

DEIS Three-Year Plan

School Name: Bush Post Primary School

Roll Number: 71750

Period of Plan: 2025-2028

Date of Ratified by the Board of Management: 24th March 2026



Summary Plan to promote Attendance

Targets - State in specific terms how ATTENDANCE should improve because of measures in the school's DEIS plan.

1. Whole School Attendance targets

2025-2026 – target 90.25% (increase of 0.25%, 845 students = +350 school days)

2026-2027 – target 90.45%

2027-2028 – target 90.75%

2. Chronic absenteeism (students missing more than 20 days/year)

2025-2026 – Target 24% (a reduction of 1% = 8 less students with CA)

2026-2027 – Target 23%

2027-2028 – Target 22%

3. Reduce partial day absences (targeting student punctuality and leaving school early)

4. Identify at risk students and provide targeted support throughout the academic year

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	Targeting Who?	Lead Responsibility	When?	Resources?
Every teacher takes attendance in each lesson using online educational Software COMPASS during each lesson. Use of Compass for parent communication (letters, emails, texts).	1,2 & 3	All Students	All teachers DP'S & P	Daily	COMPASS, Year heads and HSCL
An in-school attendance monitoring system is established each year. This spreadsheet is shared with the relevant YH, DP & HSCL. Ongoing attendance monitoring and tracking.	1, 2, 3 & 4	All Students	DP	Annual set up of workbook and monitored weekly	COMPASS, SharePoint Excel Workbook
HSCL weekly data meetings with Deputy Principal. All attendance will be reviewed at these meetings; staged letters are sent to parents regarding concerns and improvements. Discussion focused on most at risk students	1, 2, 3 & 4	All Students – focused upon Students with attendance below 90%	DP/HSCL	Weekly	In-person Meeting
Weekly meetings between Year Heads and Deputy Principals. All attendance will be reviewed at these meetings; staged letters are sent to parents regarding concerns and improvements.	1, 2, 3 & 4	All Students – focused upon Students with attendance below 90%	DP	Weekly	In-person Meeting
Staged letters issued and meetings held with parents.	1, 2, 3 & 4	All Students – focused upon Students with attendance below 90%	DP/YH/HSCL	Weekly	In-person Meeting, COMPASS, SharePoint Excel Workbook
Strong HSCL–parent relationships.	1, 2, 3 & 4	At-risk students and families	HSCL	Daily	Regular phone calls, in-person meetings
Regular review of the school attendance policy	1, 2, 3 & 4	All students	DP/HSCL	Termly – as appropriate	Attendance Policy template, NSCE & TUSLA guidance frameworks
Attendance campaigns and celebrations (assemblies, prizes). Regular Attendance Rewards and competitions/campaigns.	1 & 2	All Students	HSCL, Year Heads/HSCL, Classroom	Weekly acknowledgement of attendance statistics with	Rewards budget for attendance

			Teachers	students, parents & staff. Periodic award celebration/ceremony awards	
Monthly newsletter with monthly acknowledgements of excellent attendance	1, 2, 3 & 4	All Students	AP11	Monthly	COMPASS, SharePoint, Email, school website
Weekly assemblies which discuss attendance	1, 2, 3 & 4	All Students	YH	Weekly with YH assemblies	Teacher & YH support
SCP programmes such as NVR, which engage our parents with skills around parenting and challenging issues in the home	1, 2, 3 & 4	Students with attendance below 90%, behavioural or assessment concerns	HSCL, YH with support from classroom teachers	Weekly review, termly/annual overview	DEIS funding
Monitoring and tracking of priority students.	2 & 4	Students who have been identified as 'at risk' students	DP	Weekly meetings with DP & YH's and weekly meetings with HSCL & DP	Teacher & YH support
Use of NEPS and NCSE where appropriate for identified at risk students	1, 2, 3 & 4	Students who have been identified as 'at risk' students	SENco/DP/EWO	When appropriate during the school year	External Agencies
SEN supports including sensory rooms and safe spaces.	1, 2, 3 & 4	Students with identified additional needs	SENco, Hub co-ordinator, YH, DP	When appropriate during the school day	The Hub, Learning Support Room.
Use of external agencies (e.g. NEPS, TUSLA, NCSE, Rainbows, Jigsaw)	1, 2, 3 & 4	Students who have been identified as 'at risk'	DP/HSCL/SENco/SST team	When appropriate during the school year	External Agencies
Transition sessions with SENco and/or HSCL for incoming priority students.	1, 2, 3 & 4	Students with identified additional needs	SENco	Annually during the January-February term	Primary school support & SENco/HSCL support
At 9.45 Each day a message is sent to parents /guardian based on COMPASS. Daily attendance procedures as outlined in BPP Attendance Policy in line with a staged approach to work parallel with the EWO.	1, 2 & 3	All students	Admin Staff	Daily	All teachers
	1, 2 & 3	All students	HSCL YH,	Weekly meeting with YH & DP also DP & HSCL. Annual	COMPASS, SharePoint Excel Workbook

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.			school Completion officer	Attendance NEWB Returned as required.	
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 Coordinator. Staged letter system to work parallel with EWO supports.	1, 2 & 3	Identified students with concerning attendance or a history of concerning attendance	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 COMPASS to identify absenteeism/patterns.	1, 2, 3 & 4	All students	Classroom Teachers	Ongoing	Class registers, COMPASS, 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	1, 2, 3 & 4	Identified group annually	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, 3 & 4	All students	HSCL & Year heads	Daily/Monthly	Electronic data Year Heads HSCL School Secretary
Other activities; National Positive Mental Health Week activity, SPHE, Wellbeing weekly initiatives focussing on resilience, study skills and attainment through themed weekly topics	1, 2, 3 & 4	All students	Wellbeing Coordinator Wellbeing Team/SPHE dept./ Year Heads	Daily at assemblies/ Annually	Wellbeing Organisations
Care Team weekly meeting to discuss most vulnerable students who have poor attendance and may be at risk of leaving school early and to put measures in place to address these issues.	1,2,3	All students	Principal & Deputy Principal, HSCL, SEN Co-ordinator Careers and Student Support Counsellors	Weekly	Co-ordinated care of students across a multidisciplinary team with expertise in; Careers Counselling Anti-Bullying Team Year Heads/ Teachers/ HSCL /Careers Guidance School Management SEN Department
Attendance clinic with EWS – focus on 2nd Year/3rd Year	1, 2, 3 & 4	Students who have been identified as ‘at risk’ students	HSCL oversees work	On-going	HSCL, EWS

HSCCL parents relationships & home visits	1, 2, 3 & 4	Students who have been identified as 'at risk' students	HSCCL oversees work	On-going	HSCCL
Menu of supports offered by external agencies e.g. Art Therapy and Play Therapy offered by SCP	1, 2, 3 & 4	Students who have been identified as 'at risk' students	HSCCL oversees work	On-going	HSCCL, EWS, VARIOUS OUTSIDE AGENCIES
ISPCCL 1:1 support	1, 2, 3 & 4	Students who have been identified as 'at risk' students	HSCCL oversees work	On-going	ISPCCL/SCP
Youth Diversion 1:1 check-in	1, 2, 3 & 4	Students who have been identified as 'at risk' students	HSCCL oversees work	On-going	HSCCL
First Year Tutor groups introduced – Form Teacher check-ins/key person	1, 2, 3 & 4	All students	HSCCL oversees work	Daily	HSCCL, form tutors, Year Heads
HSCCL Parents' meetings - phone calls to parents of priority students to encourage attendance at parents' evenings	1, 2, 3 & 4	Students with attendance below 90%	HSCCL oversees work	Daily	HSCCL
HSCCL actively updates Compass Newsfeed with news and information on supports for parents around attendance	1, 2, 3 & 4	All students	HSCCL oversees work	Daily	HSCCL
Website review – links to online supports for parents and support around school avoidance	1, 2, 3 & 4	All students	HSCCL oversees work	On-going	HSCCL, AP11 with responsibilities for social media and website communications
Compass daily alert sent at 9.45 to parents – this is sent after lesson 2	1, 2, 3 & 4	All students	HSCCL oversees work	Daily	HSCCL, form tutors, Year Heads, EWS

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

1. Whole-School Attendance Targets, how attendance will be monitored

Targets:

- 2025–2026: **90.25%**
 - 2026–2027: **90.45%**
 - 2027–2028: **90.75%**
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- **Daily electronic attendance recording** on Compass by subject teachers.
 - **Daily review of attendance data** by Year Heads.
 - **Weekly attendance reports** generated by DP and shared with YH/HSCL/SST when appropriate
 - **Monthly whole-school attendance analysis**, comparing:
 - Current attendance % to DEIS target
 - Year-on-year trends
 - Attendance by year group
 - **Termly attendance reports** presented to:
 - Principal & Deputy Principal
 - Termly review with the HSCL, DP'S & EWO
 - **Annual review** comparing final attendance outcomes against DEIS targets and previous years.

Monitoring intervals

Interval	Monitoring Activity
Daily	Attendance taken and flagged
Weekly	HSCL/Attendance Team review
Monthly	Whole-school attendance analysis
Termly	DEIS Core Team review
Annually	Evaluation against DEIS targets

2. Chronic Absenteeism (20+ days per year) How progress will be monitored?

Targets:

- 2025–2026: **24%**
- 2026–2027: **23%**
- 2027–2028: **22%**

- **Attendance tracking system** ensures students approaching various absence rates are identified:
 - 5 days
 - 10 days
 - 15 days absence

- **Monthly CA student list** generated and reviewed by:
 - HSCL
 - Year Heads
 - SEN team (where relevant)

- **Attendance profiles** for CA students.
- **Early intervention meetings** triggered at each threshold.
- **Home–school contact logs** maintained and reviewed by the HSCL

Monitoring intervals

Interval	Monitoring Activity
Weekly	Review of emerging CA cases
Monthly	Analysis of CA percentages
Termly	Review of interventions and outcomes
Annually	Comparison to DEIS CA targets

3. Reduction of Partial Day Absences (*Late arrival and early departure*)

How partial attendance will be monitored

- **Daily monitoring of late arrivals and early sign-outs** via the attendance system and at reception
- **Monthly punctuality monitored by YH & DP during weekly meeting, discussing:**
 - Repeat lateness
 - Frequent early departures
- **Stage 1 attendance letters** issued for persistent partial absences.
- **Parent contact** via Compass/email/text to address patterns early.
- **Attendance campaigns** focusing on punctuality and full-day attendance.

Monitoring intervals

Interval	Monitoring Activity
Daily	Late arrivals and early departures logged
Monthly	Punctuality and partial day analysis
Termly	Review of sanctions/supports
Annually	Trend analysis and policy review

4. Identifying At-Risk students & Targeted Support

Identification methods

- **Attendance data analysis** (daily/weekly).
- **Behaviour and SEN data cross-referenced** with attendance records.
- **Teacher referrals** to Year Heads or Student Support Team.
- **HSCCL home-school insights**.
- **NEPS / external agency input**, where appropriate.

Targeted supports

- Individual attendance plans.
- HSCCL home visits / parent meetings.
- SCP supports.
- Reduced timetables where appropriate.
- Referral to guidance, counselling, or external agencies.
- Incentives and positive reinforcement strategies.

