

DEIS Three-Year Plan



School Name: Bush Post Primary School

Roll Number: 71750U

Period of Plan: 2022-2025

Date of Ratified by the Board of Management: _____

Summary Plan to promote Attendance	
Target(s):	
State in specific terms how ATTENDANCE should improve as a result of measures in the school's DEIS plan (number the targets)	
<i>Attendance targets have been adapted post covid due to significant changes in attitudes and culture towards school attendance</i>	
1. Covid 19 Attendance . Monitor all daily student attendances Year 1 target Year 2 target Year 3 target	
2. Target chronic absenteeism Year 1 2022-2023 Target Year 2 2023-2024 Target Year 3 2024-2025 Target	
3. Embed digital recording of attendances from roll books.	
4. Create an attendance monitoring and tracking system.	
Actions:	

State proposed measures (both existing and new) to improve ATTENDANCE. Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect

Measure	To address target(s) No's	Who?	Lead Responsibility	When?	Resources?
Every teacher to take attendance using electronic software .i.e. Eportal during each lesson.	1,2 & 3	All teachers	DPS & P	Daily	Eportal, Year heads and HSCL
At 9.45 Each day an SMS text message is sent to parents /guardian based on the electronic data. Daily attendance procedures as outlined in BPP Attendance Policy in line with a staged approach to work parallel with the EWO.	1, 2 & 3	Admin Staff	Admin Staff	Daily	All teachers
Attendance Rewards - establish criteria for awards.	1 & 2	Year Heads/HSCL	HSCL	Weekly acknowledgement of attendance statistics with pupils, parents & staff. Periodic award celebration/ceremony awards	Rewards budget for attendance
HSCL will use daily attendance and electronic data to generate attendance records. Those with poor attendance records will be contacted by the Year Head and/or HSCL.	1, 2 & 3	Year Heads HSCL school Completion	HSCL	Weekly meeting with YH & DP also DP & HSCL. Annual Attendance NEWB Returned as required.	Facility Admin Programme/Eportal
HSCL phone calls and home visits to students with poor attendance to the parents of poor attenders. The Educational Welfare Officer (EWO) will be contacted where necessary to assist the HSCL Co-ordinator. Staged letter system to work parallel with EWO supports.	1, 2 & 3	HSCL EWO	HSCL EWO	Ongoing/ When needed	HSCL & EWO Attendance Records HSCL, School refusal resources

Attendance will be reviewed and monitored by class teachers during lessons using Eportal to identify absenteeism/patterns.	1, 2 & 3	Classroom Teachers	Classroom Teachers	Ongoing	Class registers,E Portal,Year Head meetings with DP
School completion officers to work with poor attenders two afternoons a week and an application to be made for a full time School Completion Officer in September 2021	1 & 2	Principal	Principal	Weekly	School Completion funding
Students leaving the school must present their school diary with a signed note from their Year Head. This will give more accurate attendance records.	1 & 2	P, DP, HSCL, Year Heads	HSCL & Year heads	Daily/Monthly	Electronic data Year Heads HSCL School Secretary
Other activities; National Positive Mental Health Week activity, SPHE , Well being weekly initiatives focussing on resilience, study skills and attainment through themed weekly topics	1 & 2	Wellbeing Team/SPHE dept./ Year Heads	Wellbeing Co-ordinator	Daily at assemblies/ Annually	Wellbeing Organisations

Monitoring:

State how progress will be monitored and at what intervals (monthly/ termly/annually...) *over the three years*

The data from Eportal/Facility Admin regarding student attendance will be monitored by the HSCL and Year Heads. Text to parent for all unexplained student absences.

Attendance will be reviewed and monitored by Year Heads & HSCL on a daily basis and reviewed each week during DP meeting with YH/HSCL.

During weekly assembly Year Heads celebrate attendance achievements, each day Year Heads greet pupils before first class to monitor any excused absences.
HSCL phone calls and home visits to students with chronic absences.
Students with poor attendance to be constantly monitored by HSCL and referred to EWO when deemed necessary

Evaluation:

State how impact of actions on ATTENDANCE will be evaluated at the end of the three years.

All attendance data will be reviewed comparatively to targets set around whole school attendance and chronic absenteeism.

Base line data 2021-2022 will be compared with baseline data for 2020-2021. (As reported in NEWB returns & attendance rolls combined with any electronic records)

State how progress will be measured, using baseline and targets as guide.

All attendance data will be reviewed comparatively to targets set around whole school attendance and chronic absenteeism.

Baseline Data which has directed current targets

DEIS Three-Year Plan 2022-2025



School Name: Bush Post Primary School

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Summary Plan to promote: Retention

Targets(s):

1.To create an environment and culture where all students feel happy, safe and connected to their school to achieve as close to 100% retention.

2. Establish an 'Reward Calendar' to build on learners' social and cultural capital.

3. To foster positive relationships to enhance teaching and learning outcomes and enable students to reach their full potential.

