

# Coláiste Pobail Acla

## DEIS Plan - One Year Summary

2018/2019

DEIS Area	Targets	Measures to be Implemented
Literacy	<ol style="list-style-type: none"> <li>1. Students will perform to the best of their individual ability in oral exams, LCVP interviews, oral presentations as part of the new Junior Cycle. [Baseline data from teachers shows that students struggle to articulate all they know orally. Qualitative data will be gathered post interventions to assess progress.]</li> <li>2. Reduce the number of students reaching the end of Junior Cycle with a reading age below 12 from 19% to 10% (2<sup>nd</sup> yr group 2017/2018) and from 10% to 6% (3<sup>rd</sup> yr group 2017/2018)</li> <li>3. To maintain a 100% pass rate in Junior Certificate Ordinary level English</li> </ol>	<ul style="list-style-type: none"> <li>• All Junior Certificate students will make an oral presentation in English and one other subject as part of the new Junior Cycle</li> <li>• Provide individual/small groups resource classes for target students.</li> <li>• Teachers will continue to promote reading in their subject areas, use key words displays and pertinent JCSP materials.</li> <li>• 1st Year students will continue to pair with local national schools for 'One Book One Read' project</li> <li>• Students will be explicitly taught the skills to critically proof-read and critique their own and others work.</li> <li>• All teachers will encourage students to utilise our valuable in-school library</li> <li>• Students will be encouraged to present their work in a range of mediums</li> <li>• Teachers will fill in 'Initial concern forms' for any students they are concerned about in terms of their ability to access the curriculum</li> <li>• School Completion Programme will continue to provide curriculum assistance to aid literacy and improve retention of Junior Certificate students</li> <li>• The National Literacy and Numeracy Strategy 2011-2020 (A Review has taken place in 2017. We will analyse and build on the recommendations of this review.</li> <li>• Ongoing Work on the school's literacy initiatives as part of the SSE process.</li> <li>• Students will all be able to evaluate the standard of their own work and that of others by 3rd year</li> <li>• Students will solve maths questions orally in class; group discussion on question strategies, decoding questions in a group</li> <li>• Junior Cycle Business students will present their CBA orally in class, will read newspaper articles in class and report on tv and radio podcasts</li> <li>• Students will participate in MS Readathon</li> <li>• Struggling and reluctant readers can make use of High Low Readers</li> <li>• Students will enter the Janice Memorial Awards and Heinrich Boll Award</li> <li>• Students will debate topical issues in class</li> <li>• Students will participate in at least 2 role play/drama productions on conflict resolution</li> <li>• Students will use written instructions to complete group tasks</li> <li>• Students will read and relay to group design brief requirements</li> <li>• Students will communicate orally in modern languages using key words and phrases</li> <li>• Students will prepare and present presentations on key geographical topics</li> </ul>