Monitoring intervals

Interval	Monitoring Activity
Weekly	Review of priority students
Monthly	Progress tracking of supports
Termly	Adjustment of interventions
Annually	Evaluation of effectiveness

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

1. Quantitative Data Analysis (Primary Measure)

- Compare **annual whole-school attendance percentages** against:
 - DEIS targets
 - National averages
 - Baseline data (2024–2025)
- Analyse **year-on-year improvement** across:
 - Whole school
 - Individual year groups
- Track **net gain in total school days attended** annually.
- Monitor **chronic absenteeism rates** and number of students exceeding 20 days absence each year.
- Analyse **partial day absences**, including:
 - Frequency of late arrivals
 - Early departures
 - Reduction trends over time

2. Cohort and Individual Tracking

- Track **identified at-risk students** longitudinally over:
 - One academic year
 - Full three-year DEIS cycle
- Evaluate:
 - Improvement in individual attendance rates
 - Reduction in number of students moving into chronic absenteeism
- Review success of **early intervention thresholds** (5 / 10 / 15 / 20 days).

3. Intervention Effectiveness Review

- Evaluate the impact of:

- HSCL engagement
- Attendance meetings with parents
- SCP supports
- Attendance campaigns and incentives
- Compare attendance outcomes of:
 - Students who received targeted supports
 - Students who did not require intervention
- Review which interventions had **measurable impact** and should be retained or expanded.

4. Qualitative Evaluation

- Gather feedback from:
 - Parents (Parents association, surveys, HSCL feedback)
 - Students (student voice surveys, teacher/Year Head feedback)
 - Staff (Year Heads, tutors, DEIS Core Team)
- Evaluate:
 - Parental understanding of attendance expectation through regular parent voice and feedback from the parents' association
 - Student attitudes to attendance and punctuality
 - Staff confidence in attendance procedures and systems

5. Policy and Practice Review

- Annual review of:
 - Attendance Policy
 - Staged intervention procedures
 - Communication systems (Compass, letters, meetings)
- Evaluate consistency and clarity of:
 - Sanctions and supports – analyse behaviour and suspension rates and how this impacts attendance
 - Partial day absence procedures
- Adjust policies based on evidence gathered.

Evaluating Impact at the End of the Three-Year Cycle

End-of-Cycle Impact Measures (2028)

The school will evaluate impact using the following indicators:

- Achievement of **or progress towards:**
 - Whole-school attendance target of **90.75%**
 - Chronic absenteeism target of **22%**
- Sustained **year-on-year improvement** across the three years.
- Reduction in:
 - Number of students entering chronic absenteeism
 - Repeat partial day absences
- Increased effectiveness of early interventions.
- Improved parental engagement and responsiveness.
- Greater consistency in attendance practices across year groups.
- Evidence that attendance improvements are **embedded and sustainable**.

Reporting and Review

- Findings will be:
 - Documented in the **DEIS Plan Review**
 - Shared with the **Board of Management**
 - Used to inform the **next DEIS planning cycle**
- Successful strategies will be:
 - Maintained
 - Expanded
 - Integrated into whole-school practice

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

Establishing our targets using baseline data

- Baseline data will be taken from the excel workbook which is updated weekly throughout the year by DP/YH/HSCL, in accordance with our attendance policy
- Our baseline for attendance improvement will be established using whole-school attendance data from the 2024–2025 academic year.
- Baseline data will include:
 - Overall whole-school attendance percentage
 - Percentage of student's identified as chronically absent (20+ days)
 - Number and frequency of partial day absences (late arrivals and early departures)
- This baseline will be used as the reference point against which annual progress will be measured

- Measuring Progress Annually - Progress will be measured through year-on-year comparison of attendance outcomes against both the baseline and the incremental DEIS targets.

1. Whole-School Attendance

Progress will be measured by:

- Comparing the annual whole-school attendance percentage to:
 - Baseline (2024–2025)
 - Annual DEIS targets:
 - 2025–2026: 90.25%
 - 2026–2027: 90.45%
 - 2027–2028: 90.75%
- Calculating:
 - Percentage point increase per year
 - Additional school days gained annually
- Identifying whether improvement is:
 - Sustained
 - Incremental
 - Consistent across year groups

2. Chronic Absenteeism

Progress will be measured by:

- Tracking the **percentage of students missing 20 or more days per year on excel workbook**
- Comparing annual outcomes to:
 - Baseline CA rate
 - Annual DEIS reduction targets:
 - 2025–2026: 24%
 - 2026–2027: 23%
 - 2027–2028: 22%
- Monitoring:
 - Reduction in number of students entering chronic absenteeism
 - Improvement in attendance of students previously identified as CA

3. Partial Day Absences

Progress will be measured by:

- Comparing annual totals of:
 - Late arrivals
 - Early departures
- Measuring:
 - Reduction in repeat partial day absences
 - Improvement in punctuality rates year-on-year
- Analysing trends across:
 - Year groups
 - Individual students previously identified as at risk

4. At-Risk Students

Progress will be measured by:

- Ensuring an effective system of recording, monitoring and tracking is established.
- Comparing individual student attendance rates:
 - Before intervention (baseline)
 - After targeted supports are implemented
- Evaluating:
 - Number of students successfully prevented from reaching 20 days absence
 - Attendance improvement among students receiving HSCL/SCP supports
- Reviewing effectiveness of early identification thresholds (10 / 15 / 20 days)

Monitoring Frequency

Level	Measurement Activity
Monthly	Comparison with baseline trends
Termly	Review of progress towards annual targets
Annually	Formal evaluation against DEIS targets

End-of-Cycle Measurement (2028)

At the end of the three-year DEIS cycle, progress will be measured by:

- Comparing final attendance outcomes against:
 - Baseline data
 - All annual DEIS targets
- Evaluating:
 - Overall percentage increase in attendance
 - Total reduction in chronic absenteeism
 - Sustainability of improvements
- Using findings to inform:
 - Future DEIS planning
 - Attendance policy revision
 - SSE priorities

Baseline Data which has directed current attendance targets

- Whole-school attendance percentage (previous academic year)
- Attendance by year group
- Number and percentage of students with:
 - 5+ days absence
 - 10+ days absence
 - 15+ days absence
 - 20+ days absence (chronic absenteeism)
- Partial day absences:
 - Late arrivals
 - Early departures
- Attendance trends over the previous 2–3 years
- Attendance data for identified at-risk cohorts
- SCP attendance records
- HSCL attendance engagement data

DEIS Three-Year Plan 2022-2025

School Name: Bush Post Primary School

Roll Number: 71750U



Summary Plan to promote Retention

Targets

State in specific terms how RETENTION should improve because of measures in the school's DEIS plan.

1. To increase retention to Leaving Certificate average to 92% in the years 2025-2028. (1st year students who complete 6th year)

- 2022-2023 – 89.4%
 - 2023-2024 – 93%
 - 2024-2025 – 92%
- } 91.46% Average

2. To identify most at-risk students for early school leaving and provide appropriate intervention.

- Apply the school attendance policy to ensure early intervention
- HSCL outreach, and home visits, ensuring that every 'at-risk' family, is engaged with the school's retention support.
- Ensure that students identified as at risk of early school leaving (through attendance, behaviour, or assessment data) are offered at least two structured support interventions (e.g., Check & Connect, attendance tracking, SST, guidance meetings)

3. To provide more intensive support for the 3rd year cohort to support progression onto the most suitable course

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

Measure	To address target(s) No's	Targeting Who?	Lead Responsibility	When?	Resources?
The teaching & Learning team complete an annual student voice and deep dive into teaching and learning; investigating what works and what does not engage. This information is fed back to teachers throughout the year via weekly staff notes. Including video feedback from students.	1,2,3	All Students	T&L team	Annual	TEAMS, students voice, staff notes
The teaching & learning team provide staff with activities and methodology ideas to support engaging lesson each week via staff notes	1,2,3	All Students	T&L team	Weekly	Staff notes
The teaching & learning team have a T&L notice board in the staff room full of ideas around supporting disengaged students. This collaborative piece of work allows teachers to share good practice	1,2,3	All Students	T&L team	Weekly	Staff noticeboard, teaching collaboration
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	Identified vulnerable students	Principal & Deputy Principal	Weekly	Co-ordinated care of students across a multidisciplinary team with expertise in; Careers/Counselling /Year Heads/Teachers HSCL Co-ordinator/Careers Guidance School Management/SEN Department
Implement the whole-school attendance policy and engagement strategy, monitored weekly	1,2,3	All students	Principal, Deputy Principal, HSCL Coordinator	Ongoing (2025–2028)	School Attendance Policy, Workbook data, HSCL allocation
Strengthen induction and transition supports for incoming 1st year students, including enhanced information transfer from feeder primary schools and SENco/Hub introduction meetings	1,2,3	Incoming 1st year students	Year Head (1st Year), HSCL Coordinator	Annually (January–September)	Transfer information, induction programmes, staff time
Identify students at risk of early school leaving using attendance, behaviour, and assessment data. Add to Excel workbook.	2	Students with attendance below 90%, behavioural or assessment concerns	Student Support Team (SST)	Weekly review	Attendance reports, behaviour logs, assessment data
Apply the School Attendance Strategy consistently to ensure early intervention	1,2,3	Identified at-risk students	Year Heads, HSCL Coordinator	Ongoing	Attendance tracking systems, DEIS supports
HSCL outreach and home visits to engage families of at-risk students	1,2,3	At-risk students and families	HSCL Coordinator	As required throughout year	HSCL time allocation, transport
Provide at least two structured interventions for each identified at-risk student (e.g. Check & Connect, attendance tracking, SST review, guidance meetings)	2	Identified at-risk students	Student Support Team	Ongoing	Check & Connect materials, guidance time, SST meetings

Implement mentoring and wellbeing supports, including restorative practices	1,2,3	Students experiencing behavioural or wellbeing challenges	Year Heads, Care Team	Ongoing	NEPS guidance, wellbeing programmes, Code of behaviour
Provide enhanced guidance support for identified 3rd year students, i.e. one-to-one guidance meetings if necessary	2 & 3	All 3rd year students	Guidance Counsellor	Annually (3rd Year)	Guidance allocation, assessment tools
Offer structured taster programmes for identified students going into senior cycle options (LC/LCA where applicable)	2 & 3	3rd year, TY, LCA & LC students	Deputy Principal, Programme Co-Ordinator & Guidance Counsellor	Spring term annually	Timetabled tasters, staff collaboration
Provide targeted mentoring and small group supports for 3rd year students at risk of disengagement	3	Identified 3rd year students	Year Head (3rd Year), Programme Coordinator, Guidance Counselling	Ongoing	Mentoring programmes, staff time
Monitor retention, attendance, and progression data and review annually	1,2,3	All students	Senior Management, Board of Management	Annually	Attendance policy, DEIS reporting tools, data analysis
Termly/Monthly rewards calendar – giving students opportunities to experience success and to build their social and cultural capital.	1,2,3	All students	Principal, Deputy Principals, Year Heads HSCL, and all staff	continual	Budget for awards School trips DEIS and school funding
Data Tracking System that informs students of their flight path in every subject and support students and teachers in goal setting.	1,2,3	All students	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 categories will also be supported by their class teachers and the SEN department as appropriate.	1,2,3	All students	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	1,2,3	All students	Subject Department	Every Class	Class Teacher/Class plan
Differentiating work to suit all learning styles including SEN students	1,2,3	All students	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	1,2,3	All students	Principal & Deputy Principal & Programme Coordinator	Annual	HSCL Co-ordinator, Career Guidance, Year heads, P & DP
School Completion Officers on campus at set times each week to work with students at risk of early school leaving	1& 4	Identified at-risk students	HSCL, P & DP	On-going	SCP personnel, resources and expertise
Detailed identification of incoming students at risk of leaving school early	1& 4	All students are reviewed, at risk identified	SEN Coordinator, Year Head, DP, Care Team EN coordinator	April - May of incoming 1st year students prior to entry	Primary school visits, student Passports

