

**DEIS Plan**

**School: St Joseph's GNS**

**Roll No: 07183W**

**2023**



### **School Context**

Patron: Catholic Bishop of Kildare & Leighlin  
Chairperson: Ms Goretta Whelan  
Principal: Ms Yvonne Murphy  
Staff: 11 class teachers, 5 Learning support teachers and 1 HSCL. 3 SNAs. 1 secretary. Shared caretaker. Part time cleaner.  
Pupils: 222 girls, from Junior Infants to Sixth Class  
Parents: Parents Association, Parents on BOM, Volunteer Parents

### **Our DEIS Philosophy:**

This school exists for the pupils. The educational progress and welfare of each child is the overriding consideration in decisions reached by our teachers and BOM.

### **Our Key Values:**

We believe in providing a holistic education for our pupils, employing the values of equality, enjoyment, experiential (practical) learning, excellence.

### **Purpose of Plan:**

To bring about improvement in educational and social outcomes for those pupils considered to be under-achieving in educational and social terms due to disadvantage, and help them achieve their potential.

The school uses Pupil / Parent/Teacher Questionnaire / Fortnightly Plans / Aladdin/M.I.S.T. Diagnostic Test / Teacher Observation and Reflection / Standardised Test Results in Sigma and Micra / Weekly Spelling Analysis /Standardised Spelling Test/ Pupils Work / Yearly Plans / Parental Feedback / Monthly Reports.

### **School Strengths**

- Pupils are actively engaged with learning in numeracy and literacy.
- Attainment levels are very good for pupils in numeracy and literacy.
- School based programmes are implemented to promote pupil engagement and attainment in both numeracy and literacy.
- Parents report a very positive attitude - 100% agreed /strongly agreed that their children were safe and happy in the school.
- Pupils responded very positively when asked about their feelings towards school.
- The school has a wide and appropriate range of resources for all class groupings.

### **Review of Plan**

- Teacher Observation / Teacher reflection and whole staff discussion at staff meetings will be the primary monitoring tool.
- Teachers will reflect on the implementation of targets and action in their own class groupings.
- Pupil feedback will be sought through oral questioning / questionnaires / observation pupil interaction.
- Continuing CPD will be availed of by the whole staff.
- Regular reports will be used as a monitoring tool: for eg HSCLs progress reports.
- Standardised test scores will be analysed using Aladdin .
- Class Tests and teacher designed tests will be used to evaluate the plan.
- Data from Aladdin records will be analysed.

### **Success Criteria & Responsibility**

- Teacher observations will be noted and collated.
- Standardised test scores will be analysed to determine achievement of target.
- Pupil and parental feedback / interviews will be used.
- Pupil and parental questionnaires will be used to evaluate success.
- Pupils work and samples of work will be monitored to evaluate success.

All staff members are responsible for implementing the targets and actions contained in this plan.

The plan will be reviewed regularly at staff meetings.

## Promoting Attendance

### Summary Plan to promote Attendance

#### Targets

1. To increase number of children on excellent attendance [missed 0, 1, 2 or 3 days] from 6% (14 students of 223 in 21-22) to 10% over three years
2. To reduce the numbers absent for 20+ days per year by 20% over three years.(80 students out of 223 were absent more than 20 days in 2021-22 - 35%)
3. To establish a poor attenders list and actively target these pupils with measures to improve their school attendance
4. To establish a list of children with poor punctuality and target these pupils with measures to improve their punctuality
5. To increase awareness with staff, children, parents, BOM of the link between attendance and attainment
6. To increase awareness with staff, children, parents, BOM of the issues surrounding poor attendance

#### Actions

Attendance will be tracked and monitored using a whole school approach. Principal, Deputy Principal, HSCL Coordinator, teachers, Board of Management and parents to be involved in supporting good attendance. Poor attenders list established – Any child who reaches 20 days absent in the previous year will be added to this list. Continue with current practise of monitoring, reviewing and reports on attendance, using Aladdin. Children who reach 10 absent days will be added to an Attendance tracking document so further absences can be tracked. In consultation with staff a rewards system to be put in place to support high attendance. Reporting of absenteeism by notification of parents by letters and referrals to TUSLA and EWO when necessary. Analysis of Data investigating link between attendance and attainment – NNRIT scores, standardised test scores, attendance. CPD for Incredible years programme.