<p><b>Numeracy</b></p>	<ol style="list-style-type: none"> <li>To reduce the number of students who have reached the end of Junior Cycle with a numeracy level categorised as below average from 16% to 8% (CAT4 Test) by year 3 [yr 1:16% to 12%; year 2: 12% to 8%]</li> <li>To have a take up of different levels in Leaving Certificate Maths that is reflective of, or better than, the National Average 18% HL, 74% OL, 8% FL. To increase the percentage of LC Students pursuing Maths levels from 19% HL, OL73% and FL 8% 2018 in our school.</li> </ol>	<ul style="list-style-type: none"> <li>To have a commonality in numeracy terminology and methodologies across all subject departments.</li> <li>Provide individual/small groups resource classes for target students.</li> <li>Students will participate in Maths week</li> <li>Continue with Numeracy Initiatives through J.C.S.P. Programme</li> <li>School Completion Programme, curriculum assistance to aid Numeracy and improve retention of Junior Certificate students</li> <li>The National Literacy and Numeracy Strategy 2011-2020 (A Review has taken place in 2017 build on the recommendations of this review).</li> <li>Key numeracy skills will be taught using common language and methods throughout subject areas</li> <li>Provide Guidance to students and parents on the importance of numeracy for access to the workplace and the maths entry requirements</li> <li>Ongoing Work on the school's numeracy initiatives as part of the SSE process.</li> <li>Staff working groups during staff professional development time to decide on common language</li> <li>Students will represent the results of surveys and other data gathered in graph form</li> <li>Students will calculate their heart rate at different activity levels</li> <li>Students will measure distance travelled, heights cleared in athletics events</li> <li>Students will be able to describe location using compass coordinates and estimate distance travelled</li> <li>Students will complete household budgets and wage slips</li> <li>Students will calculate insurance premiums</li> <li>Students will work out the percentage grade achieved on written work assessed</li> <li>Students will calculate rainfall levels, sunshine levels and use measures of average</li> <li>Students will be able to modify recipe quantities to alter the quantity of food produced</li> <li>Students will calculate the cost of materials for project work</li> <li>Students will measure out pieces and weigh for practical classes</li> <li>Mixed ability class groups in 1st yr maths classes</li> <li>Students will learn the time and numbers in French and Irish</li> </ul>
<p><b>Pupil Retention</b></p>	<ol style="list-style-type: none"> <li>To reduce the number of students entering senior cycle but not sitting their Leaving Certificate from 5% (2018) to 2% (2019) to 0% (2020)</li> </ol>	<ul style="list-style-type: none"> <li>All Junior cycle students will complete J.C.S.P and avail of its initiatives to improve academic attainment and success over 3 years of junior cycle</li> <li>All senior students will have weekly careers classes to investigate further study opportunities and career pathways</li> <li>Provide as wide a curriculum as possible to meet the needs of students</li> <li>Students will be encouraged to do Transition Year</li> <li>SCP curriculum modification and lunch time activities to make school more attractive- funding dependent</li> <li>All students will be encouraged to participate in at least one extra-curricular activity to enhance engagement</li> <li>Parents and Students will receive CAT4 and DAT results to allow them to make appropriate subject choices for junior and senior cycle</li> <li>Provision by HSCLO of initiatives that promote parental involvement in their children's learning</li> </ul>

		<ul style="list-style-type: none"> <li>• Provision of targeted home visits by HSCLO and SCP workers to students deemed at risk.</li> <li>• Provision of counselling to students deemed at risk</li> <li>• Weekly meetings of Pastoral Care team to discuss vulnerable students</li> <li>• Weekly meeting of SEN Team to discuss students' curricular needs</li> </ul>
<b>Pupil Attendance Rates</b>	<ol style="list-style-type: none"> <li>1. To improve Transition Year Attendance rate from 83% (2017-2018) to 88% (2018-2019) to 90% (2019-2020)</li> <li>2. To reduce the percentage of Junior Cycle students' attendance rates that are below 85% from 10% (2017-2018) to 5% (2019-2020)</li> <li>3. To improve overall average attendance from 91% (2017-2018) to 92% (2019-2020)</li> </ol>	<ul style="list-style-type: none"> <li>• All Junior cycle students will complete J.C.S.P and avail of its initiatives to improve academic attainment and success over 3 years of junior cycle</li> <li>• Meet with N.S Principals to learn more about the backgrounds of students who are transferring from National Schools.</li> <li>• Provision of a comprehensive transfer programme to all incoming students and parents/guardians</li> <li>• Provide as wide a curriculum as possible to meet the needs of students</li> <li>• To encourage better attendance at school to normalise going to school.</li> <li>• Students will be encouraged to do Transition Year</li> <li>• SCP curriculum modification and lunch time activities to make school more attractive- funding dependent</li> <li>• Parents and Students will receive CAT4 and DAT results to allow them to make appropriate subject choices for junior and senior cycle</li> <li>• Provision by HSCLO of initiatives that promote parental involvement in their children's learning</li> <li>• Provision of targeted home visits by HSCLO and SCP workers to students deemed at risk.</li> <li>• Provision of counselling to students deemed at risk</li> <li>• Weekly meetings of Pastoral Care team to discuss vulnerable students</li> <li>• Weekly meeting of SEN Team to discuss students' curricular needs</li> <li>• Teachers will make subject material as interesting, meaningful and relatable as possible to encourage student engagement in teaching and learning</li> <li>• Tutors will follow up on any unexplained absences and persist in garnishing notes for time missed</li> <li>• Students will be encouraged to participate in themed weeks, e.g. mental health week, friendship week.....</li> <li>• Students will be rewarded for good attendance and behaviour with school outing</li> <li>• Parents will be contacted more frequently to investigate student absences</li> </ul>
<b>Pupil Progression</b>	<ol style="list-style-type: none"> <li>1. The number of students dropping out from 3<sup>rd</sup> level course will reduce from 24% (2017) to 15% (2019)</li> <li>2. The number of students engaging with further training/further education/employment will be maintained at 95% and above from 2017</li> </ol>	<ul style="list-style-type: none"> <li>• Higher Education Access Route will be promoted strongly each year</li> <li>• All students are encouraged to do Transition Year</li> <li>• All students are encouraged to do Leaving Certificate Vocational Programme</li> <li>• All Transition Year, 5th and 6th year students will continue to have weekly Careers classes.</li> <li>• All 5th and 6th year students will meet individually with Guidance counsellor to discuss their plans for after finishing school.</li> <li>• Information Evening for senior cycle parents to advise them of college entry routes and grants available.</li> <li>• Ongoing information sessions regarding subject choices and third level learning opportunities</li> <li>• European Language as a core subject for Junior Cycle students</li> </ul>

