

## **Holy Family N.S., Newport, Co. Mayo. Three-Year DEIS Plan**

### **Our DEIS Philosophy:**

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

### **School Resources** as of February 2009:

195 pupils, 1 Administrative Principal, 7 mainstream class teachers including 1 Deputy Principal, 1 DEIS Rural Co-ordinator, 2 full-time SETs, 1 Full-time Autism Class Teacher, 2 part-time SETs, 4 SNAs, 1 p/t secretary, 1 p/t caretaker, 2 p/t cleaners, Board of Management, Parents' Association.

Academic Resources: MIST (Senior Infants), Micra and Sigma Overall School Results October 2008: Overall School and Individual Class Analysis of Sigma-T and Micra-T Results(1<sup>st</sup> Class to 6<sup>th</sup> Class), supplied by Mary Noonan and Olivia Heneghan (SETs). Class teacher observation is used to identify underachieving children.

### **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. Our frame of

reference is based on the definition of 'educational disadvantage' in the Education Act (1998) as: *'the impediments to education arising from social and economic disadvantage, which prevent students from deriving appropriate benefit from education in schools'*.

### **First Steps:**

Staff discussion on 'Identification of Disadvantage':

What does it mean? We think that students in our school are disadvantaged because of geographical, economic and social circumstances.

How does it impact on teaching and learning in our school?

Geographically it means lack of access to facilities, economically it means low-income families, and socially it means lack of support structures in the home.

Target areas— Early identification of pupils at risk of underachievement because of disadvantage, early childhood education, literacy, numeracy, school attendance, partnership with parents, partnership with external agencies, social and personal achievements, sport and leisure activities, access to cross-curricular projects. These areas are to be prioritised. Also - Importance of: Liaison with teachers/ Clear communication between DEIS co-ordinator and other teachers.

### **Initial Review:**

Questionnaire to teachers re. identification of students about whom they have concerns re. under-achievement.

All data to be transferred to Initial Review sections.

**Whole-School Approach:**

Plan, Set Targets, Ongoing Review, Tasks to be defined, Implementation of new methodologies and practices to meet needs of identified pupils, Reporting, Evaluation.

**Roles/ Responsibilities** to be clear: DEIS Co-ordinator to spend 50% of time in school, 50% working with families; to be link between home and school. Involvement of parents/ families crucial: supporting and engaging parents/ developing their confidence in helping their children's education, identifying their needs and facilitating these needs e.g. family literacy project.

**Role of Deis Leader (Mrs. Smith):** To set clear objectives, to assign roles and responsibilities, to negotiate resources, agree time-frame, plan/ organise/ manage, enhance staff attitudes and skills, facilitate professional development, integrate services, procedures for reporting to be set up. School books grant/rental scheme to be availed of.

Targets are to be short-term; timescale to be realistic, work to be kept achievable and manageable.

Resources : (see support services) Integration of services, inter-agency collaboration, co-ordination of existing resources, school/ parent/ community/ external agencies partnership; wider community to be involved in supporting children; partnership between schools.

Evaluation to be regular, progress and outcomes to be measured, monitored and evaluated. Locally-developed targets to have agreed indicators—all staff to take them into account when planning and evaluating.

School meals programme.

Before/after –school programmes and Homework Club to be explored in the coming school year.

### **Steps in leading planning:**

Assessment of our school's current situation/ individual context v. national trends. Gathering and interpreting data: accurate information re literacy and numeracy levels, attendance and transfer/ retention rates, parental involvement, support of external agencies (How many pupils/ families are of concern? Who are they? Why?).

In terms of attendance, parents are notified as soon as a student reaches 15 days of absence by teachers reporting to Mrs. Smith .

School capacity: Using strengths of staff and community to best advantage; whole-staff discussion of priorities and targets, priorities to be reflected in resources allocated; early intervention to be applied.

### **Prioritising:**

Which area first? Parental Partnership.

Why? Greatest need for parental involvement/ support.

Data? Literacy and numeracy data show levels to be satisfactory, present practice to be satisfactory. School attendance levels satisfactory, with only small number of pupils with low attendance—these to be identified and targeted.

Define, clarify, consider implications, likely outcomes, cost/ benefit analysis.

Systematic use of assessment tools—formal and informal- to inform whole-school plans and individual teacher preparation and classroom practice. Differentiated teaching based on pupil's strengths and needs. Maintenance and extension of successful strategies.

[Padraic Mac Eoin to study and summarise 'Learning Styles and Inclusion' by Gavin Reid, and 'Multiple Intelligences Approaches to Assessment' by David Lazear for presentation to staff (in January?)].

Co-ordinating work of DEIS Co-ordinator, Class Teachers, SET team, SNAs: teamwork and communication.

### **Support Services Available:**

PCSP (cuiditheoirí), SDP, LDS (Cumasú programme), Walk Tall, Stay Safe, SESS, NCTE, Mayo Education Centre, Westport Neighbourhood Youth Project, Castlebar Youth Project, partnership with other schools (e.g. for transition to second-level school), HSE, local Gardai, Family Centre, INTO (Heritage in Schools), NEPS.

