

DEIS Co-Ordinators: Dearbhla Murphy & Evelyn Crampsie

- DEIS Themes:
- 1 Literacy
 - 2 Numeracy
 - 3 Transitions
 - 4 Attainment
 - 5 Partnership with Parents
 - 6 Partnerships with Others
 - 7 Retention
 - 8 Attendance



National Hyperlinks:
 National DLF
 Wellbeing
 Leadership
 CPD
 JCSP
 LAOS
 Wellbeing JC

Further Hyperlinks:
 SSE Next Steps
 National DEIS Plan 2017
 National Strategy Lit & Num
 Blooms



School Teams						
Team Title	Teaching and Learning Team	Behaviour Management Team	ICT Team	SEN Team	Exam Secretary / House Exams / Mock Papers	Fundraising Team
	This team will support staff in areas of T&L identified each year as targets for all subject Departments to focus on. These targets may be linked to DEIS/SSE or LAOS or both	This team will support staff on embedding RP within all areas of the school, review and embed practices to support staff managing challenging behaviour & rewarding good behaviour	This team will look at supporting staff in integrating ICT into Teaching and Learning, managing the infrastructure of ICT within the school and developing digital literacy for students & staff	This team will be responsible for the allocation of SEN hours to all students with identified needs including SNA support, reviewing student needs and overseeing plans to support their needs in collaboration with parents, staff, students and outside agencies	This team will be responsible for the coordination of exams and the organisation of mocks etc.	A coordinated team approach inclusive of all stakeholders
Team coordinator	Nicola Shields, assisted by Nikita Doherty	Karen Patton, assisted by Scatha Farrell	Maria Ryan, assisted by Susan Mc Kelvey	Stacey Glackin	Exams Secretary: Susan Mc Kelvey, assisted by Maria Ryan House Exams/Mock Papers: Breda Mc Gettigan, assisted by Odelle Callaghan	Peadar Sullivan
Team members	1 Chloe Borland 2 Sara Crawford, 9. Ciaran Mc Elwaine 3 Karen Patton 10. Trudy O Donnell 4 Stacey Glackin 5 Karen Stewart 6 Danielle Friel 7 Sarah Doherty 8 Barry Molloy	1 Frank Boyce 2 Evelyn Crampsie 3 Stacey Glackin	1 Julie Ann McGonigle 2 Ciaran Mc Elwaine 3 Nikita Doherty 4 David McHale 5 Karen Stewart	1 Julie Ann McGonigle 2 Chloe Borland 3 Kelly Friel 4 Selina Bonner 5 Anna Mc Gettigan 6 Karen Henry	1 Ciaran Mc Elwaine 2 Catherine Crawford	1 Rosin Gibbons 2 3 4 5 6
Team Title	Staff Well Being Team This team will be responsible for developing and implementing a well being programme for all staff ensuring supports are accessible for individuals and collaboratively as a whole staff to reinforce our connection as a community	Health & Safety / Buildings This team will oversee all health and safety measures within the building, review all current building and identify areas of improvement moving forward	DEIS / SSE This team will be responsible for reviewing the plan annually and embedding it within all subject departments. As there are 8 sections to the DEIS plan each area will be divided into a sub committee and a link person in each reporting to the overall coordinator	Mentoring Programmes (student & staff) This team will look at the multifaceted approach to support both teachers and students in our school.	PR Team This team will look at a coordinated approach to social media, prospectus, website, promotional documentation etc	Prizegiving Team Managing all aspects of our annual Prizegiving events
Team coordinator	Catherine Crawford	Peadar Sullivan	Dearbhla Murphy / Evelyn Crampsie	Evelyn Crampsie, assisted by Darragh Kelly	Nicola Shields, assisted by Nikita Doherty	Stacey Glackin
Team members	Katrina Horisk Trudy O Donnell Rodney McKeague Maryanne Lavin Catherine MacIntyre Amanda Quinn	1 Barry Molloy	Literacy Team: Ursula O Connor 1 Dearbhla Murphy 2 Karen Patton 3 Anna McGettigan 4. Stacey Glackin Numeracy Team : Darragh Kelly 1. Maryanne Lavin 2 Stacey Glackin 3 Claire Friel	1 Karen Stewart 2 Karen Patton 3 Stacey Glackin 4. Nikita Doherty 5 Trudy O Donnell	1 Karen Patton 2 Trudy O Donnell 3 Maria Ryan 4 Stacey Glackin 5 Karen Stewart	1. Nicola Shields 2 Ciaran Mc Elwaine 3 Dearbhla Murphy 4 Darragh Kelly 5. Aisling McAteer 6. DJ Kelly 7. Karen Henry
Team Title	Inclusion/ Provision Team			Belong 2	Whole School Guidance Team	Ethos Team -
Team coordinator	Stacey Glackin			Scátha Farrell	Catherine Crawford	Evelyn Crampsie
Team members	Fiona Temple Rodney McKeague Breda McGettigan Damien McVey Julie ann McGonigle Evelyn Crampsie			1 Stacey Glackin 2 Tara McLaughlin 3 Ursula O'Connor 4. Evelyn Crampsie 5. Karen Patton 6. Catherine Crawford 7. Audrey McGee	1. Fiona Temple 2. Juleann McGonigle/ Stacey Glackin - AEN 3. Scátha farrell - WB 4. Evelyn Crampsie HSCL 5. Trudy O'Donnell - programme coordinator 6. Karen Stewart 7. Ciaran McElwaine	1. Chloe Borland 2. Dearbhla murphy 3. Karen patton 4. Stacey glackin 5. Naomi Doherty 6. Fiona Temple 7. Amanda Quinn
			Examination Attainment & Educational Transition Team: Dearbhla Murphy 1 Aisling McAteer 2 Stacey Glackin 3. Danielle Friel			
			Partnership with Parents & Others Team: Karen Patton 1. Evelyn Crampsie 2. Stacey Glackin 3. Annette Patton			