Measures	Addressing Targets	Who	Lead responsibility	When	Resources
Daily tracking and monitoring of attendance <ul style="list-style-type: none"> <li>● Encouraging children to be punctual</li> <li>● Encouraging children to attend regularly</li> <li>● Absent notes: Keep notes explaining absences; Request written explanation if no note received.</li> <li>● Actions to address poor attendance document for staff</li> </ul>	1, 2, 3, 5, 6	All teachers	All teachers Principal	Daily Spot checks	Principal does spot check at 8.55 - any class with full attendance will get reward
Further tracking and monitoring attendance <ul style="list-style-type: none"> <li>● Weekly meetings between HSCL and principal to analyse attendance</li> <li>● Strategy meetings when necessary</li> <li>● Poor Attenders list and attendance monitored from beginning of year</li> </ul>	1, 2, 3, 4, 5, 6	Principal, HSCL, Secretary	Principal, HSCL	Weekly Monthly Yearly	Personnel Aladdin

<ul style="list-style-type: none"> <li>Tracking document – children on 10 days or more added to this document</li> <li>HSCL to conduct home visits</li> <li>Reward systems in place for class groupings with the highest combined attendance monthly</li> <li>Reward systems in place for children with the highest attendance yearly.</li> <li>Analysis of Data regarding the link between attainment and attendance</li> <li>Participation in the November/March national campaign “Every Day Counts”</li> </ul>		All Staff			
<p>Reporting</p> <ul style="list-style-type: none"> <li>Notify parents by letter when a child reaches 15/20 days absent</li> <li>Referrals to TUSLA to be made in chronic cases of non-attendance</li> </ul>	2, 3, 4, 5	Principal, Secretary	Principal	When necessary	Aladdin system, Tusla referral letters
<p>Support to remove issues around poor attendance</p> <ul style="list-style-type: none"> <li>School lunches to continue</li> <li>Breakfast Club and Homework club to be encouraged where feasible</li> <li>Involvement of children on green school committee – Some target children selected to be part of committee to be awarded Green Flag</li> <li>Involvement of children in Challenge to Change – Some target children selected to attend the day to present project</li> <li>Involvement of children in Sports activities provided in the school –Cycling, Football, Athletics, Swimming, Camogie, basketball, rounders</li> <li>Involvement in the Operation Transformation programme every January &amp; February</li> <li>Involvement of children in Music Programme initiative provided in the school – Harp, Tin Whistle, Flute, concertina</li> <li>Involvement of children in Christmas Pageant</li> </ul>	1, 2, 5, 6	Principal, HSCL, All teachers	<p>HSCL</p> <p>POR</p> <p>CTs</p> <p>POR</p>	Daily	<p>Glanmore foods</p> <p>MYFRC</p> <p>Laois Sports Partnership</p> <p>Cuman na mBunscol</p> <p>Presentation Sisters</p> <p>Green Schools</p> <p>Music Generation</p> <p>SCP*</p>

<ul style="list-style-type: none"> <li>● Involvement in the Chess Programme</li> <li>● Incredible years programme</li> <li>● SCP programmes</li> <li>● Cooking with class as treat</li> <li>● Dance classes</li> <li>● HSCL to conduct home visits when necessary</li> <li>● Attendance Clinics with EWO</li> <li>● Six Bricks Programme</li> </ul>		JI /PP			
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### Promoting Literacy

#### Summary Plan to promote Literacy

**Targets :** 1) To maintain the % of children at or above the 85<sup>th</sup> percentile. : 2022 stats show 24% are above :Normal Distribution is 16%

2)To reduce the % of children scoring below the 16<sup>th</sup> percentile by 1% : 2022 stats show 14% are below: Normal Distribution is 16%

3) To continue the Aistear programme and develop oral language skills and to progress our target students through two milestones of PLC..

