** Morning Star DEIS Plan **

Summary Framework

**N.B. THIS REVIEW WAS CONDUCTED IN MAY/JUNE 2020 VIA TELEPHONE AND ZOOM DUE TO COVID CLOSURE. Regular reviews will follow as circumstances allow**

Scoil Réalt na Maidine

**School Name:**

18734V

**Roll Number:**

2020/2021

2021/2022

2022-2023

**Period of Plan:**

This plan will continue to be monitored, analysed & modified as necessary throughout 2020/21

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

**PARTNERSHIP WITH PARENTS AND OTHERS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | Supports are provided for parents. A number of initiatives already in place. Maths for Fun, Story Sacks, Classes by HSCL Teacher. Presentation of Certificates at conclusion of same. Aladdin Connect to provide for better exchange & communication.  New Parents’ Association to be set up in 2019/20. Dialogue with Parents’ Association and individual parents. Parents groups to be set up to lobby TD’s for DEIS SEN support. Open door policy from school to be phased out. Principal drop in time in morning and afternoon. Otherwise appointment needed. Same with teachers. Communication to be enhanced through class pages on website. Aladdin Connect to be purchased by BOM & set up. Facebook page to be discussed in year one.  Parents’ views on impact of their involvement and teachers’ views on impact of parents’ involvement (concert, games, garden, infant literacy classes, computer classes). Achieved through start of year meetings-all parents together to meet teacher and principal.  Increase range of parental development opportunities available. HSCL staff Anne O’Donoghue and Niamh Ní Chinnéide to meet principal on weekly basis.  Parent and teacher observation of impact of parents on child’s education re. literacy, numeracy, attendance, extra-curricular activities. | | |
| **Target(s)** | To target in particular the marginalised parents. Also those who appear disaffected from the Education process. Inclusivity of the parents in decision making process involving them.  To promote and develop parents’ involvement in their children’s learning. To develop a positive attitude to a partnership approach in our school.  Parents to be informed of school activities. Notes & TextaParent to be replaced by Aladdin Connect.  Collaborate with other schools/ agencies to increase range of parent development opportunities available, and to support access for parents to a range of courses designed to facilitate personal development.  Introduction of a joint education programme for both pupils and parents e.g. Dad and Lads cookery course to be looked at again, possibly in year 2. Also, Parents Plus. Grandparents Day, Digital Project with Coláiste Eamann Rís Science Project to link to home | | |
| **Action Plan(s)** | **Year 1**   * Increase Parental Attendance at classes organised by HSCL. * Improve parents own educational needs and skills. * Improve parental involvement in the life of the school and in particular in curricular related activities with the children e.g. Maths for Fun. Reading for Fun. | **Year 2**   * Finalise collection of remaining contacts addresses to improve communication through Aladdin Connect. Website to be regularly updated. * Develop parental involvement in preparation of sacraments. * Parents encouraged to be involved in Green School and Active School initiatives. * In order to improve communication between home and school, school website is to be monitored & evaluated constantly by an IT team involving staff. | **Year 3**   * Expand strong links between DEIS Scóp, school and parents. HSCL and school. Some parents encouraged to chaperone at the Panto. * Pilot (IT) homework to be placed on the school website. * Continue development of parental involvement in preparation of sacraments. * Parents’ Association to be consulted about the resource in the new extension and on fund raising ideas to be developed e.g. Buy a Brick. * Develop Instagram and Facebook accounts for school – monitored by staff. * Expand the number of skills based courses made available to parents. |
| **Monitoring** | These measures to be monitored by Staff, Parents’ Association and Board of Management members.  Culture of respect among the school community is to be fostered and encouraged. | | |
| **Evaluation** | To be evaluated at Board of Management meetings, staff meetings, informal daily and weekly meetings between staff, Parents’ Association, HSCL and DEIS Scóp. | | |

