| **School Context:**  **Patron:** Archbishop of Dublin  **Chairperson:** Mr Dermot Murphy  **Principal:** Ms Lorna Greene  **Deputy Principal:** Ms Sorcha Fleming  **AP2a:** Ms Jennifer Haughton (Acting-Up)  **AP2b:** Ms Joanne Smith (Acting-Up)  **AP2c: TBC**  **Staff:** 10 classroom teachers, 3 Full-Time SET, 1 Legacy post shared with OLV Boys (unfilled 22/23), 5hrs SET shared from OLV Infants School, 1 Shared HSCL, 4.5 SNAs, 1 Secretary, 1 Shared Caretakers, 1 Part-time Cleaner  **Pupils:** 207 girls (30/09/2021) 2nd to 6th Class  **Parents:** Volunteer Parents Group (needs to be re-established following Covid disruption) |  |
| --- | --- |
| **Our DEIS Philosophy:**  This school exists for the pupils. The educational progress and welfare of each child is the overriding consideration in decisions reached by our teachers and BOM.  **Our Key Values**:  We believe in providing a holistic education for our pupils, employing the values of equality, enjoyment, experiential (practical) learning, excellence.  **Purpose of Plan**:  To bring about improvement in educational and social outcomes for those pupils considered to be under-achieving in educational and social terms due to disadvantage, and help them achieve their potential. | |
| **School Strengths**  Highly experienced, skilled and motivated staff.  Longstanding links with community support groups.  Colourful, warm, nurturing, inclusive and welcoming environment.  Pupils are actively engaged in learning in both numeracy and literacy.  CPD for staff supported by the Board of Management- Maths Recovery, Leadership masters, SEN masters etc.  School based programmes are implemented to promote pupil engagement and attainment in both numeracy and literacy.  Developments in IT in the school leading to improved communication between staff and with parents. | |
| **Review of Plan**  Teacher Observation / Teacher reflection and whole staff discussion at staff meetings will be the primary monitoring tool.  Teachers will reflect on the implementation of targets and action in their own class groupings.  Pupil feedback will be sought through oral questioning / questionnaires / observation pupil interaction.  Parent feedback will be sought via forms.  Continuing CPD will be availed of by the whole staff.  Regular reports will be used as a monitoring tool: for e.g. HSCLs progress reports.  Standardised test scores will be analysed.  Class Tests and teacher designed tests will be used to evaluate the plan. | |
| **Success Criteria & Responsibility**  Teacher observations will be noted and collated.  Standardised test scores will be analysed to determine achievement of target.  Pupil and parental feedback / interviews will be used.  Pupil and parental questionnaire/consultation will be used to evaluate success.  Pupils work and samples of work will be monitored to evaluate success.  All staff members are responsible for implementing the targets and actions contained in this plan.  The plan will be reviewed regularly at staff meetings and officially every year. Feedback will be presented to all stakeholders. | |
| **Target Areas, as per SSE circular 39/2016, DEIS schools should ensure a focus on teaching and learning wherever relevant when planning for improvement in:**   1. Literacy 2. Numeracy 3. Attendance 4. Retention 5. Progression 6. Partnership with parents   7. Partnerships with others | |

| **Target 1: Literacy** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Review 2019-2022:**   * **Severely disrupted by Covid closures, however we have had huge success in reaching the majority of our targets and completing most actions.** * Target 1: not reached- Covid impact. By 2022 23.7% of pupils were achieving at or below the 20th percentile. * Target 2: not reached- Covid impact. By 2022 15% of pupils were achieving between the 41st and 60th percentile. * Target 3: reached. Increased in-class SET support across all classes. * Target 4: reached. Jolly phonics introduced across all classes. * Target 5: reached. Big Cat graded reading programme introduced across all classes * Target 6: reached. Parent group have been trained in and are running our new school library independently. * Actions achieved: Drumcondra results reviewed, new reading programme chosen, CPD for all staff in NPLC- awaiting inclusion into Cohort 3 (Covid delay), phonics resources purchased, IXL homework engaged in but following feedback from staff, parents and children this was discontinued, online standardised testing continued where possible (Covid closure 2020), however following review we will revert to paper testing from next year, Podcast discontinued due to length of time it was taking, no after-school programmes offered by SCP until Term 3 in 2022. | | | | | | |