4) To improve the standard of comprehension skills of students

5) Encourage parental involvement

6) Incorporate IT into literacy and improve literacy skills using IT

7) Improve literacy levels as Gaeilge

**Actions: Target Literacy Group :** All students scoring on or below the 20th percentile in Micra test : These will be targeted for additional support by SET.

Review Micra results & SWRT ; Staff input; Questionnaire to Parents; Questionnaire to pupils; CPD for staff in Aistear;

Purchase resources; Link with the local library; Organise Book Fair; Paired Reading during Book Fair;

<b>Measures</b>	<b>Addressing Targets</b>	<b>Who</b>	<b>Lead responsibility</b>	<b>When</b>	<b>Resources</b>
Aistear programme in JI & SI	3	SET, CT JI & SI	CTs	Sept – June	Themed resources
Jolly Phonics through the school	1,2 & 3	CT	CTs	Sept-June	IT, WBs etc
Literacy Lift off 1st class	1,2 3, 5 & 6	SET TMC & EB: 1 <sup>st</sup> CT	EB & T McC	?????	Engage Literacy
Literacy/Comprehension Team Teaching 2nd	1,2,3 ,4,5 & 6	CT's 2nd & SETs	CTs & SETs	Oct	SRA Programme
All classes will explicitly teach comprehension skill analysing,evaluating, synthesising and prediction Develop Study Skills -skimming, scanning, note-taking and summarising Special emphasis on making inferences in comprehension exercises	1.2.3. & 4	All CT's & SETs  5th & 6th CTs & SETs	CT's		YM sourced Inferencing supports
Visits to the Library	1,2 ,3 & 5	CTs		April	
Book Fair & Paired Reading	1,2 ,3,4,5	3 <sup>rd</sup> – 6 <sup>th</sup> CTs	CTs	May	Folders etc.

Peer Tutoring	1,2 ,3 & 5	All classes	CTs & HSCL	Nov	Website, Letter,PT
Informing and involving parents	5	All classes	CTs		
Purchase library books including books that reflect the diversity of our students. Set targets for books read	1,2 &5	All classes	CTs		DES grant for library books Display/charts
CAPERs in Snr Inf	1,2 &5	Senior Infants	CT & HSCL	May/June	Library Books
Using IPADs in station teaching	6	1st & 2nd & 4th			Typing skills using laptops in 4th KG
Clár céimnithe léitheoireachta	7	Rang 4	CTs & SETs		

### Promoting Numeracy

#### Summary Plan to promote Numeracy

- Targets**
- 1) To maintain the % of children at or above the 85th percentile : 2022 stats show 17% : Normal Distribution = 16%
  - 2) To maintain the % of children scoring below the 16<sup>th</sup> percentile : 2022 stats show 13% : Normal Distribution = 16%
  - 3) Problem Solving: - 11% are below the 16th percentile in problem solving: Normal Dist = 16% : 2% are above the 85th percentile : Normal Dist 16%
- To maintain the % of children scoring below the 16<sup>th</sup> percentile; To increase the % of children scoring at or above the 85<sup>th</sup> percentile by 2%
- 4) Mental Maths : Improve all children's mental maths ; assess target group by SET ; Target an improvement of 20%
  - 5) Link numeracy to other subject areas.



6) Introduce and then build on the parental involvement to support numeracy in class

**Actions : Target Numeracy Group :** All students scoring on or below the 20th percentile in Sigma test : These will be targeted for additional support by SET.

Review Sigma results; Develop use of concrete materials in all classes, and monitor their distribution. Trained CT in Maths Recovery will work with Target children. CPD by PDST on Ready Steady Go Maths

Organise workshop in mathematical operations for parents as need arises; Relate Maths to everyday life.

