DEIS PLAN

2020-2023

Updated October 2021

Contents

Pillar	**Attainment 1 (LC)**
Baseline Data	The average percentage of higher level subjects that were sat in 2016,2017,2018 was 53% 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.
Target	Increase the number of Leaving Certificate higher level exams taken by students from 53% to 60% by 2023
Target Rationale	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. 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. 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. This all starts in first year. We need to endeavor to read this potential
Classroom Actions	1) Set high expectations from day one in First year – show examples of good work and excellent work. 2) Teachers should refer student AEN spreadsheet 3) Teachers are to provide Learning Intentions, Success Criteria and formative feedback when appropriate. 4) Encourage students to persevere at high level.

School Actions	1) Encourage all students to do TY. 2) Intercept students who are at risk of greatly under achieving early - have conversations with them 3) Grade descriptors needed in every classroom for students (H1, H2, for LV and Distinction, Higher Merit for Students. 4) CAT 4 for teachers 5) There is a clear change of level procedure, with a requirement to link in with the Guidance Counsellor (Junior Cycle only) 6) Nutritional school meals/snacks 7) All year groups should have timetabled exams 8) Enact a stricter exam hall policy. 9) Student of the year awards

Monitor	Everyone is responsible for monitoring student progress. If students are not doing homework, not studying, not attending well there needs to be an intervention.
Evaluate	Count how many students do higher level in the exams each year.

Pillar	Attainment 2 (LCA)
Baseline Data	We currently have 48% of LCAs students attaining their credit for completion of key assignments. Note: Key assignments are only in relation to classwork during the year (not tasks or exams. They are awarded when students have attendance of 90% plus and in addition the student needs to have completed all key assignments within the module to achieve the credits.
Target	Increase the number of Leaving Cert Applied students who successfully attain credits in modules from 48% to 58% by 2023
Target Rationale	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.
Classroom Action	1) Teachers should make every effort to ensure students have completed each key assignment within a module regardless of attendance 2) Use more handouts and workbooks as this helps students realise all the work that they have completed.
School Action	Bring back LCA students to talk about their experiences to 3rd and TYs. The School needs to work on LCA Attendance. Use the both LCAs year groups as two focus groups. What would make them come to school everyday?
Monitor	Check in each Midterm – Who has completed what key assignment? Programme coordinator has a spreadsheet that all LCA teachers can populate.
Evaluate	At the end of each year

Pillar	**Attainment 3 (LC)**
Baseline Data	Number of leaving cert students who achieved less than 200 points out of the number of LCE students that year. On average 3 students achieve less than 200 points. 2021 – 3/24 (Predicted grades) 2020 – 1/23 (Predicted grades) 2019 – 1/5 (TY started when this LC group went into 5th) 2018 - 6/16 2017 - 2/14
Target	Decrease the number of students who achieve less than 200 points from a 5 year average of 3 to 2 over the next three years.
Rationale	Over the past number of years we have had some students who achieved less than 200 points. Since TY was introduced the number of students receiving less than 200 points has decreased. This is positive. Students who achieve higher points in the Leaving Certificate have more FET opportunities. We want to help open doors for our students. We want them to progress to FET and also have the skills to see it through.
Classroom Actions	1) Know those students who are at risk of achieving less than 200 points. Teachers have access to a spread sheet detailing all the known needs of students within the school. Attendance AEN, CAT 4, homework record will be a part of this. 2) Differentiate and/or incorporate UDL into lessons 3) Teachers provide first year students with regular homework gradually increase the students workload throughout the years. Help students get into good habits of regular homework and study from the beginning. 4) Teacher follows up on homework that hasn't been completed and reports this in Homework Journal. 5) Teachers to communicate with parents to celebrate progress or highlight a lack of effort
School Actions	1) Create list of students that need more academic supports 2) Provide Study Skills workshops 3) Provide After School Study 4) Information Nights for parents – promoting academic excellence 5) Provide CPD for Teachers around the areas of Teaching and Learning (UDL, Team Teaching, AEN, Reflection etc).. 6) Recognise student achievement and celebrate it (School TVs -social media) 7) Teachers to communicate with parents around progress 8) Encourage Transition Year 9) Growth Mindset 10) Provide funding for resources
Monitoring	• Teachers identify students who are underachieving and refer to Tutors and Yearhead • Academic Review with DP and Principal