LITERACY TARGETS					RELEVANT LINKS
<p>1 Improved literacy levels for all students at Junior Cycle and Senior Cycle. 2 Development of literacy approaches in the classroom for all teachers - a whole school approach. See also separate literacy plan. 3 Develop a Library for the whole School</p>					
Team Members: Ursula O Connor, Dearbhla Murphy, Karen Patton, Anna McGettigan, Stacey Glackin					Books for library
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.					Staff feedback from Teach Meet
Actions	Who?	Lead Responsibility	When?	Target Link	BUG Strategy
CLASS Level:					Photo of book club
Key words will be displayed in each classroom and teachers will highlight 3 spelling mistakes when correcting work for students to self correct.	Teacher	Teacher	All Year	1	Link to 23/24 Literacy Plan
Literacy and Assessment Key word poster to be created and displayed in every classroom	Teacher	Teacher	All Year	1, 2	
Coordinated approach to correcting of work - e.g. 2 stars and a wish and formative feedback	Teacher	Head of Dept	All Year	1, 2	
Book in a bag - all students will carry reading material - books - fiction/nonfiction/ Farmers Journal	Teacher	Teacher	All Year	1-3	
SUBJECT DEPARTMENT Level:					
Each Dept to identify and display key words for each topic	Department	Head of Dept	All Year	1-2	
Each department will help students decode the literacy of examination language - common approach by all departments. Box instruction, underline the key words and glance over the question again (BUG strategy)	Department	Head of Dept	All Year	1-2	
WHOLE SCHOOL APPROACH Level:					
All teachers use keywords in their classrooms.	All teachers	Management	All year	1, 2	
Research of appropriate reading tests for 1st year students/entrance tests by the Special Needs Co-ordinator. (SENS, other schools)	SEN co-ordinator	Management SEN co-ordinator	October	1	
Maintain small learning support and resource groups and keep the teaching teams where possible small	SEN Team	Management SEN co-ordinator	May, timetable	2	
Focus on differentiated teaching - have a Team Met for all staff on this	All teaching staff	Management SEN co-ordinator	Staff Inservice JC	1-3	
Develop a reading space with resources relevant to all levels and departments	Support co-ordinators, JCSP	SEN Co-Ord	All year	3	
Student book club	Literacy Team	Literacy lead	All year	1-3	
Read DL	English teachers, JCSP	HSCL	Term 2	2-3	
Paired Reading initiative established with the local primary school . JCSP students with 4th class and a senior infants group (local library)	JCSP English teacher	JCSP English teacher	Intervals in year	1-2	
TY students to develop and take part in a debating competition this year	TY English Teacher	TY English Teacher	Term 2	1-2	
Bring all 1st yrs to the local library to register them	1st yr English teacher	1st yr English teachers	Term 1	1-2	
1st year English teachers ensure concurrent planning and assessment throughout the year	English teachers	Head of English	All Year	1-2	
A whole school approach to literacy and creating a School-Wide Literacy Plan	All teaching staff	Heads of Dept	Within each yrs curriculum plans	1-3	
Competitions - Read DL, Donegal ETB Debating, Creative writing/ radio production , identify other writing competition for students to enter	English Teachers	English Dept	All Year	1-2	
Monitoring & Evaluation					
Monitor Sheet: DEIS Team, DEIS coordinator, JCSP, SEN, English Department					
Looking At Our Schools					
Statements of practice – Learning and teaching - Domain 1 - Learner Outcomes					
				1-3	
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning	Pupils make meaningful connections between learning in different curriculum areas and subjects.	Pupils make meaningful and authentic connections between learning in different curriculum areas and subjects and use these connections to guide their learning.			
	Pupils make meaningful connections between school-based learning and learning that takes place in other contexts.	Pupils make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.			
	Pupils can, with some guidance, transfer and apply skills learned in one context to another context.	Pupils can, of their own initiative, transfer and apply skills learned in one context to another context.			
	Pupils are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.	Pupils can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.			
	Pupils take the opportunities provided by curriculum and other learning experiences to apply and develop these key skills.	Pupils take the opportunities provided by curriculum and other learning experiences to apply and develop these key skills consciously and deliberately.			