**NUMERACY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | Use of Sigma-T to establish an accurate picture of numeracy levels in the school. Baseline under 20% percentile to be used when measuring progress, and for monitoring and evaluation. Method of systematic assessment of progress established for all classes and related to teachers’ scheme of work.   * Repeat review and compare results with baseline and target. * Increased emphasis on mental/ oral Maths (sharpen minds, not pencils). * Real-life problem-solving. Use of ICT, Smart boards. * Appropriate use of calculators. * Use of environment (Maths trails). Maths for Fun. | | |
| **Target(s)** | To produce real data from classrooms to indicate level of numeracy in our individual pupils and classes.  To work towards raising levels of numeracy.  To develop a positive attitude from teachers, students, and parents towards a partnership approach to the teaching of Numeracy.  To raise awareness about the importance of integration of Maths into all subject areas.  To raise awareness about the use of students’environment in the promotion of Mathematical thinking.  To reduce numbers scoring under the 20th percentile to 30% in the first year, to 28% in the second year and to 27% in year 3.  By the end of year 3:   * The average STEN score in 6th Class would be 5 for 50% of the class * At least 4 STEN scores of 6+ would be achieved in each class from 3rd to 6th. * <10% occurrence of STEN of 2 or lower | | |
| **Action Plan(s)** | **Year 1**   * Focus on key areas for development from review:- problem solving throughout the year. * Tables in 3rd term. * Mental maths 10 mins daily. * To organise workshops in mathematical operations for parents as need arises, Maths for Fun. * To develop use of concrete materials in all classes, and monitor their distribution. * To promote integration of Maths into all subjects, especially Geography, PE and Science. * Broadening range of teaching methodologies used/ professional development e.g. Mata sa Rang. * Use of agreed software programmes and notebook lessons for IWB. * Promotion of maths kills for everyday life in local community for use throughout the school. * Compilation of list of relevant Maths websites that have been tried, tested and proven to be successful. * Staff to be trained in Maths recovery. Maths Week – October. * Maths organised for all classes during Maths Week to enhance a positive attitude towards learning maths. * Outside agencies to be invited to present Maths workshops. | **Year 2**   * Devise new Maths Trails for different levels through out the school. * Introduce Ready Set Go Maths. ICT. * Using baseline and targets as guide, progress will be * measured on a termly or annual basis, using teacher designed * tests for each class level. Busy at Maths. * Testing: Infants to 6th. * Progress monitored by class teacher and, at whole school level, by SET team and Principal. * Outcomes to feed into subsequent actions and teacher planning. * Assessment through teacher-designed tests and standardised tests. | **Year 3**   * Analyse data and track individual children/class/topic over a three year period. * In class support for all classes from Junior to 4th for Term 2. * Parental involvement in Maths – teaching and learning. * Recommencement of parental Maths activities e.g. Maths for Fun. |
| **Monitoring** | We will use standardised tests to measure progress on an annual basis. Teacher observation. Teacher devised tests.  Using baseline and targets as guide, progress will be measured on a termly or annual basis, using teacher designed  tests for each class level, as well as teacher observation.  Testing: B.A.M. Infants to 6th.  Progress monitored by class teacher and, at whole school level, by SET team and Principal.  Outcomes to feed into subsequent actions and teacher planning. | | |
| **Evaluation** | Special Education Team to review and compare results with baseline and target. Identify areas to address in the future.  Using baseline and targets as guide, progress made since inception of plan will be regularly measured and evaluated. | | |

