**DEIS Three-Year Plan**

Summary Framework

**School Name:** Glasheen Girls’ National School

**Roll Number:** 17105I

**Period of Plan:**  November 2022. Three year plan

**Date(s) of Ratification by Board of Management:**

**Overview and School Context:**

**Principal**: Lorraine Houlihan  **Chairperson:**

**Staff:** 14 mainstream class teachers; 1 Special class teacher; 8 SEN posts, 6 SNAs; 1 HSCL shared

**Pupils:** 340 pupils for year 2022-2023.

**Purpose of the Plan:** Glasheen Girls’ National School is a Catholic Girls’ school under the patronage of the Bishop of Cork and Ross. The school exists for the pupils and endeavours to provide a holistic education, through the employment of values of equality, enjoyment & experiential learning. **The purpose of the DEIS plan is to identify SMART targets in the 6 planning areas. These targets aim to increase pupil’s academic attainment and participation in the school system, as well as their holistic and social development. It aims to support pupils to achieve their full potential, and help parents and the wider school community to do so also.**

**School Strengths. The school has:**

* a committed Staff who utilise a range of methodologies and resources to support best practice in Teaching & Learning and Assessment;
* a wide range of Academic, Sporting, and Extra-Curricular activities which support the holistic development of the children;
* an excellent Special Educational Needs team which helps to support the differentiation of process/product/methodology etc. of both under- and high achieving pupils;
* a welcoming and supportive Culture to all, including those coming from a variety of social, cultural, and ethnic backgrounds represented in the school community.

**Planning Process Undertaken (following School Self-Evaluation Cycle):**

**1) Identify focus:** targets for each of the areas of the DEIS plan identified

**2) Gather evidence:** teacher observation, staff survey, standardised test scores, Reading Recovery data, HSCL reports on attendance and punctuality collected.

**3) Analyse and make judgements:** targets identified based on analysis of evidence. Targets are Specific, Measureable, Attainable, Relevant, and Timely (SMART)

**4) Write and Share report and Improvement Plan:** New plan drawn up and shared with staff, sent to the BOM for approval.

**5) Put improvement plan into action:** This plan will now be implemented and monitored over the next months, and periodically over the next three years.

**6) Monitor actions and evaluate report:** The plan will be monitored on a termly, annual and three-yearly basis. Staff meetings serve as a space for monitoring. At the end of the three years, evaluation of the plan will determine the goals and targets for the next plan.

