

**DEIS Plan to Improve:**

**Retention**

**Attendance**

**Literacy**

**Numeracy**

**Examination Attainment**

**Educational Progression**

**Partnership with Parents**

**Partnership with Others**

**For School Year 2017-2020**

**Priority Group and DEIS planning team will monitor & Evaluate these Targets,  
and report to the Board of Management**

## Retention

### TARGET

To aim towards having a 100% retention of students who stay on to complete their Junior Certificate examination

To ensure that 90% of Leaving Cert Applied and Leaving Cert students sit their final exams

Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School level.

They are sequenced and coordinated over the three years of the plan

### Measure

| Class Level:   | Who? | Lead Responsibility | When?       | Recourses | Cost |
|--|------|---------------------|-------------|-----------|------|
| Promotion of Transition Programme for incoming first years which aims to increase confidence and self-esteem among students, in turn allowing them to smoothly transition into second level education and to fully engage with their new surroundings  | SCP  | SCP Coordinator     | Sixth Class |           |      |
| Promotion of recreational activities for senior cycle students and provision of suitable recreational accommodation for senior cycle students  |      |                     |             |           |      |
| Inclusion of support from external sources, for example working with the Strive Programme to increase student's Personal Development, Good Relations and Citizenship through provision of group work processes and accredited training programmes. This initiative is purposely operating on a Friday to help improve attendance |      |                     |             |           |      |
| Collaboration with Daybreak - Donegal Youth Service to provide extra support for junior cycle students currently struggling with full time education, with the aim of increasing confidence and positive attitudes towards school and education  |      |                     |             |           |      |

| Subject Department Level:   | Who? | Lead Responsibility | When? | Recourses | Cost |
|---|------|---------------------|-------|-----------|------|
| Provision of Literacy / Numeracy / Subject support for students   | SCP  |                     |       |           |      |
| Weekly Student Support meetings in order to identify students experiencing issues with attendance or other issues affecting their behaviour or retention at school. |      |                     |       |           |      |

| WHOLE SCHOOL APPROACH Level:   | Who?                  | Lead Responsibility | When? | Recourses | Cost |
|--|-----------------------|---------------------|-------|-----------|------|
| SCP Supports for students  |                       |                     |       |           |      |
| Provision of incentives to promote attendance and retention as well as rewarding positive behaviour  | SCP                   |                     |       |           |      |
| Introduction of mentor/buddy system for support of junior cycle students identified as being at risk of early school leaving                     | SCP / HSCL            |                     |       |           |      |
| Monitoring and tracking attendance coupled with reward system for good attendance  |                       |                     |       |           |      |
| Lunchtime Club   |                       |                     |       |           |      |
| Provision of one to one listening ear support on a weekly basis for young people as needed including extra support in relation to sitting exams. | SCP / HSCL / Guidance |                     |       |           |      |
| Home visits (with HSCL and EWO) and contact with parents by phone in order to support students in need in terms of remaining at school.          | SCP / HSCL            |                     |       |           |      |

Make sure you incorporate where you can any of these areas within your category of DEIS e.g. Leadership (Class Teacher, Year Head, Heads of Subject), Wellbeing, Arts in Education etc.

## Attendance:

### TARGET

1. To improve the overall chronic absentee rate (the total number of students who were absent for 20 days or more)

In the Junior Year Groups by 10%

Form \_\_\_% to \_\_\_% in Year One (2017)

From \_\_\_% to \_\_\_% in Year Two (2018)

From \_\_\_% to \_\_\_% in Year Three (2019)

In the Senior Cycle Year Groups by 15%

from \_\_\_% to \_\_\_% in Year one (2017)

from \_\_\_% to \_\_\_% in Year two (2018)

from \_\_\_% to \_\_\_% in Year three (2019)

2. To improve the overall absence rate by 5%

In the Junior Cycle Groups by 5%

from ..% to ...% in Year one (2017)

from ..% to ..% in Year two (2018)

from ..% to ..% in Year three (2019)