Rainbows programme for students	1,2,3	Students who have suffered bereavement	Rainbows Co-ordinator	12 weeks per annum	Rainbows Co-ordinator, Rainbows Ireland
Lunch club for vulnerable students in GPA	1,2,3	Quiet & vulnerable students encouraged	SEN Coordinator & SEN team	Break/Lunch times	School meal funding
HSCL home phone calls and home visits	1,2,3	Identified students	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.	1,2,3	All students	Careers Guidance Counsellors	On-going	Career Guidance Expertise
Use of Restorative Practice Techniques in addressing behavioural issues- Conflict addressing strategies/ focusing on positive behaviours	1,2,3	All students	Year Head, P & DP, all teaching staff	Ongoing	Teacher skills
Bí Cineálta Week/ Anti-bullying Initiatives e.g. Bully for you	1,2,3	All students	Bí Cineálta co-ordinator, Year Heads	Ongoing	Anti-Bullying & Bí Cineálta resources.
Themed week calendar and all assemblies include National initiatives dates	A1,2,3	All students	Wellbeing co-ordinator, Year Heads, Care Team	Daily at assemblies	Term calendar of events
Social Programmes e.g. Social Skills Programme; Get Up,	1,2,3	All students	SEN Dept,	as needed	SEN resources
Parent Teacher Meetings – monitoring attendance and identifying parents who regularly do not attend	1,2,3	All students and identified cohort	P, DPs & Year Heads, teachers SEN Co-ordinator	Annually	All teachers Admin Staff
JCSP Class in second Year and third year	1,2,3	Identified students	P, DP, SEN Dept. & JCSP Co-ordinator	Annually	JCSP Programme resources
Extensive School educational visits and visiting careers speakers	1,2,3	All students	Career Guidance, programmes coordinator	Ongoing	Guidance Department Resources
High Quality of Teaching and Learning.	1,2,3	All students	Class teachers	Weekly	Established criteria for classroom practice.
School Meals Programme	1,2,3	All students	Principal	Daily	Catering Team
Evidence Based Interventions for targeted students who are identified as being at risk of non-school completion	1,2,3	All students and identified cohort	Principal, Deputy Principals SCP HSCL and Year Heads	Weekly interventions	Attendance data
Summer, Easter and Transition Programme to foster school engagement.	1,2,3	All students	Principal, Deputy Principals SCP HSCL and Year Heads	Annually	Data on level of engagement in SCP interventions
Subject Department share learning outcomes and intentions with students in every lesson.	1,2,3	All students	All teachers	Every Lesson	Access to IT, whiteboard & whiteboard marker, teacher digital device. Class Teacher Subject plans/ Chief Examiner's report State Exams

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

1. Target: Increase Retention to Leaving Certificate Average to 92% (2025–2028)

How progress should be monitored

- Annual analysis of cohort retention data from entry to completion of Leaving Certificate.
- Monitoring of retention at key transition points, particularly:
 - 1st to 2nd year
 - Junior Cycle to Senior Cycle
- Review of attendance, behaviour, and engagement trends as early indicators of retention risk.
- Comparison of school retention figures with previous years and DEIS averages.

Monitoring intervals

- **Weekly meetings:**
 - Review attendance data by Year Head, HSCL, & DP.
- **Termly:**
 - Review retention-related indicators (attendance, suspensions, transfers) at Senior Management meetings.
- **Annually:**
 - Calculate and analyse full retention figures.
 - Report outcomes to the Board of Management.
 - Review progress as part of the annual DEIS Plan review.

Evidence

- Enrolment and completion records
- Attendance reports
- Annual DEIS evaluation report
- Board of Management minutes
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2. Target: Identify Students Most at Risk of Early School Leaving and Provide Appropriate Intervention

How progress should be monitored

- Systematic tracking of students identified as at risk using:
 - Attendance thresholds (e.g. below 90%)
 - Behaviour records
 - Assessment and attainment data
- Monitoring the timeliness of intervention following identification.

- Tracking the number and type of interventions provided to each identified student.
- Monitoring family engagement, including HSCL outreach and home visits.
- Reviewing outcomes of interventions through changes in attendance, engagement, and behaviour.

Monitoring intervals

- **Weekly:**
 - Attendance monitoring by Year Heads and HSCL Coordinator.
- **Monthly:**
 - Review of identified at-risk students at Student Support Team (SST) meetings.
 - Monitoring of interventions in place for each student.
- **Termly:**
 - Review effectiveness of interventions and adjust supports where required.
 - HSCL summary of parental engagement and outreach.
- **Annually:**
 - Evaluate impact of interventions on retention and engagement.
 - Include findings in DEIS Plan annual review.

Evidence

- Attendance and punctuality reports
- SST records and meeting minutes
- Individual student support plans
- HSCL engagement and home visit logs

3. Target: Provide More Intensive Support for the 3rd Year Cohort to Support Progression onto the Most Suitable Course

How progress should be monitored

- Monitoring completion of individual guidance meetings for all 3rd year students.
- Tracking student participation in senior cycle taster programmes.
- Identifying 3rd year students at risk of disengagement and monitoring targeted supports provided.
- Reviewing progression pathways chosen by students and their alignment with ability, interests, and needs.
- Monitoring retention from 3rd year into Senior Cycle.

Monitoring intervals

- **Monthly:**
 - Monitoring attendance, engagement, and behaviour of 3rd year students.
- **Termly:**
 - Review guidance provision, mentoring supports, and student engagement.
 - Identify students requiring additional or intensified support.
- **Annually:**
 - Review progression outcomes into Senior Cycle.

- Analyse retention from Junior Cycle to Senior Cycle.
- Evaluate effectiveness of supports as part of the DEIS Plan review.

Evidence

- Guidance counselling records
- Senior cycle option uptake data
- Attendance and engagement reports
- Student Support Team records

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

Evaluation of the Impact of Retention Actions (End of DEIS Cycle 2025–2028)

At the conclusion of the DEIS planning cycle (2025–2028), the school will undertake a **comprehensive, evidence-based evaluation** of the impact of actions implemented to improve student retention.

1. Evaluation of Overall Retention to Leaving Certificate

How impact will be evaluated

- Analysis of **three-year cohort retention data**, tracking 1st year students through to completion of 6th year.
- Comparison of retention outcomes against:
 - The DEIS target of **92% average retention**
 - Baseline data from previous years (2022–2025)
- Evaluation of retention at key transition points, including:
 - Junior Cycle completion
 - Transition from 3rd year into Senior Cycle

Success indicators

- Retention to Leaving Certificate meets or exceeds **92% average** over the three-year period.
- Reduced attrition at key transition points.

Evidence

- Enrolment and completion records
- Retention trend analysis
- DEIS annual review reports

2. Evaluation of Identification and Intervention for Students at Risk of Early School Leaving

How impact will be evaluated

- Review of the **effectiveness of early identification systems**, including:
 - Attendance thresholds
 - Behaviour and assessment indicators
- Analysis of outcomes for students identified as at risk, focusing on:
 - Changes in attendance patterns
 - Engagement and behaviour improvements
 - Progression within the school
- Evaluation of the **timeliness, consistency, and appropriateness** of interventions provided.
- Review of parental engagement data, including HSCL outreach and home visits.

Success indicators

- Increased attendance and engagement among identified at-risk students.
- Reduction in early school leaving and transfers.
- Evidence that all identified students received **at least two structured interventions**.

Evidence

- Attendance and behaviour data (pre- and post-intervention)
- Student Support Team (SST) records
- HSCL engagement logs
- Individual student support plans

3. Evaluation of Supports for 3rd Year Students and Progression to Senior Cycle

How impact will be evaluated

- Analysis of progression data from 3rd year into Senior Cycle pathways.
- Review of:
 - Completion of guidance interviews
 - Participation in senior cycle taster programmes
- Evaluation of alignment between students' abilities, interests, and chosen pathways.
- Review of retention and course completion rates in Senior Cycle.

Success indicators

- High levels of progression from Junior Cycle to Senior Cycle.
- Improved retention in Senior Cycle.

- Reduced course change or dropout following progression.

Evidence

- Guidance counselling records
- Senior cycle enrolment and retention data
- Student Support Team records

4. Stakeholder Feedback and Qualitative Evaluation

How impact will be evaluated

- Collection of feedback from:
 - Students
 - Parents/guardians
 - Staff involved in retention and support initiatives
- Evaluation of perceptions of:
 - Student engagement and wellbeing
 - Effectiveness of supports and interventions

Evidence

- Student and parent surveys
- Staff reflections and review meetings
- HSCL feedback reports

5. Overall Evaluation and Reporting

Process

- Senior Management will collate quantitative and qualitative data.
- Findings will be reviewed by:
 - Student Support Team
 - Senior Leadership Team
 - Board of Management
- Outcomes will inform:
 - The final DEIS Plan evaluation report
 - Priorities for the next DEIS planning cycle

Success indicators

- Evidence that retention actions contributed to sustained improvement in retention outcomes.

- Clear identification of effective practices to be embedded into whole-school planning.

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

1. Baseline Data

The following baseline retention data will inform progress measurement:

- **2022–2023:** 89.4%
- **2023–2024:** 93%
- **2024–2025:** 92%
- **Baseline three-year average: 91.46%**

This baseline will be used as the reference point for evaluating improvement and consistency in retention outcomes.

2. Retention Targets

- To achieve and maintain an **average retention rate of 92%** to Leaving Certificate for cohorts completing 6th year between **2025–2028**.
- To reduce variation in retention outcomes across year groups and key transition points.

3. How Progress Will Be Measured

A. Annual Retention Measurement

- Retention rates will be calculated **annually** for each cohort progressing from 1st year through to completion of 6th year.
- Annual figures will be compared against:
 - The **92% target**
 - The **baseline three-year average (91.46%)**
 - Retention figures from previous years to identify trends.

B. Cohort Tracking Over Time

- Each incoming 1st year cohort will be **tracked longitudinally** through Junior and Senior Cycle.
- Progress will be measured by:
 - Retention at key transition points
 - The number of students completing each academic year within the cohort

C. Monitoring Early Indicators of Retention Risk

Progress towards retention targets will also be measured through early indicators, including:

- Attendance rates (school-wide and cohort-specific)
- Levels of persistent absenteeism
- Behaviour incidents and suspensions

- Student engagement data

These indicators will be monitored to assess whether retention actions are having a **preventative impact**.

4. Measuring Progress for Students at Risk of Early School Leaving

- The number of students identified as at risk will be recorded annually.
- Progress will be measured by:
 - Changes in attendance and engagement following intervention
 - Retention of identified students within the school
- Data will be compared against previous years to determine improvement.

