | Hours allocated |

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| Presentation and Reflective skills developed in these focus groups with an outcome on presenting a project at the end of the year | 3 | <i>Hazel Prendiville, Year Tutor, DP</i> | <i>Hazel Prendiville</i> | March- May 2019 | Hours allocated |
| <p>Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years</p> <p>Reporting of results from class, mid -term, Christmas Easter and Summer tests Schedule Parent Teacher meetings on school calendar Letters to Parents Letters have and will be sent to parents of the students involved in the programme keeping them updated on the progress of their son/daughter Monitoring of Summer results to see if supports are helping progress and attainment to ensure student engagement.</p> | | | | | |
| <p>Evaluation: State how impact of actions on EXAMINATION ATTAINMENT 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 improve Transitions

Target(s):

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

1. To improve the progression to Further Education from 26% to 30%
2. To improve the progression to Higher Education from 39.6% to 42%
3. To improve the number of students taking up Apprenticeships from 8.3% to 12%
4. To improve the experiences of our students transitioning from Primary to Post-Primary school and to promote our school with a wider cohort of feeder Primary schools (collecting data this year and working on it for next year-Google Form)

Actions:

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

| Measure | To address target(s) no. ⁵ * | Who? | Lead responsibility | When? | Resources? |
|---|--|-------------------------------------|---------------------|-------------------------------|---|
| Continue to link with CIT Access Service Linked Schools Programme and avail of all services provided. | 1,2,3 | CG | GC | All Year September to June | Time Allocated in Teacher timetable |
| Continue to link with UCC Plus Programme and avail of all services provided. | 1,2,3 | GC | GC | September to June | Time allocated in teachers Timetable |
| Participation in the Johnson and Johnson Access To Education, Bridge To Employment (ATE BTE) programme | 1,2,3 | GC | GC | As Appropriate | External funding |
| Strengthen links with Further Education interventions including Cork College of Commerce, St. Johns, CSN, City North College, YMCA, Youth Reach, Solas, Community Training Centres Mayfield/Blackpool and the National Learning Network | 3 | GC/HSCL EWO, Deputy Principal | GC | As appropriate | Teacher Timetable |

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| Parent and student information sessions in regard to the HE,FE and Apprenticeship routes | 1,2,3 | <i>HSCL/GC</i> | <i>HSCL/GC</i> | Before PTM September November March | Teacher Timetable |
| In school talks from HE,FE and Apprenticeships | 1,2,3 | <i>GC</i> | <i>GC</i> | October to February | Teacher Timetable |
| Open day and career Exhibition visits | 1,2,3 | <i>GC</i> | <i>GC</i> | October-November | Teacher Timetable |
| Course shadowing opportunities available for students considering Cork College of Commerce and CSN | 2 | <i>GC</i> | <i>GC</i> | October to March | Teacher Timetable |
| Career Fair being held in school in 2019 | 1,2,3, | <i>GC</i> | <i>ATE BTE Committee</i> | November 2019 | ATE BTE-Janseen Intitutive |
| Orientation afternoon for incoming first years in June of 6th class | 4 | <i>HSCL, Year Tutor</i> | <i>HSCL</i> | June | Summer Holidays |
| Promotion of Open night through visits to our Feeder primary schools | 4 | <i>HSCL/Senior Management/Past Pupils from the feeder school</i> | <i>HSCL/Principal</i> | September | Teacher Allocation |
| Meeting with All 6th Class Teachers Sharing of Teaching Practices in English/Literacy, Maths/Numeracy and Science | 4 | <i>HSCL SEN GC</i> | <i>SEN/HSCL/GC</i> | January | Teacher Timetable |
| Assessments in School of 6th Class Students | 4 | <i>SEN</i> | <i>SEN/HSCL/</i> | January and March | Teacher Timetable |
| School visits by HSCL and SEN | 4 | <i>SEN/HSCL</i> | <i>SEN/HSCL</i> | January | Teacher Timetable |
| Parent and Student Meeting with School management | 4 | <i>School Senior Management</i> | <i>Principal-Management Team</i> | May | Teacher Timetable |
| 3 day induction programme with incoming Year 1 students | 4 | <i>Year Tutor, Class teachers HSCL</i> | <i>HSCL/Year Tutor</i> | August | Teacher Timetable |
| Visit of All 4th Class students from feeder Primary schools for an activity morning | 4 | <i>HSCL</i> | <i>HSCL</i> | May | HSCL Allocation |