Outside activities to be considered.

### **Monitoring Progress:**

Interim steps for long-term targets; link targets to starting point; look for evidence of implementation—staff discussion/ meetings, scéimeanna/ cuntaisí míosúla, classroom visits, pupils' attitudes. Move from plan to practice. Support. Look for successes. We prepare children for *their* lives. Importance of teachers' personal needs as well as professional needs (c.f. Mood Watchers for Teachers).

### **What Works:**

Positive Team Spirit (communication), Teamwork (co-operation, collaboration), Work/ Life balance, Modelling Good Behaviour, Integrity, Courage, Empathy.

Above agreed by staff on Thursday, 19<sup>th</sup> June 2008 at staff meeting. Detailed plan below agreed at staff meeting of October 2008.

**Three Year Plan – Literacy**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Review</b>	Steps taken to establish an accurate picture of literacy levels for pupils in general, for specific pupils/ groups of pupils. Monitoring and evaluation of results: c.f. <u>Test Results 2008 (O H / M N)</u>	Systematic use of assessment tools—formal and informal—to inform whole-school plans and individual teacher preparation and classroom practice. Co-ordinating work of Class Teachers, SET team, SNAs—teamwork and communication.	Differentiated teaching based on pupils' learning strengths and needs. Maintenance and extension of successful strategies from Years 1 and 2.
<b>Target(s)</b>	To produce real <u>data</u> to show levels of literacy in individual pupils and classes; to use this data as a base for improvement in literacy in our school. To raise awareness of teachers about the impact and implications of educational disadvantage on literacy levels. Broaden range of teaching methodologies used/ professional development.	To improve/ develop oral language. To create a positive holistic approach to the development of literacy strategies. To promote a partnership ethos involving parents and students. To create a safe learning environment. To promote the expansion of role of SE teachers. To cater for diversity. To develop strategies to promote writing standards.	By end of Year 3, it is anticipated that the reading ages of pupils leaving this school will have improved.
<b>Action(s)</b>	Development of comprehension skills (analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem-solving and prediction) and study skills (skimming, scanning, note-taking and summarising). Development and expansion of writing as communication. USSR throughout school. Jolly Phonics programme up to 2 <sup>nd</sup> Class. Opportunities at Assembly.	Exposure of children to various genres of text. Development and expansion of a variety of writing genres and audiences, e.g. notes, letters, postcards, e-mails, reports, lists, recipes, instructions. Cursive/ joined handwriting from 2 <sup>nd</sup> Class on. Development of the writing process from 3 <sup>rd</sup> Class upwards as a staged approach where the children draft, edit, and re-draft their written work.	Development of a library, age-appropriate to each class. Expansion of current resources of graded reading material through the Book Fair, annual MS Readathon, staff research and purchasing. Review and development of penmanship. Continued entry in INTO Handwriting competition. Development and improvement of punctuation and grammar skills as part of the writing process. Use of Drama as methodology. Shared reading.
<b>Monitoring</b>	Teacher observation, on-going testing and analysis, use of targets to measure progress. Progress at class level monitored by class teacher, at whole-school level by SET team and Principal.		
<b>Evaluation</b>	Measuring literacy levels in the school (c.f. Assessment policy MM/ BC). Continued use of diagnostic tests by SETs. Assessment tools: MICRA, MIST. Teacher observation, feedback from pupils and parents, DES Inspectorate.	Repeat review and compare results with baseline and target. Review of English Plan. Continued referral to Learning Support Policy. Identify lessons learned for future planning and development.	

**Three Year Plan – Numeracy**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Review</b>	Use of Sigma-T to establish an accurate picture of numeracy levels for pupils in general, for specific pupils/ groups of pupils. Baseline established by each teacher 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. More emphasis on mental/ oral Maths (sharpen minds, not pencils). Real-life problem-solving. Use of ICT. Appropriate use of calculators. Use of environment (Maths trails). Maths for Fun.	What lessons have been learned for future planning and development?
<b>Target(s)</b>	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' environments in the promotion of Mathematical thinking.
<b>Action(s)</b>	To organise workshop in mathematical operations for parents as need arises. To relate Maths to everyday life. Develop use of concrete materials (numicon) in all classes, and monitoring their distribution. Peer-tutoring with focus on Maths games: 'Maths for Fun' in First Class.	To promote integration of Maths into all subjects, especially Geography, PE and Science. Promotion of group work and co-operative learning strategies.	Broadening range of teaching methodologies used/ professional development. Use of agreed software programmes (e.g. Numbershark). Development of programme of maths based on 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. Promotion of Maths language through brain-storming.
<b>Monitoring</b>	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, recording, staff meetings. Testing: Action Maths from Infants to 2 <sup>nd</sup> , Mathematic Tests 3 <sup>rd</sup> to 6 <sup>th</sup> .	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.	As Year 2.
<b>Evaluation</b>	Using baseline and targets as guide, progress made since inception of plan will be regularly measured and evaluated.	Repeat review and compare results with baseline and targets. Identify lessons learned for future planning and development.	AS Year 2.