5. Measuring Progress in Junior to Senior Cycle Transition

- Retention from 3rd year into Senior Cycle will be measured annually.
- Progression pathways will be analysed to determine:
 - Alignment between student needs and course placement
 - Subsequent retention in Senior Cycle

6. Reporting and Review

- Progress data will be:
 - Reviewed **termly** by Senior Management
 - Reported **annually** to the Board of Management
- Findings will inform:
 - Annual DEIS Plan reviews
 - Adjustments to retention strategies

7. Success Indicators

Progress towards retention targets will be considered successful where:

- Annual retention rates meet or exceed **92%**.
- Retention outcomes show improvement or consistency when compared with baseline data.
- Reduced attrition is evident at key transition points.
- Students identified as at risk show improved attendance, engagement, and continuation in education.

Baseline Data which has directed current retention targets

Baseline Data Informing Retention Targets

- Whole-school retention data (2022–2025) indicated an average retention rate of 91.46%, demonstrating steady improvement but highlighting the need for greater consistency.
- Lower retention in 2022–2023 (89.4%) identified the requirement for strengthened early intervention and attendance supports.
- Improved retention outcomes in 2023–2024 (93%) and 2024–2025 (92%) demonstrated the effectiveness of targeted supports already in place and informed the decision to set a sustainable target of 92%.
- Variation at key transition points, particularly in Junior Cycle, highlighted the need for enhanced monitoring and support for students at risk of early school leaving.
- Attendance and engagement data showed a strong correlation between improved attendance and higher retention, informing the focus on early identification and intervention.

DEIS Three-Year Plan

School Name: Bush Post Primary School
Roll Number: 71750U Period of Plan: 2025-2028



Summary Plan to promote Literacy

Targets - State in specific terms how LITERACY should improve because of measures in the school's DEIS plan.

1 To improve students' literacy across all subject areas through a whole school focus on subject-specific vocabulary, reading comprehension, and purposeful writing.

2 New School Library Engagement:

- Introduce a new 'leaftec' system alongside 'Accelerated Reader' to increase reading for enjoyment across the school.
 - Library book loans increase by 20%/year by 2026, sustained through 2028.
 - English Department utilize the library for reading lessons, added to their SOW.

3 Targeted supports:

- For identified 1st-3rd year literacy-support students (based on CAT4 Verbal/NGRT), achieve +0.5 years progress by the end of 3rd year, with ≥70% exiting support within a year. Learning Support & Peer support initiatives used

4 Junior Cycle English

- Maintain the percentage of students achieving Higher Merit/Distinction in H level at 27% (2024). (Above National Average)
- Maintain the percentage of students achieving Higher Merit/Distinction in O level at 56% (2024). (Above National Average)
- Reduce percentage at Partially Achieved to ≤3% by 2028, in both O & H levels.

Leaving Certificate English

- Maintain a 5-point residual or above in the LC data. (On Average each student attains 5 points ≥ than target grade)
- Raise percentage of students achieving H4+ from 85% (2025) to 90% by 2028, while sustaining/improving O3+ outcomes for OL at 53%.

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

Measure	To address target(s) No's	Targeting Who?	Lead Responsibility	When?	Resources?
Implement and maintain a whole-school literacy Policy focusing on subject-specific vocabulary, reading comprehension, and purposeful writing, i.e. A list of key words for each unit of work to be specified in all department plans	1	All students, all subject areas	Literacy Lead teacher	Ongoing	Literacy policy, CPD time, staff collaboration Literacy Team, all staff, schemes of work, staff handbook student Journal (2023-2024)
Subject departments identify key literacy demands and embed agreed strategies in Schemes of Work	1	All students	Subject Coordinators, Literacy Lead	Ongoing (reviewed annually)	Department planning time
Introduce and embed Leaftec library system alongside Accelerated Reader to track and promote reading	2	All students	Librarian / Literacy Lead	Ongoing	Leaftec system, Accelerated Reader
Timetable regular library-based reading lessons within English Schemes of Work by 2026-2027 academic year	2	All English students	English Department	Ongoing	Library space, English SOW
Promote reading for enjoyment through reading challenges, displays, events, and student voice initiatives	2	Whole school	Literacy Lead, Library Staff	Ongoing	Library stock, DEIS funding
Monitor library engagement and target students with low reading engagement	2, 3	Identified students	Literacy Lead, Learning Support	Termly	Leaftec and AR data
Identify literacy-support students using CAT4 Verbal and NGRT data. Test all first in Term 1 and communicate results to teachers and Literacy Lead teacher. Identify students who need intensive interventions who have not been identified in Primary school.	3	1st–3rd year students	SEN Coordinator, Learning Support	Annually / on entry	CAT4, NGRT assessments
Review literacy data (assessment, library, literacy support outcomes) to inform planning and adjustments	All	Whole school	Senior Management Team	Termly / Annually	Data systems, DEIS review structures
Considering the NGRT & CAT4 results and SEN team input, create a 1 st & TY years peer reading group, with the intention of improving student reading age and love for reading			Core literacy Team	Term1,2 & 3	Literacy Team

Implement peer-support initiatives to reinforce literacy skills – 1 st - TY groups	3	Literacy-support students	SEN Coordinator	Ongoing	Peer mentoring programmes
Set and review individual literacy targets to achieve +0.5 years progress and timely exit from intervention support	3	Literacy-support students	Learning Support Team	Termly review	Progress tracking tools
Maintain effective Junior Cycle English teaching practices to sustain Higher Merit/Distinction outcomes	4	Junior Cycle students	English Department	Ongoing	Existing teaching resources
Use assessment data to identify students at risk of Partially Achieved outcomes and provide targeted supports	4	Junior Cycle students at risk	English Department, SEN	Termly	Assessment data, intervention time
Explicitly teach exam literacy skills (command words, response structures) in Junior Cycle English	4	Junior Cycle English students	English Department	Ongoing	JC assessment materials
Analyse LC English attainment and residual data to inform targeted teaching strategies	5	Senior Cycle students	English Department, SMT	Annually	SEC data, analysis tools
Provide targeted supports for borderline Higher level and Ordinary level LC English students	5	LC English students	English Department	Ongoing	DEIS supports, small group tuition
Embed advanced reading and academic writing strategies in Senior Cycle English	5	Senior Cycle English students	English Department	Ongoing	Teaching and learning resources
Appoint a Literacy Lead/Team to coordinate literacy actions and monitor progress	All	Whole school	Deputy Principal	Ongoing	Post allocation, DEIS planning time
Writing workshops annually for TY students	All	TY students	English Dept	Ongoing	Post allocation, DEIS planning time
Accelerated Reader Programme Social Skills programme 'Friends for Life'	All		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	All	All Students	All Subject teachers	Full academic Year	Subject Departments/ Plans
Success criteria to be shared with all students on each piece of assigned work	All	All Students	All subject teachers	Full academic year	Subject Departments/ Plans/ classroom resources

Quality teaching and learning that provides Teachers give detailed feedback on assignments	4	All Students	All subject teachers	Full academic year	Subject Departments/ Plans/ classroom resources
RACE applications are reviewed annually, and additional testing should gather all students needing support during exams	All	All Students	All subject teachers	Full academic year	SEN team
All departments have flexibility to bring classes to the library – booking system to be created	All	All Students	All subject teachers	Full academic year	SEN team
students voice completed annually to stock the library with appropriate books, students also have access to newspapers, magazines and local publications	2	All Students	Literacy Lead	Full academic year	Library stock, DEIS funding
The teaching & Learning team complete an annual student voice and deep dive into teaching and learning; investigating what works and what does not engage. This information is fed back to teachers throughout the year via weekly staff notes. Including video feedback from students.	All	All Students	T&L team	Annual	TEAMS, students voice, staff notes
The teaching & learning team provide staff with activities and methodology ideas to support engaging lesson each week via staff notes	All	All Students	T&L team	Weekly	Staff notes
The teaching & learning team have a T&L notice board in the staff room full of ideas around supporting disengaged students. This collaborative piece of work allows teachers to share good practice	All	All Students	T&L team	Weekly	Staff noticeboard, teaching collaboration
Alternatives to Note Taking annual Pop-Up CPD	All	All Students	T&L team	Annual	T&L team

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

Target 1: Improve students' literacy across all subject areas through a whole-school focus on subject-specific vocabulary, reading comprehension, and purposeful writing

How progress will be monitored

- Review implementation of agreed whole-school literacy strategies across subject departments.
- Monitor evidence of:
 - Explicit teaching of subject-specific vocabulary
 - Consistent use of reading comprehension strategies
 - Structured approaches to student writing in all subjects
- Evaluate quality of student written work across subjects.

Monitoring intervals

- Termly:
 - Review department planning and classroom practice through subject meetings and SMT oversight.
- Annually:
 - Whole-school review of literacy practices as part of DEIS/SSE evaluation.

Evidence

- Subject department Schemes of Work
- Samples of student work
- Teacher feedback and reflections

Target 2: Increase reading for enjoyment through enhanced school library engagement

Specific targets:

- Introduce Leaftec alongside Accelerated Reader
- Increase library book loans by 20% per year by 2026, sustained to 2028

How progress will be monitored

- Monitor library book-loan data using Leaftec.
- Track student reading engagement through Accelerated Reader.
- Review timetabled use of the library by the English Department.
- Identify students with low reading engagement for targeted encouragement.

Monitoring intervals

- Monthly:
 - Review library usage and borrowing data.
- Termly:
 - Analyse reading engagement trends and impact of reading initiatives.
- Annually:

- Evaluate progress towards the 20% annual increase target.

Evidence

- Leaftec loan reports
- Accelerated Reader data
- English Department Schemes of Work

Target 3: Provide targeted literacy support for identified 1st–3rd year students

Specific targets:

- +0.5 years progress by end of 3rd year
- ≥70% of students exit literacy support within one year

How progress will be monitored

- Track literacy progress using NGRT and other standardised assessments.
- Monitor attendance and engagement of students receiving literacy support.
- Review individual literacy targets and exit decisions.
- Evaluate effectiveness of Learning Support and peer-support interventions.

Monitoring intervals

- Termly:
 - Review individual student progress and adjust interventions.
- Annually:
 - Analyse literacy-support outcomes and exit rates.

Evidence

- NGRT and CAT4 data
- Individual literacy support plans
- SEN and Learning Support records

Target 4: Maintain strong Junior Cycle English outcomes and reduce Partially Achieved results

Specific targets:

- Maintain Higher Merit/Distinction outcomes above national averages
- Reduce Partially Achieved outcomes to ≤3% by 2028

How progress will be monitored

- Analyse Junior Cycle English assessment outcomes.
- Identify students at risk of Partially Achieved outcomes early.
- Monitor effectiveness of targeted supports and differentiated teaching strategies.

Monitoring intervals

- Termly:
 - Review assessment data and student progress.

- Annually:
 - Evaluate overall Junior Cycle outcomes against targets.

