

DEIS PLAN



2020-2023

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Pillar	Numeracy 1
Baseline Data	<p>The numeracy level of every incoming 1st year student will be assessed using the Cognitive Ability Test CAT 4 Level E. The numeracy levels of these students will be tested again in TY/5th year using CAT4 Level G. The test is conducted by the Guidance Counsellor and shared with staff on Office 365. This can help us see the grades they might achieve at JC or LC. But it does not pin point exactly for us the specific areas that a student is weak in. This is why we are conducting our own numeracy test.</p> <p>The first numeracy test was conducted with students in October of 1st year 2019/2020.</p> <p>The worst areas seem to be: Time; Fractions; Speed Distance and Time; Length of a line Segment; Ratio; Volume and BIMDAS. Conversations with members of staff have echoed that many students (not just those in first year) struggle with these areas</p> <p>The overall average correct question score was 42.7% Going forward we would be better doing the test on google forms.</p>
Target	<p>To increase students' average score on the numeracy test from 42% to 60% between 2020 and 2023. (This target is for all students in the school).</p>
Target Rationale	<p>These areas of numeracy are basic. They are the foundation on which we build on. Without this knowledge students will struggle at second level and perhaps thereafter too.</p> <p>"Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able to think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems." PDST Website</p>
Classroom Action	<ol style="list-style-type: none"> 1) Teachers to adhere to numeracy calendar which engages with many of the areas on the numeracy test. 2) Increase the number of students who use a common approach to use of graphs for 2019/2020 presented to staff by the Maths department. All teachers to create a graph with every class they have at least once throughout the year. 3) Teachers give timed classroom activities. All teachers can ask students to start a task/finish a task at a certain time. Teachers can give students problems that engage with time

	<p>4) Staff are encouraged to focus on teaching and learning strategies i.e. learning intentions, Success Criteria and Formative Feedback (PRT) in ways related to numeracy to improve student understanding.</p>
School Action	<p>1) Each subject department will identify where numeracy is used in their subject; numeracy will be made explicit.</p> <p>2) Clocks in every room with a variety of clock faces around the school.</p> <p>3) School creates laminated posters for numeracy in every subject</p> <p>4) School management consistently engage with the numeracy calendar with a reminder of Numeracy Month on Staff Notice Board at the beginning of each month and on VSWare</p> <p>5) School to provide time (and perhaps another member of staff) for students to complete new numeracy tests online with the help of the computer room and the chrome books. The school will need to allocate 2 teachers per group of more than 12 as it would be too difficult to monitor it.</p> <p>6) Staff need to study the results of the numeracy examination and Identify ways of helping those students.</p> <p>7) Provide students with access to a numeracy padlet wall.</p> <p>8) Tell the school what we are doing for this numeracy month - have it on the TV in reception. Or announce it over the intercom.</p>
Monitor	<p>The numeracy exam should be given during the first week of school each year (all year groups). Students who are particularly weak should be identified and helped explicitly. These students who were considerably below the school average should be tested again week 23. We would hope that students would improve year on year and the average would naturally go up.</p> <p>Staff are encouraged to feedback on their experiences with the numeracy calendar and numeracy in general through the Padlet Wall.</p> <p>We should have a record of Numeracy per year group.</p> <p>At the end of May we should be testing all of those who were below the average. Those who were above the average in September can watch a movie.</p>
Evaluate	<p>We will get a percentage very early on in the year. Depending on resources we can retest individuals after we have worked on their tests and help them to learn some of these basics. The efforts of every teacher will hopefully result in the majority of our students benefiting from this.</p>