NUMERACY TARGETS					RELEVANT LINKS
1 To increase the students' understanding and awareness of how to ESTIMATE, PREDICT and CALCULATE in YEARS 1, 2, & 3 in the academic years 2022-25 in a real world setting					
2 To increase students understanding of PROBLEM-SOLVING keys words and in YEARS 1, 2, & 3 from 71% to 81% in the academic years (2022-25) in a real world setting					
3 To increase students' understanding of the process of PROBLEM-SOLVING from 25% to 40% in all school years.					
4 To increase the students' understanding of the relevance of PROBLEM-SOLVING across all subjects from 25% to 40% in all school groups.					
Team Members: Darragh Kelly, Maryanne Lavin, Stacey Glackin, Claire Friel					
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.					
Actions	Who?	Lead Responsibility	When?	Target Link	
CLASS Level:					
As part of WSG a psychometric test (used by Irish Defence forces for recruitment) was shared with JC maths years.	All JC Maths teachers	Teacher	All Year	4	
Classroom strategies in numeracy - Croke Park hours to be utilised to develop best practises in teaching and learning and sharing resources and skills among staff.	All teachers, sharing of ideas in Teach Meet	Management to organise Teach Meet	Nov JCT Day	3	
SUBJECT DEPARTMENT Level:					
To improve the preparedness of students (resources) for maths classes. Teachers to be given resources with class sets of calculators, mathematical kits, etc	Management & Maths Dept	Head of Dept	All Year	3	
LS Support to target numeracy Targeted numeracy plan to be implemented in each subject department plan for 1st and 2nd year students Junior Cycle Examination support to be focused on in 3rd and 6th Yr	SEN Dept	SEN Dept	All Year	1-4	
JCSP to support numeracy and literacy	JCSP Numeracy Teachers	JCSP Coordinator	All Year	1-4	
WHOLE SCHOOL APPROACH Level:					
Standard test cover sheet for wholeschool - BUG strategy - Breakdown of results per question, Teacher feedback - student feedback - linked back to diary. Include also the predicted and actual grade. Completed cover sheet to be signed by parents.	All teachers	Management	All year	1, 4	
Metric system - common approach by all departments - Posters for measurements and units in all classrooms in year 3	All teachers	Numeracy Team	To be developed in 23/24	2	
Predicted grade and actual - working out the percentage difference between what they predicted and what they got.	All teachers	All Teachers	All Year	4	
Survey of students to gather baseline data on problem solving	Numeracy Team	Numeracy Team	Term 3	4	
Encourage more active methodologies e.g. conducting a survey and analysing results.	Numeracy Team	Numeracy Team	All year	4	
To provide posters in all classroom outlining the process for problem-solving activities for all year groups	Numeracy Team	Numeracy Team	All year	4	
To design and provide posters on the BUG strategy, encouraging students to predict and calculate their grades and reflect on the learning involved in their assessments	Numeracy Team	Numeracy Team	Term 2	1-4	
To design and deliver a week focused on numeracy - daily challenges, lunchtime clubs, where all teachers are drawing attention towards the importance of problem solving, processes involved and keywords that will enable students to	All teachers	Numeracy Team	Term 2	1-4	
To promote a more positive attitude towards maths and make both students and teacher see the benefits of maths outside of school Invite guest speakers into talk to students	All Teachers	Numeracy Team	Throughout the year	1-4	
SEN Department to test and identify students with average and low average numeracy scores Testing of current 2nd and 3rd year students to take place at the beginning and end of the year	SEN Team	SEN Team	Term 3	1-4	
Whole School Numeracy Week	All teachers	Numeracy Team	Term 2	1-4	
Establish Coding Clubs Establish a Lego Club Establish a STEM Lab	Numerous Teachers	Numeracy Team	Throughout the year	1-4	
Monitoring & Evaluation					
Monitor Sheet: DEIS Team, Numeracy Team, DEIS coordinator, JCSP, SEN, Maths Department					
Looking At Our Schools					
Statements of practice – Learning and teaching - Domain 1 - Learner Outcomes					
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their wellbeing.	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their wellbeing.			
	Pupils have the skills to modify and adapt their behaviour when required.	Pupils have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.			
	Pupils apply critical thinking and problem-solving skills in their approach to their learning.	Pupils apply critical thinking and problem-solving skills in their approach to their learning and develop as autonomous learners.			
	Pupils demonstrate an enquiring attitude towards themselves and those around them.	Pupils demonstrate an enquiring and open-minded attitude towards themselves and those around them.			

TRANSITION TARGETS					RELEVANT LINKS
1 Increase parental participation in their child's future from 40% in year 2 to an ambitious 80% in year 3 based on data from parent's information evening					Link to WSG plan 2023-24
2 In year 1 attend training, year 2 establish a WSG Team, year 3 review approach to careers fair					Transitions plan
3 To increase the progression to Further Education from 26%(baseline data over 5 year)to 30% in the academic year 3					Letter from Ulster University
4 To increase the progression to Higher Education from 44% (baseline data over 5 years) to 10% in the academic year 3					
5 To support students to consider apprenticeships as a progression					
Team Members: Aisling McAteer, Stacey Glackin, Danielle Friel					
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.					
Actions	Who?	Lead Responsibility	When?	Target Link	
CLASS Level:					
Explore the possibility of including guidance related learning in the Wellbeing programme in Junior Cycle. WSG co-ordinator to be part of WB team	WB Team & Guidance Counsellor	WB Team & Guidance Counsellor	Throughout the year		5
SUBJECT DEPARTMENT Level:					
Invite parents to an information evening - subject descriptor booklets available on website	Head of Dept and GC	Head of Dept and GC	Nov		1
Invite past students and guests to talk with students about their experiences post Mulroy College. Video Links to be made available on website	All teachers	All teachers	Throughout the year		1,3,4
Strengthen links with Career Guidance Counsellor after the Leaving Cert by obtaining private email addresses	GC	GC	Nov each yr	3 + 4	
WHOLE SCHOOL APPROACH Level:					
Strengthen progression from Junior to Senior cycle through the introduction of a Subject Fair for 3rd and TY	All Teachers	Head of Dept & GC	Nov each yr		2
Raise awareness of subject choice in 2nd Year - distribute individual subject descriptor leaflet	All Teachers	Head of Dept & GC	Nov each yr	3,4,5	
ETB Representative to speak to parents re apprenticeships & tertiary degrees and promote the ETB careers evening	GC	GC	Throughout the yr	1 + 5	
Organise a dedicated week long campaign based around subjects and careers in 3rd Year.	All Teachers	Head of Dept & GC	Nov each yr	1,3,5	
Monitor attendance	All Teachers	Attendance Committee	All year	1 - 5	
Reintroduce Open Day	All Teachers	HSCL & Management	Nov each yr	1 - 5	
Open night	All Teachers	HSCL & Management	Nov each yr	1 - 5	
Transfer day in May	All Teachers	HSCL & Management	May each yr	1 - 5	
Study skills workshops and access to Studyclix for everyone	GC	GC & Management	Throughout the yr	3 + 4	
Continued methods of transition from Primary to Post Primary such as: Presentation at local primary schools	HSCL & Management	HSCL & Management	Oct/Nov each yr		1
Promotion of H.E.A.R./DARE and other access programmes including various bursaries/scholarships available for 3rd level study	GC	GC	When information is released each yr	1 - 5	
Information evenings and clear processes of communication to parents. A focus on JC students	GC	GC	Nov each yr	1 - 5	
Guidance classes and individual guidance/progression plans with students/ WB plans	GC	GC	Throughout the yr	1 - 5	
Mentoring Programme for senior students	WB Team	WB Team	Throughout the yr	2 - 5	
Friends for Youth Programme for all 1st year & 2nd year students	WB Team	WB Team	Throughout the yr	1 - 5	
Social Skills Programme for targeted students	SEN Team	SEN Team	Throughout the yr	1,3,4	
Donegal ETB School Completion Programme - Counselling	Student Support Team	Student Support Team	Throughout the yr	1,3,4	
Student Support Team	Student support Members	Student support Members	Throughout the yr	1 - 5	
Strong links being built with a wide range of colleges/universities and training centres. Students have the opportunity to attend open days / information sessions and taster days throughout senior cycle	GC	GC	Throughout the yr	1 - 5	
Monitoring & Evaluation					
Monitor Sheet: DEIS Team, DEIS coordinator, JCSP, SEN, Whole School guidance, WB Team,					