Evaluation	Survey

Pillar	**Attainment 4 JC**
Baseline Data	Previous number of higher level examinations students sat for junior cert in current higher level subjects at Junior Cycle i.e. Irish, English and Maths 2017 64/115 2018 64/108 2019 47/72
Target	To increase the percentage of students sitting the higher level examinations at Junior Certificate from 60% to 66% over the next three years.
Rationale	We would like to encourage more students to do Higher level subjects at junior cert. The only higher level subjects at junior cert are Irish, English and Maths. If more students can associate themselves with higher academic achievement students may be more inclined to do more study in other subjects. Students may feel a greater sense of ability and a more positive attitude towards school work, homework and exams.
Classroom Actions	Create learning activities that encourage students to work harder (variety of activities at teachers discretion). Help students get into good routines of homework and study from the beginning. Give regular assessments and allow students to reflect before for an after the assessment.
School Actions	Classes to be streamed from second year in Irish, English and Maths Career guidance counsellor to check in on students re careers Share a list of students who have poor a homework record with all teachers – in diary. Tutors to follow up on notes and pass on to Yearhead.
Monitoring	Teachers and Tutors need to regularly compare students to CAT 4 ability and let Yearhead know if students are not achieving like they should. PTMs VSware
Evaluation	We will only be able to evaluate this when the JC results come out.

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.				

Number of students who missed 20+ days	16/17	17/18	18/19	19/20	20/21
Junior	16	30	31	15	17
Senior	5	25	11	21	15
Total	21	55	42	36	32

We will just use data from 16/17 to 18/19 to come up with the baseline targets.

Target	To decrease the number of students who miss 20 or more days: a. To decrease the number of JC students who miss 20+ days from average of 26 students to 20 over the next 3 years. b. To maintain the number of LC students who miss 20+ days from an average of 14 students to over the next 3 years.
Target Rationale	Target changed from percentages to numbers as the percentages were looking better as the school population increased. However, the numbers are still quite large. 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). Our attendance records should highlight poor attenders in the past. This data should be sent on from primary schools as well.

Classroom Action	1) Teachers to interact in a positive manner, welcome them back to your classroom 2) Teachers makes an effort to find those who were absent yesterday. Catch them up. 3) Upload classwork to teams 4) Students who have very poor attendance should not be expected to have everything done. But there should be a minimum that they have to do.
School Action	1) Create a list of students who have a poor attendance record and add to it as you identify others 2) Create a focus group for students with poor attendance and ask what might help them come to school more frequently. 3) Send letters home 5 day, 10 day and at 15 day a meeting with VP and HSCL 4) November Attendance initiative, Certificate are awarded for good attendance (Gold, Silver, Bronze), Monthly attendance stickers and most improved attendance cert 5) Extracurricular and wellbeing coordinators to help find/create activities for students who are struggling with attendance. Overall, the more students involved in schoolactivities the better for attendance. Weeks such as active school week and well being week could help with this. 6) Home visits 7) School Completion Officer is on site twice a week 8) First year parents information session that mentions the importance of attendance 9) Set targets with the student and set up attendance monitoring group where students feel supported around decreasing days missed 10) Yearheads meet with class groups re attendance
Monitor	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. Details of students with poor attendance will go into the new student spreadsheet. HSCL to update data for poor attenders We will also send out a survey where students will fill in their interests, career ambitions and current extra curricular activities. This will be sent out at the start of each year and updated (whole school) Whole staff should be able to see students who are 10 days, 15 days or approaching 20 days and all staff should do whatever they can to help these students attend school.
Evaluate	At the end of each year

Pillar	**Attendance 2**
Baseline Data	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%) The average is 88.9% attendance rate. This is all attendance (sick or not)
Target	Improve overall attendance from average of 88.9% to 91% by 2023
Target Rationale	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 schoolcompletely. It affects mental wellbeing, educational success, goals and ambitions. Prevention is better than a cure and we need our students to want to come toschool. So our actions need to address this.
Classroom Action	1) Take accurate rolls 2) Teachers to interact in a positive manner, take an interest in students, praise them when they make an effort. 3) Upload the classwork to MS Teams. 4) Attendance to be mentioned at PTM
School Action	1) Reward good attendance - Certificates - Monthly attendance award for classgroup with best attendance 2) Identify poor (individual) attenders early. 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) November Attendance initiative

Within the Baseline Data cell, the following table appears:

Average % attendance	90.8	85.8	90.2	93.53	92.5
	16/17	**17/18**	**18/19**	**19/20**	**20/21**

Attendance up during covid as students were all marked in for the lock downs.