**ATTENDANCE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | Attendance has been excellent over the past three years, due in no small part to the interventions and support of DEIS SCP and HSCL. Attendance is currently at 93.2%. While there is room for improvement, this is an excellent figure for a school in a DEIS area. We will continue to analyse whether levels are improving/dis-improving. Involve Túsla personnel to talk to classes. To provide incentives for improved attendance. To make direct contact with the home – zone in on latecomers.  DEIS Scóp have been hugely influential in maintaining high attendance through one to one and group referral, Breakfast club, Homework Club, holiday activities, contact with families & in forming links with students, staff, families and HSCL. | | |
| **Target(s)** | To reduce the number of children absent from more than 15 days to be below 30.  To develop a positive attitude towards pupil attendance.  To raise awareness among parents about challenges posed by lack of punctuality.  To raise awareness about the role of Túsla and its impact on attendance of pupils.  To increase the schools community awareness of the links between attendance and educational attainment. | | |
| **Action Plan(s)** | **Year 1**   * Aladdin to make analysis and planning easier. * Student inclusions and feedback to be recorded and acted upon, in conjunction with SCP and the Student Council. * Provide incentives in school to promote attendance, e.g. termly certs for good or improved attendance/punctuality. * Sign out sheet to be introduced. * Review of School Attendance Policy. * Written permission to be mandatory for absences during school hours; pupils to be collected at school door. * Teachers to have input into Túsla report. * Oral and written contact with parents to be ongoing, e.g. standard letter sent to parents when child has been absent for 15 days. * Notes will be sought from parents to explain absences. * Expansion of Breakfast club by SCP to encourage attendance. * Cork Music generation will be invited to return to the school to provide music lessons for pupils. * Development of role of HSCL and SCP to promote and consolidate improved attendance. * Promoting the school as a soccer friendly school, annual inter- school soccer tournament to be introduced. * Applying for Active School Flag. | **Year 2**   * New Student Council elected. * Review of year 1. * As in previous year – speak to boys directly but discreetly. Focus on importance of regular attendance. * HSCL to identify target families for poor attendance and schedule home visits. * Use Aladdin Connect to contact parents re absences of pupils over 15 days and 20 days. * Parents to use Aladdin Connect to inform school about pupil’s absence. * Breakfast Club and Homework Club to encourage attendance of target children. | **Year 3**   * New Student Council elected. Review of year 1 and 2. * Involvement of HSCL teacher – target families who have poor attendance and schedule visits. * If no improvement, then the Túsla to become involved. * Attendance Drive – run for 3 weeks in February. Look for 8% increase in attendance from February 2022 – “Every School Day Counts”. * Cork Music generation will be invited to return to the school to provide music lessons for pupils. * Establish after school clubs – Lego Club, Homework club, Chess Club, Computer Club, Coding Club. * Breakfast Club and Homework Club to encourage attendance of target children |
| **Monitoring** | School will continue to keep abreast of latest development of school attendance using Aladdin.  Attendance levels to be reported on each month and compared with figures of earlier years and target relevant pupils for intervention. File to be kept in office on Túsla bi- annual returns.  Individual teacher feedback. Staff meetings discussions. | | |
| **Evaluation** | Evaluation to be carried out at Board Meetings, Staff Meetings, SCP/HSCL meetings. Careful records to be maintained in order to inform the next DEIS plan. | | |

**LITERACY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | Use of Micra-T to establish an accurate picture of Literacy levels for all pupils.  Baseline to be used when measuring progress and for monitoring and evaluation.  Review and compare results with baseline and target. | | |
| **Target(s)** | 1. We want to improve the reading ages of children throughout the school. 2. The target mentioned in the previous DEIS plan remains. By the end of year 3, 50% of pupils leaving this school will have reached a minimum reading age of 10 years. 3. Emphasis to be placed on Reading comprehension 4. To make significant improvements with standard of handwriting and written presentation. | | |
| **Action Plan(s)** | Actions should be taken in a sequenced and coordinated manner each year over the 3 years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing. | | |
|  | **Year 1**   * Broadening range of teaching methodologies used/professional development, e.g. First Steps, Reading Recovery, Reading Buddies, D.E.A.R., Paired Reading, Shared Reading, Library Visits, use of Class Novel and World Book Day. * Implementation of new initiatives, e.g. First Steps, all teachers being trained in the writing programme. * Focus on Cloze exercises and other comprehension strategies. * Administer DTEL screener. In Senior Infant in final school term. | **Year 2**   * Maintenance and extension of successful strategies from year one. * Administering the British Abilities Scale Word Reading Assessment to children from Senior Infants to 2nd class. * Administer DTEL screener. In Senior Infant in final school term. * Focus on handwriting. * Introduce new scheme:- Junior/Senior Mrs. Murphy - pre-cursive. 1st-6th – Just Handwriting. * Focus on Comprehension strategies – with a particular emphasis on Connections, Questioning and Prediction. * Use free writing copies from 2nd to 6th to focus on First Steps writing genres such as Narrative, Recount, Procedure, Report, Persuasive and Explanatory | **Year 3**  Review of actions introduced/implemented in years one and two.  By the end of the year 3, 50% of children leaving the school will have reached a minimum reading age of 10 years.  Use of Touch Type Read Spell (TTRS) programme with students identified by SETS (Individual licences available from local library as required).  Focus on Comprehension Strategies – focus on Inferring, Visualising and Clarification.  Reading for Fun: HSCL and 1st/2nd class. |
| **Monitoring** | Each teacher will be responsible for informal testing, checklists and assessments; written and oral. First Steps will focus assessments on the use of tracker children. MICRA-T and Burt Reading tests will be administered each year. Dolch Sight Word List will also be used. | | |
| **Evaluation** | Compare results of formal tests and sight vocabulary lists. S.E.T. team will confer with class teacher on children’s progress to decide plan for next step for children’s learning. Reading Recovery Annual Report for the school each year generated by the Institute of Education, University of London. | | |