Measures	Addressing Targets	Who	Lead responsibility	When	Resources
In clasCT's & SEN to assist with station ; Ready  Steady, Go	1,2,&3	SET, CT's	TMcC	Sept - May	Materials in maths press
Pre Test, Teach, Re test Maths problems	3	CT's 3 <sup>rd</sup> – 6 <sup>th</sup>	CTs Principal	Nov -Mar	Agreed test
Parents make maths games and assist in class	6	HSCL, CT's	HSCL	March	BeeBots
Use Sigma Results to get accurate information	1,2 & 3	SETs, CT's	CT's 1 <sup>st</sup> – 6 <sup>th</sup>	May	
Questionnaire to parents	1,2,3&5	SET & CT	Prin, HSCL, POR	Dec	
Questionnaire to senior pupils	6	HSCL, CT's	Prin, HSCL, POR, CT	Jan	

Parents to participate in Maths for Fun in third & Fifth Class					Maths Games
Use of numeracy in Geography & Science	4	CT's SETs			
Explicitly teach ten minutes of mental maths strategies in each class eg. doubles, counting on, doubles plus one, making ten etc			TMcC		

### Promoting Transition

#### Summary Plan to promote Transition

##### Targets

1. To support parents and children through the difficult phase of transfer from primary school to post-primary school in order to have 100% successful transfers
2. To support parents and children through the difficult phase of transfer from preschool to primary school in order to have 100% successful transfers
3. To support parents and children through the difficult phase of transfer from previous school to our school in order to have 100% successful transfers
4. To build links between the preschools and the primary school to aid the transition process.
5. To build links between the primary and post primary school to aid the transition process.

**Actions:** To continue the transition programme My Child My Vision; To continue the transition programme for preschool children.

Measures	Addressing Targets	Who	Lead responsibility	When	Resources
<ul style="list-style-type: none"> <li>• To adapt work in the senior classes to include more project/portfolio/Class based assessments work to prepare children for secondary school</li> </ul>	1	Fifth & Sixth Class Teachers	Class Teacher	Throughout fifth & Sixth Class	

<ul style="list-style-type: none"> <li>• Communication with relevant secondary schools re pupils enrolled</li> <li>• PASSPORTs filled out by children to aid transition</li> <li>• End of year reports to be passed on to relevant schools; Discussion with relevant schools to ensure all pupils have a successful transition</li> </ul>	1, 4	Class Teacher Deputy Principal HSC Secondary School Personnel 6 <sup>th</sup> Class children	Secondary School Transition Officer and HSC  Class Teacher  HSC; Principal	September	Passports
<ul style="list-style-type: none"> <li>• Recess Programme</li> </ul>	1, 4	MYFRC to run with 6 <sup>th</sup> class children	Leaders & Youth Workers	June	Recess Programme
<ul style="list-style-type: none"> <li>• My Child My Vision Transition programme – Adapted to suit the needs of Parents in Mountmellick <ul style="list-style-type: none"> <li>○ Preparation for Open Nights</li> <li>○ The Application Process</li> <li>○ Preparation for CAT 5</li> <li>○ Adjusting to Post Primary School</li> </ul> </li> <li>• HSC to conduct home visits when necessary</li> </ul>	1, 4	HSC HSC in MCS	HSC	October  November  April	My Child My Vision
<p>Transition Programme for Preschool children</p> <ul style="list-style-type: none"> <li>• Meeting with parent and Child if possible at enrolment</li> <li>• Information Meeting for parents</li> <li>• Visit of children to new junior infant classroom</li> </ul>	2, 3	HSC Principal	Principal	During enrolment  May of year of enrolment	
<ul style="list-style-type: none"> <li>• Visit to preschools with information regarding enrolment.</li> <li>• 2<sup>nd</sup> Visit to preschools for sharing of information to aid transition</li> </ul>	2, 3	HSC	HSC	January of year of enrolment April of year of enrolment.	Preschools Data

<ul style="list-style-type: none"> <li>Use of Mo Scéal transition programme when necessary</li> </ul>					
<ul style="list-style-type: none"> <li>Home visits to new parents to aid any stresses or worries of transitioning</li> </ul>	2, 3	HSCCL	HSCCL	September & October	
<p>Transition support for new pupils joining school from another school</p> <ul style="list-style-type: none"> <li>Meeting with parent and child if possible at enrolment</li> <li>Contact to previous school to inform of enrolment and for reports if possible</li> <li>Home visits to parents to ease stresses or worries of transitioning</li> </ul>	4	HSCCL Principal	Principal	Second month after enrolment	Reports from previous school

### Retention

#### Summary Plan to promote Retention

##### Targets

- To maintain our 100% retention rate of students in education
- To identify those at risk of leaving school early and to provide early supports aimed at improving the retention and progression of pupils.
- To ensure every child that leaves our school continues in education elsewhere
- To provide pupils with a positive outlook on lifelong education and the possibilities that it presents.