Monitor	- VSWare is our system for attendance.
	- The school attendance of individual students is recorded at 8.50 by the subjectteacher at that time
	- Attendance is reviewed weekly by the Deputy Principal, HSCL coordinator andSCP project worker.
	- Students are given an online form to fill in which may help us learn more aboutwhy students miss school.
Evaluate	At the end of each year we'll have the data for the attendance.

Pillar	Literacy 1
Baseline Data	Keyword tests were given during the academic year 2019/2020 (7000 words). 1 in 3 key terms used in class are not understood by our 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) 65% will be increased by 3% by May 2022 c) 68% will be increased by 3% by May 2023
Target Rationale	If students know subject terminology and learn it well throughout the year itshould improve exam attainment. Students should be more confident in their understanding of each subject andless frustrated. It encourages a better baseline knowledge across the board. It 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. 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, mind maps, keyword wall, quizizz, kahoot, (at teachers discretion) 2) Interact with classroom posters frequently. 3) 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) 4) Set class keywords tests for every class on your timetable and upload data to padlet wall
School Action	1) Remind staff about keyword engagement on staff notice board every monthin a different colour 2) Key words can be used as part of Seachtain na nGeailge, French Week etc as whole school quizes 3) Organise a large school quiz. All year groups competing against each other -basic keywords you learnt in first year.
Monitor	Teachers will be looking over their own results. All results will go into a spread sheet that we can check in on at any time. Email is sent out each month reminding staff of keywords
Evaluate	Find an average of all keywords that have beensent from the form to an excel document.

Pillar	Literacy 2
Baseline Data	29 students (out of 143) had a book in their bag in 2018-2019. (20%) (wholeschool was not checked) Furthermore, 93 (out of 210) students had downloaded the SORA app (44%) (29/143) + (143/210) = 32.28 %
Target	To increase the percentage of students who read for pleasure by 8% over the next 3 years 32.28% to 40.5% between 2020 and 2023
Target Rationale	We want students to enjoy reading and to read more than basic schoolmaterial. 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
Classroom Action	1) Teachers may have subject related reading material in their rooms 2) Teachers may display the books that they are reading themselves (in their own way). 3) Teachers can promote the use of the Sora app and suggest related books on the app to students if relevant

School Action	1) Library is open at lunch every Tuesday and run by students on the well-read committee. Access to magazines, farmers journal, Tractors, News papers
	2) The following JCSP Literacy Initiatives are applied for each year:
	    • Wrapparound,
	    • Reading Corner
	    • Book in the bag
	    • Drop Everything and Read
	    • JCSP Newsletter
	    • Linguascope
	3) SORA app to be displayed and advertised on school media and tv
	4) Availability of Chrome Books - Research and reading for pleasure during the school day and study.
	5) Growth Mindset

Monitor	Create a list of students who have books in their bags or the Sora app on their phones - twice yearly Wellread committee monitors which students attend the library.
Evaluate	Count how many students attend library/have a book in their bag or have the Sora app downloaded.

Pillar	Numeracy 1
Baseline Data	The first numeracy test was conducted with students in October of 1st year 2019/2020. Areas of concern: Time; Fractions; Speed Distance and Time; Lengthof 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 The overall average correct question score was 42.7%
Target	To increase students' average score on the numeracy test from 42% to 60% between 2020 and 2023.
Target Rationale	These areas of numeracy are basic. They are the foundation on which we buildon. Without this knowledge students will struggle at second level and perhaps thereafter too. "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 needsto 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
Classroom Action	1) Teachers to adhere to numeracy calendar which engages with many of the areas on the numeracy test 2) Check list of students in a 'numeracy spreadsheet' for those who need more direction within these areas of numeracy 3) Students to remind teachers of numeracy month
School Action	1) Each subject department will identify where numeracy is used in their subject; numeracy will be made explicit (principal emailed to staff) 2) Clocks in every room with a variety of clock faces around the school. 3) School creates laminated posters for numeracy in every subject 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. As well as announcing it to students over the intercom at the beginning of each month 5) Provide students with access to a numeracy padlet wall.
Monitor	Students who are particularly weak should be identified. These students who were considerably below the school average should be tested again by the end of the year. We would hope that students wouldimprove year on year. Staff are encouraged to give feedback on their experiences with the numeracy calendar and numeracy in general through the Padlet Wall. Email reminder once per month.