**EXTERNAL AGENCIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | Review extent and effectiveness of two-way communication, co-operation and collaboration between the school and other schools in the locality.  Review effectiveness of structures from liaising with voluntary and statutory agencies.  Continuation of previous years liaising. | | |
| **Target(s)** | To promote partnership with local feeder preschool and Post Primary schools.  Promote partnership with agencies e.g. NEPS/CAMHS/Enable Ireland/Primary Care etc.  HCSL to maintain contact with local playschools/preschool/Post Primary schools.  Meet with local partners/agencies on a regular basis. | | |
| **Action Plan(s)** | Actions should be taken in a sequenced and coordinated manner each year over the 3 years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing. | | |
|  | **Year 1**   * Liam Doocey to be hired for 2 day RSE course for 6th class through HSCL. * Transition programme for pupils transferring to second-level schools. * Readathon for MS. After-school activities: * DEIS Hhomework club. * Outings to workshops in local museums and places of interest. (Musgraves) * Senior pupils to visit local retirement homes, to sing Christmas carols. * Stíofan Naofa partnership re sports and drama * Ballyphehane GAA * Annual School Tours. * Open-door policy for HSE workers on our multi-disciplinary teams. * Regular visits from Community Garda Aidan. Regular visits from Togher Link- Up. * Experts from Science Ireland and Blackrock Castle Observatory to conduct science workshops. * An Taisce – Green Flag * Tory Top library – fortnightly vists, attending workshops and visitor authors etc * Link up with European Space Agency, speaker via Skype | **Year 2**  **An Taisce: Application for 3rd Green Flag.**   * Review Transition programme for pupils transferring to second-level schools through HSCL. * After-school activities: * Music Generation, Barrack St Band * DEIS Homework club * Outings to workshops in local museums and places of interest. * Senior pupils to visit local retirement homes, to sing Christmas carols. * Stíofan Naofa partnership re sports and drama * Ballyphehane GAA * Annual School Tours. * Open-door policy for HSE workers on our multi-disciplinary teams. * Regular visits from Community Garda. Regular visits from Togher Link- Up. * Experts from Science Ireland and Blackrock Castle Observatory to conduct science workshops. * An Taisce – Green Flag * Tory Top library – fortnightly vists, attending workshops and visitor authors etc * Discovery Science, Blackrock observatory to train staff in Science Education. School to work towards Discovery Science Award | **Year 3**  **Begin 4th Green Flag cycle if successful in 3rd flag application.**   * Roots of Empathy to be restarted. * Transition programme for pupils transferring to second-level schools. * After-school activities: * DEIS Homework Club, Lego Club, Chess Club, Coding Club, Computer Club * Outings to workshops in local museums and places of interest. * Senior pupils to visit local retirement homes, to sing Christmas carols. * Stíofan Naofa partnership re sports and drama. * Ballyphehane GAA * Annual School Tours. * Open-door policy for HSE workers on our multi-disciplinary teams. * Regular visits from Community Garda. Regular visits from Togher Link- Up. * Experts from Science Ireland and Blackrock Castle Observatory to conduct science workshops. * An Taisce – Green Flag * Tory Top library – fortnightly vists, attending workshops and visitor authors etc * STEPS initiatives – engineers/scientists to be invited in to speak with older children. * Participation in Cork Lifelong Learning Festival in March |
| **Monitoring** | Feedback from parents and local groups to be valued and encouraged. | | |
| **Evaluation** |  | | |