4. Identify the students in each year group most at risk of early school leaving and put supports in place to retain these students

Measure	To address target(s) No's	Who?	Lead Responsibility	When?	Resources?
Subject Department share learning outcomes and intentions with students in every lesson.	All targets	All teachers	All teachers	Every Lesson	Access to IT, whiteboard & whiteboard marker, teacher digital device. Class Teacher/Class plan/ WALT, WILF boards in classrooms Subject plans/ Chief Examiner's report State Exams
Opportunities for all students to experience success and to build their social and cultural capital . Establish an rewards calendar	All targets	Principal, Deputy Principals , Year Heads HSCL,and all staff	P & DPS Senior Colleagues	continual	Budget for awards School trips DEIS and school funding

Data Tracking System that informs pupils of their flight path in every subject and support students and teachers in goal setting.	All targets	Subject Teachers	Principal, Deputy Principals, Guidance Counsellor.	Annually	Athena Tracker CAT 4 tests
SEN students on the continuum of support, in particular support for few and support for some will receive the most skilled supports to encourage them to remain in school from both the SEN qualified staff and their class teachers. The SEN students in the support for all category will also be supported by their class teachers and the SEN department as appropriate.	All targets	All teachers	SEN Department, all Subject Teachers, Subject Departments	Every Lesson	SEN Department skilled advice for appropriate interventions. Subject teachers differentiated planning. Pop-Up CPD sessions for specific SEN needs
Providing feedback on work done, closing the gaps in understanding	All targets	All subject teachers	Subject Department	Every Class	Class Teacher/Class plan
Differentiating work to suit all learning styles including SEN students	All targets	All subject teachers	Subject Department	Every Class	Class Teacher/Class plan
Retention of students encouraged by the provision of educational programmes to meet the needs of the learner, namely, JCSP, TY, LCA and LCVP programmes	All targets	School Management	Principal & Deputy Principal & Programme Coordinator	Annual	HSCL Co-ordinator, Career Guidance, Year heads, P & DP
School Completion Officers on campus two afternoons a week to work with students at risk of early school leaving	1& 4	HSCL, P & DP	HSCL, P & DP	HSCL	SCP personel, resources and expertise
Detailed identification of incoming students at risk of leaving school early	1& 4	SEN Coordinator, Year Head, DP, Care Team	SEN coordinator	April - May of incoming 1st year students prior to entry	Primary school visits, student Passports
Rainbows programme for students	All targets	Rainbows Co-ordinator	Rainbows Co-ordinator	12 weeks per annum	Rainbows Co-ordinator, Rainbows Ireland
Lunch club for vulnerable students	All targets	SEN Coordinator	SEN Coordinator	Lunch times	School meal funding
HSCL home phone calls and home visits	All targets	HSCL Co-ordinator	HSCL Co-ordinator	On-going	DEIS Funding

Career guidance support to help students complete their education, i.e, Guidance Counselling, Study Skills, Personal Development including Anger Management and low self- esteem.	All targets	Career Guidance Counsellors	Careers Guidance Counsellors	On-going	Career Guidance Expertise
Use of Restorative Practice Techniques in addressing behavioural issues- Conflict addressing strategies/ focusing on positive behaviours	All targets	Year Head, P & DP, all teaching staff	School Management Team	Ongoing	Teacher skills
Care Team weekly meeting to discuss most vulnerable students who may be at risk of leaving school early and to put measures in place to address these issues.	1,2,3	Deputy Principal HSCL SEN Co-ordinator Careers and Student Support Counsellors	Principal & Deputy Principal	Weekly	Co-ordinated care of students across a multi-disciplined team with expertise in; Careers Counselling Anti-Bullying Team Year Heads Teachers HSCL Co-ordinator Careers Guidance School Management SEN Department
Anti-bullying Week/ Anti -bullying Initiatives e.g. Bully for you	All targets	Anti-Bullying co-ordinator, Year Heads			
The calendar of themed week atnd all assemblies include National initiatives dates	All targets	Well being co-ordinator, Year Heads, Care Team	Well being Co-ordinator	Daily at assemblies	Term calendar of events
Social Programmes e.g. Social Skills Programme; Get Up,	1,2,3	SEN Dept	SEN Dept,	a number of times as needed	SEN resources
Parent Teacher Meetings	All targets	P,DPs &Year Year Heads, teachers SEN Co-ordinator		Annually	All teachers Admin Staff
JCSP Class in second Year and third year	All targets	JCSP Co-ordinator	P, DP, SEN Dept. & JCSP Co-ordinator	Annually	JCSP Programme resources
School educational visits and visiting careers speakers	All targets	Career Guidance	Career Guidance	Guidance Resources	Guidance Department Resources
High Quality of Teaching and Learning.	All targets	Subject Teachers	Principal, Deputy Principals, AP2 -	Weekly	Established criteria for classroom practice.
School Meals Programme	All targets	School Management	Principal	Daily	Catering Team
Evidence Based Interventions for targeted students who are identified as being at risk of non-school completion	All targets	Principal, Deputy Principals SCP HSCL and Year Heads	Principal, Deputy Principals SCP HSCL and Year Heads	Weekly interventions	Attendance data
Summer, Easter and Transition Programme to foster school engagement.	All targets	Principal, Deputy Principals SCP HSCL and Year Heads	Principal, Deputy Principals SCP HSCL and Year Heads	Annually	Data on level of engagement in SCP interventions
Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years.					