**Actions:** Promote a positive atmosphere in the school and around education; Create list of those at risk of leaving early and put supports in place for this cohort;

Measures	Addressing Targets	Who	Lead responsibility	When	Resources
<p>Tracking and monitoring of list created</p> <ul style="list-style-type: none"> <li>Weekly meetings between HSCCL and principal to analyse attendance of this cohort</li> <li>Support for this cohort as follows</li> <li>School lunches</li> </ul>	1, 2, 4	Class Teacher Principal HSCCL	HSCCL	Weekly  Throughout the year	Personnel Aladdin system

<ul style="list-style-type: none"> <li>• Breakfast club and Homework club to be encouraged where possible</li> <li>• Involvement in activities/ committees formed in school</li> </ul>					
<p>Promoting a positive outlook to education and the school</p> <ul style="list-style-type: none"> <li>• School lunches to be implemented</li> <li>• Breakfast Club and Homework club to be encouraged where feasible</li> <li>• Involvement of children on green school committee – Some target children selected to be part of committee</li> <li>• Involvement of children in Challenge to Change – Some target children selected to attend the day to present project</li> <li>• Involvement of children in Sports activities provided in the school – Football, Athletics, Swimming, Camogie, basketball, rounders</li> <li>• Involvement in the Operation Transformation programme every January &amp; February</li> <li>• Involvement of children in Music Programme initiative provided in the school – Harp, Tin Whistle, Flute, concertina</li> <li>• Involvement of children in Christmas Pageant</li> <li>• Involvement in the Chess Programme</li> <li>• Incredible years programme</li> <li>• Dance classes</li> </ul>	1, 4	<p>Class Teacher Deputy Principal HSCL Secondary School Personnel 6<sup>th</sup> Class children</p>	<p>Secondary School Transition Officer and HSCL</p> <p>Class Teacher</p> <p>HSCL; Principal</p>	<p>April</p> <p>September</p>	<p>Passports</p>
Transfer of child to another school	3	Principal Secretary	Principal	When child leaves our school	

<ul style="list-style-type: none"> <li>• Ensure we received notification letter from school child has transferred to before removal from our system</li> <li>• Contact EWO if no notification letter received within months.</li> </ul>					
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### Promoting Partnership with Parents

#### Summary Plan To Promote Partnership With Parents

##### Targets

1. To improve parental involvement in the life of the school and in particular in curricular related activities with the children.
2. To improve parents own educational needs and skills
3. To ensure parents are active participants in their child's learning both at home and in school
4. To continue to improve the avenues of communication between the school and the home.
5. To increase the number of target parents engaging in parenting courses and classes
6. Working with refugee families

**Actions:** Running courses related to self-development, supporting children with their homework

Measures	Addressing Targets	Who	Lead responsibility	When	Resources
Courses for parental self development <ul style="list-style-type: none"> <li>• Cookery classes</li> <li>• Fitness classes</li> <li>• Art and Craft courses</li> <li>• Needlework course</li> <li>• I.T. classes</li> <li>• English language classes</li> <li>• Family First Aid</li> <li>• Driving Theory Test Prep</li> </ul>	1, 2, 3, 5	HSCL ETB Tutors Home Economics Teacher – MCS Zumba Tutor	HSCL	Courses to be run throughout the year – Two a term	
Information mornings <ul style="list-style-type: none"> <li>• Internet safety for children</li> <li>• Drug misuse information</li> <li>• Healthy Eating</li> <li>• Budgeting for families</li> </ul>	1, 2, 3, 5	HSCL ETB Tutors Gardai	HSCL	During Coffee mornings – once a term	