| **Targets:**   1. By June 2025 the majority of children in the school will be achieving standardised literacy scores in line with their ability level (as indicated by +/- 15 of their SS in their most recent NVRT). 2. To engage further with the implementation of the NPLC. 3. By June 2025 all classes will be engaged in a minimum of three in-class SET literacy support sessions per week. 4. To investigate an alternative spelling programme for senior classes as a possible replacement to the current Jolly Phonics programme e.g. Brendan Culligan, Spellings for Me. 5. By June 2025, all classes will be engaged with literacy work using Chromebooks.. 6. To continue to develop parental involvement. (See Partnership with Parents) | | | | **Monitoring strategies:**   * DP Sorcha Fleming to compare standardised scores of NVRT and Drumcondra Reading Test at end of each school year and present findings to staff. * Three target children from each class to be monitored throughout the year with engagement with literacy initiatives. Class/SET teachers to present findings to ISM. | | |
| **Actions:**  Review standardised testing results; Ongoing CPD for staff in New Language Curriculum; Working group established for Brendan Culligan Spelling programme; Engage with PDST for CPD for some staff in the management of Chromebooks- use developed over next three years across all class groupings; Use library funding to further develop school library; Targeted children attending SCP After-School Programmes. | | | | | | |
| **Measures:** | **Addressing Targets:** | | **Who:** | | **When:** | |
| Increase In-Class  Continue SET group and 1:1 withdrawal | 1, 2, 3 | | CTs and SET | | Year round | |
| Engagement with NPLC | 1, 2, 3, 5 | | P, CTs, SET, PDST | | Year round | |
| Brendan Culligan Working Group | 1, 2, 4, 6 | | P, DP, selected teachers | | Year round | |
| CPD for staff in new Chromebooks | 1, 2, 5 | | P, ISM, PDST and other selected teachers | | Year 1 and developed into all classes in year 2 and 3 | |
| Use of library funding | 1,2,6 | | HSCL and Parents | | Weekly/Fortnightly | |

| **Target 2: Numeracy** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Review 2019-2022**   * **Following feedback from all stakeholders we feel that numeracy was most significantly disrupted by Covid closures in comparison to all other subjects on the curriculum.** * Target 1: not reached. Covid impact. By 2022 39% of pupils were achieving at or below the 20th percentile. * Target 2: not reached. Covid impact. By 2022 26% of pupils were achieving between the 21st and 40th percentile. * Target 3: not reached. Covid impact. By 2022 14% of pupils were achieving between the 41st and 60th percentile. * Target 4: not reached. The children were severely impacted by lack of access to technology and given the DEIS status of our school, parental support at home during the Covid closures was lacking in some cases. They have all suffered a set-back in their confidence levels across all areas of the maths curriculum. * Target 5: reached. Each class was provided with a full supply of maths equipment, maths games purchased for use across each class during in-class SET maths support- feedback received from students, more to be purchased. Yard games purchased to encourage maths strategies. * Target 6: not reached. Parents have only recently (post Feb mid-term 2022) been allowed access to schools again, so engagement in maths for fun etc was not possible. * Actions achieved: review of Drumcondra results, developed the use of concrete materials in all classes, maths related to everyday life as much as possible throughout Covid closures etc, IXL homework engaged in but following feedback from staff, parents and children this was discontinued. * Actions not achieved due to Covid restrictions:: Peer-tutoring, Maths for Fun and workshops for parents. | | | | | | |
| **Targets:**  1. By June 2025 the majority of children in the school will be achieving standardised numeracy scores in line with their ability level (as indicated by +/- 15 of their SS in their most recent NVRT).  2. To engage with the implementation of the New Primary Maths Curriculum.  3. By June 2025 all classes will be engaged in a minimum of three in-class SET numeracy support sessions per week.  4. By June 2025, all maths classes will begin with 10 minute counting work.  5. By June 2025, all classes will be engaged with numeracy work using Chromebooks..  6. To continue to develop parental involvement. (See Partnership with Parents) | | | | **Monitoring strategies:**   * Acting AP2 Jen Haughton to compare standardised scores of NVRT and Drumcondra Maths Test at end of each school year and present findings to staff. * Three target children from each class to be monitored throughout the year with engagement with numeracy initiatives. Class/SET teachers to present findings to ISM. | | |
| **Actions:** Review Drumcondra results; Engage with PDST for New PMC and Maths Support, Engage with support from NCSE for recommended use of SET for in-class support. Engage with PDST for CPD for some staff in the management of Chromebooks- use developed over next three years across all class groupings; Organise ‘Maths for Fun’; Organise workshops in mathematical operations for parents as need arises | | | | | | |