In the Transition Year Group by 5%

In the Senior Cycle Year Groups by 5%

from ..% to ...% in Year one (2017)

from ..% to ..% in Year two (2018)

from ..% to ..% in Year three (2019

3. To improve the overall absence rate  
 by 10% on a Friday  
 by 10% on a Monday

**Measure:**

| Class Level:  | Who? | Lead Responsibility | When?   | Recourses                                    | Cost           |
|---|------|---------------------|---------|--|----------------|
| Accurate Recording: All Staff are responsible to ensure accurate recording of data. As much care as possible should be into recording attendance correctly in order to reduce human error as much as possible   |      |                     |         |  |                |
| Journal Merit in recognition of Full or Improved Attendance (also drive better use of the school Journal to encourage better organisation, recording of Homework/Study and Monthly Target Setting . Also as a means of communication between home and School)                                   |      |                     | Monthly | G. Brady to design/source the Merit Stickers | Printing Costs |
| Registration with the Class Teacher first thing in the morning, these Teachers take a special interest in their Students and highlight the value of good attendance, collect notes re absences etc.   |      |                     |         |  |                |
| Weekly General Assembly for each year group, the value of good attendance is frequently highlighted here by the Vice Principal and Principal and certificates re full attendance/book vouchers are given out, as well as information re the current reward trips/incentives re good attendance. |      |                     |         |  |                |
| Class Teachers link in with Year Heads if Students have poor Attendance   |      |                     |         |  |                |
| HSCL to link in with the Year Heads and feed-back information   |      |                     |         |  |                |

| <b>Class Level: (continued)</b>  | <b>When?</b> | <b>Recourses</b> | <b>Cost</b> |
|--|--------------|------------------|-------------|
| A Tracking Secretary is in place to follow-up and Liaise with Staff (enters notes and reasons for absence on to VS WARE  |              |                  |             |
| Teachers should have High Expectations that their Students' can succeed  |              |                  |             |
| The Programme chosen by Students (i.e.: JCSP, LCA, TY, LCVP etc.) and their Parents should be appropriate to them in order that they can participate effectively |              |                  |             |

| <b>Subject Department Level:</b>  | <b>When?</b>  | <b>Recourses</b> | <b>Cost</b> |
|---|---|------------------|-------------|
| Letters are sent home - After 5 days of unexplained absence.<br>Letters are sent home - After 10 day's absence as well as the letter being sent out, there is involvement from HSCL.<br>Letters are sent home - After 15 days there is involvement for HSCL and SCP as well as another letter to the Home.<br>Letters are sent home - After 20 day's absence the letter is sent out to Parents/Guardians as per TUSLA Guidelines. |   |                  |             |
| Returns to TUSLA as per Guidelines (4 times a year and the Annual Attendance Return)  |   |                  |             |
| Formalised Weekly Meetings held by the Attendance Core Team, the Team examine Attendance Trends and work on regularly reviewing and evaluating and examining general patterns and trends in relation to Attendance in Deelee College.   | Every Friday<br>Morning Period<br>3 for one Class<br>Period |                  |             |
| A helpful Information Booklet on the Value of Good Attendance for Parents/Guardians (highlighting the Deelee College Policy for Absences due to term-time Holidays etc.).   | Posted on the<br>day of the<br>Christmas<br>Holidays        |                  |             |

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|--|-------|--|--|
| Visits to the Home and phone calls to the home by HSCL and on occasion by SCP Co-ordinators  |       |  |  |
| The Tracking Secretary to liaise with the HSCL, SCP, principal and members of the Attendance Core Team on relevant issues / trends. The Tracking Secretary will circulate monthly the trends to the members of the Attendance Team.      |       |  |  |
| A Text Alert: - is sent home to Parents' /Guardians on a Daily basis informing them of Absence   | Daily |  |  |
| After School Maths - to help students who have fallen behind with their work and help them "catch-up"  |       |  |  |
| SCP putting plans in place to support those Students with Poor Attendance  |       |  |  |
| Staff are very vigilant in reporting any concerns re attendance issues as quickly as possible: look out for early warning signs of poor attendance and pass the concerns on to the Year Head/HSCL/SCP/Attendance Team/Tracking Secretary |       |  |  |
| Strong links from the Child and Family Agency/EWO/Tusla on an on-going basis   |       |  |  |