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| Visit to 4th Class pupils by Year 4 students from our school doing literacy and numeracy games | 4 | <i>HSC</i> | <i>HSC</i> | March-May | HSC Allocation |
|--|---|------------|------------|-----------|----------------|

Monitoring:

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

Qualitative data gathered on progression from Post Primary school to third level

One to One meetings or phone calls by Guidance Counsellor to Students progressing on, getting feedback on their transitioning and giving support to them.

Meetings with parents and students about transitions between Primary and Post Primary school, Junior to Senior school and Post Primary to FE/HE/Apprenticeships
 HSCL/SEN/GC and Senior Management meet with Primary School students and their parents in helping them transition.

Re Registration forms for students to support transitions

Verbal Feedback from students at all stages about their experiences

Evaluation:

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

State how progress will be measured, using baseline and targets as guide

Summary Plan to promote PARTNERSHIP WITH PARENTS

Target(s):

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

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%

Actions:

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

| Measure | To address target(s) no. ⁶ * | Who? | Lead responsibility | When? | Resources? |
|---|--|--|----------------------------|---|--|
| The school calendar is on the school website. | 1,2 | <i>Principal</i> <i>Administration</i> <i>Year Tutor</i> | <i>Management</i> | 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 | <i>Principal</i> <i>Administration</i> <i>Year Tutor</i> | <i>Management</i> | | |
| All parents receive a text to inform them of the meetings | 1,2 | <i>Principal</i> <i>Administration</i> <i>Year Tutor</i> | <i>Management</i> | Text day before meetings | Text to parents |
| HSCL will phone target parents to encourage attendance | 1,2 | <i>HSCL</i> | <i>HSCL</i> | The day before the Meeting | Time given by HSCL |
| HSCL will make direct contact with EAL students' Parents. | 1,2 | <i>HSCL</i> | <i>HSCL</i> | The week of the Parent Teacher Meeting. | |

| | | | | | |
|--|-----|------------------------|---------------------------------|---|---|
| HSCL meets the parents at the door and brings them to the relevant teacher classes | 1,2 | <i>HSCL</i> | <i>HSCL</i> | An arranged time is given and they are met on the day | Time given by HSCL |
| HSCL visits students homes to encourage parents to attend meetings | 1,2 | <i>HSCL</i> | <i>HSCL</i> | | |
| HSCL organises coffee mornings for targeted parents and year groups in preparation for the next Parent Teacher meeting | 1,2 | <i>HSCL</i> | <i>HSCL</i> | 6 weeks Prior to PTM | HSCL Resources |
| HSCL arranges Parent courses to improve parental confidence in their own academic abilities. Thus encouraging parents to support education for their children. | 1,2 | <i>HSCL</i> | <i>HSCL</i> | 2-3 times a week | HSCL-ETB funding |
| HSCL organises Parent Plus adolescent Programme to help parents develop their relationship with their son/daughter | 1,2 | <i>HSCL</i> | <i>HSCL</i> | 8 Weeks | HSCL-Parent Plus course-St Joseph's Community Association |
| HSCL provides a parent room to support and encourage parents to come in to the school. Location by the main entrance and the room open supports parent involvement and engagement. | 1,2 | <i>HSCL</i> | <i>HSCL</i> | Daily | HSCL- |
| HSCL engage with outside agencies on behalf of the parents in order to support their financial ,emotional needs | 1,2 | <i>HSCL</i> | <i>HSCI</i> | All Year | All agencies |
| Newsletter sent home to parents highlighting school achievements and events | 1,2 | <i>L Murphy</i> | <i>L Murphy-English Teacher</i> | Twice a Year | Teacher Time |
| GC prepare and present information to both Parents and students before the Parent teachers meetings begin | 1,2 | <i>GC</i> | <i>HSCL/GC</i> | The day of the meetings | GC and HSCL time |
| GC sends updates to parents via webtext on upcoming events and deadlines such as HEAR, CAO, SUSI etc relating to their son/daughter | 1,2 | <i>GC</i> | <i>GC</i> | Weekly | GC Allocated Time |
| Use of school social media to communicate any events students participated in. | 1,2 | Social Media Committee | Social Media Committee | Daily | Timetable allocation |