| **Measures:** | | **Addressing Targets:** | | | **Who:** | **When:** |
| Develop new in-class model of support for maths | | 1, 2, 3, 4 | | | CTs, SET, PDST, NCSE | Year round |
| Focused withdrawal based on need once per week | | 1, 2 | | | SET | Year round |
| Engagement with New Primary Maths Curriculum | | 1, 2, 3, 4, 5, 6 | | | Whole staff, PDST | When available |
| CPD for staff in new Chromebooks | | 1, 2, 3, 4, 5, 6 | | | P, ISM, PDST and other selected teachers | Year 2 |
| Maths for Fun | | 1, 2, 6 | | | HSCL, Parents, 2nd / 3rd CTs | Term 2 |
| Local HSCL Maths Initiative to be developed | | 1,2,3,4,5,6 | | | HSCL, Parents | Year 3 |

| **Target 3: Attendance** | | | |
| --- | --- | --- | --- |
| **Review 2019-2022:**   * **Severely disrupted by Covid closures, however we have had huge success in reaching the majority of our targets and completing most actions.** * Target 1: not reached- Covid impact. We had an attendance of 88% by June 2022. * Target 2: reached when possible. Covid closures and long-term absence of our Attendance Promoter resulted in gaps. * Target 3: reached when possible. Covid closures and long-term absence of our Attendance Promoter resulted in gaps. * Target 4: reached. The Covid closures have made all stakeholders even more aware of the link between attendance and attainment. * Target 5: reached. The Covid closures have made all stakeholders even more aware of the issues surrounding poor attendance. * Target 6: not reached with all targeted pupils. * Target 7: not reached with all targeted pupils. * Attendance Team Meetings between Principal, HSCL and SCP Staff were vital to the success of reaching the majority of our targets. * More children than ever were referred to the EWO for poor attendance. | | | |
| **Targets:**   1. By June 2025, we will return to pre-Covid levels of attendance of 94% or above.. 2. To continue with current practise of monitoring, reviewing and reports on attendance 3. To continue with recording and analysis of attendance using Databiz 4. By June 2025, punctuality of targeted children in the mornings will be improved. 5. By June 2025, the frequency of early collections with targeted students will be reduced. | | | |
| **Actions:**  Attendance will be tracked and monitored using a whole school approach. Attendance promotion, tracking and monitoring will be included in the DP role in place of SET. All staff, Board of Management and parents to be involved in supporting good attendance. 2nd class teachers to be acutely aware of repeated patterns early in the first term and report to HSCL/DP. Reporting of absenteeism by notification to parents via letters and referrals to TUSLA and EWO when necessary. Targeted initiatives to consistent late-comers/early collections.. | | | |
| **Measures:** | **Addressing Targets:** | **Who:** | **When:** |
| Daily tracking and monitoring of attendance   * Encouraging children to be punctual and to attend regularly * Requesting a written explanation of absence if none received * Ensuring parents making early collections note a full explanation in book | 1, 2, 3, 4, 5 | All Staff | Daily |
| Further tracking and monitoring attendance   * Weekly meetings between HSCL and principal to analyse attendance * Strategy meetings when necessary with attendance promoter and SCP Coordinator * HSCL to conduct home visits * Reward systems in place for class groupings with the highest combined attendance monthly, for children with the highest attendance yearly, for significant improvement in attendance, punctuality or decreased early-collections. | 1, 2, 3, 4, 5 | Principal, HSCL,  Attendance Promoter | Weekly  Monthly  Yearly |
| Reporting   * Notify parents by letter when a child reaches 15/20 days absent * Referrals to TUSLA to be made in chronic cases of non-attendance | 1, 2, 3, 4, 5 | Principal,  Attendance Promoter | When applicable |

| **Target 4: Retention** | | | |
| --- | --- | --- | --- |
| **Review 2019-2022:**   * **Severely disrupted by Covid closures, however we have had huge success in reaching the majority of our targets and completing most actions.** * Target 1: reached- significant investment made into well-being resources throughout the school. Weaving Well-being programme in place across the school. * Target 2: reached when possible. Significantly impacted by Covid closures, with instructions from TESS for SCP workers to work from home and Covid restrictions. * Target 3: reached. The food deliveries made by staff during Covid closures provided opportunities for staff members to become very familiar with families. Further developments in communication strategies, has meant that no query, call or email has gone unanswered in the last four years. * Target 4: not reached. Due to Covid restrictions extra-curricular activities only started in Term 3 of 2022 in Ballymun Anseo and a significant drop in numbers attending was noted. Aisling Project SCP had to significantly reduce contact time with children due to the creation of ‘bubbles’, due to Covid restrictions. * Target 5: reached. * Target 6: not reached. Ballymun Anseo SCP has been instructed by TESS that they can no longer fund the most vulnerable families in the school for school tours, uniforms etc. | | | |