| <b>Whole School Approach Level:</b>  | <b>When?</b> | <b>Recourses</b> | <b>Cost</b> |
|--|--------------|------------------|-------------|
| Accurate recording: More efficient use of VS ware. As much care as possible should go into recording attendance correctly in order to avoid human error and possible stress to Parents' /Guardians                       |              |                  |             |
| The full implementation of our Statement of Strategy for School Attendance   |              |                  |             |
| A welcoming atmosphere in Deele College, positive reinforcement, a Whole School Approach to improving Attendance, Positive Teacher-Student Relations are vital to help Students feel part of the Deele College Community |              |                  |             |
| An Attendance Notice Board in the General Purpose Area (G.P.) to heighten awareness around the value of good Attendance and also highlight any Attendance Initiatives that are running                                   |              |                  |             |

|  |         |  |  |
|--|---------|--|--|
| Letter of Appraisal/Commendation posted home to Parents' /Guardians of those Students who missed no days since the beginning of the academic year until the Christmas Holidays |         |  |  |
| Journal Merit in recognition of full or improved attendance  | Monthly |  |  |
| Breakfast Club, Canteen Mentors to encourage better Attendance   |         |  |  |
| Reward good attendance, awards at Annual School Prize Giving, Awards presented at Assembly etc.  |         |  |  |
| Students are encouraged to participate in a wide range of curricular and extra-curricular activities   |         |  |  |
| The Teaching and Learning Methodologies used by Teachers should be varied in order to engage the Students in effective learning  |         |  |  |
| Class Teacher and Year Head System to help and support participation and good attendance   |         |  |  |
| Certificate of Merit presented to those Students who had full attendance, in the Academic Year - presented at our Annual Prize-Giving  |         |  |  |
| Reward Trip for the Class that has the greatest percentage improvement in Attendance over a period of time   |         |  |  |
| Book Vouchers from Eason's (to encourage literacy also) for those students who miss no days over a short period of time  |         |  |  |
| Draw for tickets to matches e.g.: in the AVIVA Stadium, students who miss no days over a period of time are eligible for the draw, the year-groups eligible varies             |         |  |  |
| The value of Good Attendance is highlighted at Assembly, Registration and at any opportunity   |         |  |  |
| Focus on increasing the Attendance on Thursday and Fridays (zone-in here in particular, more focused incentives to bring in Students on these days)                            |         |  |  |
| Focus on increasing the Attendance levels among Senior Students in particular (More reward trips/interventions for them)   |         |  |  |



***Make sure you incorporate where you can any of these areas within your category of DEIS e.g. Leadership (Class Teacher, Year Head, Heads of Subject), Wellbeing, Arts in Education etc.***

Teaching & Learning Through the implementation of the key skill 'Being Creative' & effective questioning- students will be more engaged in the learning process and take more ownership of their learning. Students learning experience will be enhanced and be more enjoyable. Students will be encouraged to come to school to participate in learning in creative ways.

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## Literacy:

### TARGET

1. Improve student attitudes towards literacy by decreasing the percentage of 1st & 2nd year by:
  - decreasing the percentage of 1st & 2nd year students who dislike reading a lot from 16% to 13% over three years
  - increase the number of 1st & 2nd yr. students who like reading a lot from 13% to 15% over three years
2. To increase the % of students who achieve **above expectations** or better in the oral presentation in English (CBA) in 2nd year from ...%
  - to \_\_\_% in the first year 2018
  - to \_\_\_% in second year 2019
  - to \_\_\_% in third year 2020

To increase the standard score in reading of JCSP students

- by 6.5% in first year
- by a further 2% in second year
- by a further 1% in third year

### Measure

| <b>Class Level:</b>   |       | <b>Who?</b>                  | <b>Lead Responsibility</b>   | <b>When?</b>            | <b>Recourses</b>       | <b>Cost</b> |
|---|-------|------------------------------|------------------------------|-------------------------|------------------------|-------------|
| All English teachers complete Vocabulary Enrichment Programme with all first year students. | 1,2,3 | 1st yr. English Teachers     |                              | Sept of first year.     | VEP folder and USB key | Zero        |
| 2nd yr. JCSP class make a book annually   | 1,3   | 2nd yr. JCSP English teacher | 2nd yr. JCSP English teacher | Throughout school year. |                        |             |
| Provide teachers with the NGRT results and allow for differentiation in teaching.           | 1,2,3 | English Dept.                |                              |                         |                        |             |
| Self Reflection/Peer reflection   | 2     |                              |                              |                         |                        |             |
| Critical feedback   | 2     |                              |                              |                         |                        |             |
| Questioning - Blooms taxonomy   | 2     |                              |                              |                         |                        |             |
| AFL - Think/Pair/Share  | 2     |                              |                              |                         |                        |             |