All staff members are responsible for the implementation of the DEIS plan, according to the plan area and targets. All staff members are invited to participate at all stages of the planning processes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. School Completion Programme (SCP) will continue to act as an early intervention for those identified as potential early school leavers; 2. Decrease the number of children experiencing School Refusal; 3. Retain children to stay at school for the full duration of the school day. | | | | | |
| **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]](#footnote-1)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| **SCP:**   * SCP and HSCL to consult class teachers on an annual basis to identify those at risk of early school leaving. Early identification here will prove most effective. * The number of girls attending Glasheen Girls’ Summer Camp to be increased annually. * SCP Summer Programme used as a link with at-risk pupils during summer months * Annual meeting with SCP, principal and HSCL to monitor and review SCP candidates and interventions. * HSCL to pass on retention information on at-risk pupils to the relevant secondary schools, and to attain similar information from preschools on incoming pupils. * SCP homework club reinstated. | 1, 2. | SCP programme workers, lead programme worker, principal, HSCL, teachers. | HSCL to coordinate. | Each September (and January for short term referrals)  May-- June re: summer programme | SCP intake framework; parents plus positive discipline supports. |
| **Parents:**   * HSCL to contact and support parents of those experiencing School Refusal – may suggest parenting course, create reward system between home/school, and be available to ease morning routine. * Encourage parents to use Aladdin App when informing the school about absences. This record can be seen by parents and staff. * Revert to attendance strategy and early sign-out procedures to discourage taking children home early if a sibling has an appointment/is in infant classes. Staff to keep note of those leaving school day early and inform HSCL if persistent. | 2, 3 | HSCL, classroom teachers, parents.  All staff to support siblings not leaving early. If issue persists, should be brought to HSCL and later to principal. | HSCL to coordinate. | Upon return to school after each school holiday.  Ongoing. | Parents Plus Resources, Reward Charts/behaviour monitoring notebooks, School Attendance policy. |
| **Re-establishment of Homework Club and After School Clubs** Identify those at risk of early school leaving/underachieving in the school system and offer them places in HW club and other after school activities which run from Monday to Friday  Inform parents of subsidised scheme which is on offer by Sherpa Kids, our after School Care Provider | 2, 3 | HSCL, class teachers. | HSCL | September 2022 and termly |  |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years   1. Students are monitored continuously through Aladdin system and patterns are identified; 2. Twice Annual meeting with SCP HSCL and Principal and HSCL to review SCP target pupils; 3. Regular check-ins (twice termly) between HSCL, SCP and Classroom teachers; 4. Monthly contact between HSCL and parents to help to identify and support responses to retention and school refusal. | | | | | |
| **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   1. Baseline data will be compared year on year by HSCL to measure retention rates. Targets may be adjusted where necessary (termly) i.e. if a child is no longer experiencing school refusal they may be removed from the list. 2. Keeping track of those leaving the school early when siblings have appointments/are in infant classes will support action/measure success. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 reduce the number of children absent for more than 20 days to pre Covid Levels (less than 12) 2. **2021 – 2022, 97 pupils, this figure includes covid absenteeism), 2020 –2021, 19 pupils, 2019 – 2020, 10 pupils, 2018-2019, 12 pupils** 3. To reduce the percentage of students absenteeism to pre-covid levels of 5.6% in year one, with further reductions thereafter. 4. To continue recording procedures on attendance, reasons of absence and latecomers via Databiz; 5. To recommence the active promotion of attendance using the November attendance HERO drive; 6. To continue to implement the school Attendance strategy and follow its procedures; 7. To increase the school community’s awareness of the links between attendance and educational attainment, as well as wellbeing. | | | | | |
|  | | | | | |
| **Measure** | To address  target(s) no.[[2]](#footnote-2)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| **Attendance Reports:**   * An attendance report will be issued to parents at parent teacher meetings and with end-of-year reports, annually. * Daily tracking of attendance by class teachers. * Reasons of absence/lateness recorded by class teachers on Aladdin * Follow school attendance strategy: teachers notify HSCL after 10 days missing. HSCL to phone/visit parents after 15 days missing and EWO after 15 days missing. | 1, 2, 3, 4 | Class teachers, HSCL, principal | HSCL | Monthly check in | Aladdin , Attendance Strategy, EWO website |