	Keep a record of numeracy per year group.
Evaluate	Gather new data twice yearly on whole school numeracy levels.

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	To increase the number of students who have a positive attitude to numeracy from 51% to 60% by 2022. a) by 3% to 54% by 2020 b) by 3% to 57% by 2021 c) by 3% to 60% by 2022
Target Rationale	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. Students should see the value in numeracy. If more students have a positive attitude towards numeracy they should be happier to use and work more with numbers throughout the course of theirday. Their ability to work with numbers and to understand numbers should improve. Students will feel empowered, more confident and happier in themselves. Thismay have a knock-on effect to students' attitude towards higher level maths and possibly even influence attendance in some ways. We want students to see how numeracy is linked to all subjects. We want students to be able to apply numeracy skills from one subject area to another when and if applicable.
Classroom Action	1) Teachers display a positive attitude towards numeracy and encourage students to look at their subject numerically by using graphs, percentages, estimates, fractions or even comparing and contrasting. 2) Teachers to provide achievable, differentiated numeracy related assignments to foster a more positive experience. 3) Praise students: Help students build their confidence in their numerical abilities.
School Action	1) Maths week 2) Posters in rooms 3) School TV used for numeracy moments 4) Students to record the results in their assessment tracker (graph) in their journals 5) Maths club after school once a week open to all students
Monitor	Students will feedback to us in a general DEIS survey during the year about their attitudes towards numeracy. Conversations with teachers about numeracy throughout the year

Evaluate	Online Survey

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 doin this school. Teleflex has been a partner with the school for the last number of years. There have been links with Munster Rugby among others.
Target	To increase our partnerships with others from 1-3 over the next three years.
Target Rationale	As individuals (students and teachers) we all link with many 'others' but with could make these links more regular partnerships.
Classroom Action	1) Seek out others to engage with who will benefit the school/the students 2) If you organize a link or partnership you music make a note of it in the padlet 3) Reflect on the link with 'Others' with your students 4) Prepare your students to link with 'Others' 5) Encourage students and parents to suggest guest speakers
School Action	1) The school celebrates all links with others and makes these links public viasocial media and the school TV 2) Share photos of students on work experience? 3) Extra-curricular team to be responsible for this. 4) Management to speak to people on the Parents Association to link with people in the community
Monitor	Staff need to record the links they make with others and also comment on thelevel of benefit via the padlet wall (Form). Check to see if staff are filling in the form
Evaluate	Count the number of partnerships

Pillar	**Partnership with Parents 1**
Baseline Data	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 % 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. Exam years have two parent teacher meetings per year. If we take out the first years the average attendance is : 17-19 respectively (76.2+ 68.08 +76.89)/3= 73.7% 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.
Target	Improve average attendance at PTMs (2nd, 3rd, TY, 5th, 6th and LCAs) from 73.7% to 80%
Target Rationale	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.
Classroom Action	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 fully know their students – parents expect this. Please use the student data spreadsheet regularly to keep updated on all the AEN of students in the school 3) 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.

School Action	1) Prevention is better than a cure - First year parents should have a talk at the beginning of the school year and meet management and HSCL. 2) 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 parent teacher meetings more inviting. Think coffee dock and parents who attend are entered into a competition. Free Coffee/Tea and Biscuits 4) School should ring all parents who fail to attend the parent teacher meeting. 5) Consider on a regular basis how the school can help parents help their children with school. 6) Inform parents of awards that students are presented with and what the criteria is to get such an award (Then parents may help students work towards it). 7) Phone call home if student arrives without the correct uniform
Monitor	HSCL counts attendance at the PTMs and submits data on Parent Teacher Meeting (Form). Survey Parents and Teachers about PTMs
Evaluate	Count attendance at future PTMs