| <b>Subject Department Level:</b>   |     | <b>Who?</b>                         | <b>Lead Responsibility</b> | <b>When?</b> | <b>Recourses</b> | <b>Cost</b> |
|--|-----|-------------------------------------|----------------------------|--------------|------------------|-------------|
| 1st & 2nd yr. English teachers allocate one class per week to reading for pleasure in the school library.          | 1,3 | 1st & 2nd yr. JCSP English teachers |                            |              |                  |             |
| All 1st yr. English teachers carry out spelling initiative with their class.                                       | 1,3 | 1st yr. English Teachers            |                            |              |                  |             |
| Provide NGRT results and allow for differentiation in teaching.<br>What teaching and learning methodologies around |     | 1st yr. English Teachers            |                            |              |                  |             |

|  |  |                                   |  |  |  |  |
|--|--|-----------------------------------|--|--|--|--|
| differentiation?<br>ICT  |  |                                   |  |  |  |  |
| All Junior Cycle teachers prepare their students for poetry writing competition. |  | English Dept.                     |  |  |  |  |
| All second year teachers prepare students for public speaking competition.       |  | All Junior cycle English teachers |  |  |  |  |

| Whole School Approach Level:   |  | Who?                | Lead Responsibility | When? | Recourses | Cost |
|--|--|---------------------|---------------------|-------|-----------|------|
| Lunchtime book club  |  |                     |                     |       |           |      |
| TY students act as paired reading tutors to 1st yr. JCSP students                                    |  | JCSP co coordinator |                     |       |           |      |
| All JCSP students act as paired reading tutors to senior infant class from the local primary school. |  | JCSP co-ordinator   |                     |       |           |      |
| Read DL  |  | TY English teacher  |                     |       |           |      |
| Literacy & Numeracy workbook   |  | Support teacher     |                     |       |           |      |
| Digital Library  |  | JCSP co-ordinator.  |                     |       |           |      |

|                                |  |                  |  |  |  |  |
|--------------------------------|--|------------------|--|--|--|--|
| Keywords in all subject areas. |  | All teachers     |  |  |  |  |
| Lexia Reading Programme        |  | Support teachers |  |  |  |  |
| Speech & Drama Lunchtime Club  |  | English Teachers |  |  |  |  |

|                         |  |                        |  |  |  |  |
|-------------------------|--|------------------------|--|--|--|--|
| DEAR                    |  | Literacy Co-ordinator. |  |  |  |  |
| SNIP spelling programme |  | Support teachers.      |  |  |  |  |
| World Book Day.         |  | Literacy Co-ordinator. |  |  |  |  |

**Make sure you incorporate where you can any of these areas within your category of DEIS e.g. Leadership (Class Teacher, Year Head, Heads of Subject), Wellbeing, Arts in Education etc.**

## Numeracy:

### TARGET

1. To change students perception to the statement 'I am good at school Mathematics' to 'strongly agree/agree' from 'disagree/strongly disagree/don't know

- Year One from 35% to maintain (data established February)
- Year Two from 35% to 40%
- Year Three from 40% to 45%

2. To change students perception to the statement 'When you solve problems/questions do you think of different ways to solve it'

to 'strongly agree/agree' from 'disagree/strongly disagree/don't know

- Year One from 30% to maintain (data established February)
- Year Two from 30% to 35%
- Year Three from 35% to 40%

3. To change students perception to the statement 'When a solution is reached, I am able to explain clearly to others how I solved a problem' to 'strongly agree/agree' from 'disagree/strongly disagree/don't know

- Year One from 50% to maintain (data established February)
- Year Two from 50% to 55%
- Year Three from 55% to 60%

**\*\*Action:** Actions will be subdivided into three areas: Class level, Subject Department level and Whole School level. They are sequenced and coordinated over the three years of the plan\*\*