Evidence

- Junior Cycle English assessment data
- Classroom-based assessment outcomes
- English Department records

Target 5: Improve Leaving Certificate English outcomes while maintaining strong residual performance

Specific targets:

- Maintain a +5-point residual or above
- Increase H4+ outcomes from 85% to 90% by 2028
- Sustain/improve O3+ outcomes at ≥53%

How progress will be monitored

- Analyse LC English attainment and residual data.
- Track progress of Higher and Ordinary Level cohorts.
- Monitor outcomes of targeted supports for borderline students.

Monitoring intervals

- Annually:
 - Review LC results and residual performance.
- Termly:
 - Monitor in-year assessments and student progress.

Evidence

- SEC results data
- In-house assessment data
- English Department analysis reports

Overall Review and Oversight

- Literacy progress will be reviewed termly by Senior Management and the SENCo
- Findings will inform adjustments to teaching strategies and supports.
- Outcomes will be documented in the annual DEIS Plan review and the end-of-cycle evaluation.

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

Target 1: Improve students' literacy across all subject areas through a whole-school focus on subject-specific vocabulary, reading comprehension, and purposeful writing

How impact will be evaluated

- Review the extent to which agreed **whole-school literacy strategies** are embedded across all subject departments.
- Evaluate consistency in:
 - Explicit teaching of subject-specific vocabulary
 - Use of shared reading comprehension strategies
 - Structured and purposeful writing approaches in subjects beyond English
- Review samples of student work from a range of subjects to assess improvements in vocabulary use, comprehension, and written expression.

Success indicators

- Consistent literacy practices evident across subject areas.
- Improved quality and structure of student written work across the curriculum.

Evidence

- Subject department Schemes of Work
- Samples of student work
- Departmental and staff review records

Target 2: Increase reading for enjoyment through enhanced school library engagement

- Analyse library usage data to assess:
 - Growth in book loans against the target of **20% increase per year**
 - Sustained engagement over the three-year cycle
- Review Accelerated Reader data to monitor reading frequency and comprehension.
- Gather student feedback on attitudes to reading and library use.

Success indicators

- Sustained increase in library book loans.
- Evidence of improved student engagement with reading for enjoyment.

Evidence

- Leaftec library reports
- Accelerated Reader data
- Student survey feedback

Target 3: Provide targeted literacy support for identified 1st–3rd year students

- Compare baseline and end-of-cycle literacy assessment data (NGRT, CAT4).
- Analyse progress of students who received literacy support, focusing on:
 - Achievement of **+0.5 years progress by the end of 3rd year**
 - Percentage of students exiting literacy support within one year ($\geq 70\%$)
- Review attendance and engagement data for supported students.

Success indicators

- Measurable literacy gains among targeted students.
- Reduced long-term reliance on literacy support interventions.

Evidence

- NGRT and CAT4 assessment results
- Learning Support records
- Individual literacy support plans

Target 4: Maintain and improve literacy attainment in Junior Cycle and Leaving Certificate English

- Analyse Junior Cycle English outcomes over the three-year period, focusing on:
 - Maintenance of Higher Merit/Distinction outcomes above national averages
 - Reduction of Partially Achieved outcomes to $\leq 3\%$
- Analyse Leaving Certificate English attainment and residual data to assess:
 - Progress towards **90% achieving H4+**
 - Sustained or improved **O3+ outcomes at $\geq 53\%$**
 - Maintenance of a **+5-point residual or above**
- Review in-school assessment data to evaluate improvements in reading comprehension and written responses.

Success indicators

- Sustained high attainment in Junior Cycle English.
- Improved or maintained outcomes in Leaving Certificate English.
- Evidence that improved literacy skills support progression and completion.

Evidence

- Junior Cycle and Leaving Certificate results data
- In-house assessment records
- English Department analysis reports

Overall Evaluation

- Senior Management and the Literacy Lead will collate and analyse all evaluation data.
- Findings will be reviewed by:
 - Literacy lead teacher

- Senior Leadership Team
- Board of Management
- Outcomes will inform:
 - The final DEIS Plan evaluation
 - Identification of effective practices for continuation
 - Priorities for the next DEIS planning cycle

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

1. Baseline Data Used

The following baseline data will inform measurement of progress:

- Standardised literacy assessments (NGRT, CAT4, WYAT) for 1st–3rd year students
- Junior Cycle English outcomes (2024):
 - Higher Merit/Distinction: 27% (Higher Level)
 - Higher Merit/Distinction: 56% (Ordinary Level)
 - Partially Achieved outcomes
- Leaving Certificate English outcomes (2025):
 - 85% achieving H4+ (Higher Level)
 - 53% achieving O3+ (Ordinary Level)
 - Average LC residual of +5 points
- Baseline library usage and reading engagement data prior to introduction of Leaftec

This baseline data provides the reference point against which improvement will be measured.

2. Measuring Progress for Whole-School Literacy (Target 1)

Progress will be measured by:

- Reviewing evidence of consistent literacy practices across subject departments.
- Comparing quality of student written work over time, focusing on:
 - Vocabulary use
 - Reading comprehension
 - Structure and clarity of written responses
- Monitoring implementation of agreed literacy strategies in Schemes of Work.

Progress is evidenced when:

There is clear improvement in literacy skills across subjects compared to baseline classroom and assessment evidence.

3. Measuring Progress in Reading for Enjoyment and Library Engagement (Target 2)

Progress will be measured by:

- Comparing annual library loan data against baseline figures.

- Measuring progress towards the target of a **20% increase in book loans per year** by 2026, sustained through 2028.
- Monitoring Accelerated Reader data to track changes in reading frequency and comprehension levels.
- Comparing student engagement survey data year-on-year.

Progress is evidenced when:

Library usage and reading engagement show sustained growth compared to baseline data.

4. Measuring Progress for Targeted Literacy Support (Target 3)

Progress will be measured by:

- Comparing baseline and follow-up NGRT and CAT4 results for students receiving literacy support.
- Tracking:
 - Average literacy progress of **+0.5 years by the end of 3rd year**
 - Percentage of students exiting literacy support within one year (target $\geq 70\%$)
- Comparing outcomes of supported students with previous cohorts.

Progress is evidenced when:

Targeted students demonstrate accelerated literacy progress and reduced reliance on ongoing support.

5. Measuring Progress in Junior Cycle English (Target 4)

Progress will be measured by:

- Comparing annual Junior Cycle English outcomes with baseline (2024) data.
- Monitoring:
 - Maintenance of Higher Merit/Distinction outcomes at or above baseline levels
 - Year-on-year reduction in Partially Achieved outcomes towards the target of **$\leq 3\%$ by 2028**
- Analysing assessment data to identify trends in improvement or underachievement.

Progress is evidenced when:

Achievement levels are maintained or improved and Partially Achieved outcomes decrease relative to baseline.

6. Measuring Progress in Leaving Certificate English (Target 5)

Progress will be measured by:

- Comparing annual LC English outcomes against baseline (2025) data.
- Tracking:
 - Increase in H4+ outcomes from **85% to 90% by 2028**
 - Sustained or improved O3+ outcomes at **$\geq 53\%$**
 - Maintenance of an average **LC residual of +5 points or above**
- Analysing in-school assessments to monitor improvement in reading and writing skills.

Progress is evidenced when:

Senior Cycle outcomes meet or exceed agreed targets and show improvement relative to baseline performance.

7. Review and Reporting

- Literacy progress data will be reviewed:
 - **Termly** by Senior Management and the Literacy Lead
 - **Annually** as part of the DEIS Plan review
- Findings will inform:
 - Adjustments to literacy strategies
 - Resource allocation
 - Priorities for the next DEIS cycle

Baseline Data which has directed current Literacy targets

Baseline Data Informing Current Literacy Targets

- **Standardised literacy assessment data (NGRT)** for 1st–3rd year students identified variations in reading age and comprehension, highlighting the need for targeted literacy support and measurable progress targets (+0.5 years).
- **CAT4 Verbal reasoning data** indicated a cohort of students requiring additional support in language processing and comprehension, informing early identification and intervention measures.
- **Junior Cycle English outcomes (2024)** showed strong achievement at Higher and Ordinary levels (above national averages), supporting the decision to **maintain** high attainment targets while addressing underachievement.
- **Junior Cycle English Partially Achieved results** highlighted a small cohort requiring targeted intervention, informing the target to reduce Partially Achieved outcomes to **≤3%**.
- **Leaving Certificate English attainment data (2025)** indicated:
 - 85% of students achieving H4+
 - 53% achieving O3+
 - A positive **+5-point residual** - This informed target to **raise H4+ outcomes to 90%** while sustaining existing performance levels.
- **Library usage and reading engagement data** (prior to the introduction of Leaftec) showed inconsistent student engagement with reading for enjoyment, directing the focus on structured library engagement and measurable increases in book loans.
- **Student engagement and attendance data** indicated a correlation between literacy difficulties and disengagement, reinforcing the need for a whole-school literacy focus to support retention and progression.

DEIS Three-Year Plan

School Name: Bush Post Primary School
Roll Number: 71750U Period of Plan: 2025-2028



Summary Plan to promote Numeracy

Targets - State in specific terms how NUMERACY should improve because of measures in the school's DEIS plan.

1 Whole-school mapping:

- By May 2026, every department map two numeracy learning moments (graphs, scale, rate, data) to their schemes; by 2026, $\geq 80\%$ of subjects include one numeracy-rich assessment with a simple shared rubric.
- Wellbeing lessons will include a mental arithmetic Math's 10 minutes at the beginning of lessons).

2 Continue with diagnostic numeracy screener for all incoming students.

- Targeted intervention: For identified 1st-3rd year students based on CAT4 Quantitative/GL PTM/teacher diagnostics), achieve a average standard-score gain ≥ 10 within one year. (Using IXL platform to support)
-

3 Junior Cycle Maths

- Higher level - Increase percentage of students achieving Distinction/Higher Merit from 29% (2024) to 32% 2028 (+1%/yr).
- Ordinary level - Increase percentage of students achieving Distinction/Higher Merit from 33% (2024) to 36% 2028 (+1%/yr).
- Reduce lower grades: Cut Partially Achieved/Not Graded from 8% to $\leq 5\%$ by 2028, 1% drop/year. (Higher Level)
-

4 Leaving Certificate Maths

- HL: Raise % achieving H5+ from 84% to 87% by 2028.
- OL: Raise % achieving O3+ from 45% to 48% by 2028.
- LCA Mathematical Applications credits: 100% achieving pass/merit/distinction each cohort

5 Parent numeracy sessions: Run a parent workshop per year (junior/senior cycle focus). Parent survey: see an increase in "I can support my child with maths study" by 2028.