	Partnerships with parents 2
Baseline Data	Parents have helped in organising the school concert in 2018/2019 and 2019/2020. Door or raffle prizes or selling tickets.
Target	Increase the number of events that involve the parents association from 1 to 2 over the next three years.
Rationale	Any positive contact/ participation increases link between home and school and contributes to positive outcomes for learners We would hope that more parents would join the parents association and that different members of the association would attend different events.
Classroom Actions	Parents with relevant experience and skills could be invited into the classroom where appropriate.
School Actions	The school to help facilitate parent association led events or events that the parents association can get involved in such as: - Book club - Christmas Market - Talks that would benefit other parents - Fundraising - A walking group - Awards night - The School Concert - Graduations (LCA, LC, TY, JCSP, JCPA) - Host FET evening for parents - School Flag Raising Ceremony - Themed events - Online meetings Monthly PA mieetings coordinated by HSCL Suggest to other parents to get involved in the parents association at every event.
Monitoring	Investigate which school actions are taking place. Create a link with the parents association an Parents Association send on a report on what they have been involved in at the end of the school year. Include a list of Parents Association members.
Evaluation	Count the number of events that they were part of.

Pillar	**Retention 1**					
Baseline Data	HSCL officer supplied this information: Retention per year 18/19 = 90.95% 17/18 = 91.14% 16/17 = 95.53% Average Retention 92.54% ** We lost almost 10% of our student body in 2018/2019 - 22 students					

Year	% Retention	Jnr Retention	Snr Retention	No of Jnrs who left	No. of Snrs who left	Total Enrolment
20/21	97.32	95.66	99.31	6	1	233
19/20	97.48	95.89	98.91	5	1	238
18/19	89.52	90.3	88.16	13	9	211
17/18	91.14	95.93	91.84	5	4	172
16/17	95.53	95.12	96.05	5	8	141
5 year Average	94.20	94.58	94.85	6.8	4.6	

Target	A) To decrease the average number of Junior Cert students who leave school from 8 to 4 over the next 3 years. B) To decrease the average number of Senior Students who leave school from 3 to 1 over the next 3 years.
Target Rationale	Target is actually based on a three year average. We want to keep as many of our students as possible. Students leave for many reasons: Mental health issues, social issues, family issues, Friends, subject choices, sports, academics, etc Figures broken into year groups so we can see more clearly when we lose students. 47% who leave are students had poor attendance left the school.
Classroom Action	1) Create a positive and welcoming learning environment for all students 2) Teachers to have conversations with students about their future aspirations/extracurricular activities. 3) Teachers to be aware of AENs of students and to differentiate work for students who may be at risk of leaving (see spread sheet for students who have a poor history of completing school).

School Action	1) Lists of students who have poor attendance within the school. (HSCL)
	• HSCL to compile list of students who had a poor attendance record in primary school where available on primary school passports.
	• HSCL compiles list of those who have had poor attendance in previous academic year.
	• HSCL creates list of students with a heritage of early school dropout
	2) SCP creates target lists, identifies and monitors students at risk of early school dropout on a weekly basis
	3) Schools Meal Programme
	4) Career Guidance
	5) 400 hours wellbeing for JC students (Study skills, PE, SPHE, CSPE)
	6) Breakfast Club
	7) Homework Club for SCP targeted students.
	8) Subsidised After school Study
	9) HSCL phone calls and home visits
	10) Student Support Team links with students for a variety of reasons. Mental health, AEN, Transition and more
	11) Check and Connect (Teachers link with First year students)
	12) TY Mentoring (First Years)
	13) JCSP initiatives
	14) JCSP Statements Awarded
	15) Every effort is made to include students in extracurricular activities
	16) Provision of school tours, non-uniform days, guest speakers, field trips, extracurricular activities, Christmas market, coffee mornings and quizzes. Any activity that might entice students to attend school.
	17) Ensure there are no barriers re requirements for school.
	SCP and HSCL to link with incoming first year parents.
	18) Early identification of families who would benefit from SCP support.
	19) Positive contact with parents and HSCL: home visits phone calls. Links with support agencies on behalf of parents,
	20) Awards and prizes for improved attendance.
	21) Growth Mindset
	22) Provision of buses, food, stationary, uniforms, books and lockers for students who can not afford it.
Monitor	1) HSCL SCP and Deputy monitor attendance on a daily and weekly basis.
	2) Student support highlights students in need and make great efforts to help these students. The SS team continues to monitor students throughout their time at Newport College.
Evaluate	This will be reflected in the stats