**Measure**

| <b>Class Level:</b>  | <b>Who?</b>    | <b>Lead Responsibility</b> | <b>When?</b> | <b>Recourses</b> | <b>Cost</b> |
|--|----------------|----------------------------|--------------|------------------|-------------|
| Use of different resources to vary learning such as whiteboards, websites, 10QQ to develop problem solving | Class teachers | PF                         | On-going     |                  |             |
| Tables challenges to ensure that all first years learn their tables  |                |                            |              |                  |             |
| Use of more effective questioning to tease out solutions   |                |                            |              |                  |             |
| Incorporate more Using Mathematics tasks into the classroom  |                |                            |              |                  |             |
| Display pupil work in classrooms   |                |                            |              |                  |             |

| <b>Subject Department Level:</b>   | <b>Who?</b>    | <b>Lead Responsibility</b> | <b>When?</b> | <b>Recourses</b> | <b>Cost</b> |
|--|----------------|----------------------------|--------------|------------------|-------------|
| Target students for support/after school Mathematics. Use team teaching in weaker classes providing extra support for weaker candidates                                      | Class teachers | CM                         | September    |                  |             |
| Analysis of CAT entrance tests and record the errors and misconceptions made. Maths teachers work collaboratively to formulate and implement a plan to address these errors. |                |                            |              |                  |             |
| Common end of topic tests to enable a comparison of test scores and highlight where early intervention should take place   |                |                            |              |                  |             |
| Common Scheme of Learning for 1st Year based on the Common Introductory Syllabus with an emphasis on basic skills  |                |                            |              |                  |             |
| Organised Problem Solving Days for 1st Years   | MOR            |                            |              |                  |             |

|   |     |  |  |  |  |
|---|-----|--|--|--|--|
| Enter all 1st year pupils into National competitions.   | MOR |  |  |  |  |
| TY students as 1st Year Maths mentors - this will provide opportunities for talented pupils to extend their mathematical learning and problem solving skills. |     |  |  |  |  |

| <b>Whole School Approach Level:</b>  | <b>Who?</b> | <b>Lead Responsibility</b> | <b>When?</b> | <b>Recourses</b> | <b>Cost</b> |
|--|-------------|----------------------------|--------------|------------------|-------------|
| Make all pupils aware of activities that are taking place in the school in a positive way.   |             |                            |              |                  |             |
| Whole school approach to improving Numeracy by using common approach to basic skills and common keywords in Mathematics  |             |                            |              |                  |             |
| Link with Heads of Subjects to discuss subject content that may be linked back to the Mathematics classroom and develop cross-curricular links.  |             |                            |              |                  |             |
| Numeracy promotion part of subject department plans.   |             |                            |              |                  |             |
| Lunchtime Mathematics Club, available to all, with the opportunity to play games, carry out mathematical investigations, explore links between Mathematics and other curriculum subjects and partake in National Mathematics competitions. A Mathematics Committee to be elected to promote the Club and its values throughout the school. |             |                            |              |                  |             |
| A Mathematics and Science Spelling Bee competition for 1st and 2nd Years to link literacy and Mathematics  |             |                            |              |                  |             |
| Host a Game 24 competition for children of feeder Primary Schools and allow for easier transition.   |             |                            |              |                  |             |
| A clock displayed in every classroom   |             |                            |              |                  |             |
| <b>Subject Department Level:</b>   | <b>Who?</b> | <b>Lead Responsibility</b> | <b>When?</b> | <b>Recourses</b> | <b>Cost</b> |
| Display Numeracy work around the school incorporating Problem of the Week/Month  |             |                            |              |                  |             |



When returning students' work, the mark should be given as a fraction so that the pupil can convert to a percentage.

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**Make sure you incorporate where you can any of these areas within your category of DEIS e.g. Leadership (Class Teacher, Year Head, Heads of Subject), Wellbeing and Arts in Education etc.**

### TARGETS

1. To increase the number of Junior Cycle students taking higher level in the following subjects

- Maths
  - ✓ from ..% to ...% in Year one (2017)
  - ✓ from ..% to ..% in Year two (2018)
  - ✓ from ..% to ..% in Year three (2019)
- English
  - ✓ from ..% to ...% in Year one (2017)
  - ✓ from ..% to ..% in Year two (2018)
  - ✓ from ..% to ..% in Year three (2019)

2. To increase the % of students in the Leaving Cert attaining

- 300-400 CAO Points in the Leaving Cert
  - ✓ from ..% to ...% in Year one (2017)
  - ✓ from ..% to ..% in Year two (2018)
  - ✓ from ..% to ..% in Year three (2019)
- 400-500 CAO Points in the Leaving Cert
  - ✓ from ..% to ...% in Year one (2017)
  - ✓ from ..% to ..% in Year two (2018)
  - ✓ from ..% to ..% in Year three (2019)
- 500-625 CAO Points in the Leaving Cert