Progress will be monitored by the HSCL Co-ordinator's monthly/term review of student attendance in conjunction with Year Heads and School Management. Any problems will be discussed by teachers with parents and/or at departmental meetings. Year Heads will be notified if the HSCL Co-ordinator, a teacher or a subject department is worried about any individual student in danger of leaving school early. HSCL Co-ordinator will visit homes of students at risk of early school leaving in all year groups. Weekly Care Team meeting will include discussions about students at risk of early school leaving and will implement actions to address concerns. Parents showing signs of school refusal will be visited by HSCL, return to school plan put in place and referred to Primary Care services if need be. The Care Team members are the Deputy Principal, HSCL Officer, Rainbows Co-ordinator, Careers and Student Support Guidance Co-ordination and the Special Educational Needs Co-ordinator.

Evaluation:
State how impact of actions on RETENTION will be evaluated at the end of the three years

State how progress will be measured, using baseline and targets as guide

- 1.Compare whole school retention base line data with data of the previous year to evaluate progress.
- 2.Tracking targeted students from each year cohort up to 6th year.
- 3.Targeted students will be based on our live whole school data.
- 4.Subject Departments will evaluate the Subject Department Plan each year to ensure that all learners, including SEN students experience high quality differentiated learner experiences and outcomes.

Baseline Data which has directed current targets

DEIS Three-Year Plan

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Summary Plan to promote LITERACY					
TARGETS - State in specific terms how LITERACY LEVELS should improve as a result of measures in the school's DEIS plan					
1. Review the impact of Covid 19 by testing all 1st and 2nd years. Review Literacy SIP.					
2. We will develop a literacy marking policy to embed consistent literacy marking practice across all subject areas.					
3. Re-establish the Literacy Core Team after Covid 19 to include a wider variety of subject departments.					
4. Bush Data from testing will be analysed and included each year in the DEIS baseline data results. All targets to be improved by 1% in 2022-23.					
State proposed measures (both existing and new) to improve LITERACY LEVELS. Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect.					
Measure	To address target(s) No's	Who?	Lead Responsibility	When?	Resources?
Test all first and second year using the NGRT in Term 1 and communicate results to teacher.	1	P, DPS, Core literacy Team	Core literacy Team	Core literacy Team	NGRT on-line Test
Review Literacy SIP as informed by NGRT data	1	P, DPS, Core literacy Team	Core literacy Team	Term 1, 2 & 3	Literacy Team
Devise a simple common literacy marking policy	2	P, DPS, Core literacy Team	Core literacy Team	Term 1 & 2	Literacy Team, all staff, schemes of work, staff handbook student Journal (2023-2024)
Digital Library link to be shared with all staff students and parents.	3	Literacy Core Team	Literacy Core Team	Term 1 & 2	JCSP Digital Library resources
Red Read Wall is displayed in corridor of books favoured by staff and students.	3	Literacy Core Team	Literacy Core Team	All year	Literary reviews displays on corridors

Drop Everything and Read/reading during supervised classes. (Annual check to see percentage of students with a book in their bag to read for enjoyment)	3	Literacy Core Team	Literacy Core Team	For 3 weeks spread across the academic year	All teachers/ Subject departments
Key words in all subject areas to be given focus, differentiated to suit all learning abilities based on State examinations recommendations and subject syllabus. A list of key words for each unit of work to be specified in all department plans	3	All subject teachers/ all students	All subject teachers	All year	Chief examiners reports/ curriculum/ Department plan/classroom resources
Word of the Week	3	All students and staff	Literacy Core Team	All year, updated weekly	Staff notes, digital displays.
Accelerated Reader Programme Social Skills programme 'Friends for Life' • Personal Pupil learning plans (PPPs) for all SEN students with targets set in all subjects by subject teachers which are updated online and available for parents to review at parent teacher meetings	1	All Junior Years SEN Students	All Teachers SEN Department	Full Academic Year	SEN Department Class teachers Prepared book boxes in staff room/library
Differentiated work to suit all learning styles to be embedded in every subject plan and in all teaching and learning	1,2,3	All subject teachers	All Subject teachers	Full academic Year	Subject Departments/ Plans
Success criteria to be shared with all students on each piece of assigned work	1,3	All subject teachers	All subject teachers	Full academic year	Subject Departments/ Plans/ classroom resources

Monitoring:

Review the literacy NGRT data annually.