Pillar	**Transitions 1 (JC)**
Baseline Data	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. We took the average of the 'Almost Always' responses for the three year groups which was 26%.
Target	To increase the number of students at Junior cycle who are 'Almost always connected to their school' by 10% from 26% to 36% between2020 and 2023
Target Rationale	As the students move through the years they seem to feel less and less connected to the school, friends, and the wider community. This data shows that students are happier in themselves in first year andsecond year than they are in third year. In fact they are happiest in first year. Inthis 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. 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 offfrom others more often. Even though LCA in many ways is preparing our students for going straight into the workforce it is also known that more education leads to higher levels of income. 80% of those who come from poverty stay in poverty according to the ESRI. We see FET as the best way for our students to prepare for the future. In this sense we will always encourage students in LCA to progress to FET.
Classroom Action	1) Group work 2) Encourage students to take part in extracurricular teams/games/clubs 3) Take note of student interests in spreadsheet that refers to students AENs and more 4) Take note of those students who are highlighted in the traffic light system in your class.
School Action	1) Alert Programme - 1st years 2) Friends For Youth - 1st years 3) Check and Connect - 1st years 4) All Junior Cycle classes have SPHE, PE, RE for Junior Cert Classes 5) School Tours for junior year groups introduced 2019 5) Create a list of students who do not take part in extra curricular activities and find something for them or create something just for them. 6) For one academic year, the school should send on FET information for those who do not (for whatever reason) go straight into FET.

Monitor	Survey focusing on Wellbeing and Extra Curricular activities Staff are in contact with students daily and refer concerns to Student Support team and/or Tutors We take attendance at extra-curricular activities.
Evaluate	At the end of each year

Pillar	**Transitions 2 (Senior cycle to FET)**
Baseline Data	Our three year average is calculated on Figures from 2016, 2017 and 2018 as2019 was a very small group.
Target	To maintain the number of students who proceed to FET at 93.6% over the next three years.
Target Rationale	It is important that our students progress to third level. We want the very bestfor them. We want this choice to work out for all concerned.
Classroom Action	1) Teachers frequently mention specific careers in relation to topics covered inclass. i.e. Todays Learning Intention is _____ this is associated with _____(careers). 2) Teachers have posters up in their rooms for third level courses/careers related to the subject. 3) Teachers assign projects based around potential careers within your subject/on a certain topic.
School Action	1) TY, 5th and 6th year students complete the Careers Portal Reach+ programme. 2) TY's are involved the Trinity College Law Outreach Programme. 3) TY, 5th and 6th year students attend the IGC MidWest careers exhibition, the Irish Times Higher Options event, the UL/LIT/Mary I open days. 4) Guest speakers from UL, LIT, LCFE, SOLAS and other colleges students express an interest in. Invite past students to speak about their experiences of college. 5) Email updates to parents outlining career events that students may be interested in. 6) Information, support and advice around CAO, HEAR, DARE, SUSI, UCAS, EUNICAS, PLC and scholarship applications. Information and advice around accommodation in colleges. 7) Parent/Teacher/College Information evening in the school (pre-covid) 8) Study Workshops 9) One to one meetings with guidance counsellor during TY, 5th and 6th year. • All senior cycle students are met by the Guidance Counsellor in 5th year regarding plans following completion of Leaving Certificate. • All Leaving Certificate students are met in the first quarter and again after Christmas of their Leaving Certificate year to discuss plans with Guidance Counsellor. Schemes such as HEAR and DARE are discussed with 5th and 6th year parents. • Support provided by the guidance counsellor regarding SUSI and scholarship applications.