- ✓ from ..% to ...% in Year one (2017)
- ✓ from ..% to ..% in Year two (2018)
- ✓ from ..% to ..% in Year three (2019)

3. JCSP??  
LCA???

4. The number of Students taking the Physical Sciences (Physics and Chemistry) at Senior Cycle is increased by 3%  
What is it now.... going to %

**Measures:**

| Subject Department Level:   | Who?                | Lead Responsibility | When? | Recourses | Cost |
|---|---------------------|---------------------|-------|-----------|------|
| Analysis of Maths results grades in the State Examinations and correlation with number of Days Missed - there is a big link between number of Days Missed and Educational Achievement/Attainment and communicates this to the Maths Department while making Students and Parents aware of this link                             | Guidance Counsellor | Gearoidin Brady     |       |           |      |
| 1:1 guidance meetings for all leaving cert. students and Guidance on course/ career requirements.<br><br>1:1 Academic Mentoring for Leaving Cert Students<br><br>1:1 meetings with the Guidance Counsellor for all First Year Students to help them with the Transition to Secondary School and assist the settling-in process. |                     |                     |       |           |      |

|  |                                 |                       |  |  |  |
|--|---------------------------------|-----------------------|--|--|--|
| New post 2017 Leaving Cert. CAO Points scale in school diaries and highlighted in posters around school. Plenty of visual displays to help encourage and inspire our students to work harder and do well in Examinations | Guidance Counselling Department | G. Brady and F. Friel |  |  |  |
|--|---------------------------------|-----------------------|--|--|--|

| Whole School Approach Level:   | Who? | Lead Responsibility | When? | Recourses | Cost |
|--|------|---------------------|-------|-----------|------|
| Monthly Record of Assessment will be recorded in Student Journal and signed by Parents                                     |      | Class Teachers      |       |           |      |
| The Homework Policy will be fully implemented and the homework diary will be fully utilised by Students, Staff and Parents |      | All Staff           |       |           |      |
| Study Clubs  |      |                     |       |           |      |

|  |  |  |   |
|--|--|--|---|
| In-house exams reports to parents<br>These will be more detailed than previously   |  |  |   |
| The time allocation of the House Exams<br>1. increased from 1 hour to 1hr and 20 mins for 1st years<br>2. Increased to 2 hours for 2nd and 5th years<br>3. Time allocation given to Seniors has also increased for their House Exams to give those students wishing to take Higher Level Subjects more time within the exam setting to develop their answers and give our Students more time to reflect the work they have done. |  |  | Outcome: Hoping that In-house exam results will improve due to students being given more time allocation to perform and that will impact on an overall improvement in results in the State Examinations |
| Student to take the Leaving cert / Junior cert programme that is suited to their needs / abilities in order to help their confidence and help them experience success  |  |  |   |
| All staff encourage students to take higher level if capable   |  |  |   |
| Academic Mentoring   |  |  |   |

## Teaching & Learning

|   |   |   |   |  |
|---|---|---|---|--|
| <ul style="list-style-type: none"><li>• To implement the key skill 'Being Creative' and incorporate effective questioning</li></ul> | <ul style="list-style-type: none"><li>• Enable learners to develop their imagination &amp; creativity</li></ul> | <ul style="list-style-type: none"><li>• Advance critical &amp; divergent thinking- (higher ordering taxonomies of thinking)</li></ul> | <ul style="list-style-type: none"><li>• Encourage questioning, curiosity &amp; exploration - promote student engagement in the learning process</li></ul> | <ul style="list-style-type: none"><li>• Enhance the learning experience for students</li></ul> |
|---|---|---|---|--|

# Educational Progression

## TARGET

1. Improve the transition from Primary to Secondary of First year students by means of a survey
  - Good
  - Difficult
  
2. The percentage progressing to higher education be increased by 6%
  - from ..% to ...% in Year one (2017)
  - from ..% to ..% in Year two (2018)
  - from ..% to ..% in Year three (2019)
  
3. The percentage of Students progressing to APPRENTICESHIP increases by 5%
  - from ..% to ...% in Year one (2017)
  - from ..% to ..% in Year two (2018)
  - from ..% to ..% in Year three (2019)
  