**Three Year Plan – Attendance**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Review</b>	Check data emanating from NEWB reports. Are there pupils who regularly are absent from school without adequate explanation? What are we doing to improve their attendance?	Record steps to establish an accurate picture of attendance levels for pupils in general, for specific pupils/ groups. Refer to NEWB report.	As Year 2.,
<b>Target(s)</b>	To develop a positive attitude towards pupil attendance. To raise awareness among parents about challenges posed by poor attendance and lack of punctuality. To raise awareness about the role of NEWB and its impact on the running of the school.	To raise awareness about health and safety issues arising from non-attendance. To specify how attendance levels should improve as a result of actions taken by the school.	As Year2.
<b>Action(s)</b>	Review of School Attendance Policy. Parents to be involved in strategies to improve attendance and punctuality. Written permission to be mandatory for absences during school hours; pupils to be collected at classroom door. Development of sheets to record individual absences. Procedure for daily monitoring and immediate response to absences.	Teachers to have input into NEWB 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. HSCLO to develop communication with other schools, especially 2 <sup>nd</sup> level.	Development of role of HSCLO to promote and consolidate improved attendance. Improving school environment and climate including timetabling and recognition.
<b>Monitoring</b>	Individual teacher feedback. Staff meetings discussions. Monitoring levels of pupil attendance. Attendance levels to be reported on each week/ month, and compared with baseline and target.	As Year 1.	As Year2.
<b>Evaluation</b>	Feedback from teachers/ parents/ NEWB/ HSCLO.	As Year 1.	As Year 2.



**Three Year Plan – Involvement of Parents in Child's Education**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Review</b>	Review of structures of parents' involvement in the school. Dialogue with Parents' Association and individual parents. Open door policy from school. Parents' views on impact of their involvement and teachers' views on impact of parents' involvement (Green School, concert, games, garden, computer classes).	Increase range of parental development opportunities available. Parent and teacher observation of impact of parents on child's education re. literacy, numeracy, attendance, extra-curricular activities.	As Year 2.
<b>Target(s)</b>	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.	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 (e.g.Mayo Education Centre, Castlebar Family Centre,ISPCC).	As Year 2.
<b>Action(s)</b>	Enrolment afternoon in June for parents of prospective students. Parents invited to School Concert (held every 2 years).Parents' Association invited to host First Communion party and annual visit of Santa Claus. Newsletters for parents every term.	Develop involvement of parents in particular activities, e.g. Green School Committee, Maths games, shared reading. Parents' Association to be invited to fundraise (if necessary) for particular school needs. RSE meetings for parents of senior pupils organised by Maureen Smith.	Parents invited to have input in proposed school extension. Parents' Association to be invited to help in development of school garden. Parents' assistance (if necessary) for swimming classes and school tours. Art displays in corridors and classrooms. Grandparents' involvement in Heritage Week. Autumn information meeting for new parents.
<b>Monitoring</b>	Parents' notice-board set up in hall, to be monitored by Maureen Smith and Fiona Hopkins. Staff observation. Tracking successes in the promotion of parental involvement. Record attendance of parents at P/ T meetings, PA meetings.	Development of role of DEIS co-ordinator, development of home visits, creation of awareness of role. Continued utilisation of 'Heritage in Schools' / outside speakers scheme. Record views of parents on the value of courses and co-operation with school. Monitor and adapt.	As Year 2.
<b>Evaluation</b>	Continuous review of enrolment policy. Feedback from parents and teachers to be encouraged and welcomed. Culture of positive communication between parents/ teachers/ wider community.	Are parents' skills being developed? Are collaborative ways of working being developed? Skills survey of parents/ grandparents to support implementation of curriculum.	

**Three Year Plan – Partnership with other Schools and Statutory/Voluntary Agencies**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Review</b>	Review extent and effectiveness of 2-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 Year 1.	Continuation of Year 2.
<b>Target(s)</b>	To increase community involvement in school activities, and make children and parents aware of the respective roles of agencies and individuals in school life and lives of children. HCSSL to maintain contact with local playgroups.	Continuation of Year 1. Regular meetings of local agencies.	To improve liaison with local agencies, e.g.VDP.
<b>Action(s)</b>	Participation in 'Heritage in Schools' initiative. PCSP cuiditheoirí. Partnership with 'Whistleblast Quartet' from Mayo Co. Council to bring pupil music performances to local community. Transition programme for pupils transferring to second-level schools. Readathon for MS.	After-school activities: Speech and Drama, Music, Irish Dancing. Outings to workshops in local museums and places of interest. Senior pupils to visit local retirement homes, to sing Christmas carols. Partnership with Noeline Haylett to send books, bicycles, etc. to Africa.	Open-door policy for HSE workers on our multi-disciplinary teams. Annual visits from Community Garda Corrigan. Experts from Science Ireland to conduct science workshops. Continuation of African project with Noeline Haylett.
<b>Monitoring</b>	Feedback from parents and local groups to be valued and encouraged.	As Year 1.	As year 2.
<b>Evaluation</b>	Has collaboration with other schools/ bodies increased as a result of projects? Have other areas of partnership evolved? Have parents benefitted from participation?	What might be done differently on next occasion? Measure achievements.	