| **Communication**   * Beginning of the school year letter to parents outlining the relevant attendance information. * Engage with students/parents regarding reasons for non-attendance -informed by analysis of days/classes missed. Followed by HSCL, principal – phone calls, visits, meetings with parents & students. * Engage with new families and junior infant parents in particular on the importance of good attendance and the links to educational attainment. * Include TESS attendance strategy handout in Junior Infant welcome pack. * If leaving for an appointment or leaving school early, parents phone/email ahead and phone on arrival to the school. A record is kept in the office and passed to teachers/HSCL as appropriate. * Notes of absence to be provided upon return to school. Logging of reasons to be backdated through Aladdin and HSCL informed if notes not presented. | 1 | Class teachers, HSCL, secretary, principal, EWO | Principal | August 2019 ongoing | Start of year class letter, Junior Infant Welcome Packs, Log book. |
| **Reward System**  Reward system for good attendance to be brought back through Attendance Drive in November  Awards from Cork City Hall at the end of each school year | 1, 2, 3 | HSCL, class teachers | HSCL | November, first post-covid | Rewards  Financial Support |
| **Supports to remove issues around poor attendance**   * Offer initiatives to children with poor attendance including: School lunches, Homework Club, After-school clubs, etc. | 1, 2 | Whole School, | HSCL |  |  |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years  1. Class teachers to monitor daily attendance and follow attendance strategy of informing HSCL after 10 days absence for any child. Daily recording of children who arrive late/leave early/notes of absences imperative.  2. HSCL to monitor monthly class attendance reports. HSCL to liaise with classroom teachers, EWO, principal and parents as appropriate.  3. HSCL to follow Attendance strategy and revert to principal and EWO as appropriate.  4. SCP and HSCL monitoring of targeted students.  5. Overall Statistics will be monitored annually by HSCL and attendance targets and figures updated. | | | | | |
| **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   1. Attendance figures to be reviewed annually and at the end of the three year period. If targets are met, figures to be reset. If targets are not met, more reading and analysis should query the reasons for this. 2. More children in school more of the time, targeted children availing of the supports the school can provide, and fewer children missing educational opportunities are the best measures of evaluation. | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary Plan to promote Educational Progression** | | | | | |
| **Target(s):**  State in specific terms how EDUCATIONAL PROGRESSION should improve as a result of measures in the school’s DEIS plan *(number the targets)*  1. To support parents and children through the difficult phase of transfer from primary school to post-primary school.  2. To support parents and children through the difficult phase of transfer from preschool to primary school.  3. To build links between the preschools and the primary school to aid the transition process.  4. To build links between the primary and post primary school to aid the transition process. | | | | | |
| **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.[[3]](#footnote-3)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| **Incoming Junior Infants – year before attending**   * Contact parents and pre-schools of incoming junior infants to support the Mo Scéal process * Visit preschools to collect Mo Scéals and handover with Early Years’ Practitioners. * Visit preschools to disseminate enrolment forms and posters for the following year’s incoming junior infants. * Build relationships with pre-schools to further ease transition | 2, 3 | HSCL, Junior Infant teachers, principal | HSCL for preschool contact  Principal for family contact | Mo Scéals sent out March and returned to school in June.  Mo Scéals given to class teachers to support planning  HSCL visits to preschools in September/October | Mo Scéal, Glasheen Schools Info Pack, enrolment poster. |
| **Incoming Junior Infants – once enrolled:**   * Introduction meeting with Junior Infant teacher to support school start * Incoming junior infant welcome pack provided to each family – EAL version given to families with different languages at home * Visit all junior infant families once in their first year | 2, 3, | Junior infant teachers,  HSCL  Principal  SEN Infant team | Junior infant teachers/HSCL | June  September  November | Info pack, welcome pack, enrolment poster. |
| **Outgoing 6th class:**   * Information on local secondary schools open nights and data (size, location, website) provided to families * every child to secure a place in secondary school by the end of the enrolment period * Families encouraged and supported through the application process * Support by HSCL with target parents to discuss enrolment options * Visits from secondary schools & past pupils * SCP 6th class transition programme rolled out in 3rd term; class work to support the transition also. Areas such as subjects, organisation, homework, making friends. * Continue to build relationships with local secondary schools to further ease transitions * Handover phonecall/meeting and passports discussed with secondary schools to support transition * My Child My Vision parents programme rolled out to support families in the transfer from primary to secondary school * Make contact with SEN and SCP teams in secondary schools for any target students * Continue to foster links with local special secondary schools. * Introduction of lockers to 6th Class rooms * 6th class to work from a specific timetable from Term 2 * Invite past pupils back to present A Day in the Life of ---------   To our 6th Class | 1, 4 | 6th class teachers, 6th class SEN teachers, HSCL, principal  SCP – transition programme | Principal | Information – September  Application process – October  Visits – Sept / Oct  SCP programme – March/April/May  Handover phone calls / meeting – May  MCMV – Spring 4-6th class | SCP resources, application forms and information |