Monitor interventon groups identified through NGRT testing by evaluating pupil progress.

Literacy SIP link teachers to monitor SIP tests results annually.

SEN Department to monitor Learning support students and class teachers with SEN to track SMART TARGETS in 'Personal Pupil Plans'. Bi- Annual exams having a component of key word testing in all subject areas. Punctuation and grammer to awarded a percentage in all exams.

Evaluation:

State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years

State how progress will be measured, using baseline and targets as guide.

Review testing data to evaluate what precentage of students' Literacy levels improved due to the measures in place.

MS forms survey for students and staff to evaluate 'Drop everything and read'.

Evaluate the Literacy Policy consistency of approach across all departments via students work examples.

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Summary Plan to promote NUMERACY

Target(s): State in specific terms how NUMERACY LEVELS should improve as a result of measures in the school's DEIS plan

1. To review the impact of Covid 19 on Numeracy by testing all first and second year students, using the Assessment GL Numeracy test.
2. To re-establish a Numeracy Team to oversee the implementation of the Numeracy Plan.
3. Every Subject Department has completed Numeracy targets for all year groups in their Schemes of Work incorporating the language of numeracy in all learning opportunities in every subject.
4. Establish a permanent 'Numeracy Week' in our academic calendar.

Actions:

State proposed measures (both existing and new) to improve NUMERACY LEVELS. Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect

Measure	To address target(s) No's	Who?	Lead Responsibility	When?	Resources?
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Numeracy lead to identify pupils who may benefit from Progress Maths testing. Once tested, information shared with Maths teacher to support learning in the classroom with specific SMART targets created afterwards.	1	Numeracy Lead/Maths Teachers. Numeracy team	Numeracy Lead	Annually	Progress Maths GL assessment
Numeracy Team to be established - a cross section of all subject departments to be represented. Purpose of the TEAM is to promote numeracy in all subject areas/SOW. Establish a fixed numeracy week in whole school calendar, promoting activities during this week. Weekly slide to be added to pupil notes on school screens, to promote numeracy across the curriculum	2	Numeracy Team	Numeracy Lead	On-Going	Digital Screens Numeracy across the curriculum resources
All SOW to have a numeracy component Numeracy will be promoted by differentiated class lessons with active methodologies AP to monitor SOW and support subject department Teams to embed numeracy in their daily practice.	3	AP1 & Subject Dept Heads	AP1	On-Going	SOW template Available to all relevant staff on SharePoint
Numeracy Lead to liaise with the Extra-Curricular calendar co-ordinator and decide on appropriate date for Numeracy week.	4	Numeracy Lead & Extra Curricular Co-ordinator	Numeracy Lead & Extra Curricular Co-ordinator	May of each academic year	Numeracy Ninja Rewards/Celebrations calendar Activity plan created for the numeracy week and shared with staff
SEN Numeracy interventions to improve numeracy with targeted students via Personal Pupil Plan (PPP) targets for SEN students	1	SEN departments	SEN Department and all teachers	Ongoing	SEN department pupil progress plans SEN Learning Support

Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

1. Progress Test results shared with Parents, Year Heads, Maths teachers, SEN department and SLT. These results should help identify a forward plan to support pupils who are below target in Maths
2. Numeracy Team to communicate their action plan for the year, via emails and staff notes every 11 weeks. Numeracy initiatives are highlighted in parents Newsletter. Numeracy week is promoted.
3. AP1 audit each TERM of subject department SOW
4. Ensure Numeracy Week is planned in previous academic year and promoted via Journal, Website, staff & student notes, Parents newsletter.

Evaluation:

State how impact of actions on NUMERACY LEVELS will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide

- 1. Progress Testing and Data tracking monitors JC results and those pupils who have had specific interventions regarding numeracy, to monitor their progress.
- 2. Reflect upon pupil voice to evaluate effectiveness of Numeracy interventions and Numeracy week.
- 3. Reflect upon staff & parent voice in regards to the promotion and awareness of Numeracy across the curriculum.

DEIS Three-Year Plan



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Summary Plan to Support Educational Transitions

Target(s):

State in specific terms how EDUCATIONAL TRANSITIONS should improve as a result of measures in the school's DEIS plan (number the targets)

1. Develop our Admissions Policy to ensure it is inclusive and caters for the diverse needs of the local community
2. Establish effective systems and practices which support the transition from Primary to Post Primary
3. Provide guidance and support for Junior cycle students, which encourages students and parents to consider the most suitable senior cycle programme
- 4 To aim for 100% of our Senior cycle pupils to progress into either Apprenticeship, the World of Work or Higher & Further Education

Actions:

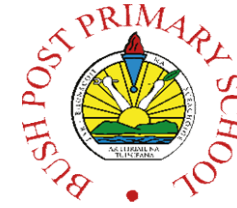
State proposed measures (both existing and new) to improve EDUCATIONAL PROGRESSION. Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect

Measure	To address target(s) No's	Who?	Lead Responsibility	When?	Resources?
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Guidance Counselling classes for all Senior Cycle students and Guidance Counselling appointments for individual students	1,2	Guidance Counsellor	Guidance Counsellor	Weekly	Guidance Counsellor's expertise and knowledge
Guidance Counsellor provides information and support for individual students applying for the HEAR (Higher Education Access Route) and DARE (Disability access Route) schemes	1,2	Guidance Counsellor	Guidance Counsellor	On going	Guidance Counsellor's expertise and knowledge
Provision of talks from relevant Colleges, Universities, PLC Colleges, Grant Authority SUSI, Hear and Dare, and other relevant and related organisations that raise awareness of Educational progression. Careers Fair for students and parents. talks for parents on SUSI applying for Grants	1,2	Guidance Counsellor	Guidance Counsellor	On going	Guidance Counsellor's expertise and knowledge
Transition to Secondary School- (a) Strong Primary School feeder school links with an annual visit from Bush Staff members. (b) Information packs on Subject choices/Daily routines/School Code of behaviour etc(c) Information evening for Parents of incoming first years (d) Transfer Course for Parents of all incoming first year students (e) A 3 day Induction Programme for all incoming First Year Students (f) Buddy System for each 1st year student	1	Principal/Deputy Principal/Teaching Staff/HSCL/Guidance Department	Principal/ Deputy Principal	Ongoing throughout the year	Student details/Staff awareness/ 6th Year Prefect group
Transition from Junior to Senior School- (a)Information booklets on subject choices to be given to all 3rd Year/TY students moving to Senior Cycle. (b)Guidance classes to support this.(c) Information evenings for all 3rd Year students and parents on Senior programmes provided (TY, LCVP,LCA, Mainstream Leaving Certificate). (d)Target students to be identified for specific suitable courses.	1	Guidance Department/Year Head/Principal/ Deputy Principal/HSCL	Principal/Deputy Principal	Term 3 of school year	Guidance/Careers Portal/Teaching expertise and knowledge

Raise awareness of student scholarships and support students who can avail of them e.g JP McManus, Naughton Scholarships, Dkit Scholarship	1,2	Guidance Counsellor	Guidance Counsellor	On going	Guidance Counsellor's expertise and knowledge
HSCL Officer support of parents by organisation of Parents talks for Student well-being e.g., Young People and Mental Health talks and also support career guidance counsellor	1,2	Guidance Counsellor	Guidance Counsellor	On going	Guidance Counsellor's expertise and knowledge
Care Team initiatives to promote progression e.g., Mindfulness Programme for 6th Yr. students in conjunction with Dundalk Youth Centre Rainbows Programme for students experiencing loss helping them progress.Mental Health Awareness week to promote wellbeing	1,2	Care Team	Principal/DP	Ongoing/through out the year	Mental Health resources/Care Team expertise
Awareness of careers links with subjects. Guidance Counsellor and subject teachers raise awareness of career links with subjects.All subject departments to display career links to their subject in all classrooms	1,2	All teachers	Guidance Sounsellor, Subject Co-ordinator	Displayed in all classrooms	Guidance Counsellors/teachers expertise and knowledge carreersportal.ie
DEIS funding of Breakfast Club, Lunch club and Homework Club to promote educational progression	1,2	Principal and HSCL	Principal	Daily	DEIS Funding
Reasonable Accommodations (RACE) to promote educational progression and to assist disadvantaged students in reaching their full potential in the state examinations	1,2	SEN Department	SEN Co-ordinator, JCSP Co-ordinator	Ongoing/through out the year	WIATT111assessments, Past papers
To encourage independent thinking, active learning, everyday practical application of skills eg. The skill of applying specific learning to more general knowledge and understanding	1,2,3,4,5,6	All teaching Staff	Subject Departments	Ongoing throughout the year	Teaching methodologies/Wellbeing subjects
Specific small class group for JCSP and LCA students in Maths	1	Learning Support Team	JCSP Co-Ordinator	Throughout the school year	JCSP resources

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Summary Plan to Promote Partnership with Parents & Others

Target(s): State in specific terms how PARTNERSHIP WITH PARENTS & OTHERS should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. To maintain an active database containing address, Eircode, phone number and email of all parents and guardians of student cohort
2. To maintain an effective Parents Association that are actively consulted and involved in policy formation, ratification and implementation
3. To re-establish opportunities for parents to attend school celebrations and events, in a post-pandemic environment
4. Promote the active involvement of the school with other agencies including support agencies through 100% participation with the initiatives listed below.
5. Introduce students to the world of work via 100% participation in work experience for all LCA, LCVP and Transition Year students.