		<ul style="list-style-type: none"> <li>• Visits to Career Fairs, Inviting College representatives to visit school. Open day visits. Local PLC Centres visits.</li> <li>• School will continue to develop strong links with local colleges</li> <li>• School will continue to develop our partnership night where local people and former students are invited to talk to students about the possibilities for training after secondary school</li> <li>• School will continue to develop students' self-management skills to promote independent living post-secondary school</li> <li>• All 3rd year/Transition year students will do DATS (differentiated aptitude tests) to highlight their strengths and make informed decisions about subject choices at senior cycle.</li> <li>• All 6th year students meet with guidance counsellor to discuss their plans post-primary</li> <li>• All households will be contacted in the year after leaving school to determine what further training, education or work is being pursued by students</li> </ul>
<b>Academic Attainment</b>	<ol style="list-style-type: none"> <li>1. State Exam Results from 2018 onwards will be in line with National Averages and DEIS Post-Primary School National Averages in at least 90% of subjects analysed.</li> <li>2. State Exam Results will be correlated with attendance rates for students from 2018 onwards. Results will be communicated to the student and parent body.</li> <li>3. Reduce the number of students taking Ordinary Level papers for Leaving Certificate from 30% (81 out of 273 exams, 2018) to 25% by 2020</li> </ol>	<ul style="list-style-type: none"> <li>• Wellbeing will be explicitly taught to Junior Cycle students</li> <li>• All students are encouraged to do Transition Year</li> <li>• The link between attendance and attainment is regularly reinforced with students and parents</li> <li>• Students wishing to change the level they study a subject at must complete a form signed by parents, class teacher and guidance counsellor</li> <li>• Pastoral Care team will discuss any students flagged as at risk and appropriate interventions will be put in place where appropriate</li> <li>• All students are encouraged to do Leaving Certificate Vocational Programme</li> <li>• All Transition Year, 5th and 6th year students will continue to have weekly Careers classes, incorporating study skills</li> <li>• All 5th and 6th year students will meet individually with Guidance counsellor to discuss their future plans and their current academic situation; anxieties, study timetables, work/life balance.</li> <li>• Teachers and SNAs will be informed of CAT results and students' additional needs at the start of each academic year</li> <li>• Teachers will differentiate teaching methodologies, materials and student learning intentions to meet the needs of all students</li> <li>• AFL strategies will continue to be utilised by staff and students to enhance teaching and learning</li> <li>• Assessment and methodologies are varied and is an area of focus for SSE</li> <li>• All Junior Cycle teachers will work through their specifications to develop student critical thinking skills</li> <li>• Ongoing information sessions will be held regarding subject choices and third level learning opportunities</li> <li>• European Language as a core subject for Junior Cycle students</li> <li>• Group work and peer teaching are key skills utilised by teachers in their classes</li> <li>• Students will be taught the skills to critique their own work</li> <li>• Core subjects are banded to allow students study at the highest level they are suited to</li> <li>• School will continue to develop students' self-management skills to promote self-directed learning</li> <li>• Students' awareness of support services available within school and through outside agencies will be reinforced</li> <li>• All students will goal set and reflect on achievements</li> </ul>