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

Measure	To address target(s) No's	Targeting Who?	Lead Responsibility	When?	Resources?
Appoint a Numeracy Coordinator with a clear role description, time allocation, and reporting to DP.	ALL	All students	Principal	On-going	Allocations
Identify students using CAT4 Verbal and NGRT data. Test all first in Term 1 and communicate results to teachers and Literacy Lead teacher. Identify students who need intensive interventions who have not been identified in Primary school.	3	1st-3rd year students	SEN Coordinator, Learning Support	Annually / on entry	CAT4, NGRT assessments
Numeracy lead teacher to identify students who may benefit from intervention by using the Progress Maths testing. Once tested, information shared with Maths teacher to support learning in the classroom with specific SMART targets created afterwards.	1	All students initially, then most in need of interventions	Numeracy Lead	Annually	Progress Maths GL assessment
Numeracy interventions to improve numeracy with targeted students via Student Support Plan (SSP) targets for SEN students	1		SEN Department and all teachers	Ongoing	SEN department student progress plans
Numeracy intervention Team to be established - a cross section of all subject departments to be represented. Purpose of the TEAM is to promote numeracy through interventions for those most at risk of poor numeracy skills.	All	All students	Numeracy Lead	On-Going	Digital Screens Numeracy across the curriculum resources
Establish a fixed numeracy week in whole school calendar, promoting activities during this week. Numeracy Lead teacher to lead on the activities for Numeracy week. Including competitions and numeracy tasks.	All	All students	Numeracy Lead	Weekly	Weekly notes, school displays

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. Departmental numeracy mapping: minimum two numeracy learning moments per subject	3	All students	Subject Dept Heads	On-Going	SOW template Available to all relevant staff on SharePoint
Weekly slide to be added to student notes on school screens, to promote numeracy across the curriculum	All	All students	Numeracy Lead - YH	Weekly	Staff notes, school screens, rewards calendar
Numeracy language agreed (graphs, scale, rate, data etc.) and displayed in appropriate classroom	1, 2	All students	Numeracy Coordinator	Sept 2025	CPD time, staff meetings
Annual review of schemes of work for numeracy inclusion	1	Subject departments	Numeracy Coordinator	Annually (May/June)	Schemes of work
One numeracy-rich assessment per subject per year	2	Students (all years)	Subject teachers	Annually	Shared rubric
“Numeracy for Well-being” mental arithmetic at start of Wellbeing lessons	3	1 st & 2 nd year	Wellbeing teachers	Daily	Mental maths packs
Use of IXL platform for personalised numeracy support	2, 3, 4	Intervention students	SEN / Maths teachers	Weekly	IXL licences
Track intervention progress with baseline and end-of-year scores	2,3,4	Intervention students	SEN Coordinator	Each term	Standard score data
Common assessments and moderation in Junior Cycle Maths	3	JC Maths students	Maths Dept	Each term	Common tests
Early identification of LC borderline students	4	5th & 6th Year	Maths Dept	Sept annually	Assessment data
Structured exam practice (timed questions, analysis)	4	LC Maths students	Maths teachers	Ongoing	Exam papers
Continuous tracking of LCA Mathematical Applications	All	LCA students	LCA Coordinator	Ongoing	LCA tracking tools
Early intervention for LCA attendance/coursework issues	All	LCA students	Year Head / LCA Coordinator	As needed	Student support systems
Annual parent numeracy workshop (Junior/Senior focus)	All	Parents/Guardians	Numeracy Coordinator	Annually	Presentation materials
Parent confidence survey pre/post workshops	All	Parents	Numeracy Coordinator	Annually	Survey tools

Annual analysis of numeracy outcomes (JC & LC)	All	Whole school	Numeracy Coordinator / SLT	Annually	Exam data
Highlight winners of mental arithmetic challenges I parents' newsletter, staff notes and student notes	All	Whole school	DP & Newsletter lead	weekly	Staff and student notes, parent's newsletter
students given the opportunity & actively encouraged to complete higher level at JC within Math's department	3	Junior Cycle	Math's teachers	On-going	Maths Lessons and class structure/Timetabling
Mixed ability Ordinary classes since 2023 have improved class attainment and attitude to learning across all classes	3	Junior Cycle	Math's teachers	On-going	Maths Lessons and class structure/Timetabling
PTM is held after Mock exam; this optimises the impact of meaningful interventions and partnership with parents	4	Senior Cycle	Math's teachers	On-going	Maths Lessons and class structure/Timetabling
The teaching & Learning team complete an annual student voice and deep dive into teaching and learning; investigating what works and what does not engage. This information is fed back to teachers throughout the year via weekly staff notes. Including video feedback from students.	All	All Students	T&L team	Annual	TEAMS, students voice, staff notes
The teaching & learning team provide staff with activities and methodology ideas to support engaging lesson each week via staff notes	All	All Students	T&L team	Weekly	Staff notes
The teaching & learning team have a T&L notice board in the staff room full of ideas around supporting all students. This collaborative piece of work allows teachers to share good practice with impact on Numeracy	All	All Students	T&L team	Weekly	Staff noticeboard, teaching collaboration
Alternatives to Note Taking annual Pop-Up CPD	All	All Students	T&L team	Annual	T&L team

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

TARGET 1: Whole-School Numeracy Mapping & Numeracy-Rich Assessment

- By **May 2026**, every department map **two numeracy learning moments** (graphs, scale, rate, data).
- By **2026**, **≥80% of subjects** include **one numeracy-rich assessment** each year
- Wellbeing lessons include 10-minute starter of mental arithmetic

How Progress Will Be Monitored

- Audit of subject department schemes of work to confirm:
 - Two numeracy learning moments identified per subject
 - Explicit reference to numeracy strands
- Review of assessment plans and samples to confirm:
 - Inclusion of at least one numeracy-rich assessment per subject
 - Consistent use of the shared numeracy rubric
- Staff feedback and sharing of practice at subject and staff meetings

Monitoring Intervals

- **Termly (2025–2026):**
 - Numeracy Coordinator reviews mapping templates and department updates
 - Wellbeing Coordinator checks consistency of implementation of mental arithmetic
- **Annually (May):**
 - Whole-school review of schemes of work and assessments
 - % of subjects meeting targets calculated
- **End of Year 2 (May 2026):**
 - Formal evaluation against target
- **Year 3 (2026–2028):**
 - Annual review to ensure sustainability and consistency

TARGET 2: Diagnostic Screening & Targeted Numeracy Intervention (1st–3rd Year)

- PMT numeracy screening for all 1ST YEAR students
- Identified students achieve an **average standard-score gain ≥10 within one year**

How Progress Will Be Monitored

- Analysis of baseline data from:
 - CAT4 Quantitative
 - GL PTM
 - Teacher diagnostic assessments

- Monitoring of IXL engagement and skill mastery
- Comparison of baseline and end-of-year standardised test results

Monitoring Intervals

- **Annually (September):**
 - Baseline diagnostic screening for all incoming students
- **Half-termly:**
 - Review IXL usage and progress reports
- **Termly:**
 - SEN and Maths departments review intervention impact
- **Annually (May/June):**
 - Calculate average standard-score gain and evaluate effectiveness

Evidence

- Standardised test results
- Intervention attendance records
- SEN review meeting minutes

TARGET 3: Junior Cycle Maths Outcomes

- Higher Level: +1% per year increase in Distinction/Higher Merit
- Ordinary Level: +1% per year increase in Distinction/Higher Merit
- Higher Level: 1% annual reduction in Partially Achieved / Not Graded

How Progress Will Be Monitored

- Analysis of common assessments and CBAs
- Tracking of student performance and level uptake
- Identification of students at risk of lower outcomes

Monitoring Intervals

- **Termly:**
 - Review common assessment data
 - Identify students requiring additional support
- **Annually:**
 - Analyse Junior Cycle Profile of Achievement (JCPA) data
 - Measure progress against annual targets

Evidence

- Common assessment results
- JCPA outcomes
- Moderation records
- Support/intervention logs

TARGET 4: Leaving Certificate Maths & LCA Outcomes

Targets:

- LC HL: Increase H5+ to **87% by 2028**
- LC OL: Increase O3+ to **48% by 2028**
- LCA: **100% achievement** of pass/merit/distinction

How Progress Will Be Monitored

- Tracking of in-house, mock, and State exam results
- Using Athena Tracking
- Continuous tracking of LCA coursework completion and attendance

Monitoring Intervals

- **Termly (5th & 6th Year):**
 - Review assessment data and student progress
- **Annually:**
 - Analyse State exam outcomes against targets
- **Ongoing (LCA):**
 - Monitor coursework completion and attendance

Evidence

- Exam result analysis
- Tracking spreadsheets
- LCA coursework records

TARGET 5: Parental Engagement in Numeracy

- One parent numeracy workshop per year
- Increase in parents reporting confidence in supporting maths study by 2028

How Progress Will Be Monitored

- Attendance records for parent workshops
- Post-workshop parent survey

Monitoring Intervals

- **Annually:**
 - Review workshop delivery and attendance
 - Analyse parent survey responses
- **End of Year 3 (2028):**
 - Evaluate overall impact against target

Evidence

- Workshop materials
- Attendance records
- Parent survey results

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

TARGET 1: Whole-School Numeracy Mapping & Embedded Numeracy Practice

- All departments map two numeracy learning moments
- ≥80% of subjects include a numeracy-rich assessment using a shared rubric

How Impact Will Be Evaluated

- Review the extent to which numeracy is embedded across subject departments rather than confined to Maths.
- Evaluate consistency and quality of numeracy learning moments and assessments across the curriculum.
- Assess staff ownership and shared responsibility for numeracy.

Success Criteria

- Has numeracy become a visible and consistent feature of teaching and learning across subjects?
- Are students regularly applying numeracy skills in non-Maths contexts?
- Is the shared numeracy rubric used consistently and effectively?

Evidence

- Final audit of subject department plans and schemes of work
- Samples of numeracy-rich assessments and shared rubrics
- Staff reflection records and department meeting minutes
- Numeracy Coordinator annual reports

TARGET 2: Early Identification & Targeted Numeracy Intervention (1st–3rd Year)

- Diagnostic numeracy screening for all incoming students
- Identified students achieve an average **standard-score gain ≥10 within one year**

How Impact Will Be Evaluated

- Compare baseline and post-intervention standardised test results for targeted students.

- Analyse progress data from the IXL platform to determine skill mastery and engagement.
- Evaluate the effectiveness of intervention models used (withdrawal, small group, in-class support).

Success Criteria

- Did targeted interventions lead to measurable improvement in numeracy outcomes?
- Has the numeracy attainment gap between targeted students and peers narrowed?
- Which intervention strategies had the greatest impact?

Evidence

- CAT4 Quantitative and GL PTM pre- and post-intervention data
- IXL progress and mastery reports
- Intervention attendance and review records
- SEN department evaluation summaries

TARGET 3 & 4: Improved Junior Cycle & Leaving Certificate Maths Outcomes

Target:

- Junior Cycle:
 - +1% per year increase in Distinction/Higher Merit (HL & OL)
 - Reduction in lower grades to $\leq 5\%$
- Leaving Certificate:
 - HL H5+ increased to 87%
 - OL O3+ increased to 48%
 - LCA: 100% achievement of pass/merit/distinction

How Impact Will Be Evaluated

- Compare baseline and end-of-cycle Junior Cycle and Leaving Certificate results across three cohorts.
- Analyse trends to ensure improvements are sustained rather than cohort specific.
- Evaluate effectiveness of supports for borderline and at-risk students.

Success Criteria

- Have attainment levels improved in line with agreed targets?
- Are fewer students leaving school with very low or incomplete Maths outcomes?
- Have supports increased progression and retention at higher levels?

Evidence

- Junior Cycle Profile of Achievement (JCPA) data
- State Examination Commission results
- In-house and mock exam analyses

- Student tracking and support records
- LCA coursework completion data

TARGET 5: Student Confidence, Engagement & Parental Support for Numeracy

- Daily mental arithmetic embedded in Wellbeing lessons
- Annual parent numeracy workshops delivered
- Increased parent confidence in supporting maths study by 2028

How Impact Will Be Evaluated

- Compare student survey data on numeracy confidence and engagement from Year 1 and Year 3.
- Review student participation and engagement in mental arithmetic activities.
- Analyse parent survey data to measure growth in confidence and understanding of numeracy supports.