**PROMOTING EDUCATIONAL TRANSITIONS/RETENTION**

|  |  |  |
| --- | --- | --- |
|  | **Summary Plan to promote Transition & Retention** | |
| **Targets**   * To support parents and children with the transfer from primary school to post-primary school. * To support parents and children with the transfer from preschool to primary school. * To build links between the preschools and the primary school to aid the transition process.   To build links between the primary and post primary school to aid the transition process. | |
| **Review**  Reviewed annually and changes made where necessary. | |
| **Actions – 3 year period**  **Transition to Second Level**   * HSCL to support out roll of the *My Child, My Vision Programme* with 5th and 6th. (Year 3) * Communication with relevant secondary schools via visits and advertising of Open Nights. * Communication with parents of 6th class to ensure all pupils have secured a second level placement. * PASSPORTs filled out by children to aid transition * Specific transition plans put in place for SEN pupils who require them, including preparatory visits to secondary school with a member of Morning Star N.S. staff if necessary. * School Completion Worker to deliver a tailored transition programme for 6th Class * HSCL and relevant SET staff support parents in seeking special class or special school placements at second level if required.   **Transition of Preschool children to Primary**   * Meeting with parent and Child if possible at enrolment * Information Meeting for parents in Term 2 and pupil induction day in Term 3. * HSCL visit to preschool with information regarding enrolment and discuss Mo Scéal document. * HSCL home visits to new parents to aid any concerns around transitioning. * Junior Infant teacher homework briefing early in Term 1 with new parents. * HSCL organised Junior Infant Coffee morning in Term 1. * Follow up visits with parents who may not be able to attend.   **Retention**   * Staff identify children who may be at risk of not completing school going forward using the SCP at risk criteria. * Referrals are made to SCP and EWO. * Approved referrals work with the SCP support worker weekly and during holidays. * Programmes of work are put in place to ensure the retention of SCP pupils.These programmes are reviewed annually. * Art Therapy may be provided as needed where a therapeutic input may be required to manage anxiety or school refusal. * A highly structured SEN policy and programme is in place to ensure SEN supports are used to support SEN pupils participate to the maximum of their potential. * Pupil voice and participation is encouraged through Student Council to contribute to school flags and initiatives. * After school clubs e.g. Homework club, Lego, Chess, Sports will be established. | |
| **Monitoring**   * Students attendance Is monitored continuously through Aladdin system and patterns are identified * Regular meeting with SCP, Principal, HSCL to review SCP pupils * Regular check-ins with class teacher, SCP and HSCL * Weekly meeting with HSCL and principal * Regular contact between HSCL and parent to identify supports and resources for school refusal pupils.   **Evaluation**   * Target pupil list may be adjusted on a regular basis where a pupil is no longer experiencing school refusal/ having difficult with transition. * Monitor pupils who leave school early on a regular basis and include in target pupils. | |

**WELLBEING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** |  | | |
| **Target(s)** | * Review SPHE Policies. * Achieve Amber Flag as a school community * Develop activities for pupil and parent wellbeing * Develop staff wellbeing activities | | |
| **Action Plan(s)** |  | | |
|  | **Year 1**   * Review SPHE Policy * Establish a Student Council * Establish Amber Flag committee and begin application process * Staff Wellbeing: lunches, BOM treat staff to dinner, Social Committee activities * CPD for staff * Zones of Regulation * Assemblies and Awards for students * Sensory Room to be available to all students | **Year 2**   * Review Year 1 actions * Continue with Amber Flag process * Begin parental involvement in school garden and link this with Cork School Garden Project. * Continue to develop staff wellbeing activities (link with Social Committee) * CPD for staff * Zones of Regulation * Assemblies and Awards for students * Sensory Room to be available to all students | **Year 3**   * Review Year 2 targets and consolidate work/activities. * Carry out evaluation of the effectiveness of the targets. * CPD for staff * Zones of Regulation * Assemblies and Awards for students * Sensory Room to be available to all students |
| **Monitoring** | Amber Flag meetings/committee  DEIS Wellbeing Team to monitor implementation | | |
| **Evaluation** | Monitored by Wellbeing DEIS Team  Parent, pupil and staff feedback (surveys/focus groups)  Achieving the Amber Flag  ISM and Staff meetings | | |

**LEADERSHIP**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | A review of Leadership vis a vis DEIS Plan began in staff meeting in June 2022. Review of all the duties of post holders in context of looking at our school’s document. | | |
| **Target(s)** | To agree new duties for Leadership Posts.  There will be a new APII Post in the School from 2022/23.  New APII Post will be DEIS Co-Ordinator.  Inform Staff at staff meetings of distributed leadership model. Monthly ISM meetings. | | |
| **Action Plan(s)** | New APII Post/DEIS Co-Ordinator to be advertised and interviewed following official opening of new extension in October 2022.  Annual Reports by ISM given in June of every school year.  Team leaders and committees set up for various projects as agreed, subject to change.  DEIS Teams formed | | |
|  |  |  |  |
| **Monitoring** | Reports and meetings specifically led by Principal. DEIS Teams involved | | |
| **Evaluation** | * Review of reports in June from Post Holders * Work progress – achievements, actions taken, improvements made, level of impact | | |

**CPD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | CPD to be reviewed in due course | | |
| **Target(s)** |  | | |
| **Action Plan(s)** |  | | |
|  |  |  |  |
| **Monitoring** |  | | |
| **Evaluation** |  | | |