| **Targets:**   1. By 2025 a portion of the DEIS budget will be used to invest in resources to support the implementation of the DES/HSE initiative Well-Being in Primary Schools. 2. In Term 2 of 2022 a Student Council will be established and developed through to June 2025, to ensure the student voice is heard and the importance of education is relayed to students by their peers. 3. To maintain and strengthen the relationship with Ballymun SCPs. 4. By June 2025, all pupils on the target list will be engaged with after-school and summer programme support from Ballymun SCPs. | | | |
| **Actions:**  Continued engagement with Well-Being in Primary Schools- CPD if required. Student Council to be added to a POR. Regular reviews of engagement with SCP initiatives/projects. Staff to support HSCL initiatives in the school/campus. HSCL to attend local committee meetings/services. | | | |
| **Measures:** | **Addressing Targets:** | **Who:** | **When:** |
| Continued Engagement with Weaving Well-Being programme | 1 | All Staff | Ongoing |
| Support implementation of diverse PE curriculum | 1 | All Staff | Year Round |
| Student Council to be established | 1, 2, 4 | POR Holder TBC | Start Term 2, Year 1 |
| Regular meetings with SCP coordinators, Principal, HSCL, Project workers | 1, 2, 3, 4 | SCP Coordinator, Principal, HSCL, Project workers | Year Round |
| Active and Present HSCL Coordinator | 3, 4 | HSCL | Daily/Weekly |

| **Target 5: Progression** | | | |
| --- | --- | --- | --- |
| **Review 2019-2022:**   * **Severely disrupted by Covid closures, however we have had huge success in reaching the majority of our targets and completing most actions.** * Target 1: reached, although as the population of north Dublin city is increasing, competition for places in schools is increasing on a year-by-year basis. * Target 2: reached following review of best practice. 1:1 meeting with the SET teacher from Girls’ School and all staff in Infants School is most effective. * Target 3: reached, including during COvid closure- programme taught online by the class teachers. * Target 4: reached, where possible outside Covid closures. * Target 5: reached, where possible outside Covid closures. * Target 6: reached, where possible outside Covid closures. * Target 7: not reached with all targeted children, as some local secondary schools would not facilitate a visit. | | | |
| **Targets:**   1. To ensure all children in 6th class are enrolled in a secondary school each year of the plan. 2. Transition meetings to be held with the teachers in OLV Infant School each year of the plan. 3. Ballymun SCP will deliver the Secondary School Transition Programme in the school each year of the plan. 4. Continue to facilitate visits from local secondary schools 5. Continue to encourage visits to Open Days 6. Continue to visit local secondary schools 7. Continue and develop support offered by HSCL Coordinator to include visits to schools with target students | | | |
| **Actions:**  Early engagement with parents regarding transitions. Meeting with Ballymun Anseo SCP Coordinator, Principal, HSCL, Class Teachers. Coordination between local schools and school timetable. Encourage visits from past-pupils. 6th class pupils give tours to the incoming 2nd class pupils. June meeting for parents of incoming 2nd class. | | | |
| **Measures:** | **Addressing Targets:** | **Who:** | **When:** |
| Regular check-ins with parents and students re enrolment | 1 | CTs HSCL | Term 2 5th Class, Term 1 6th Class, regular check-ins |
| Parent information meetings re transition | 1, 4, 6 | P, HSCL | Term 1 4th, 5th, 6th Classes, Term 3 2nd Class |
| Allow access to visiting Principal, Teachers, HSCL etc | 1,2, 3,4,5,6 | Principal, HSCL, Secretary, CTs | Term 1 |
| Advertise Open Days within school, social media etc. | 1,3,4,5,6 | HSCL, Secretary, CTs | As they arise |
| Liaising with local HSCL | 1,5,6, 7 | Principal, HSCL | Term 3 |
| Secondary School Check-in | 1 | HSCL | Term 1 |

| **Target 6: Partnership with Parents** | | | |
| --- | --- | --- | --- |