| **New pupils to the school:**   * HSCL to create welcome pack for new arrivals to the school similar to the Junior Infant welcome pack – school information provided. May be translated to other languages as necessary. * Parents contacted before arrival of the new pupil to support with uniforms, books, reports from past schools, etc. * Parents and pupil may arrange to meet with the principal/class teacher before attending a full day’s school to familiarise the child with the new environment. | 1 | HSCL, principal | HSCL for info pack,  Principal for parental discussions | As necessary | Information welcome pack |
| **4th and 5th class pupils**   * Parents of 5th class pupils invited to attend the My Child My Vision, a longer term programme aiming to ease educational transitions and empower parents to make good choices * 4th and 5th class pupils to attend open days in local secondary schools and online versions also | 1, 4 | 4-6th class teachers, HSCL, | Principal | Term 3 |  |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years   1. 6th class monitoring: September (information), October (application), November (acceptance), March onward (transition programmes). Annual meeting with HSCL, Principal, 6th class teachers to monitor each September and review for year. 2. junior infant monitoring: April (Mo Sceal handed out), June (Mo Sceal collected), September (Welcome packs distributed), October (meetings with preschools for incoming JIs), November/December/January (meeting with parents) Junior infant teachers, HSCL, and Principal in regular contact re junior infants from September to October break. Review meeting in March/April. | | | | | |
| **Evaluation:**  State how impact of actions on EDUCATIONAL PROGRESSION will be evaluated at the end of the three years  State how progress will be measured, using baseline and targets as guide   1. Successful transition of all pupils from preschool to primary school 2. Successful transition of all 6th class pupils from primary school to secondary school. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 *(number the targets)*   1. **To increase the schools average standard score from 108 to 111 in Spelling** 2. To develop a basic writing vocabulary for pupils from Junior Infants to 2nd Class 3. To improve pupils spellings from 3rd to 6th Classes with the help of an individualised spelling program, ‘Spelling for Me’ 4. To develop specific spelling strategies from 3rd to 6th Class 5. To develop understanding of and fully implement the Primary Language Curriculum 6. To develop Communication and Expression through opportunities for age-appropriate public speaking, interest talks, debates 7. To encourage parental involvement in the area of literacy, Happy Talk, sharing comprehension strategies | | | | | |
| **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.[[4]](#footnote-4)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| **Sustained support from PDST on PLC**   * Sustained supports delivered to staff groups | 1, 2 | Literacy Post Holder, Classroom Teachers, SETs | Literacy Post holder | From October 22 to June 23 |  |
| **Range of Methodologies/Programmes to support spellings from Junior Infants to 6th**   * Spellings for me programme * Literacy Lift-Off *(to be reintroduced in its full capacity.* * Reading Recovery * Differentiated reading groups using Levelled readers * Comprehension Boxes 1& 2, Engage box 1 & 2 * Paired Reading (when safe to do so) * Library Visits * One Book One Community * Jolly Phonics and Jolly Grammar * Happy Talk * Book Clubs 1st – 6th * Word study Activities 1st -6th | 1, 2, 4 | All Staff | Principal/Literacy Post holder | Year one –  From Sept 22  Program to run on a six week cycle.  Spellings are generated & tested after six weeks.  reading comprehension are introduced termly and according to class level  LLO to be reintroduced in its fullest form | Standardised spelling vocab for Juniors- 2nd Class  Spellings for me book  Tablets  Jolly phonics programme  Class readers  Big readers  PM’s & ePM’s  Big Cat books, Local Library, One Book One Community  Schools & local library  Graded novels |
| **The development of communication and expression opportunities:**   * Aistear * Happy Talk * Concern Debating competition and other external opportunities * Class teachers to develop opportunities for development of expression * Using other curricular areas/methodologies such as visual arts as a vehicle for self-expression and opportunities for same * Opportunities to read aloud integral to writing * Junior Achievement * Interclass presentations & projects | 1, 4, | All staff | Principal/Literacy Post holder | Year Three | Aistear equipment, Happy Talk resources, |
| **Involving parents in the teaching and learning of literacy**   * Programmes such as literacy for fun to be reinstated**;** * Bringing parents into the school for shared reading * Sharing books with target/EAL parents to support literacy at home * Meeting with Junior and Senior Infant EAL parents to discuss the provision of EAL * One Book One Community as a whole-family reading opportunity * Helpful tips- (Bookmarks) * Spellings for me Website | 1, 5 | All staff | HSCL | From September 22 | Literacy for fun packs, buddy the bear packs, one book one community, |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually…) over the three years   1. Students from 3rd to 6th classes will be tested every six weeks. 2. Basic writing Vocab assessed annually 3. Improvement in planning and in teacher confidence in working with the PLC 4. Individual class monitoring between SEN and class teachers ongoing 5. Writing samples compared yearly for tracker children 6. Engagement in public speaking opportunities monitored yearly. | | | | | |