		<ul style="list-style-type: none"> <li>• All 3rd year/Transition year students will do DATS (differentiated aptitude tests) to highlight their strengths and make informed decisions about subject choices at senior cycle.</li> <li>• Special Education classes are timetabled for all students with additional needs</li> <li>• All Junior Cycle students pursue the JCSP from 1st - 3rd year</li> <li>• Students are encouraged to avail of homework club and study after school</li> <li>• All teachers will encourage students to utilise our valuable in-school library</li> <li>• Students will be encouraged to present their work in a range of mediums</li> <li>• Teachers will fill in 'Initial concern forms' for any students they are concerned about in terms of their ability to access the curriculum</li> <li>• All students will be encouraged to participate in at least one extra-curricular activity to enhance engagement</li> <li>• Students will adhere to the Code of Behaviour and will not be permitted to interfere with the teaching and learning of themselves or others</li> </ul>
<b>Partnership with Parents</b>	<ol style="list-style-type: none"> <li>1. Attendance at PTM will increase from 88% 2017-2018 to 92% 2018-2019 to 95% 2019-2020</li> <li>2. Parent attendance at trips out of school will rise from 2 trips in 2017-2018 to 5 trips 2018-2019, increasing year on year</li> <li>3. Parent attendance at information nights will rise from below 40% on average in 2017-2018 to 55% in 2018-2019, increasing year on year.</li> </ol>	<ul style="list-style-type: none"> <li>• Meet with Parents Association to evaluate all policy decisions</li> <li>• Publish policy documents on school website</li> <li>• Through the Parents' Association parents are invited to get garda vetted so they can accompany groups on trips out of school and can help with Extra-Curricular activities.</li> <li>• Meet with parents and evaluate the needs for additional classes evening classes i.e. Computer classes/Mathematics/Gaeilge</li> <li>• Visit Parents of targeted students and contact parents of all First Years.</li> <li>• Communication with parents regularly through meetings, letter, phone-call, social media, parent teacher meetings, student journal, open nights &amp; events organised for parents</li> <li>• All Parents will be encouraged and reminded to attend Parent Teacher Meetings; follow up with those not in attendance.</li> <li>• Record attendance at all ptms, information evenings and courses running</li> <li>• Develop digital communication strategies to communicate more effectively with parents and guardians</li> <li>• Utilise parental expertise to work with specific members of the student body</li> <li>• Parents are encouraged to support their children at school mass and graduation ceremonies</li> </ul>
<b>Partnership with Others</b>	<ol style="list-style-type: none"> <li>1. To promote partnership with Local Feeder Schools; increase attendance at Taster Day from students of non-traditional feeder schools from 20% (2017-2018) to 50% (2019-2020)</li> <li>2. School Profile will be heightened in the local community. Increase the number of articles in the local paper from 4 articles in the 2017-2018 year to 1 per month 2018-2019,</li> </ol>	<ul style="list-style-type: none"> <li>• Develop the profile of the school within the community. Have regular meetings.</li> <li>• Use website, Facebook page, school newsletter and local newspaper to publicise school activities, accomplishments and events.</li> <li>• TY students will work with local horticulturist to improve the local environment</li> <li>• TY students will do community work in St Fionnán's Community Nursing Unit weekly</li> <li>• Co-curricular facilitators will be sourced from the locality where possible.</li> <li>• 1st year students and their English teachers will link in with local national schools for 'One Book One Read' literacy Programme</li> <li>• School will participate in St Patrick's Day Parade</li> </ul>

maintain or increasing this year on year.

3. To facilitate Adult Learning in conjunction with the other education providers based in Achill. School will seek to increase participation in classes run by 10%; 5% in 2018-2019 and an additional 5% in 2019-2020

- School will give open invitations to community members to attend performances such as the Christmas Carol Services and plays/musicals
- Students will assist local volunteers to decorate locality when requested.
- Continue to work closely with outside agencies to improve student outcomes
- Set up classes for Parents of targeted students. Link with other local agencies
- Work with Primary School Principals and other relevant staff
- Use of the school premises for community events
- Students will continue to participate in work experience in the local and wider community as an integral part of Transition Year and LCVP.
- Students will continue to receive talks from local agencies; the Gardai, Tusla, Coast Guard, MindSpace etc.
- The school will continue to hold an Open Evening for members of the local community to attend.
- Principal and Deputy Principal will visit every National School in the catchment area
- Students will fundraise for local, national and international causes
- Students will be encouraged to participate in John Paul II Awards
- Where possible materials will be purchased from local suppliers
- Students will all attend, and music students will participate in Harp festival
- Students will participate in a local beach clean up
- Students will visit local enterprises as part of their Enterprise Link Module