<ul style="list-style-type: none"> <li>• Helping your child deal with anxiety</li> </ul>					
<p>Courses to support parents in supporting their child</p> <ul style="list-style-type: none"> <li>• Maths Skills</li> <li>• Irish skills</li> <li>• Phonics Skills</li> </ul>	1, 2, 3, 5	HSC	HSC	Courses to be run throughout the year – two a term	
<p>Communication with Parents</p> <ul style="list-style-type: none"> <li>• Home visits by HSC</li> <li>• Parent Teacher meetings</li> <li>• School Newsletter</li> <li>• School Website</li> <li>• Induction meeting for Junior Infants</li> <li>• Parents notice board</li> </ul>	1, 2, 3, 4, 5	HSC All teachers Principal	Principal HSC	When necessary Yearly - November Once a month Updated regularly Yearly – June  Updated regularly	
<p>Develop parental involvement within the school</p> <ul style="list-style-type: none"> <li>• Maths for fun</li> <li>• Literacy for fun</li> <li>• Science for fun</li> <li>• Shared reading</li> <li>• Local History</li> <li>• Story Sacks</li> <li>• BeeBot in Infant Classes</li> </ul>	1, 2, 3, 5	HSC	HSC	Courses to be run throughout the year – one a term	

## Promoting Partnership with Others

### Summary Plan To Promote Partnership With Others

#### Targets

1. To maximise supports available to alleviate the effects of disadvantage for the children of the school.
2. To maintain and strengthen current links with local voluntary and statutory agencies.

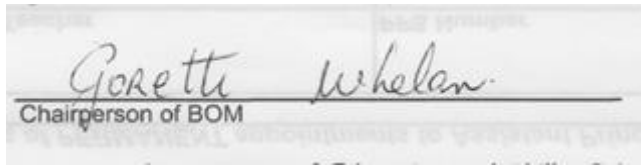
#### Actions

Measures	Addressing Targets	Who	Lead responsibility	When	Resources
Partnership with local groups: <ul style="list-style-type: none"> <li>● Other DEIS schools and HSCL Co-ordinators</li> <li>● MYFRC – Homework Club, early bird</li> <li>● Local Library</li> <li>● Various local businesses eg Supervalu, Credit Union</li> <li>● GAA, LOETB, Mountmellick Lace</li> </ul>	<b>1 &amp; 2</b>	<b>HSCL</b>	<b>HSCL</b>  <b>POR</b>	<b>Ongoing</b>	
Partnership with Child support services <ul style="list-style-type: none"> <li>● NEPS A school representative will attend meetings and communicate with neps regarding certain students</li> <li>● Child and Adult Mental Health Services (CAMHS)</li> <li>● TUSLA Child and Family Agency</li> <li>● Health Services Executive (HSE)</li> </ul>	<b>1 &amp; 2</b>	<b>Principal</b> <b>Deputy Principal</b> <b>HSCL</b>	<b>Principal</b> <b>HSCL</b>  <b>POR</b>	<b>Ongoing</b>	
Partnership to aid transition to and from school <ul style="list-style-type: none"> <li>● Local childcare providers</li> <li>● Day care centres</li> <li>● Local Secondary Schools</li> </ul>	<b>1 &amp; 2</b>	<b>Class Teacher</b> <b>HSCL</b>	<b>HSCL</b>	<b>Term 2</b> <b>Term 3</b>	
Partnership to support Parent training <ul style="list-style-type: none"> <li>● Laois Education Training Board (LOETB)</li> <li>● Laois Education Centre</li> <li>● Laois Adult Literacy Centre</li> </ul>	<b>1 &amp; 2</b>	<b>HSCL</b>	<b>HSCL</b>	<b>Ongoing</b>	



<ul style="list-style-type: none"> <li>• Vocational Education Committee</li> </ul>					
Partnership with <ul style="list-style-type: none"> <li>• Gardaí/Juvenile Liaison Officer (JLO)</li> <li>• Youth Justice Workers</li> </ul>	<b>1 &amp; 2</b>	<b>HSC</b>	<b>HSC</b>	<b>When necessary</b>	

**Reviewed and ratified by the BOM on March 1st 2023**



Goretti Whelan  
Chairperson of BOM

**Ms Goretti Whelan**