| **Review 2019-2022**   * **Severely disrupted by Covid closures, we have not been able to reach the majority of our targets.** * The campus has not been able to offer any parent courses in-person since March 2020 and this has had a huge impact on the development of our long-established partnership with parents. * However due to the Covid closures we have been able to develop relationships between staff and parents because of the food deliveries that the staff undertook on a voluntary basis. Staff had regular delivery routes each week, and soon parents/guardians became used to who may have been an unfamiliar staff member prior to the closures and relationships were formed. This proved vital in assisting the most vulnerable of our families during such an unprecedented time. * HSCL teachers also became intrinsically linked with the children on their target lists during the Covid closures, helping to form relationships that previously may not have existed. * Target 1: some reached- literacy: new library team of parent volunteers in place. * Target 2: not reached due to Covid restrictions- no classes possible. * Target 3: reached as best as possible- restricted access to technology during closures sometimes made this impossible. * Target 4: reached- hugely improved due to improvement in IT and new school mobile phone (due to Covid closure) * Target 5: partially reached- one Science initiative held with DCU and school, very small number of parents involved. * Target 6: reached, due to engagement of whole team- HSCL, Class teacher and Attendance Promoter and EWO (where applicable) * Target 7: not reached due to Covid restrictions- no classes possible * Target 8: not reached due to lack of after-school and holiday provision, and willingness to participate post-Covid | | | |
| **Targets:**   1. That by June 2025, a large cohort of volunteer parents will be trained in the running of the school library. 2. In 2024, develop an opportunity for parental involvement in a numeracy initiative in the school. 3. By June 2025, have developed an opportunity for parental involvement in well-being initiatives in the school (art/decor etc). 4. To improve parents' own educational needs and skills by hosting classes and talks in the Parents’ Room over the three-year cycle. 5. By June 2025, have increased the number of target parents engaging in parenting courses and classes.. | | | |
| **Actions:** HSCL will; organise courses for parents; contact the parents most suitable for the courses to encourage their attendance and participation and; remind parents of upcoming events through use of the HSCL notice board, text messages and letters. Encourage parents to volunteer, seek specific parents to volunteer for coffee mornings to encourage more reluctant volunteers. Monthly Wednesday Coffee Mornings. September Parent-Teacher Meeting. Home visits | | | |
| **Measures:** | **Addressing Targets:** | **Who:** | **When:** |
| Communication with Parents via Home visits, Parent teacher meetings, school newsletter, school website, Text messaging, introduction meetings for incoming second classes and parents meeting. | 1-5 | HSCL | Daily |
| Develop membership of the ‘Library Team’ for literacy initiative | 1, 4, 5 | HSCL, Parents | Year 1 |
| Liaise with staff/student council re well-being initiative for parents | 3,4,5 | HSCL | Year 1 |
| Engage with local HSCL to develop local maths initiative | 1-5 | HSCL | Year 2 |
| Courses to support parents in supporting their child with Maths, Literacy- English and Gaeilge, courses in self-development for parents | 1, 2, 3, 4, 5 | HSCL, CTs, SCP | On-going |

| **Target 7: Partnership with Others** | | | |
| --- | --- | --- | --- |
| **Review 2019-2022**   * **Severely disrupted by Covid closures, however we have been successful in reaching all of our targets.** * Continued engagement with and development of relationships between local and national government and non-government agencies: OLV Infant and Boys’ School, OLV Parish, Local Primary Schools, Ballymun Anseo SCP, Aisling Project SCP Hazelwood, Ballymun Principal’s Network, Young Ballymun, CDETB, Misneach groups, CSL, Ballymun Gardaí, Ballymun Family Resource Centre, Leinster Rugby, GAA, DCC, DCU, RECO, HSE, NEPS, LDNT, TUSLA, NCSE, Mater CAHMS, PDST, SUAS, Accord, Local Secondary Schools.   Targets1-3: all targets achieved, although greatly hindered by Covid restrictions. A real sense of community developed amongst all of the agencies involved with schools (in the most part) during Covid closures. | | | |
| **Targets:**   1. To maintain relationships with agencies listed above. 2. By June 2025, have established and developed new relationships to assist in achieving targets for literacy, numeracy and well-being, where applicable. 3. To further develop a relationship with Ballymun Family Resource Centre regarding support for refugee children, when applicable. | | | |
| **Actions:**  Open lines of communication with all the above agencies. Assist in school visits/placements when needed. HSCL to keep up to date list of contact details for the above. | | | |
| **Measures:** | **Addressing Targets:** | **Who:** | **When:** |
| HSCL to attend meetings of above agencies and maintain open lines of communication | 1, 2, 3 | HSCL | On-going |
| HSCL coordinator to have a visible presence in the school and community | 1, 2, 3 | HSCL | On-going |
| Facilitate school visits where applicable | 1, 2, 3 | Principal | On-going |