Monitor	Take attendance of who goes away on visits to college and attends talks etc.
	Career Guidance Counsellor meets with students individually and makes sure students are thinking about their options.
	Career Guidance Counsellor keeps a record of where students go after graduation
	Student Survey on Careers. This will include asking students about how often they hear teachers referencing different careers in class.
Evaluate	At the end of each year

Pillar	**Transitions 3 (JC to TY)**			
Baseline Data	2018 Third years	36	No. who went into TY in 2019	28
	2019 Third years	38	No. who went into TY in 2020	31
	2020 Third years	56	No. who went into TY in 2021	46
Target	Maintain the percentage of students who chose to do Transition Year at a three year average of 80% over the next three years .			
Rationale	We believe that transition year is beneficial to all students. Students mature, they have increased opportunities to mix with their peers and make new friends. It has also been shown that students who have completed Transition year have faired better in LC and achieve higher points. Students who are struggling academically and/or socially should certainly be encouraged into TY.			
Classroom Actions	Promote Transition Year to the students in third year - especially to those who would benefit socially and/or academically from it. Greater use presentations, getting up and speaking to your peers and/or other students or even parents.			
School Actions	1)Promote the activities that the TY students are involved in on social media and the intercom 2)Ask TY students to promote TY to the current Third year group and their parents 3)Information evenings for Third Years and their parents 4) Create a list of students who would benefit from completing Transition year and encourage these students in particular to do it (Principal, HSLC, SCP, Year Head, Tutors, Teachers) 5) Continue to build the TY programme and to make it appealing to students for the skills that they will develop having completed it.			
Monitoring	Management and teachers to have conversations about TY with current TYs and third years about how we can improve Transition year. Check in with Teachers and Parents as to their opinions on TY (Survey).			
Evaluation	Comparing Student lists from TY and 3rd year			

Pillar	**Transitions 4 (Programme Choice)**
Baseline Data	The school has CAT 4 data that should also inform student choices. Surveyed students on subject choice across 2nd year, 3rd year, TY, 5th and 6th 55/133 students stated that they would like to change one or more subjects that they are currently studying. They are saying that they chose wrong or weren't prepared for the subject at a more advanced level.
Target	To increase the number of students who are 'comfortable and confident in' their choice of programme from 58% of students to 68% by 2023.
Rationale	There are a few times when students have to make choices in school. Sometimes students choose subjects to create a programme for Junior Cert or LCE. Other times they may choose to do LCA or Transition year. Sometimes students make the wrong choice. The whole idea behind a taster year is that students know exactly what they enjoy doing. If students enjoy the subjects they are studying they should be happier in themselves, more motivated to do work, more likely to come to school. We need to move away from students choosing a subject because that's what their friends are doing. We need students to have an open mind all year long and we need students to choose their best subjects. Do they know what their best subjects are? Do their teachers feel that they should keep it on? We need to help students pick subjects that play to their strengths. Subject choice affects everyone as popularity of certain subjects/programmes will lead to the way the timetable is made out and likely negatively affect other students as well. It is important that as a school we do first year well. We make students feel that they are doing well in all subjects when they are and we could make them think twice about subjects that they are coasting along in. We want students to choose subjects that they are motivated to learn in, that they enjoy and subjects that they will work hard at. Ultimately we want to know what is the best path for our students? How can we help them get there?
Classroom Actions	1) Have conversations with students as to their abilities and perhaps their potential grades. 2) Students to predict their grades in tests and to provide reasons to justify this predicted grade on the cover sheet of their exam. To be completed before they begin. Followed with a reflection on how they thought they did after the exam. 3) Allow for more student reflection 4) Highlight that homework is an essential part of school and the students should think twice about keep on a subject that they have a poor homework record in.

	Prepare the student for what will be expected of them for JC or LC
School Actions	Provide information evenings with parents and yearheads on a regular basis: 1) Information evenings regarding TY, LCA, Traditional Leaving Certificate and LCVP Leaving Certificate with parents/students and the Guidance Counsellor regarding options after Junior Cycle. 2) 1st year parents will have an option night to help direct their children towards subjects they are good at (only being introduced 2019) 3) Meetings between parents and guidance counsellor to discuss individual cases where necessary. 4) Teacher presentation day where all teachers give an overview of their subject as an option for Leaving Certificate. 5) Taster Year in First year 6) CAT4 testing and discussion of results with students.
Monitoring	Teacher conversations with students Student surveys
Evaluation	