Pillar	Numeracy 2
Baseline Data	In April 2019 51% of students responded positively to the question 'Do you like Numeracy?'. The survey was sent to the whole school 155 students responded.
Target	<p>To increase the number of students who have a positive attitude to numeracy from 51% to 60% by 2022.</p> <p>a) by 3% to 54% by 2020 b) by 3% to 57% by 2021 c) by 3% to 60% by 2022</p>
Target Rationale	<p>If we can increase the number of students who make meaningful numeracy connections between learning in different subjects and areas of the curriculum students should benefit and enjoy numeracy</p> <p>If more students have a positive attitude towards numeracy they should be happier to use and work more with numbers throughout the course of their day. Their ability to work with numbers and to understand numbers should improve.</p> <p>Students will feel empowered, more confident and happier in themselves. This may have a knock-on effect to students' attitude towards higher level maths and possibly even influence attendance in some ways.</p> <p>We want students to see how numeracy is linked to all subjects.</p> <p>We want students to be able to apply numeracy skills from one subject area to another when and if applicable.</p>
Classroom Action	<ol style="list-style-type: none"> 1) Teachers display a positive attitude towards numeracy. 2) Achievable/Differentiated numeracy related assignments to foster a more positive experience of numeracy for students 3) At risk students are praised immensely for their efforts. 4) Teachers use the data from CAT 4 tests to gauge higher and lower ordered questions, homework and assignments and students will feel more positively about their education in Newport College. 5) Staff are encouraged to focus on teaching and learning strategies i.e. learning intentions, Success Criteria and Formative Feedback (PRT) with a focus on important subject specific terminology
School Action	<ol style="list-style-type: none"> 1) Maths week 2) Students to record the results in their assessment tracker (graph) in their journals 3) School Maths quiz 4) School sends students away with teams to record their performance statistics (TYS probably). 5) Is there a maths club after school?6) Maths games at lunch - such as darts

Monitor	Students will feedback to us in a general DEIS survey during the year - this should be made a bit more compulsory for all students. They could do it during SPHE. This should happen mid-year so that something can be done about it
Evaluate	The DEIS coordinate will easily be able to see from the online survey whether or not students are engaging positively with numeracy.

Pillar	Literacy 1
Baseline Data	Keyword tests were given during the academic year 2019/2020 (7000 words). Every 1 in 3 words we use in class are not understood by students.
Target	To improve student comprehension of subject specific terminology by from 62% to 71% between 2020 and 2023 a) 62% will be increased by 3% May 2021 b) x% will be increased by 3% by May 2022 c) x% will be increased by 3% by May 2023
Target Rationale	If students know subject terminology and learn it well throughout the year it should improve exam attainment. Students should be more confident in their understanding of each subject and less frustrated. It encourages a better baseline knowledge across the board. May lead to more students feeling that they can continue with higher level at Leaving certificate. The aim should be to have all year groups doing well. The tests shouldn't be overly difficult. Most people should be able to get 7/10. Students need a positive response from doing this. It will help them feel that they are good at this subject or that they are good at school.
Classroom Action	1) Teachers provide language rich subject specific space. i.e. posters etc. 2) Change posters frequently and interact with classroom posters. 3) Inform students that there could be a keyword test at any point during the year. 4) Teachers are encouraged to set homework where students actively work on understanding key terminology (including elements of rote learning - which is less frustrating for weaker students) 5) Set class keywords tests and upload data to padlet wall 6) Staff are encouraged to focus on teaching and learning strategies i.e. learning intentions, Success Criteria and Formative Feedback (PRT) with a strong emphasis on important subject specific terminology. Give them feedback on how to learn keywords better.

<p>School Action</p>	<p>Display and announce Keyword Monthly Champions. Display class prize for the best overall class at the end of the year.</p> <p>In that sense</p> <ol style="list-style-type: none"> 1) Students are made aware of the competition and prizes 2) Teachers actively engage in keywords testing 3) DEIS coordinator gathers data and creates a monthly keyword champion leader board to be displayed on the TV at reception. Most successful year group gets a prize two or three times throughout the year to keep students incentivised. 4) Remind staff about keyword engagement on staff notice board every month in a different colour (in Irish or French as well but no at the same time) 5) Seactain na nGeailge, French Week- key phrases 6) Organise a large school quiz. All year groups competing against each other - basic keywords you learnt in first year. All we have to do is make sure the current first years will be able to do it.
<p>Monitor</p>	<p>Teachers will set keywords assessment per class group on their time table. At least one per year. Teachers can conduct the assessments whenever suits them. Please upload totals via padlet wall.</p> <p>DEIS Coordinator reviews keywords each month to find our school keyword champions and display this on the school notice board.</p>
<p>Evaluate</p>	<p>Deis Coordinator can easily find an average of all keywords that have been sent from the form to an excel document.</p>