Looking At Our Schools					
Statements of practice – Learning and teaching - Domain 1 - Learner Outcomes					
<i>Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning</i>					
Pupils have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.	Pupils have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.				

ATTAINMENT TARGETS					RELEVANT LINKS
1 To increase the number of students sitting Higher Level papers at Senior Level by 1.5% per year in the academic years 2022-2025					Attainment plan
2 To maintain and increase the number of students sitting Higher Level in the Core subjects at Junior Cycle Level by 1% per year in the academic years 2022-2025					Gradaim Óir award
3 To maintain and increase the number of students achieving above expectations or better in CBAs from 1% per year in the academic years 2022-2025					
4 To support vulnerable students (eg current 2nd years - Teaching and Learning affected by Covid					
Team Members: Aisling McAteer, Stacey Glackin, Danielle Friel					
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.					
Actions	Who?	Lead Responsibility	When?	Target Link	
CLASS Level:					
Delay opting to Ordinary level at Senior Cycle until after the mocks.	All Teachers	All Teachers	Throughout the yr	1 + 2	
Clear goals and success criteria for each task.	All Teachers	All Teachers	Throughout the yr	4	
A positive reward system using VSware.	All Teachers	All Teachers	Throughout the yr	3 + 4	
Teachers to regularly input assessment grades in Vsware to aid and monitor student progress.	All Teachers	All Teachers	Throughout the yr	1 - 3	
SUBJECT DEPARTMENT Level:					
Department planning - common schemes and common assessments.	All Teachers	Head of Department	Throughout the yr	1 - 4	
Department analysis of Junior Certificate results and Leaving Certificate results against national averages.	All Teachers	Head of Department	Term 1	1 - 4	
Department Analysis of percentage uptake at higher level for Junior cycle and Senior cycle.	All Teachers	Head of Department	Term 1	1 + 2	
WHOLE SCHOOL APPROACH Level:					
Career Guidance – timetabled from 3rd Year onwards and individual planning.	Management	Management	Throughout the yr	4	
Study skills Programme for 3rd and 6th yrs and support from Guidance Counsellor for other years	Student Support Team	CG	Throughout the yr	1 - 4	
Subject choice week to continue.	All Teachers	CG	Nov each yr	1 - 4	
Curriculum to be set by student needs and mixed ability grouping for core classes	Management	Management	On Timetable	1 - 4	
Team Teaching	Management and SEN Team	Management and SEN Team	Throughout the yr	4	
Info evening for parents on the Senior programmes & CAO.	CG	CG	Dec/Jan each yr	1 - 4	
JCSP and LCA programmes to continue	Management	Management	On Timetable	4	
Parent-teacher meetings.	Management	Management	Throughout the yr	1 - 4	
Communication with parents via reports/VSWare/phone calls	All Teachers	All Teachers	Throughout the yr	4	
Academic, Appreciation and Extra Curricular Awards to promote attainment, self esteem and continued progress	All Teachers	All Teachers	Throughout the yr & Prizegiving	1 - 4	
During Tutor time students will be encouraged to set weekly goals	All Teachers	All Teachers	Throughout the yr	1 - 4	
Monitoring & Evaluation					
Monitor Sheet, DEIS team, Whole School Guidance, DEIS Coordinator, SEN Team					
Looking At Our Schools					
Statements of practice – Learning and teaching - Domain 1 - Learner Outcomes					
Pupils demonstrate the knowledge, skills and understanding required by the curriculum	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a very high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.			
	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a high standard in accordance with the outcomes, skills and concepts of the curriculum.	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a very high standard in accordance with the outcomes, skills and concepts of the curriculum.			

	concepts of the curriculum.	and concepts of the curriculum.					
	They demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.	They confidently and competently demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.					
	The overall attainment of the pupils is improving or is at a good standard in accordance with the outcomes and skills of the curriculum.	The overall attainment of the pupils is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum.					