Actions:

State proposed measures (both existing and new) to improve PARTNERSHIP WITH OTHERS. Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect

Measure	To address target(s) No's	Who?	Lead Responsibility	When?	Resources?
Guest Speakers	1,2	Members of the local and school community	Teachers, HSCL, Care Team, Career Guidance	As required	Contact details
LMETB Partnership with other schools including Principals, Deputy Principals, Careers teachers, Learning Support teachers, Subject teachers including poetry and history competitions & musical events.	1,2	Staff and students of LMETB	School Management	Annually	School subject departments
Visits to local industries and community groups visits and school interviews	1,2	Links Co-ordinator, teachers and students	Class Teacher	As required	Contact details links with community
Work experience for all TY, LCA and Senior 1 students Teacher partnership with local employers/businesses when monitoring work experience	1	Local businesses teachers and students	TY, LCA and LCVP Co-ordinators	At specific times in the school year as planned by the co-ordinators	Contact details Employers Information packs Local business links
Involvement in community work e.g., Tidy Towns competition, Senior Citizen CSPE or ESS projects, Credit Union competitions Citizenship Day-outside agencies visit school to meet all First Year Students. E.G., the Samaritans, Red Cross, Rotary Club, Environmental projects e.g., Green Flag etc.	1,2	Teachers and students	Class teachers	As required	Contact details Local/national NGO's, Community groups CSPE Teachers
Working in partnership with Statutory Agencies eg. PPFS, EWS, Primary Care Services, TESS	1	Guidance Dept. , HSCL, Principal, Deputy Principal	HSCL, Guidance Dept,	As required throughout the year	Statutory agency details
Link with Dolmen Centre Omeath Youth services	1	HSCL, Guidance Dept.	HSCL, Guidance Dept.	Ongoing throughout the year	Youth Café Omeath
School Completion Partnership	1	HSCL, Principal, Deputy Principal	HSCL	Ongoing throughout the year	Oriel SCP

Bush4mation and Glenmor Athletic	1	Principal	Principal & Glenmore Athletic, School	Annually	Bush Athletic Track/Gym, Teachers and Glenmore AC & Community Fitness experts
Choir	1	Music Dept	Music Teachers	Annually	Choir, Students/muscicans
Career days at Universities, ITs, colleges, Northern and UK College and PLCs	1,2	Career Guidance Teacher	Career Guidance Teacher	Annually	Career Guidance contacts, personnel from Universities and Colleges Careers.ie websites
Career Open evening exhibition of a variety of further education options	1,2	Career Guidance Department	Career Guidance Dept.	Term 1	Career Guidance contacts, personnel from Universities and Colleges Careers.ie websites
Annual Awards night	1,2	Principal Deputy principal	Principal, Deputy Principal Award Night Team of teachers, subject department teacher	Annually	Award sponsorship links with local businesses, school DEIS budget
Links with all local feeder primary schools for enrolment, SEN updates and also for work experience	1,2	Principal	Principal/SEN Dept./Links	Annually	Relationship between BPP and primary schools
Sports partnership with others 2015 TY Sky Sports Partnership Schools/Leinster / All Ireland sports Competitions	1,2	Principal and PE Department	PE Department	Throughout the academic year	Sky Sports PE Department contact Leinster/Louth Sports partnership Sports Contacts Careers contacts
Partnership with Dundalk Youth Centre Local Education Committee (LEC) working with parents on initiatives to support education/mental health etc.SCP collaboration re attendance	1,2	Careers Guidance	Career Guidance	Throughout the academic year	Youth centre Dundalk

Monitoring:

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years. Students' informal oral feedback from visits/partnership with others. Teacher informal feedback on events in partnership with others. Work experience feedback report from employers. Community/local clergy feedback on student participation in local events. Partnership projects with local industries and feedback to school. All teaching staff monitoring of work experience under the leadership of the Programme Co-ordinator and Careers Guidance Teachers

Evaluation:

State how impact of actions on PARTNERSHIP WITH OTHERS will be evaluated at the end of the three years. Monitoring and evaluation of work experience in TY, LCA LC and LCVP at the end of work experience via LCVP/LCA/ TY Co-ordinators' and relevant teachers of. Evaluation of Employers Work Experience Report. Work Experience monitoring to be shared among all teaching staff to evaluate progress/ success. Feedback from partnership with others including community groups and businesses. Evaluations with Guidance counsellor both in school and with outside agencies.

State how progress will be measured, using baseline and targets as guide:

Activities will be reviewed each year and if assessed to be successful and useful the partnership will continue the following year. Numbers attending all activities will be monitored by the organising teachers. A list of all outside agencies that Bush Post Primary is in partnership with in 2020-21 will be posted on the DEIS folder for annual review annually.