Pillar	Literacy 2
Baseline Data	<p>29 students (out of 143) had a book in their bag in 2018-2019. (20%) (whole school was not checked) Furthermore, 93 (out of 210) students had downloaded the SORA app (44%)</p> <p>****One thing to note about this is that having a book in your bag or having the Sora app downloaded doesn't actually guarantee reading taking place. But it is more likely to happen. We are looking at this as if you have access to reading (book or SORA app) it could be said that you are equally likely to read from either source. ****</p> <p>We should use an average of these two figures for a better overall picture. $(29+93)/(143+210) = 122/353$ which is 34.5%</p>
Target	<p>To increase the percentage of students who read for pleasure by 6% over the next 3 years 34.5% to 40.5% between 2020 and 2023</p>
Target Rationale	<p>We want students to enjoy reading and to read much more than basic school material. Phones/chrome book/Computers are not included as devices that students are reading on for pleasure unless they have signed up to the Sora app</p>
Classroom Action	<p>1) Teachers actively encourage students to do extra research on the topics under discussion in the classroom. 'If you're interested here are some other things you can look at - fictional work around the topic, sources with different bias etc. e.g. if in History and the holocaust is the topic then students should do their own research on it. Of course reading for pleasure can be fact or fiction.</p> <p>2) Teachers will display the books that they are reading. (This can be the name of the book on the board, or a picture on the door, or tweet a picture of it. (we could also have a group photo of it)</p> <p>3) Teachers can promote the use of the Sora app</p>

<p>School Action</p>	<ol style="list-style-type: none"> 1) Library is open a lunch every day 2) Reading Corners (JCSP) 3) Book in the bag initiative 4) JCSP Literacy Initiatives -Wrapparound, JCSP Newsletter/Yearbook, Linguascope 5) SORA app advertisements 6) TY 1st year mentoring 7)Crocus Project (holocaust - read up) 8) Well Read committee (students) 9) Availability of Chrome Books - Research and reading for pleasure during study. 10) Drop Everything and Read
<p>Monitor</p>	<p>Count how many students have books in their bags - twice yearly (Well Read Committee) via DEIS padlet link</p> <p>Book club attendance and report figures at the end of the week via DEIS padlet wall - Resources -> Extracurricular attendance (Well Read Committee)</p> <p>Programme Coordinator to submit a summary of SORA app stats at the end of the year via padlet link</p> <p>Teachers monitor their own classrooms encouraging extra research where possible and teachers should be able to submit their thoughts and reflections on it via google forms throughout the year.</p>
<p>Evaluate</p>	<p>Through the monitoring methods above we will be able to average figures to see whether or not we are reaching our target.</p> <p>Any extra data that is collected during the monitoring stage will form new bassline data and may help us adjust the targets in years to come.</p>

Pillar	Retention 1
Baseline Data	<p>HCSL officer supplied this information: Retention per year 18/19 = 90.95% 17/18 = 91.14% 16/17 = 95.53%</p> <p>Average Retention 92.54%</p> <p>** We lost almost 10% of our student body in 2018/2019 - 21 students</p>
Target	To increase school retention from 92.54% by to 97.54% by 2023
Target Rationale	<p>We want to keep as many of our students as possible in our school however we do not believe that we will be able to keep them all. Students leave for many reasons: Mental health issues, social issues, family issues, Friends, subject choices, sports, academics, reputations etc. It seems that once the student is gone they do not come back. Our actions need to help prevent students from leaving our school and/or education over the next three years. These actions must be strongest with first years.</p>
Classroom Action	<ol style="list-style-type: none"> 1) All teachers endeavour to create a positive and welcoming learning environment 2) Behaviour policy/Homework policy has been redrafted. Teachers are to monitor students and record issues on VSware at the teacher’s discretion. Teachers may be more lenient on students who disrupt T&L/ fail to have books or homework. This may create a more positive school experience for students who are at risk of increased absenteeism and/or school refusal. 3) Teachers continue to have conversations with students about their future aspirations/extracurricular activities. 4) Staff are encouraged to focus on teaching and learning strategies i.e. learning intentions, Success Criteria and Formative Feedback (PRT) with a focus on important subject specific terminology. <p><u>Future Considerations</u> Post classwork and homework on MS Teams for the entire class. Then those who are absent do not lose out. We should be making it a bigger issue when students miss class.</p>