4. First Year of college drop out

## Measures:

| Subject Department Level:   | Who?                | Lead Responsibility | When? | Recourses | Cost |
|---|---------------------|---------------------|-------|-----------|------|
| Plenty of visual displays to create awareness of the many and varied opportunities that are available to our students post leaving cert. (Help to raise expectations) | Guidance Department |                     |       |           |      |

|   |                             |                 |  |  |  |
|---|-----------------------------|-----------------|--|--|--|
| <p>Presentations to parents (if a parent is unable to attend, they are very welcome to make an appointment with the Guidance Counsellor or if they do attend and wish for further clarification or advice around Career Pathways, subject choice etc.</p> <p>Involvement in access programmes: past pupils speak with student about their experience of access programmes and their experiences of College in general (this aims to motivate and encourage our current students</p> <p>Information Nights on Subject Choice/STEM Subjects and their relevance in the Labour Market, Educational Programmes / CAO, UCAS, Further Education/ PLC's/ SUZI etc.</p> | <p>Guidance Counsellors</p> | <p>G. Brady</p> |  |  |  |
| <p>Visits in and visits out (to colleges of further and higher education and apprenticeship training etc.) - strengthen links with SOLAS/ETB etc., taster programmes in IT's for TY Students in various faculties</p>   | <p>Guidance Counsellors</p> |                 |  | <p>Transport and use of library for presentations to larger groups of students</p> |  |

| <p><b>Subject Department Level: (continued)</b></p>   | <p><b>Who?</b></p>                          | <p><b>Lead Responsibility</b></p> | <p><b>When?</b></p> | <p><b>Recourses</b></p> | <p><b>Cost</b></p> |
|---|---|-----------------------------------|---------------------|-------------------------|--------------------|
| <p>1:1 Guidance Counselling sessions (Career/Personal/Educational) for all Leaving Certs. And for other students as needed.</p> | <p>Guidance Counsellors</p>                 |                                   |                     |                         |                    |
| <p>Curricular choice - helping students pick the programme that enables them to experience success</p>                          | <p>Guidance Counsellors in consultation</p> |                                   |                     |                         |                    |

|  |   |                                      |  |                               |                                    |
|--|---|--------------------------------------|--|-------------------------------|------------------------------------|
| Study skills workshops<br>Visits to colleges etc.  | with programme<br>co-ordinators<br>and SEN co-<br>ordinator |                                      |  |                               |                                    |
| Work experience, link in with the local community and<br>businesses for appropriate experience for our students  | Programme Co-<br>ordinators                                 | TY/LCVP and<br>LCA CO-<br>ordinators |  |                               |                                    |
| School business partnership skills for work programme  | Business<br>Department                                      |                                      |  | Transport to<br>visit company |                                    |
| Extra maths classes after school   |   | Maths<br>teachers                    |  |                               | DEIS/<br>SCP to<br>help<br>payment |
| Tracking of Destinations of Past Pupils, raising<br>expectations of those currently attending Deele College by<br>making them aware of Colleges of Further and Higher<br>Education that our Past Pupils Attend. Participation in<br>College Awareness Week | Guidance<br>Counselling<br>Department                       |                                      |  |                               |                                    |
| Study Skills   | Guidance<br>Counselling<br>Department and<br>SPHE           |                                      |  |                               |                                    |

***Make sure you incorporate where you can any of these areas within your category of DEIS e.g. Leadership (Class Teacher, Year Head, Heads of Subject), Wellbeing and Arts in Education etc.***

All Staff encourage students to take Higher Level  
Subjects if they're capable

All Staff



## Partnership with Parents

### TARGET

- 1) To increase the involvement of parents in school activities/ courses and continue to record attendance at same to inform further target setting
- 2) To respond to parental requests for support through a whole school/ community support approach involving all school agencies and external agencies
- 3) To ensure that the school is a welcoming and supportive environment where parental involvement and participation is encouraged

Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School level. They are sequenced and coordinated over the three years of the plan