Monitoring:

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

Evaluation:

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

Summary Plan to promote PARTNERSHIP WITH OTHERS

Target(s):

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

1. To maintain partnership with the 20 outside agencies and utilise their supports given to our students, parents and our school
2. To improve the participation rates of students attending the UCC homework club from 20 students to 25 students

Actions:

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

| Measure | To address target(s) no. ⁷ * | Who? | Lead responsibility | When? | Resources? |
|--|--|---------|---------------------|--|---|
| Working closely with the ATE BTE Programme-Stakeholders J&J, UCC, CIT, FE Colleges, Cork City Partnerships, Junior Achievement | 1, | GC | GC | Meetings every 5 weeks 20 Year 5 student involved in the programme. | J&J funding Site visit Science classes 8 Mentor sessions over 2 Years |
| Working closely with CIT access to avail of their programmes | 1 | GC/HSCL | GC | Throughout the academic Year | Maths Revision Days Motivation Workshops Science Laboratory classes Graffiti workshops |
| Working closely with UCC to avail of their programmes | 1 | GC/HSCL | GC | Throughout the academic Year | Y1 Experience Homework club Assistive Technology Homework club |

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| | | | | | UCC/CIT days Y2- Science Camp/Student Achievement Awards Y4-Easter School Y5-Easter Reunion Y6-Science Master Revision Oral Irish CIT Maths Revision-2 day event Extra Tuition Hours for Y3 and Year 6 |
| UCC and GC organising Homework club for Students after school on Mondays from 4-5pm | 2 | <i>GC and Link Teacher</i> | <i>GC</i> | Mondays 4-5pm | UCC Students Food provided for students and Tutors |
| GC target students to attend Homework Club | 2 | <i>Class Teacher/Year Tutor/HSCL/GC</i> | <i>GC</i> | Parent calls Class Tutor meetings | |
| GC target EAL student to attend Homework club sessions | 2 | <i>SEN/GC</i> | <i>GC</i> | Parent calls Class Tutor meetings | |
| GC and link teacher will keep a record of attendance. Stamp homework journal and feedback non-attendance to class tutor meetings. | 2 | <i>Link Teacher</i> | <i>Link Teacher</i> | Stamp in Journal | Class Tutor meetings |
| HSCL organised meeting to include Principal, Parent, HSCL, SCP, EWO, JLO, Foroige from 6 local schools to discuss concerns relevant to all involved. Attendance | | <i>HSCL, Parent, Principal</i> | <i>HSCL</i> | Meeting 3 times a Year | Allocation in Timetable |

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|--|-----------|---------------------------|-------------|---------------------|---------------------------|
| HSCL cluster group with parent input created a Tips for Parents Attendance booklet <i>HSCL attendance at the Local Education Committee (LEC) within our</i> | - 1, 2 | <i>HSCL Cluster Group</i> | <i>HSCL</i> | 6 Week intervention | Allocation from timetable |
| Engagement with all agencies as mentioned in objective 3 of the HCSL policy | 1,2 | HSCL | HSCL | All Year | Allocation as needed |

Monitoring:

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

Conversations with relevant agencies

Discussions and feedback from Teachers and students

Look at Attendance at Homework club and follow up with home

Relevant person attending the LEC

Follow through on items discussed and agreed

Continuously developing the links with the stakeholders

Feedback collated from students in November about the mentoring experience of the ATE BTE programme

Student Ambassador representatives gave feedback about the Mentoring experience-shared with other mentor groups and collated

Mentors are completing a survey on the programme and evaluation details will be available in May 2019

Junior Achievement Programmes in Year 1 and Year 4 are evaluated by the presenter and the organisation. A feedback meeting takes place in September of each year.

Verbal feedback from students and Parents after they have attended outreach programmes and events- feedback given to the agencies/colleges

Evaluation:

State how impact of actions on PARTNERSHIP WITH OTHERS will be evaluated at the end of the three years

State how progress will be measured, using baseline and targets as guide