<p>School Action</p>	<ol style="list-style-type: none"> 1) School Completion Officer on campus one day a week 2) Schools Meal Programme – 3) Career Guidance 4) 418 hours wellbeing for JC students (Study skills, PE, SPHE, CSPE) 5) Breakfast Club 6) Homework Club 7) Subsidised After school Study 8) HSCL phone calls and home visits 9) Care Team (Donal, Clodagh, Chris, Sinead) 10) Check and Connect - First years 11) TY Mentoring (First Years) 12) JCSP initiatives 13) JCSP Statements Awarded 14) every effort is made to include students in extracurricular activities (take attendance?) 15) Keep a list of students in school at all times. Highlight those who are at risk of leaving. 16) Provision of school tours, non-uniform days, guest speakers, field trips, extracurricular activities, Christmas market, coffee mornings, quizzes, 17) All student should be encouraged to sign up to an extracurricular activity - especially those who are most at risk.
<p>Monitor</p>	<ol style="list-style-type: none"> 1) All members of staff should take great interest in potential school leavers. They need to monitor the situation on themselves on a day to day basis. They also need to let others know through the online form (Teacher Concerns). 2) Teachers need to be able to say what is working and what isn't working and to figure out the best way to help our students stay in our school (Teacher Reflection Form) 3) Students to give their own reasons for leaving school (online form) <p>HSCL and School Management will be on the front lines of this. We need to prevent students leaving if at all possible. 47% who leave are students who had poor attendance.</p>
<p>Evaluate</p>	<p>This will be reflected in the stats</p>

Pillar	Transitions 1
Baseline Data	<p>Through a Wellbeing survey our students responded to the question statement: 'I feel connected to my school, friends and the wider community.' Almost Always, Very Often, Sometimes or Almost never.</p> <p>As the students move through the years they seem to feel less and less connected to the school, friends, and the wider community. See chart to the right. This data shows that students are happier in themselves in first year and second year than they are in third year. In fact they are happiest in first year. In this sense students are very happy with their transition from primary school into first year. The transition into second year seems to be ok for most but third year seems to have some extra pressures and students seem to find it a much more difficult transition. There is now a big exam ahead of them.</p> <p>We took the average of the 'Almost Always' responses for the three year groups which was 26%.</p>
Target	<p>To increase the number of students at Junior cycle who feel that they are feel 'Almost always connected to their school' by 10% from 26% to 36% between 2020 and 2023</p>
Target Rationale	<p>Better transitions lead to students feeling more accepted in their new environment. Transitioning from one year to the next brings with it new challenges. Each year is academically more challenging and third year is a source of stress for many. Perhaps this leads to these students feeling cut off from others more often.</p>
Classroom Action	<p>Staff are encouraged to focus on teaching and learning strategies i.e. learning intentions, Success Criteria and Formative Feedback (PRT) with a focus on important subject specific terminology.</p> <p>I think we should make first and second year more challenging for our students. Too many are coasting through first year and continue in this vein in second year - they do not know any better and by the time they get to third year we have lost them altogether. By allowing them an easy transition from primary school for 9 weeks we are probably ultimately doing them a disservice.</p> <p>We need to count how many times people forget books, go to the toilet, forget homework, are late for class, go home early,</p>

<p>School Action</p>	<ol style="list-style-type: none"> 1) We bring in local primary school well in advance of them starting second level. We call them Transition Days for 5th and 6th class 2) We have an open night for prospective students and parents 3) One to one Career guidance 4) Alert Programme - 1st years 5) Friends For Youth - 1st years 6) Check and Connect - 1st years 7) All Junior Cycle classes have SPHE, PE, RE for Junior Cert Classes 8) The school provides a year long taster programme for all first year students Information Booklets on subject choices for 1st years to help them choose their 2nd year classes 9) School Tours for junior year groups introduced 2019 10) 1st year parents will have an option night to help direct their children towards subjects they are good at (only being introduced 2019) 11) Information booklets on subject choices for 3rd years before they transition to 5th year/TY 12) Involving more students in extracurricular activities.
<p>Monitor</p>	<p>Teachers can comment at any time regarding students who are having trouble transitioning (forms) Teachers involved in the Alert Programme, Friends for Youth, Check and Connect, RE, PE, SPHE all need to be extra vigilant.</p> <p>DEIS Survey focusing on Wellbeing and Extra Curricular activities</p>
<p>Evaluate</p>	<p>At the end of each year</p>