PARTNERSHIP WITH PARENTS TARGETS				
1 To increase parental engagement in their son/daughter's school life through developing a deeper understanding of DEIS/HSCL Link to parents survey, in year 1 and opening up Vsware by year 2 and 3				
2 To increase the number of home visits to families on HSCL Target list from 38 visits to in 2022/2023, and to 58 visits in 2023/2024 and to 80 in 2024/2025.				
3 To increase the number of parents attending Parent Teacher Meetings in Junior Cycle by 10% / Senior cycle by 20% / LCA by 20% over the 3 years . Link to P/T meeting data				
4 To increase the number of parents attending school activities such as Parents Book Club from 8 members to 10 members in Year 1 (2022/2023), to 12 members by end of year 2 (2023/2024), to 14 members by end of year 3(2024/2025)				
5 To increase active participation in the Parents Association from 11 members to 13 members in Year 1(2022/2023) to 15 members by end of year 2 (2023/2024) to 17 members by end of year 3				
Team Members: Karen Patton, Evelyn Crampise, Stacey Glackin, Annette Patton				
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.				
Actions	Who?	Lead Responsibility	When?	Target Link
CLASS Level:				
Parents sign school diary when test results recorded	All teachers	All teachers	All Yr	1
Parents sign school diary on a weekly basis	All teachers	All teachers	All Yr	1
Teachers to increase the no. of positive comments in school diary	All teachers	All teachers	All Yr	1
Parents to receive positive postcard/telephone call re: students	All teachers	All teachers	All Yr	1,3,4,5
SUBJECT DEPARTMENT Level:				
Parents are invited in when subject levels are changed	All teachers	All teachers	All Yr	1
Parents are invited into Subject Choice Fair and info sessions on Curriculum	Head of Department	Head of Department and CG	All Yr	1
Parents Association To increase the no. of parents active in the Parents Association AGM Monthly meetings HSCL/Teacher link person Support of initiatives by parents and staff	HSCL	HSCL	All Yr	5
Home visits Visit to family home/in school by HSCL and/or SCP	HSCL	HSCL	All Yr	2
Parents Plus 1st year parents are invited and encouraged to attend Parents Plus Adolescents Programme	HSCL	HSCL	All Yr	4
Parents Book Club Monthly Book Club meetings Posts on social media	HSCL	HSCL	All Yr	4
WHOLE SCHOOL APPROACH Level:				
Parents will be invited and encouraged to attend Information sessions Induction evenings Parent courses Parent Teacher meetings School celebrations School Teams - eg OGS Team Open Night Incoming 1st years 1st Parents September Info eve- Induction for parents Info eve on Subject choice /programmes Senior Cycle Internet safety talks School Tour meetings	All teachers	All teachers	All Yr	4
Monitoring & Evaluation				
Monitor Sheet, DEIS team, Whole School Guidance, DEIS Coordinator, SEN Team				
Looking At Our Schools				
Domain 4: Teachers' collective /collaborative practice				
Teachers work together to devise learning opportunities for pupils across and beyond the curriculum				
Teachers work effectively with each other and with parents to support pupils with identified learning needs.	Teachers work very effectively with each other and with parents to support pupils with identified learning needs.			
Teachers use parent-teacher meetings and other communication with parents constructively to support parents' meaningful involvement in their children's education.	Teachers use parent-teacher meetings and other communication with parents very constructively to support parents' meaningful involvement in their children's education and development as learners.			
RELEVANT LINKS				
Parent attendance at Parent Teacher Meeting				
DEIS Survey for Parents 2022				
Partnership with parents plan				