### Measure

| Class Level:   | Who?                          | Lead Responsibility  | When?         | Recourses | Cost |
|--|-------------------------------|----------------------|---------------|-----------|------|
| All parents will be invited and encouraged to attend parent teacher meetings   | Text, Class teacher (journal) | Year Head / HSCL     | Once a year   |           |      |
| Improve the use of the school diary especially for the communication of positive comments  | Class Teacher                 | Student Support team | Daily         |           |      |
| Invite and encourage parents to attend school celebrations   | Support Teacher               | Support Teacher      | As they arise |           |      |
| Encourage parents to attend induction information evenings   | Principal                     | Principal            | As they arise |           |      |
| Organise and encourage parents to attend informal gatherings at class level, e.g. coffee mornings, to ease tensions and promote dialogue | HSCL/ SCL/ Year Head          | HSCL/ SCP            | Start of year |           |      |

|   |         |         |               |  |  |
|---|---------|---------|---------------|--|--|
| Joint home visits with SCP where specific interventions might be required | HSL/SCP | HSL/SCP | As they arise |  |  |
|---|---------|---------|---------------|--|--|

| <b>Subject Department Level:</b>   | <b>Who?</b>                                   | <b>Lead Responsibility</b> | <b>When?</b>  | <b>Recourses</b> | <b>Cost</b> |
|--|---|----------------------------|---------------|------------------|-------------|
| Subject specific meetings will be facilitated to support a child's educational need                              | subject specific teacher/support team student | subject teacher            | as they arise |                  |             |
| Greater cooperation between HSL/NBSS/ Student Transfer Team during transfer day/ coffee morning for new entrants | transition team                               | transition team            | start of year |                  |             |
| Communicate all JCSP/SCP or SEN initiatives to all parents   | support head /HSL                             | support head /HSL          | as they arise |                  |             |
| Invite parents to attend/ partake in literacy and numeracy initiatives undertaken by the school e.g. READ DL     | subject teacher                               | subject teacher            | as they arise |                  |             |

| <b>Whole School Approach Level:</b>   | <b>Who?</b>          | <b>Lead Responsibility</b> | <b>When?</b>  | <b>Recourses</b> | <b>Cost</b> |
|---|----------------------|----------------------------|---------------|------------------|-------------|
| Where possible, parents will be invited to attend individualised targeted whole school support meetings for their child   | Support Teacher      | Support Teacher            | as they arise |                  |             |
| Increase the use of the school website to communicate with parents  | I.T coordinator/ HSL | HSL                        | all year      |                  |             |
| Increase the existing contact base/ communication with outside agencies to ensure a smooth transition of support for parents whose needs cannot be met entirely by the school | student support team | student support team       | as they arise |                  |             |
| Make parents aware of all courses in the Raphoe/ school catchment areas   | HSL                  | HSL                        | all year      |                  |             |

|   |                               |                               |               |  |  |
|---|-------------------------------|-------------------------------|---------------|--|--|
| Invite parents to attend school organised guest speakers that might address their concerns  | HSCL                          | HSCL                          | as they arise |  |  |
| Make parents aware of DEIS measures/ supports available   | DEIS team                     | DEIS team                     | all year      |  |  |
| Encourage parents to take a more proactive approach to in school policy formulation either through participation in the parents council or through questionnaires | parents council/<br>principal | parents council/<br>principal | as they arise |  |  |

Make sure you incorporate where you can any of these areas within your category of DEIS e.g. Leadership (Class Teacher, Year Head, Heads of Subject), Wellbeing and Arts in Education etc.

## Partnership with Others

### TARGET:

Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School level. They are sequenced and coordinated over the three years of the plan

### Measure:

| Class Level: | Who? | Lead Responsibility | When? | Recourses | Cost |
|--------------|------|---------------------|-------|-----------|------|
|              |      |                     |       |           |      |
|              |      |                     |       |           |      |
|              |      |                     |       |           |      |
|              |      |                     |       |           |      |
|              |      |                     |       |           |      |
|              |      |                     |       |           |      |

| Subject Department Level: | Who? | Lead Responsibility | When? | Recourses | Cost |
|---------------------------|------|---------------------|-------|-----------|------|
|---------------------------|------|---------------------|-------|-----------|------|

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| Whole School Approach Level: | Who? | Lead Responsibility | When? | Recourses | Cost |
|------------------------------|------|---------------------|-------|-----------|------|
|                              |      |                     |       |           |      |
|                              |      |                     |       |           |      |
|                              |      |                     |       |           |      |
|                              |      |                     |       |           |      |
|                              |      |                     |       |           |      |

Make sure you incorporate where you can any of these areas within your category of DEIS e.g. Leadership (Class Teacher, Year Head, Heads of Subject), Wellbeing and Arts in Education etc.