Pillar	Transitions 2
Baseline Data	Our three year average is calculated on Figures from 2016, 2017 and 2018 as 2019 was a very small group.
Target	To maintain the number of students who proceed to further education at 93.6% and to ensure that ALL students have a suitable placement in the September following graduation from Newport College.
Target Rationale	It is important that our students progress to third level. We want the very best for them. But progressing to further education may not be the most suitable path for all. At the end of the day we want the choice to work out for all concerned.
Classroom Action	<p>1) Teachers frequently mention specific careers in relation to topics covered in class. i.e. Todays Learning Intention is _____ this is associated with _____ (careers).</p> <p>2) Teachers have posters up in their rooms for third level courses.</p> <p>3) Teachers assign projects based around potential careers within your subject/on a certain topic.</p> <p>4) Teachers are to provide quality Learning Intentions, Success Criteria and PRT</p>
School Action	<p>1) Career Guidance is given on a one to one basis in leaving certificate - minimum of two meets per year with leaving certificate students.</p> <p>2) Career guidance class is given to first year, Transition year, Fifth and Sixth year students</p> <p>3) School provides a Senior Cycle Options night (with information booklet)</p> <p>4) School provides subsidized supervised study</p> <p>5) Information sessions with 3rd level and FET Providers</p> <p>6) Parents night for 5th year students led by Year Head</p> <p>7) Students trips to college open days</p> <p>8) Further Educational Talks held in the school</p> <p>9) Teacher Qualification Week</p> <p>Staff are encouraged to focus on teaching and learning strategies i.e. learning intentions, Success Criteria and Formative Feedback (PRT) with a focus on important subject specific terminology.</p>
Monitor	<p>Career Guidance Counsellor meets with students individually and checks in on students career decisions and offers alternatives when needed</p> <p>Career posters and Third level Course Posters displayed in classrooms could be counted.</p> <p>Career Guidance Counsellor reviews the destinations our recent leaving certificate students have arrived at.</p> <p>Students will be asked (in an online questionnaire) how often then hear</p>

	teachers talking about careers. They will also be asked what careers they have in mind presently.
Evaluate	At the end of each year

Pillar	Attainment 1
Baseline Data	<p>The average percentage of higher level subjects that were sat in 2016,2017,2018 was 53%</p> <p>2019 data was not used as the data sample was too small as a result of the introduction of TY in the school during the academic year 2017/2018.</p> <p>We should be able to use the CAT 4 to help us predict what students and how many students should be able to continue to higher level Leaving Cert subjects. We should not be losing students who are able (based on Cat 4) to Ordinary level due to laziness or poor external influences friends/lack of focus at home for whatever reason.</p>
Target	<p>Increase the number of Leaving Certificate students sitting higher level subjects from 53% to 60% by 2023</p>
Target Rationale	<p>By encouraging more students to take up more higher level subjects these students should be able to gain more points in their Leaving Certificate. More points in the Leaving Cert leads to better options at third level and also should help students cope better with the work load at third level should they progress.</p> <p>Encouraging them to do higher level should also have an impact on their attendance insofar as they will need to attend more regularly if they are intending to do well/keep on higher level.</p> <p>It is important to note the change at Junior Cycle where most subjects are now at a common level. Teachers will need to work a lot harder to encourage students to take their subject at higher level for the leaving cert.</p> <p>This needs to start in first year in conjunction with the CAT 4. Classroom actions need to target first years from day one. (perhaps we are too lenient). We should be able to see our LC higher level candidates from the CAT 4 and we should make it so.</p>
Classroom Actions	<ol style="list-style-type: none"> 1) Set high expectations from day one in First year 2) Teachers should refer to CAT 4 and ensure that students maintain the level of their educational ability as per the CAT 4 results. 3) Students should be encouraged to do TY 4) Include number of classes missed on poor test results 5) Teachers are to provide quality Learning Intentions, Success Criteria and PRT 6) Encourage students to persevere at high level. 7) Provide students with class notes/videos/assignments on MS Teams if the students are missing class for whatever reason (absent, match, school activity, talk, injections, etc)

School Actions	<p>1) Intercept students who are at risk of greatly under achieving early - have conversations with them and get them to fill out an online form.</p> <p>2) Provide grade descriptors needed in every classroom and CAT 4 descriptors for teachers</p> <p>3) There is a clear change of level procedure, with a requirement to link in with the Guidance Counsellor (Junior Cycle only)</p> <p>4) School needs to look into providing nutritional school meals/snacks</p> <p>5) All first year subjects should have timetabled exams (this of course may be practical)</p> <p>6) The school needs to enact a stricter exam hall policy. Exams need to be taken more seriously by our students.</p>
Monitor	<p>Year Heads have to lead the way in attainment (form) Teachers need to know which students are underachieving based on CAT 4 (Throughout the year and as early as possible. Then year heads can help students get back on track. Underachieving Students are sat down to fill in an online questionnaire that should inform teachers what issues they have. What their home routine is. Monitored by Year Heads.</p>
Evaluate	<p>Count how many students do higher level in the exams each year.</p> <p>CAT 4 should be taken into account as not all students will be able to do Higher Level in every subject.</p>