Success Criteria

- Are students more confident and resilient when engaging with numeracy tasks?
- Has daily mental maths improved number fluency and willingness to attempt problems?
- Are parents better equipped to support their children's maths learning?

Evidence

- Student voice surveys and focus-group feedback
- Wellbeing lesson planning and observation notes
- Parent workshop attendance records
- Parent survey results and longitudinal analysis

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

1. Whole-School Numeracy Mapping & Embedded Practice

Baseline (2024/25)

- Inconsistent evidence of numeracy learning outside Maths.

Targets

- By **May 2026**, every subject department identifies **two numeracy learning moments** in its scheme of work.
- By **2026**, **≥80% of subjects** include **one numeracy-rich assessment** using a shared rubric.

How Progress Will Be Measured

- Annual audit of subject department plans to measure:
 - % of subjects with two mapped numeracy learning moments.
 - % of subjects implementing a numeracy-rich assessment.
- Tracking year-on-year increase toward the **80% target**.
- Review of assessment samples to confirm consistent rubric use.

Success Indicator

- All departments meet mapping requirement by 2026.
- At least 80% of subjects assess numeracy using the shared rubric.

2. Diagnostic Screening & Targeted Numeracy Intervention (1st–3rd Year)

Baseline (2024/25)

- Diagnostic screening in place and is working

Targets

- All incoming students complete a diagnostic numeracy screener annually.
- Identified students achieve an **average standard-score gain of ≥ 10** within one year.

How Progress Will Be Measured

- Comparison of baseline (September) and end-of-year (May/June) standardised test scores.
- Calculation of:
 - Average standard-score gain per cohort.
 - % of targeted students meeting or exceeding the ≥ 10 -point gain.
- Analysis of IXL engagement and mastery data to support progress tracking.

Success Indicator

- Cohort average standard-score gain meets or exceeds target.
- Majority of individual students show measurable progress.

3 & 4. Junior Cycle & Leaving Certificate Maths Outcomes

Baseline (2024 Results)

- Junior Cycle:
 - HL Distinction/Higher Merit: **29%**
 - OL Distinction/Higher Merit: **33%**
 - HL Partially Achieved/Not Graded: **8%**
- Leaving Certificate:
 - HL H5+: **84%**
 - OL O3+: **45%**
- LCA:

- Inconsistent achievement of full credits

Targets

- Junior Cycle:
 - +1% per year increase in Distinction/Higher Merit (HL & OL)
 - 1% annual reduction in lower grades (HL)
- Leaving Certificate:
 - HL H5+ increased to **87%** by 2028
 - OL O3+ increased to **48%** by 2028
 - LCA: **100% credit achievement** each cohort

How Progress Will Be Measured

- Annual comparison of State Examination and JCPA results against baseline data.
- Tracking of year-on-year percentage change toward targets.
- Cohort trend analysis over three years to confirm sustained improvement.

Success Indicator

- Annual targets met or exceeded.
- Reduction in low outcomes maintained across cohorts.

5. Student Confidence & Parental Support for Numeracy

Baseline (2024/25)

- Limited structured mental arithmetic outside Maths lessons.
- Parent confidence in supporting maths has been informally mentioned to teachers

Targets

- Daily “**Maths 10**” implemented in Wellbeing lessons.
- One parent numeracy workshop per year.
- Increase in parents reporting confidence in supporting maths study by **2028**.

How Progress Will Be Measured

- Student surveys administered at baseline and end of cycle to measure:
 - Confidence in mental maths
 - Willingness to engage with numeracy tasks
- Parent surveys used to track:
 - % increase in confidence year-on-year
- Attendance records for parent workshops analysed annually.

Success Indicator

- Measurable increase in student confidence indicators.
- Sustained upward trend in parent confidence survey results.

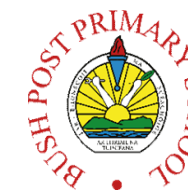
Baseline Data which has directed current Numeracy targets

Analysis of school data from **2023–2025** informed the current numeracy targets.

- Whole-school practice:
Review of subject plans showed that numeracy was largely confined to Maths, with limited explicit numeracy learning or assessment across other subjects.
- Early identification & intervention:
CAT4 Quantitative and GL PTM data indicated students entering 1st Year with below-average numeracy skills. While interventions were in place, more is necessary to support these students.
- Junior Cycle Maths outcomes (2024):
 - HL Distinction/Higher Merit: 29%
 - OL Distinction/Higher Merit: 33%
 - HL Partially Achieved/Not Graded: 8%These results indicated scope to increase higher attainment and reduce lower outcomes, particularly at Higher Level.
- Leaving Certificate Maths outcomes (2024):
 - HL H5+: 84%
 - OL O3+: 45%While outcomes were positive overall, data showed potential for incremental improvement at key progression thresholds and a need for greater consistency in LCA Mathematical Applications.
- Student and parent voice:
Teacher feedback highlighted the potential of additional mental arithmetic to support and enthuse maths skills, and there was no structured parent support for numeracy or baseline data on parental confidence

DEIS Three-Year Plan

School Name: Bush Post Primary School
Roll Number: 71750U Period of Plan: 2025-2028



Summary Plan to promote Educational Transitions

Targets - State in specific terms how Educational Transitions should improve because of measures in the school's DEIS plan.

1. Transition from Primary school to Post Primary school

Ensure a structured transition Programme is in place for all incoming first-year students

- Each feeder school visited, and educational passport completed
- All students with SEN identified and contacted before first day of school ensuring continuity of support and reducing transition stress
- Form tutor system embedded for all first years each year
- Student Voice surveys show at least 80% of students reporting a positive transition experience.

2. Transition from Junior Cycle to Senior Cycle

- 3rd-year students have access to individualised subjects and pathway guidance (including TY, LCA, LC, and vocational/apprenticeship options).
- 90% of students report in surveys that they felt informed and supported in choosing their Senior Cycle pathway.
Parents are engaged and informed throughout process via COMPASS

3. Supporting students during Senior Cycle

- By September 2026, all students progressing into Senior Cycle (TY, LCA, and 5th Year) will be 'Senior Cycle Ready' through study skills Programme, digital literacy awareness talks and SPHE lessons, resilience, and wellbeing.

4. Transition from Senior Cycle to 3rd level education and the world of work

Leaving Certificate students will successfully transition into third level education and data tracked and reviewed annually. (Previous percentages are 2021 – 84% 2022 – 73% 2023 – 81% 2024 - %)

- 2025 - 84%
- 2026 - 85%
- 2027 - 86%

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

Measure	To address target(s) No's	Targeting Who?	Lead Responsibility	When?	Resources?
DP & SENco organise annual visits to primary schools to gather information about the incoming cohort. This information is shared and discussed with the HSCL and Year Head.	1	Incoming Students	DP/SENco/YH/HSCL	Annual	Primary school & SEN/HSCL/DP/YH time
With information gathered during annual primary school visits, base classes are created with the aim to support transition for all students	1	Incoming Students	DP/SENco/YH/HSCL	Annual	Primary school & SEN/HSCL/DP/YH time
Students who may struggle with the transition to Post-primary are identified and supports provided. Staff are informed about those students.	1	Incoming Students	SENco	Annual	Primary school & SEN/HSCL/DP/YH time
SENco ensures the Learning Support Timetable is in-place before the beginning of the school year, supporting the most at-risk SEN students with immediate support from LS teachers	1	Incoming Students	SENco	Annual	SEN team timetabling
The SENco meets with all appropriate identified students with SEN prior to September. Student and parent are invited to school for a tour where necessary to alleviate any concerns	1	Incoming Students	SENco	Annual	Sen Team
The co-ordinator of the HUB visits all schools with students who have gained a place in the ASD suite. Information gathered here is shared with Hub staff.	1	Incoming Students	Hub Coordinator	Annual	Hub Resources
Appropriate equipment to support new students to the Hub is purchased and in place prior to students beginning with school	1	Incoming Students	Hub Coordinator	Annual	Hub Resources

The Hub has an open morning for incoming students and parents who have secured a place in the Hub. This supports transition	1	Incoming Students	Hub Coordinator	Annual	Hub Resources
Incoming students attending the Hub are encouraged to visit the school during the previous academic year.	1	Incoming Students	Hub Coordinator	Annual	Hub Resources
1 st year students have a Form Tutor system to support during that first year in Post Primary	1	Incoming Students	Hub Coordinator	On-Going	School Allocation resource
Information meeting for parents held in May to introduce parents and students to the new building and senior management. A run through of school day structure/ ICT / buses / homework diary / subject choices / Year Head are all an opportunity to support incoming students	1	Incoming Students	Principal & Deputy Principal	Annual	School Hall, presentation and principal/DP support
Anti-Bullying Survey completed by all students during first term, asking how transition has been	1	All students	Bi Cineálta Lead teacher	Annual	Primary school & SEN/HSCL/DP/YH time
Programme Co-ordinator completes series of assemblies for TY & 3 RD year students looking at the forward course selection and choices.	2	3 rd & TY students	Programme Co-ordinator	On-Going	Programme Co-Ordinator time, assemblies and meetings
Programme Co-ordinator, DP and the 3 rd & TY year head will meet to look at initial course selection and raise any concerns. Students and Parent meetings and discussions will take place if staff have concerns around course selection	2	3 rd & TY students	Programme Co-ordinator	On-Going	Programme Co-Ordinator time, assemblies and meetings
Guidance department provide talks to all 3rd yrs & TY and facilitate 1-1 if needed during the Junior to senior cycle transition	2	3 rd & TY students	Guidance Team	On-Going	Guidance team time
3 rd Year and TY Students are given initial course selection and subject options information during January	2	3 rd & TY students	Programme Co-ordinator	On-Going	COMPASS and online FORM
Parents are sent a detailed booklet discussing courses available in school and details around each subject area and what these subjects and courses will look like in Senior Cycle.	2	3 rd & TY students	Programme Co-ordinator	On-Going	Website and COMPASS

All subject specific information is shared on school website and social media to promote better understanding of courses and subjects	2	3 rd & TY students	Ap2 responsible for website and social media	On-Going	Website and COMPASS
All students who may struggle during this transition are discussed during the student support team, aiming to find appropriate solutions and pathways for every student	2	3 rd & TY students	SST	On-Going	SST time
Extensive calendar of visits to university and further education institutions to develop student awareness of courses, PLC's etc. Also promoting cultural capital	3&4	Senior Cycle Students	Guidance department	On-going	Guidance Team and school resources for travel
College awareness week in school	3&4	Senior Cycle Students	Guidance department	On-going	Guidance Team
Bi-Annual Careers Fair delivered in BPP. Extensive amount of educational institutions and employers attend	3&4	Senior Cycle Students	Guidance department	On-going	Guidance Team
Guidance Counselling classes for all Senior Cycle students and Guidance Counselling appointments for individual students	3 & 4	Senior Cycle Students	Guidance department	On-going	Guidance Counselling classes for all Senior Cycle students and Guidance Counselling appointments for individual students
Guidance Counsellor provides information and support for individual students applying for the HEAR	3 & 4	Senior Cycle Students	Guidance department	On-going	Guidance Counsellor provides information and support for individual students applying for the HEAR
(Higher Education Access Route) and DARE; support and guidance given by the guidance department	3 & 4	Senior Cycle Students	Guidance & AEN department lead	On-going	Guidance Counsellor provides information and support for individual students applying for the DARE
CAO & UCAS form support and guidance given by the guidance department	3 & 4	Senior Cycle Students	Guidance & AEN department lead	On-going	Guidance Counsellor provides information and support for individual students applying CAO & UCAS
(Disability access Route) schemes	3 & 4	Senior Cycle Students	Guidance & AEN department lead	On-going	Guidance Counsellor provides information and support for individual students applying for disability route access
Counsellor – available for all students for pastoral support	All	All Students	Guidance Counsellor	On-going	Guidance Counsellor's expertise and knowledge