Parent teacher meetings which include attendance by the HSCL Officer to meet and discuss issues with parents	1,2,3	Teachers, parents and HSCL Officer	Teachers and School Management	Once a year/ Twice for 6th Year group	Records of progress and test results
SEN Department meeting with parents of SEN students for student profiling and feedback	1,2,3	SEN Department	SEN Department	As required	Year Heads Subject teachers, HSCL office
Informal discussions with parents via phone calls, visits, arranged meetings in school	1,2	Teachers & parents	Teachers & parents	As required	School reports HSCL Officer
Notes in School Diary to communicate positively with parents	1,2,3	Teachers and parents	Teacher	As required	School Diary
Regular communication with parents highlighting the importance of attendance	1	HSCL, Year heads	HSCL Officer	Each term, as required	Letters, Attendance alert cards, EWO, Yearheads, HSCL

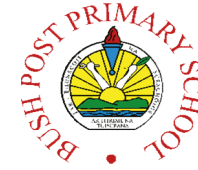
Curricular guidance information evenings for incoming first years and students progressing to TY, LCA and LCVP	1	Guidance Counsellor year Heads and School management	Guidance Counsellor and School management	Annually	Careers portal, career Guidance Counsellor Information leaflet School website
Coffee mornings for parents, Open Night, Awards Night, School events, parents walking group, information evenings For example: Parents Association invitation on the topic ' The Power of the Word by Sharon Fennelly Young People and Positive Mental Health' by Stella O'Malley.2023 Rayse the Game Study Skills and Motivation for Parent of Teenagers	2,3	School Management Teachers HSCL Officer Parents Association	School Management HSCL Co-ordinator	As required	Plans, contact details
Parental input to School Policies, school DEIS plan and review of all plans and policies with parents at BOM meetings and updating of policies onto website. Encourage more parent participation in Citizenship morning	1,2,3	Parent Association, HSCL, School management	School Management	As required	Parents' Association HSCL officer, Board of Management, Parent focus groups
HSCL Parent Classes during the school e.g. 1.Project Maths 2.Beginners Yoga 3. First Aid 4. Preparing your child (and yourself) for secondary school	1	HSCL office Education Community Officer LMETB	HSCL Officer	Annually	Education Community officer Adult Learning Services, School Buildings
HSCL Officer daily contact with parents via phone, email, text messages and by home visits	1	HSCL Officer	HSCL Officer	Ongoing daily	Contact details
Social Media usage as a form of communicating with Parents of events,issues pertaining to their childs' education journey.	1	Principal/Deputy/HSCL/Social Media Co-ordinator	Principal/Deputy Principal	Ongoing throughout the year	School Website, Facebook Page, Texting

Parents Association Meetings	1	Parents, Principal, Deputy principal, HSCL Officer	Principal	As Required	Parents HSCL School managment
Termly HSCL School Newsletter for parents and students on school website and copy given to students for their parents	1	School Management and HSCL	HSCL Officer	Bi-annually (Re- instated January2015)	HSC school events/photos

Monitoring State how progress will be monitored and at what intervals (monthly/ termly/annually.) over the three years. Progress monitored at subject level and at bi-annual departmental meetings. Attendance at PTM recorded. Feedback from PTM to staff members, school management and the Board of Management. HSCL Co-ordinator will obtain feedback from contact with parents. School information conveyed through school website, PTMs, school newsletter, other letters and Parents' Association meetings each academic year.

Evaluation: Evaluation at all subject departmental meetings. Review of current measures and the introduction of new measures annually to enhance partnership
State how impact of actions on PARTNERSHIP WITH PARENTS will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
Review of parental involvement in the school life. Analysis of the numbers of parents visiting the school throughout the school year on an informal and formal basis. Comparison with the baseline data of previous years for attendance at Parent Teacher Meetings and HSCL initiatives. Annual SEN Parents' Meeting to review progress and feedback on initiatives implemented. Annual review of all SEN interventions and supports for all, some and few by SEN Team and School Management.
Review of numbers of parents attending HSCL community education and transfer classes each academic year. DEIS Partnership with Parents baseline data reviewed annually.

DEIS Three-Year Plan



School Name: Bush Post Primary School

Roll Number: 71750U

Period of Plan: 2022-2025

Date of Ratified by the Board of Management: _____

Summary Plan Supporting Attainment -Academic Outcomes at Junior and Senior Cycle

Target(s): State in specific terms how Academic Outcomes should improve as a result of measures in the school's DEIS plan (number the targets)

1. Produce yearly data for each year group which identifies over/under achievement for each pupil in every subject.
2. To maintain or improve upon current standing in all subject areas in comparison with National Average percentages.
3. To increase the distribution of CAO points in the upper grade range of 400-625 points.
4. To increase the percentage of students attaining 'Achieved' or better at higher, ordinary and foundation level.
5. To maintain the number of LCA students achieving 120 credits at 100%. To also maintain the number of students attaining a merit or distinction in LCA at 100%.