Pillar	Attainment 2
Baseline Data	<p>We currently have 48% of LCAs students attaining their credit for completion of key assignments.</p> <p>– the wording of the target needs to be attainment of credits, rather than completion of key assignments!! Not achieving 90% attendance will affect the awarding of the credits, and we are unable to access data for completion of key assignments on their own.</p>
Target	<p>Increase the number of Leaving Cert Applied students who successfully attain credits in modules from 48% to 58% by 2023 (This means they need 90% attendance as well).</p>
Target Rationale	<p>It is important that LCA students achieve to the best of their ability. Many assignments may be completed however, some students will miss out on the credit being awarded due to having less than 90% attendance in that module. It is about making the LCA students realise that they are perhaps doing the work but not getting the credit. Students (and perhaps teachers) need to be reminded that all key assignments within module need to be completed as well as have greater than 90% attendance to be awarded the full credit.</p>
Classroom Action	<p>1) Teachers should make every effort to ensure students have completed each key assignment within a module as without every key assignment being completed students will not be awarded any credits regardless of attendance of 90%+</p> <p>2) Staff are encouraged to focus on learning intentions, Success Criteria and Formative Feedback (PRT)</p>
School Action	<p>Bring back the student with the highest LCA result the following year on the day of the awards.</p> <p>The School needs to work on LCA Attendance</p>
Monitor	<p>Programme coordinator to gather information on student key assignment completion(form)</p> <p>Teachers to monitor students completion of key assignments (form) the focus is on those who are at risk.</p>
Evaluate	<p>At the end of each year</p>

Pillar	Attendance 1
Baseline Data	HSCL collects attendance data collates it each month. During the years 16/17, 17/18 and 18/19 20% of our students missed more than 20 school days. This is an average of those years.
Target	To decrease number of students missing 20+ days from 20% to 18% between 2020 and 2023
Target Rationale	Students who are absent 20+ days are at risk of total disengagement from school: they will miss out academically and socially, they will be more unorganised and frustrated and perhaps may leave the school. We want to encourage students to come to school as often as possible to reap the benefits of second level education and all the advantages that come with it (social, wellbeing, career ambitions).
Classroom Action	1) Teachers to be more lenient on students with poor attendance - be most helpful at all times 2) Teachers to interact in a positive manner, welcome them back to your classroom and show some concern as to why those students were absent 3) Teachers could highlight students whose grades are perhaps not as good as they should be (based on previous tests/CAT) as a result of poor attendance
School Action	1) Attendance strategy (see resources) 2) Send letters home 5 day 10 day 15 day 3) Attendance tracker (students themselves record their own attendance) 4) November Attendance initiative 5) Identify students who might be at risk of missing more days. We can do this by giving students who miss 5 days of school or more (without medical certificates) to fill out a small online form. 6) Extracurricular coordinator to help find/create activities for students who are struggling with attendance. Overall, the more students involved in school activities the better for attendance 7) Certificate are awarded for good attendance (Gold, Silver, Bronze) 8) Monthly attendance stickers, Comment and text home (positive) 9) Home visits 10) School Completion Officer is on site once a week 11) New interventions with the incoming first year students re attendance (Parents Night) 12) The school should give an online form to students who miss 5 days/10 days so that we can learn more about these students who have poor attendance.