PARTNERSHIP WITH OTHERS TARGETS				
1. To build upon relationships with Primary Schools				
2. To increase student awareness of local and community enterprises				
3. To support students wellbeing				
4. To increase student involvement in local and community enterprises/agencies				
5. To increase student involvement with ATU, Solas and FET, ETB and with Higher Education institutes in Northern Ireland				
6. To build upon relationships with outside agencies				
7. To build relations with companies such as OPTUM				
8. To build links with local employers particularly those who offer work placements for students				
Team members: Karen Patton, Evelyn Crampise, Stacey Glackin, Annette Patton				
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.				
Actions	Who?	Lead Responsibility	When?	Target Link
CLASS Level:				
Participate in Read DL and attend the open day	English teachers	English teachers	When launched	1
Invite guest speakers to the school.	All teachers	All teachers	All yr	2
Participate in local and national competitions.	All teachers	All teachers	All yr	4
SUBJECT DEPARTMENT Level:				
Transition Year students will do paired reading with the local primary school.	TY English teachers	TY English teachers	Term 1	1 + 3
Incoming 1st years to visit the local library and become a member.	1st Yr English teachers	1st Yr English teachers	Term 1	2,3,4,6
Music in the community - nursing homes/shopping centres.	Music teachers	Music teachers	All yr	2,3,4,6
Transition Year, LCA 1 and 2 and 5th years participate in work experience.	Work Experience Coordinator	Work Experience Coordinator	All yr	2,4,6,7,8
WHOLE SCHOOL APPROACH Level:				
Continued links with ATU, Solas, Teagasc and other relevant bodies.	All teachers and CG	All teachers and CG	All Yr	5
Develop the link with Jigsaw through One Good School initiative- We have the One Good School Badge	OGS Team	OGS Team	All Yr	3 + 6
Parents association more involved in activities ie Subject Fair, School walk etc	HSCL	HSCL	All Yr	2+3
Staff attended Insights visit in OPTUM and students encourage and supported in applying for OPTUM Scholarship.	Management and CG	Management and CG	March/april	7
To build links with local employers particularly those who offer work placements for students	CG, WE Coordinator & HSCL	CG, WE Coordinator & HSCL	All Yr	6,7,8
Transition Programme- Primary School Visits	HSCL	HSCL	Oct/Nov March/april	1
Transition Programme - HSCL & SEN Transfer Meetings - Primary schools	HSCL	HSCL		1
Programmes with Primary Schools	All Teachers	All Teachers	All Yr	1
Student review meetings	SEN	SEN	All Yr	3
HSCL Cluster Meetings	HSCL	HSCL	All Yr	3 + 6
Local Management Committee Meetings	Management and HSCL	Management and HSCL	All Yr	2 + 6
Attendance Clinics & Attendance Meetings	Management and HSCL	Management and HSCL	All Yr	3
Student Support Meetings	Management and HSCL	Management and HSCL	Weekly	3
Junior & Senior Mentoring Programmes (Academic /Pastoral/Peer Mentoring)	Management and HSCL	Management and HSCL	All Yr	3
Outside agencies	Management and HSCL & CG	Management and HSCL & CG	All Yr	6
Youthscape/Youthreach/Jigsaw/Camhs/Tusla	Management & HSCL & CG	Management & HSCL & CG	All Yr	3,4,6
Links with local clubs and organisations DMEP, Mulroy Hoops, dance/drama clubs, athletics etc	Management & HSCL & CG	Management & HSCL & CG	All Yr	
Links with 3rd level Institutes ATU/Solas/FET	Management and HSCL & CG	Management and HSCL & CG	All Yr	5
Social media interactions FB/Twitter/School website	All teachers	Management	All Yr	5,6,7,8
Monitoring & Evaluation				
Monitor Sheet, DEIS team, Whole School Guidance, DEIS Coordinator, SEN Team				
Looking At Our Schools				
Pupils feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates and others in the school community.				
Pupils regularly contribute their opinions and experiences to class discussion with confidence . They are respectful of and interested in the opinions and experiences of their classmates and others in the school community.				

RELEVANT LINKS

Partnership with others plan
Letter from Ulster University

RETENTION TARGETS					RELEVANT LINKS
1 To increase our student retention rate at Junior Cycle from 99% to 100% over three years.					Retention plan
2 To increase our student retention rate at Senior Cycle from 80% to 90% over three years.					Homework survey- staff
3 To increase our Leaving Certificate Applied retention rate from 67% to 85% over three years.					Homework survey students
Team Members: Evelyn Crampsie, Stacey Glackin, Catherine Crawford					Learner voice folder
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.					Letter from Ulster University
Actions	Who?	Lead Responsibility	When?	Target Link	
CLASS Level:					
Continued links with ATU/Solas/Teagasc	All teachers and CG	All teachers and CG	All yr	1 - 3	
SUBJECT DEPARTMENT Level:					
Curriculum committee to review the subjects and programmes of study for TY and LCA students to suit the cohort.	Curriculum Committee and Management	Curriculum Committee and Management	Throughout the yr	1 - 3	
Increased awareness from subject departments on the transitions from junior to senior cycle in their relevant subject areas.	All teachers	Head of Dept	All yr	1 - 3	
WHOLE SCHOOL APPROACH Level:					
Establish clear data tracking and recording processes so that accurate figures are readily accessible for staff and teams.					
Attendance team - to establish clear data tracking and recording processes so that accurate figures are readily accessible for staff and teams.	Attendance Committee	Attendance Committee	Weekly Meeting	1 - 3	
Student support Team meets on a weekly basis to discuss referrals and put supports in place for individual students who may be experiencing academic, learning, social & emotional, mental health and/or attendance difficulties. Referrals may be made by any staff member, individual students seeking support or parents/guardians seeking support for their child.	Student Support Team	Student Support Team	Weekly Meeting	1 - 3	
Pastoral care list is posted in the staff room notice board and updated weekly to inform staff of individual students who may be experiencing difficulties in their school or family lives. The list is updated weekly after the student support meetings	Student Support Team	Student Support Team	Weekly Meeting	1 - 3	
HSCL Coordinator - will build supportive relationships with parents and guardians and liaise with primary schools to help support the transition from primary to secondary school. They will collaborate with the attendance officer, management, year heads, class teachers, subject teachers, EWO,SCP, SEN Department, SNAs and other organisations to support parents as they support their young people on their journey through secondary school. (Parent survey)	HSCL	HSCL	All yr	1 - 3	
SCP team with the support of the Student Support Team and the HSCL Coordinator will compile a list of students at risk of early school leaving in each year and will put in place suitable supports and interventions for these students. Supports may include; - Learning Support - Behaviour Support -Counselling -SCP Support -HSCL Support - Support from ASD Unit -Support from external agencies and organisations -SEN Support	Student Support Team	Student Support Team	All yr	1 - 3	
SEN Team with the support of the HSCL coordinator will continue to gather information and to build an educational profile for each 1st Year. SEN Team will access reports and put supports in place	SEN and HSCL	SEN and HSCL	All yr	1 - 3	