Pillar	**Transitions 5 (Student Support)**
Baseline Data	There are 10 whole school supports for student Wellbeing within the school. These are whole school. There are 5 additional supports to first years. 1) Students Support Meetings (Weekly) Students are identified and colour coded into bands of need. (Green, Amber, Red and White). Students are brought up at meetings when the need arises. The student support team sends weekly emails on certain students that are having difficulty at this time. 2) Check and Connect (First years) Teachers who have received training on this will link in with first year students and check in to see how they are getting in general. 3) TY Mentoring programme for first years. Through Gaisce the TY students link in with the first year students once a week. 4) The Career Guidance Officer is always there to support students who need help with various issues. 5) The school also has a Home School Laison Officer. 6) The School has also timetabled Wellbeing and well being related subjects for all students. All junior cycle students. 7) There is a pastoral system within the school and each class has a class tutor and a Year head. 8) The school holds an annual wellbeing week where students take part in activities and go for a walk among other things 9) The school has a North Tipperary SCP Project Worker two days per week 10) Information evenings – Yearheads, parents and students, HSCL First year Students avail of many supports in addition to the whole school supports. 1) Alert programme 2) Check and Connect 3) TY mentoring (Gaisce) 4) Friends for youth 5) Helping Hands (anti bullying course)
Target	To maintain the wellbeing supports for all students in the school at 10 supports.
Rationale	Wellbeing is an issue that has been highlighted in recent years on a national level. The pandemic has only caused more wellbeing issues through lack of structure, lack of friendship groups, mobile phone groups/apps, etc Here in Newport College we have a system of identifying students who are in need. Students who have school or home issues of wellness or mental health needs are labelled. This label follows them throughout their time in our school so that all teachers know a student may have been in need of extra supports in the past. That is always there in the background. These students may not need supports all of the time but we know about them and it can help us understand

	homework issues, attendance or behaviour issues. The system goes from a low level to a high level of need: Green, Amber, Red and White. There are a lot of students in our school who we have identified as needing extra supports. It is important that these supports are kept within the school. Supports may disappear if a teacher or teachers leave the school (retire, new job, maternity, sick leave, career break). Or new teachers (including dip students) may be lacking in those tools needed to support students wellbeing. How can we do what we are doing better than we are already doing it? Are we doing too much?
Classroom Actions	Teachers to link in with Student Support Team when needed Teachers will have access to a spread sheet detailing all the known needs of students within the school. This spans AEN, Student support, other issues like the need for extra toilet breaks etc.
School Actions	Create list of teachers who are trained in certain areas and to ensure those members of staff are put into pastoral roles like class tutor. The school ensures that teachers acquire training periodically and new staff are trained properly with regard to wellbeing and/or student support services that the school offers. The school allows for some supports to be timetabled (Teacher meetings and students classes). Example: The school pays for booklets for Friends for youth worth €15 Student ethos reflects supports 'Every student matters'. Tutor Teaches class where possible
Monitoring	The student support team are in the best position to monitor these actions. The Student support team will need to periodically throughout the year comment on what is working well, what isn't working and what needs to change. The Student support team will be sending out emails identifying students who have immediate need each week. The student support team is also monitoring and updating the student data spreadsheet. The student support team keep lists of teachers who are trained in areas of wellbeing and student support.
Evaluation	Count supports available.

Pillar	**Transitions 6 (Students without FET)**	
Baseline Data		

	Students without college places/ unemployed/working	Returned to education
2016	3	0
2017	1	0
2018	0	-
2019	0	-
2020	5	0

Number of students who left Newport College without going into Further Education and employment.

As this plan started in 2020 the data is based on the three years before that.

Target	To maintain the number of former students who have yet to progress to further education within 12 months of graduating from Newport College from an average of 2 students.
Rationale	Many students may take a year out. There may be financial reasons. They may not be ready to go straight into more study. Others just want to go straight into the workforce and have no intention of doing any further courses.

The school would identify students who have not taken up further education for whatever reason and send them on information about course or open nights as they came (includes students who are taking a gap year).

We know the value of further education. Even after our students have completed their leaving certificate it is important to us that we follow up on all our former students and help them find FET. The more skills and training one has the more likely students will be able to provide for themselves and perhaps even acquire a greater appreciation of education which they can impress upon others. |
| Classroom Actions | As a preventative measure teachers should spend time talking to 6th year students about their plans after leaving certificate and encourage those who are not intending to pursue FET to reconsider and to make suggestions to them on possible FET/apprenticeships etc |
| School Actions | Send on FET material to former students and their parents

Keep in contact with students who have left school. |
| Monitoring | A record will be kept of students who do not have FET and follow up calls will be made once per year |
| Evaluation | Count number of students who have not yet gone on to FET or apprenticeships. |