Monitor	<p>The school attendance of individual students is recorded at 8.50 by the subject teacher at that time. The deputy principal records explained and unexplained absences. The HSCL coordinator and SCP project worker monitor attendance and inform parents in writing after 5-day and 10-day absences. They notify the Assistant Principal of concerns regarding the attendance of any child and/or when the child reaches 20 days absence. Class attendance is recorded daily on VSWare and/or in Teachers' Diaries. Attendance is reviewed weekly by the Deputy Principal, HSCL coordinator and SCP project worker. Reporting to the EWS. The Assistant Principal reports to the EWS as required by Túsla and also completes an Annual Attendance Report. The Deputy Principal reviews annual school attendance statistics and compares them with previous years to identify patterns of poor attendance. This information feeds into the DEIS Improvement Action Plan. The HSCL will submit monthly summaries detail average student attendance as well as initials of students who have passed 5,10,15,20 days. Students are given an online form to fill in which may help us learn more about why students miss school.</p>
Evaluate	At the end of each year

Pillar	Attendance 2
Baseline Data	<p>Data from the HSCL provides percentages for the three years previous to this: 16/17 (90.77%), 17/18 (85.77%) and 18/19 (90.17%)</p> <p>The average is 88.9% attendance rate.</p> <p>Note that this 88.9% is only for unexplained or non-medical absences. Students who attend for one class are marked as present. Students who are on a school activity are marked as present. Students who have medical reasons as to why they are absent are not included as being absent. So in reality there are a lot less students in class a lot of the time.</p>
Target	Improve overall attendance from average of 88.9% to 91% by 2023
Target Rationale	<p>If students are not present in class they ultimately are losing out on their education. This may have a knock on effect on their lives in school and also after school. In fact, poor attenders are most at risk of dropping out of school completely. It affects mental wellbeing, educational success, goals and ambitions.</p> <p>Prevention is better than a cure and we need our students to want to come to school. So our actions need to address this.</p>
Classroom Action	<ol style="list-style-type: none"> 1) Teachers to be more lenient on students with poor attendance - be most helpful at all times 2) Teachers to interact in a positive manner, welcome them back to your classroom and show some concern as to why those students were absent 3) Teachers could highlight students whose grades are perhaps not as good as they should be (based on previous tests/CAT) as a result of poor attendance
School Action	<ol style="list-style-type: none"> 1) Reward good attendance - Certificates - Monthly attendance award for class group with best attendance 2) Identify poor (individual) attenders early. Target year groups with worst attendance. 3) Find an extracurricular activity for every student 4) Listen to Student Council (Student Voice) 5) Create Social Spaces for student year groups (e.g. R3 for 6th years) 6) Send letters home 5 day 10 day 15 day 7) Attendance tracker (students themselves record their own attendance) 8) November Attendance initiative

<p>Monitor</p>	<p>The school attendance of individual students is recorded at 8.50 by the subject teacher at that time</p> <p>The deputy principal records explained and unexplained absences.</p> <p>The HSCL coordinator and SCP project worker monitor attendance and Inform parents in writing after 5-day and 10-day absences. They notify the Assistant Principal of concerns regarding the attendance of any child and/or when the child reaches 20 days absence.</p> <p>Class attendance is recorded daily on VSWare and/or in Teachers' Diaries</p> <p>Attendance is reviewed weekly by the Deputy Principal, HSCL coordinator and SCP project worker.</p> <p>Reporting to the EWS</p> <ul style="list-style-type: none"> · The Assistant Principal reports to the EWS as required by Túsla and also completes an Annual Attendance Report · The Deputy Principal reviews annual school attendance statistics and compares them with previous years to identify patterns of poor attendance. This information feeds into the DEIS Improvement Action Plan <p>The HSCL will submit monthly summaries detail average student attendance as well as initials of students who have passed 5,10,15,20 days.</p> <p>Students are given an online form to fill in which may help us learn more about why students miss school.</p>
<p>Evaluate</p>	<p>At the end of each year</p>

Pillar	Partnership with Others 1
Baseline Data	Baseline Data is available but would take too long to gather together and wouldn't be a very accurate reflection of all the linking with others that we do in this school.
Target	To improve our records regard the links we make with any other that benefit our students and school
Target Rationale	As individuals (students and teachers) we all link with many 'others'. However, we don't always know who is linking with who and how it fits in with school life. There is no time to talk to all staff individually. Over the next three years we are going to have a look at establishing our baseline. Exploring the patterns that arise over the next three years and take feedback from staff as to what partnerships are of benefit to students and to the school. From 2023 we will be in a better position to create targets around partnerships with others when we reflect on the previous three years and plan again for the future.
Classroom Action	<ol style="list-style-type: none"> 1) Seek out others to engage with who will benefit the school/the students 2) Fill in form online during link with others 3) Reflect on the link with 'Others' with your students 4) Prepare your students to link with 'Others'
School Action	<ol style="list-style-type: none"> 1) The school celebrates all links with others and makes these links public via the school twitter feed and/or the school website 2) Students should have their photos of students on work experience 3) The school needs to be better at keeping these records and perhaps someone 4) School displays interactions with others on the twitter feed 5) TV in reception keeps students and any parents/teachers/visitors to the school up to date with DEIS happenings within the school
Monitor	<p>Staff need to record the links they make with others and also comment on the level of benefit via the padlet wall (Form).</p> <p>This continuous and ongoing database of 'Others' will grow over the next three years and will provide a rich baseline of 'others' for future target setting. There will need to be someone assigned to monitor this. Ideally this will be the principal as they know the most of what is happening around the school. Similarly, this person will be able to fill in the blanks if staff are too busy to input the data online.</p>
Evaluate	The evaluation will take place at the end of each academic year. Decisions and reflection will inform how we adjust the actions or the monitoring of the actions related to the target.