| **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   1. Spelling results to be compared year on year and adjust expectations accordingly 2. Samples of children’s written work provides clear insight into success of Spellings for Me Programme 3. Parents are better engaged and aware of how to support their children’s literacy attainment | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary Plan to improve NUMERACY LEVELS** | | | | | |
| **Target(s):**  State in specific terms how NUMERACY LEVELS should improve as a result of measures in the school’s DEIS plan *(number the targets)*   1. To increase the standardised score from 107 to 109 in SHAPE & SPACE 2. To increase the use of concrete Maths materials in all classes 3. To improve the mental maths strategies and accuracy of number amongst all pupils 4. To return parental involvement in numeracy activities to pre-covid levels | | | | | |
| **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.[[5]](#footnote-5)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| * Do inventory of existing maths materials in the school. Purchase new concrete materials for all classes to aid the teaching & learning of maths | 1, 2 | Infant Teachers, Numeracy Post Holder | Post Holder/ Principal | Year one | Concrete materials, inventory of already existing. |
| * Familiarise students with the language of shape & shape * Use concrete materials & posters of 2D, 3D, shapes etc to help children differentiate between specific shapes * Increase pupils awareness of shape & space in their environment | 1, 2, 3 | All staff | SEN co-ordinator | Year One | Class textbook,  PDST: Shape & Space, A guide to Teaching & Learning in Irish Primary Schools  NCCA: Shape & Space |
| **Daily Mental Maths (Ursula, we had this in our last DEIS plan)**   * Distinct 5 minutes per day set for the teaching of basic computational strategies appropriate for the class level | 1, 4 | All staff | Post Holder | Year Three | Current strategies, Mental Maths books |
| **Parental involvement in Maths teaching and learning**   * Recommencement of parental maths activities like maths for fun, maths week. | 1, 4 | HSCL | HSCL | Ongoing (Covid pending) | Games & concrete materials |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years   1. Monthly check ins between SEN team and class teachers around planning, progress and assessment 2. Annual revision to assess more current needs and plan for implementation of future targets and measures | | | | | |
| **Evaluation:**  State how impact of actions on NUMERACY LEVELS will be evaluated at the end of the three years  State how progress will be measured, using baseline and targets as guide   1. Teacher verbal feedback. Pupils self evaluation feedback 2. Drumcondra Maths results to be reviewed and analysed annually 3. CPD amongst staff through Maths Recovery knowledge passing on 4. Attendance of parents involved in classroom and other maths activities | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 promote the active participation of parents in their child’s learning both at home and in school; 2. To continue to improve the avenues of communication between the school and the home; 3. To improve parental involvement in the life of the school and in particular in curricular related activities with the children; 4. To improve parents own educational needs and skills; 5. To increase the number of target parents engaging in parenting courses and classes. | | | | | |
| **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*  ***Note: The majority of parental activity in school is affected due to Covid measures. A return to normal is a welcome target towards which we are working.*** | | | | | |
| **Measure** | To address  target(s) no.[[6]](#footnote-6)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| **Parents courses and classes:**   * HSCL to run classes for personal & skill related courses, as well as courses to support parents in their child’s education; courses include ESL, My Child My Vision, Parents Plus Programme, Cookery Classes, Art Classes, One Book One Community * Information mornings/webinars shared with parents around areas of Internet Safety, Healthy Eating, Happy Talk, * Parents invited to attend in-school classes e.g. Maths for Fun, Literacy for Fun, Shared Reading, Culture Day, etc. * Parents invited to attend and be part of the IEP process | *2, 3, 4, 5* | *HSCL, class teachers, SEN teachers, principal* | *HSCL is responsible for set up and running of courses* | English as a Second Language – Sept 21 onward  My Child My Vision – Spring 22  Parents Plus – Spring 22  OBOC – Term Three | HSCL parents plus training, ETB connection and supports |
| **Communication with parents:**   * School journal, class emails, phone calls, letters, face-to-face meetings, school website and twitter page are all used as means of continuous communication with parents/guardians * Parent Teacher meetings are held by class teachers annually in November | *1, 2, 3, 4* | *All staff* | *Principal* | Ongoing, with particular focus on beginning and end of year, as well as PT Meetings | School journal, Databiz, Twitter page and Website, |
| **Parent Teacher Meetings:**   * Dates set in the first Term for November * Contact made with parents to arrange suitable time for meeting * Follow up call and or HSCL visit to those unable to attend relevant PT meetings. * Data on attendance recorded | *1, 2, 3* | *All staff* | *Class Teachers* | Term 1 | Databiz, email |