<p>SEN Team will continue to identify students with learning difficulties in each year group and provide supports/resource hours/interventions/teaching and learning strategies as necessary</p> <p>Learning support may include;</p> <p>Literacy Supports Numeracy Supports Curricular Support Resource Hours Team Teaching SNA Support Teaching and Learning Strategies in the classroom (Parent survey)</p>	SEN Team	SEN Team	All yr	1 - 3	
<p>Behaviour for Learning Programme - this programme will support small numbers of students who are experiencing behavioural difficulties which impact on their and others teaching and learning. Behaviour supports will include:</p> <p>This programme and its supports are currently being established in Mulroy College. Further details will be inserted here.</p> <p>(Parent survey and learner voice - favoured positive and collaborative teaching and learning environment)</p>	BFL Coordinator and SEN Coordinator	BFL Coordinator and SEN Coordinator	All yr	1 - 3	
<p>Wellbeing Team - this team will have overall responsibility for coordinating the areas of wellbeing and the wellbeing programme.</p> <p>The Wellbeing team will raise awareness about the importance of school wide wellbeing and its centrality to retaining students in school. They will aim to run a wellbeing event every term to support students' wellbeing.</p> <p>This team is currently being established in Mulroy College. Further details will be inserted here.</p>	WB Team	WB Team	All yr	1 - 3	
<p>Teaching and learning - Continued use of IL Strategies - A wide range of strategies and active teaching and learning activities which cater to a variety of student learning styles. Relating teaching and learning to real world situations. Field trips and site visits where possible. Guest speakers, project work, problem solving, interactive discussion and hands-on learning.</p> <p>(Parent survey and Learner voice survey)</p>	All Teachers	All Teachers	All yr	1 - 3	
<p>Identify students in 3rd Year for whom LCA might be an option at Senior Cycle. Guidance Counsellor and LCA Coordinator will liaise with 3rd year subject teachers, class teachers and year heads. HSCL coordinator will liaise with parents and ensure they have information pertaining to all the options available at Senior Cycle.</p> <p>(Parent survey)</p>	All teachers and GC	CG & Management	All yr	1 - 3	
<p>Curriculum Committee to review the subjects offered to each LCA cohort where possible, to match the subjects and areas of learning to the interests of the particular group. Possibility of linking with SOLAS or Teagasc to offer short courses as part of the Practical Achievement Tasks?</p> <p>(Parent survey and student focus group)</p>	Curriculum Committee	Curriculum Committee	All yr	1 - 3	
Monitoring & Evaluation					
Monitor Sheet, DEIS team, Whole School Guidance, DEIS Coordinator, SEN Team					
Looking At Our Schools					
Domain 2: Learner experiences					
Pupils	Pupils make meaningful connections between learning in different curriculum areas and subjects	Pupils make meaningful and authentic connections between learning in different curriculum areas and			

experience opportunities to develop the skills and attitudes necessary for lifelong learning	learning in different curriculum areas and subjects.	between learning in different curriculum areas and subjects and use these connections to guide their learning.					
	Pupils make meaningful connections between school-based learning and learning that takes place in other contexts.	Pupils make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.					
	Pupils can, with some guidance, transfer and apply skills learned in one context to another context.	Pupils can, of their own initiative , transfer and apply skills learned in one context to another context.					
	Pupils are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.	Pupils can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.					
	Pupils take the opportunities provided by curriculum and other learning experiences to apply and develop these key skills.	Pupils take the opportunities provided by curriculum and other learning experiences to apply and develop these key skills consciously and deliberately.					
	Pupils are confident in using technology individually and with peers to enhance the learning experience and develop appropriate skills. They are responsible and aware of the impact of technology use for themselves and others.	Pupils are innovative , confident and creative in using technology individually and with peers to enhance the learning experience and develop appropriate skills. They are responsible in their use of technology and actively mitigate risk to ensure technology has a positive impact on themselves and others.					
	Pupils have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.	Pupils have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.					

ATTENDANCE TARGETS					
1 To increase the number of days that students attend from 83% in year 1, to 85% in year 2 and to 87% in year 3.					
2 To decrease students' lates in the morning					
3 To decrease students' lates to class					
4 To increase the focus, understanding and attitude of parents towards attendance					
Team Members: Karen Patton, Amanda Quinn, Evelyn Crampsie, Donna Gallagher, Annette Patton					Attendance plan
Action: Actions will be subdivided into three areas: Class level, Subject Department level and Whole School Approach level.					Attendance drive
Actions					Attendance rates pre & post drive
Who?	Lead Responsibility	When?	Target Link		2022/2023/2024 data
CLASS Level:					Minutes of meeting for attendance drive
Accurate recording of attendance/ punctuality on VSware at the beginning of each class.	All Teachers	All Teachers	Every day	1-4	Minutes of weekly attendance meetings
Use of the student journal to record lates to class, absence and missed tests. Registration/ Subject teachers to note and flag patterns.	All Teachers	All Teachers	Every day	1-4	Attendance tracking data
Use the student journal to communicate positive behaviour and areas of concern with parents.	All Teachers	All Teachers	Every day	1-4	Webinars
SUBJECT DEPARTMENT Level:					SCP Garage programme
From September 2022 all subject teachers will have a means of recording attendance, reporting class test results and behaviour to parents through vsware.	All Teachers	All Teachers	Every day	4	
Year heads to work in conjunction with the attendance committee and Vsware to track attendance on a weekly/monthly basis.	Attendance Committee and Year Heads	Attendance Committee and Year Heads	Weekly	1-4	
WHOLE SCHOOL APPROACH Level:					
Attendance Committee established and meeting weekly - HSCL, BFL coordinator, attendance officer, SCP, Deputy Principal - members upskilling by attending TESS National Attendance Campaign (see link to webinars)	Attendance Committee	Attendance Committee	Weekly	1-4	
A reward system for improved attendance.	All teachers and attendance committee	All teachers and attendance committee	Monthly	1-4	
Target 2nd years - an attendance drive to raise awareness and encourage attendance - competitions (Poster campaign, writing - essay/ poetry - promote the message that 'Every Lesson counts' with a particular focus on being connected socially when attendance is regular) - Theme of Connecte in WB at this time - see link to minutes of meeting for drive	All teachers and attendance committee	All teachers and attendance committee	Jan & Feb 2024	1-4	
Student diary used by student/parent to record absence and note explaining absence	All teachers	All teachers	Daily	1-4	
Class Teacher monitors absence notes daily, places them in post box and tracking secretary uploads to VSware system					
Class Teacher informs attendance committee member/ Year Head if concerns about daily attendance					
Immediate contact is made with front office if a student does not present/ upon return this is noted in diary					
Parents sign diary weekly					
Year Head monitors Student diary daily/ weekly during registration class - spot checks					