Pillar	Partnership with Parents 1
Baseline Data	<p>Generally speaking our PTMs are well attended in first year and it tapers off at senior level. Average first year attendance from these stats from academic years starting 2017-2019 is 92.69 %</p> <p>The whole school PTM average for the previous three year average is 77.3%. An analysis of the data shows that PTM attendance is much lower at senior cycle.</p> <p>Exam years have two parent teacher meetings per year.</p> <p>If we take out the first years the average attendance is : 17-19 respectively (76.2+ 68.08 +76.89)/3= 73.7%</p> <p>Note for future Baseline data collection: Let's just go with class totals of those who attended/total students in school. It's more accurate for a whole school attendance percentage.</p>
Target	<p>Improve average attendance at PTMs (2nd, 3rd, TY, 5th, 6th and LCAs) from 73.7% to 80%</p>
Target Rationale	<p>A partnership is when you work together to achieve something. Here, we work with parents to educate their children. Parents are an important cog in the wheel of education. Without that support and encouragement from home some students can struggle with school; they lack focus and aspirations. It is important that parents continue to attend PTMs all the way through to Leaving Certificate. If we (Newport College) intend on improving attendance at PTM in later years we need to maintain a good level of attendance at PTMs in first year.</p>
Classroom Action	<ol style="list-style-type: none"> 1) Teachers need to liase with parents in a positive manner and give suggestions as to what parents can do to support their children even more (home environment, distractions,) 2) Teachers need to read CAT 4 data (we need don't need to put extra pressure on students, parents or ourselves if the students aren't going to be able for it). Parents send their children to do this CAT 4 exam at our school so we need to work with that data. 3) Teachers need to read SEN report and IEPs (Parents expect we know this) and work with this 4) Teachers need to be aware of students who are failing to submit homework, missing classes, under achieving etc at inform parents and/or year heads. A phone call form an individual teacher might be stronger. 5)Parent teacher meetings need to be more about how the parents can help their children succeed with homework and when preparing for exams.

<p>School Action</p>	<p>1) Prevention is better than a cure - First year parents should have a talk at the beginning of the school year - Meet with Year Head; Meet with DEIS Coordinator; Principal, Career Guidance Counsellor, Vice Principal (Discipline), HSCL, JCSP Coordinator, Well Being Coordinator, Someone to talk about Homework, Organisational skills, How parents can help their children, Parents can voice concerns or issues, first year exams, Attendance, Extra Curricular Activities Coordinator, How they can log into VSWARE; SEN Coordinator2) Exam Years should have a letter sent home about the importance of attending parent teacher meetings at this important time in their child's life. 3 The school should make staff meetings more inviting. Think coffee dock. The canteen can be cold/noisy/too busy. 4) The school continues to have links with parents via the school Website where we provide access to policies and VSWare, through the Twitter feed, the school prints newsletters during the year, the school prints a yearbook and the school has a Parents Committee5) School should ring all parents who fail to attend the parent teacher meeting.</p>
<p>Monitor</p>	<p>HSCL counts attendance at the PTMs and submits data on Parent Teacher Meeting (Form). Teachers could keep a record of all the phone calls home (form) Teaching and Learning (Form) - reflections on CAT 4 Teacher DEIS Survey (Form) SEN, IEPS, NEPS, CAT 4, PRT, Learning Intentions, Success Criteria,</p>
<p>Evaluate</p>	<p>If we can pull all this data together we will be a much more informed staff and should be able to work better with parents to better educate their children.</p>