| **HSCLO:**   * HSCL has a special responsibility to **maintain contact** with target families as well as incidental needs which arise during the school year. This may be conducted over the phone, in person with home visits, or over text. * Actively **promote the partnership between home and school** * **Organise parent events** to encourage this partnership * **Home visits** to all **junior infant families** annually * **Home visits to target students** throughout the whole school * Support parents in the transition period from primary to secondary and preschool to primary school * Seek out and use parental expertise as a resource within the school * Support parents in their role as parents by linking them with appropriate services/agencies/supports as necessary * Act as link between home and school sharing information with teachers and parents as necessary | *1, 2, 3, 4, 5* | *HSCL* | *HSCL* | Target family contact at least once per month,  Junior infant family visits from November to January  Ongoing | Databiz, email, school phone, |
| **Parents’ Association**   * Holds regular meetings and events (e.g. blazer fittings, quiz night, movie night, Christmas cards etc.) to encourage parental involvement in school life. | *2, 3, 4,* | *Parent Body, Principal* | *Principal/BOM* | AGM in September, Termly Meeting |  |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years  1. Class teachers monitoring parental involvement through HW Journal and other contact. Notes taken at PT Meetings;  2. HSCL keeps record of all parent contact through the one-to-one contact form, as well as attendance forms for parent events, to be compared and analysed termly;  3. Parents’ Association keeps minutes and records of attendees ;  4. HSCL to check in monthly with classroom teachers to monitor and support where required. | | | | | |
| **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  1. Increase in parent ESL classes from current 6 participants to 10  2. HSCL to have working relationship with all target families.  3. Maintain parents association AGM attendees at 15 in person and 20 Zoom attendees  4. Participation of target parents involved in programmes  5. Recommencement of parent programmes.happening in school and the number of participants, as well as target participants. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 maximise supports available to alleviate the effects of disadvantage for the children of the school by building partnerships and linking families to services 2. To maintain and strengthen current links with local voluntary and statutory agencies. 3. To promote partnership with local feeder preschools and secondary schools; 4. To actively promote partnership of school with local community organisations. 5. To promote partnership with agencies that support our students e.g. TUSLA, HSE, NEPS, CAMHS, S&L, OT, EWO | | | | | |
| **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]](#footnote-7)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| Use website, social media platforms, school newsletter, letters to parents or guardians and local newspaper to publicise school activities, accomplishments and events | 1 | *All staff, principal* | *Principal* | Ongoing, incidentally | Email, Website, Twitter |
| Co-curricular facilitators will be sourced from the locality where possible | 2, 4 | *All staff* | *Principal / HSCL* | Incidental based on needs of the school. E.g. January 2022 BLAST Art collaboration with local artists | TESS newsletter, email newsletter subscriptions, word of mouth |
| Develop partnership with local educational links – HSCL local and family clusters, principals meetings, TESS, UCC, CIT, Glucksman Gallery, Local Child and Family Support Network (LCFN), SCP, Local Community Development Committee (LCDC**),** | 1, 2, 5 | *All Staff* | *HSCL/ Principal* | Family cluster meetings held fortnightly; Local cluster meetings held monthly; LCDC meetings held regularly | Newsletters and information sharing |
| Increased partnership with outside agencies and Child Support Services to improve student outcomes, as well as parentoutcomes**:** ETB, NALA, Cork Adult Literacy Centre, Cork Migrant Centre, Lough Community Centre, local clubs and extra-curricular activities, SVP, Cork Sick Poor, Art and Play Therapy supports, Rainbow Club, Togher Family Centre, Togher Community Garden, Happy Talk, Library etc. | 1, 2, 4, 5 | *All staff* | *HSCL* | Links made incidentally and as necessary based on student/parent needs. | TUSLA, CAMHS, S&L, OT, NEPS, SENO, EWO, Barnardos, Meitheal, South Lee Services, Epilepsy Ireland, etc. |
| Work with Preschool and Secondary School Principals and other relevant staff e.g. transition programmes, school visits, RSE provision. | 3 | HSCL / Junior Infant teachers, 6th class teachers / principal | Principal / HSCL | Work with preschools each April and September, work with secondary schools typically September/October and May |  |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years   1. Track meetings with and referrals to outside agencies 2. Log the number of events and meetings organised with outside agencies 3. HSCL to keep in touch with parents’ referred to various services and agencies 4. Feedback will be sought from teachers, students and parents annually to termly progress | | | | | |
| **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   1. An increase in the number of families linked with the appropriate services shows progression in this area, and will be monitored annually. 2. Analysis of incoming enrolment patterns will provide information from where students are coming and to where they are going. | | | | | |

1. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-1)
2. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-2)
3. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-3)
4. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-4)
5. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-5)
6. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-6)
7. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-7)