RELEVANT LINKS

Attendance plan

Attendance drive

Attendance rates pre & post drive

2022/2023/2024 data

Minutes of meeting for attendance drive

Minutes of weekly attendance meetings

Attendance tracking data

Webinars

SCP Garage programme

<p>Attendance Monitor</p> <p>Attendance Monitor to inform Year Heads and HSCL of weekly student absences.</p> <p>Attendance Monitor to liaise with HSCL daily</p> <p>Attendance Monitor daily text service to parents re student absence</p> <p>Attendance Tracking list to be formulated with data from Attendance committee (See link)</p> <p>Deputy Principal to issue letter to parents when students are absent 15 and 20 days and inform HSCL</p> <p>Attendance Monitor to inform Attendance Committee members at weekly meetings of student absence trends and explanations</p>	Attendance Committee	Attendance Committee	Weekly	1-4		
<p>Year Head</p> <p>Track attendance of each class group in 3rd year group and 6th year group specifically</p> <p>Identify emerging trends/patterns of absence</p> <p>Report attendance concerns to relevant school personnel - Principal/Deputy Principal/Attendance Monitor/HSCL</p> <p>Make student referrals to a member of the attendance committee/ YH</p> <p>Promote the value of good attendance at Assemblies with year group</p>	Year Head	Year Head	Weekly	1-4		
<p>HSCL</p> <p>Work with salient adult in a child's life to promote their attendance, participation and retention in school</p> <p>Build relationships with parents</p> <p>Member of Student Support Team/Attendance Committee/ Local Management Committee</p> <p>Promote whole school attendance through social media/ competitions - run, support & fund attendance drives/rewards/incentives with school community (students, staff, parents) (see link to social media photos)</p> <p>Communicate with school management. staff/SCP/EWO</p> <p>Inform EWO when students are absent 20 days</p> <p>Complete preventative work pre - EWO referrals</p> <p>Host Attendance Clinics with EWO/SCP/Principal</p> <p>Provide courses for parents to develop parental capacity</p> <p>Organise incoming 1st Parents welcome meeting/Info eve with a focus on attendance</p> <p>Manage and review HSCL target list</p> <p>Phone class/Home visits to parents on target list</p> <p>Identify appropriate support and referral to outside agencies for families (TESS, Meitheal, Camhs etc)</p> <p>Participate in Meitheal process</p> <p>Support policy development (Attendance policy/Critical Incident policy/DEIS</p>	HSCL	HSCL	Daily	1-4		

SCP Member of Student Support Team/Attendance Committee Monitor attendance of SCP Target list Provide targeted supports and direct 1:1 and group interventions for children on SCP target list (see link to garage programme) Provide brief universal whole - class programmes to support attendance Provide therapeutic interventions (Counselling) Run school holiday programmes Employ Attendance Monitor Run after- school clubs/trips (see link to lunchtime clubs) Work with out of school agencies Complete preventative work pre - EWO referrals Participate in developing parental courses Participate in Meitheal process Home visits with HSCL when dealing directly with child/family Support policy development	SCP team	SCP team			1-4		
Attendance Committee	Attendance Committee	Attendance Committee	Daily Weekly		1-4		
Fortnightly meetings with HSCL, SCP, EWO, Principal, Deputy Principal, Attendance Monitor to address attendance of individual, class and year group Actions to be followed up by Class Teacher/Year Head/ SCP/HSCL Records of actions/ follow up's from Attendance meetings to be circulated to staff by HSCL HSCL/SCP/EWO/Management provide updates on interventions since last meeting							
Students Lates in the morning Attendance Committee to review	Attendance Committee	Attendance Committee	Weekly		3		
Monitoring & Evaluation							
Monitor Sheet, DEIS team, Whole School Guidance, DEIS Coordinator, SEN Team							
Looking At Our Schools							
Domain 1: Learner outcomes							
Pupils demonstrate the knowledge, skills and understanding required by the curriculum	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a very high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.					
	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a high standard in accordance with the outcomes, skills and concepts of the curriculum.	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a very high standard in accordance with the outcomes, skills and concepts of the curriculum.					
	They demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.	They confidently and competently demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.					
	The overall attainment of the pupils is improving or is at a good standard in accordance with the outcomes and skills of the curriculum.	The overall attainment of the pupils is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum.					
	Pupils can engage in creative processes individually and collaboratively that develop their knowledge, skills and understanding and result in	Pupils can engage in creative processes individually and collaboratively that transform their knowledge, skills and understanding resulting in new and					

	new and innovative ideas and solutions.	innovative ideas and solutions that have value in real world applications.					