Actions:

State proposed measures (both existing and new) to improve EXAMINATION ATTAINMENT. Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect

Measure	To address target(s) No's	Who?	Lead Responsibility	When?	Resources?
Identify cohort of Junior Cycle pupils who are at risk of attaining under 40%; through SEN screening, CAT4 testing, NGRT testing, Care Team and Year head intervention/support, staff notes, HSCL and Guidance. Provide individualised student support plans that support teachers to make appropriate interventions.	1	All Staff	SLT/HSCL/SEN/ GUIDANCE	ON-GOING	SEN screening, CAT4 testing, NGRT testing, Staff notes, Care Team supports, Year Head supports
To support staff by promoting the use of Athena Tracking system; through staff Pop-Up sessions and 'how-to' videos allowing continual monitoring of students progress.	All Targets	All Staff	DP	ON-GOING	Athena Tracker
Support Data provided to teacher/subject departments via completion of CAT4's, NGRT exams and access to the Athena Tracker	All Targets	Subject department co-ordinator	Literacy Team/Numeracy team/ Data lead AP2/	ON-GOING	CAT4's/NGRT - DIGITAL TESTING RESOURCES Athena Tracker
Ensure all subject areas receive updated data after in-school assessments which identify pupils who are in line/above/under their target grades.	All Targets	Subject department co-ordinator	AP 2 - Data Lead	ON-GOING	In-house data base Supporting Pop-Up sessions Staff CPD
After school study provided for all year groups and free for our LC cohort	All Targets	Year Heads/Subject teachers	DP	ON-GOING	After school study School Meals programme funding
Identify the cohort of high acheivers - Ensuring correct interventions are in place to support this group.	2	All Staff	SLT	ON-GOING	Results database
Each Department to identify key skills to be targeted from The Chief Examiner's Report to improve exam results in both Junior Cycle and Leaving Certificate. This is to be reviewed annually	ALL TARGETS	Subject Departments/ Subject Teachers/ Guidance Counsellor	Principal and all teachers /Guidance Counsellor	School tests & state Examinations CAT4 Test F for 3rd Year after Mock exams	Chief Examiner's Report,Exam Papers, LC and JC levels and results, CAT 4 Category F
Active Learning Methodologies to be engaged leading to high levels of student engagement and participation in their learning process	ALL TARGETS	All Subject teachers	All Subject Teachers	Ongoing throughout the year	Teacher expertise/ Motivational Training skills(shared with all teaching staff- Peer mentoring)
Study skills and examinations techniques discussed and developed in all classes.	ALL TARGETS	All Subject teachers	All Subject teachers	Throughout the school Year	Study Skills programme, Amazing brains
Awards afternoon to motivate learners and to acknowledge success Free breakfast and lunch for all students	ALL TARGETS	All Staff	Awards night co-ordinators, Principal and Deputy Principal	Sept-June	Timetable

Pupils are assigned to the correct class grouping, based upon attainment data in Core subjects.	ALL TARGETS	All Subject teachers	SLT	Feb - March of each academic year	Timetable
Gaeltacht Grant Scheme to encourage students to attend Summer courses in Gaeltacht areas	ALL TARGETS	Gaeilge Department	Principal/Head of Gaeilge Department	Term 3 of year	LMETB funding/Gaeltacht scholarship application process
Profiling and assessment of SEN Students to track educational attainment. Student support files for the most educationally disadvantaged students - School Support Plus.	ALL TARGETS	SEN Co-ordinator Class Teachers	SEN Department Class Teachers	Throughout the year	WRAT 4 WIAT-II-T Reading Test, Class Teachers targets Athena Tracker
Differentiated work to suit all learning styles to be embedded in every subject plan and in all teaching and learning. Having a Support for all approach in planning. Those students with greatest need to get the greatest support.	ALL TARGETS	All Teaching staff	All Teaching staff	Throughout the year	All Subject Departments
LCA students to be encouraged in all subjects to aim for a distinction in their examinations	5	All LCA Teachers	LCA Co-ordinator	Throughout the year	LCA programme resources
Monitoring					
Deep analysis of JC & LC results each year. Information fed back to all subject teachers with guidance around potential improvements in teaching and learning					
To provide all staff with continually updated Data tracking including Athena analysis for both JC & LC - and provide comparisons to national & Deis averages					
To identify cohorts of under achieving pupils continually and ensure all staff are aware of interventions that can support these pupils					
Monitor High achieving pupil cohort and provide early interventions for these pupils where necessary					
SEN Department and class teachers ongoing tracking of targets set by teachers for SEN students with personal pupil plans					
DEIS baseline data compared at the end of each academic year to track success of targets and initiatives.					
Evaluation: State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years					
Analysis of results to evaluate if measures have been successful and targets have been met					
State how progress will be measured, using baseline and targets as guide					
Before and After 'testing of SEN initiatives for effectiveness of initiatives					

Compare CAT 4 incoming results with 3rd Year CAT4 results.

Compare LCA results annually. All subjects to identify strategies for improvement