Raise awareness of student scholarships and support students who can avail of them e.g. JP McManus, Naughton Scholarships, DKIT Scholarship	3 & 4	Senior Cycle Students	Guidance Counsellor	On going	Guidance Counsellor's expertise and knowledge
HSCL Officer support of parents by organisation of Parents talk for Student well-being e.g., Young People and Mental Health talks and support career guidance counsellor	1,2	All Students	Guidance Counsellor	On going	Guidance Counsellor's expertise and knowledge
Care Team initiatives to promote progression e.g., amazing brains for 6th Yr. students - Rainbows Programme for students experiencing loss helping them progress. Mental Health Awareness week to promote wellbeing	3	Senior Cycle Students	Principal/DP	Ongoing/throughout 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 Students	Guidance Counsellor, Subject Co-ordinator	Displayed in all classrooms	Guidance Counsellors/teachers expertise and knowledge careersportal.ie
DEIS funding of Break & Lunch Meals and Homework Club to promote educational progression	1,2	All Students	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	All	Identified students with SEN	SEN Co-ordinator, JCSP Co-ordinator	Ongoing/throughout the year	WIATT assessments, Past papers
Teachers encourage independent thinking, active learning, everyday practical application of skills e.g. The skill of applying specific learning to more general knowledge and understanding	All	All Students	Subject Departments	Ongoing throughout the year	Teaching methodologies/Wellbeing subjects
Specific small class group for JCSP and LCA students	1	Learning Support Team	JCSP Co-Ordinator	Throughout the school year	JSCP resources
The teaching & Learning team complete an annual student voice and deep dive into teaching and learning; investigating what works and what does not engage. This information is fed back to teachers throughout the year via weekly staff notes. Including video feedback from students.	All	All Students	T&L team	Annual	TEAMS, students voice, staff notes

The teaching & learning team provide staff with activities and methodology ideas to support engaging lesson each week via staff notes	All	All Students	T&L team	Weekly	Staff notes
The teaching & learning team have a T&L notice board in the staff room full of ideas around supporting all students. This collaborative piece of work allows teachers to share good practice supporting disengaged learners	All	All Students	T&L team	Weekly	Staff noticeboard, teaching collaboration
Alternatives to Note Taking annual Pop-Up CPD	All	All Students	T&L team	Annual	T&L team
SPHE & DML classes delivered around resilience and Digital literacy	3	All Students	SPHE & DML team	On-Going	DML & SPHE time

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

1. Transition from Primary School to Post-Primary School - Key monitoring tools and evidence

- Record of feeder primary school visits (visit logs, dates, staff involved)
- SEN transition checklist (confirmation of:
 - early identification
 - parent contact
 - support plans in place before September)
- Timetabling records confirming Form Tutor system embedded
- First-Year student Voice surveys
- Attendance, behaviour, and wellbeing data for first-year students
- Feedback from parents (information evenings / Compass communication)

Monitoring intervals

- Term 3 annually (May-June):
 - Review feeder school visits and passport completion
 - SEN transition planning reviewed by SEN team and year head
- September annually:

- Check supports in place for SEN students during SENco and DP meetings
- Form tutor system reviewed and confirmed
- Term 1 annually (Oct–Nov):
 - First-Year student Voice survey administered
- Term 2 annually (Jan):
 - Review attendance, engagement, and behaviour/suspension trends
- Annually (May):
 - DP reviews outcomes against the 80% positive transition target
 - Findings reported to Board of Management and included in DEIS review

2. Transition from Junior Cycle to Senior Cycle - Key monitoring tools and evidence

- Guidance and subject choice programme booklet
- COMPASS communication logs (messages sent, engagement data)
- Records of 1:1 guidance meeting
- Programme application data (TY, LCA, LC, LCVP)
- Student and parent surveys on decision-making support
- Records of follow-up contact with families where concerns arise

Monitoring intervals

- Term 1 annually (Oct–Nov):
 - Guidance plan reviewed by Guidance Counsellor and SMT
- Term 2 annually (Jan–Feb):
 - Student and parent information sessions delivered
 - COMPASS engagement monitored
- Term 2 annually (Feb):
 - Student survey administered (confidence and understanding of options)
- Term 3 annually (March–April):
 - Programme choice data analysed
 - Target of 90% student confidence reviewed
- Annually (May):
 - Summary report prepared for DEIS review and Board of Management

3. Supporting students During Senior Cycle - Key monitoring tools and evidence

- SPHE, Guidance, and Wellbeing planning documentation reviewed to ensure digital literacy, resilience and study skills have been delivered
- Feedback from class teachers, year heads, and care team
- Tracking of attendance, retention, and wellbeing indicators

Monitoring intervals

- Annually (September):
 - Confirmation that TY, LCA, and 5th Year students participate in digital literacy, resilience and study skills programmes

4. Transition from Senior Cycle to Third Level Education and the World of Work - Key monitoring tools and evidence

- Annual destination tracking data (CAO, PLC, apprenticeships, employment)
- Guidance records (CAO, UCAS, DARE, HEAR applications)
- Records of college visits, careers events, and guest speakers
- Post-Leaving Certificate student follow-up surveys
- Comparison of annual progression data against DEIS targets

Monitoring intervals

- Annually (May–June):
 - CAO and destination intentions reviewed
- Annually (September):
 - Actual progression data confirmed and recorded
- Annually (October):
 - Data analysed against progression targets:
 - 2025 – 84%
 - 2026 – 85%
 - 2027 – 86%
- Annually (November):
 - Findings reported to Board of Management
 - Used to inform guidance planning and DEIS review

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

Target 1: Transition from Primary School to Post-Primary School

Impact will be evaluated by:

- Analysing First-Year student Voice survey results over the three-year period to determine if at least 80% of students report a positive transition experience
- Reviewing attendance, behaviour, and engagement data for first-year students to identify improvements in early school engagement
- Evaluating the effectiveness of the Form Tutor system through staff feedback and pastoral records
- Reviewing SEN transition outcomes, including:
 - Evidence of early identification and planning
 - Parent feedback on continuity of supports
- Gathering parent feedback through surveys and information evening evaluations

Success will be indicated by:

- Sustained or improved positive student transition feedback
- Reduced transition-related issues
- Improved attendance in first year

Target 2: Transition from Junior Cycle to Senior Cycle

Impact will be evaluated by:

- Reviewing student survey data to confirm that 90% of students felt informed and supported in choosing their Senior Cycle pathway
- Analysing programme uptake data (TY, LCA, LC, vocational/apprenticeship options) to ensure informed and appropriate choices
- Evaluating parent engagement levels through COMPASS communication analytics and parent feedback surveys
- Reviewing records of guidance interventions, including 1:1 meetings and follow-up support
- Staff reflection on the effectiveness of guidance structures and timing of interventions

Success will be indicated by:

- High levels of student confidence in pathway decisions
- Increased parental engagement

Target 3: Supporting students During Senior Cycle

Impact will be evaluated by:

- Monitoring retention and attendance rates across TY, LCA, and 5th Year cohorts
- Evaluating feedback from:
 - Students
 - Tutors and Year Heads
 - Care Team and SPHE teachers
- Reviewing wellbeing indicators and referral data

Success will be indicated by:

- Increased student confidence and preparedness
- Improved retention and engagement throughout Senior Cycle

Target 4: Transition from Senior Cycle to Third-Level Education and the World of Work

Impact will be evaluated by:

- Reviewing annual destination and progression data for Leaving Certificate students and comparing outcomes against DEIS targets:
 - 2025 – 84%
 - 2026 – 85%
 - 2027 – 86%
- Analysing trends in CAO, PLC, apprenticeship, employment, UCAS, DARE and HEAR data
- Reviewing student participation in:
 - Guidance programmes
 - College visits
 - Careers events
- Gathering post-school student feedback where possible

Success will be indicated by:

- Improved and sustained progression rates
- Broader uptake of pathways aligned with student strengths
- Increased preparedness for further education, training, or employment

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

Target 1: Transition from Primary School to Post-Primary School

Baseline (2024)

- First-Year student Voice survey results on transition experience
- Attendance and engagement data for first-year students
- Records of SEN transition planning and parental contact

Target

- At least 80% of first-year students reporting a positive transition experience

How progress will be measured

- Annual comparison of First-Year student Voice survey results against the 2024 baseline
- Year-on-year analysis of attendance, punctuality, and behaviour data
- Monitoring completion rates of educational passports and SEN transition supports
- Review of parental engagement levels

Progress will be demonstrated by sustained improvement in survey outcomes and positive trends in engagement data.

Target 2: Transition from Junior Cycle to Senior Cycle

Baseline (2024)

- Student survey data on confidence and understanding of Senior Cycle pathways
- Programme uptake patterns (TY, LCA, LC)
- Levels of parental engagement via COMPASS

Target

- 90% of students reporting they felt informed and supported in choosing their Senior Cycle pathway

How progress will be measured

- Annual analysis of student pathway surveys compared to baseline
- Tracking of programme choice data, including reduced late programme changes
- Monitoring attendance at guidance sessions and parent information events
- Review of COMPASS engagement statistics

Progress will be demonstrated by increased student confidence, informed programme choices, and improved parental engagement.

Target 3: Supporting students During Senior Cycle

Baseline (2024)

- Student confidence data regarding Senior Cycle demands
- Retention and attendance rates in Senior Cycle
- Existing wellbeing and support participation levels

Target

- By September 2026, all Senior Cycle students participate in a readiness programme
- At least 85% of students reporting increased confidence in managing Senior Cycle demands

How progress will be measured

- Comparison of pre- and post-programme student surveys against baseline data
- Tracking participation and attendance in the readiness programme
- Monitoring Senior Cycle retention and attendance data
- Review of wellbeing indicators and support referrals

Progress will be demonstrated by increased confidence levels, full programme participation, and improved engagement and retention.

Target 4: Transition from Senior Cycle to Third-Level Education and the World of Work

Baseline (2021–2024)

- 2021: 84%
- 2022: 73%
- 2023: 81%
- 2024: % (to be confirmed)

Targets

- 2025: 84%
- 2026: 85%
- 2027: 86%

How progress will be measured

- Annual tracking of post-school destinations (third level, PLC, apprenticeships, employment)
- Comparison of yearly outcomes with baseline trends and DEIS targets
- Analysis of CAO, DARE, HEAR, PLC and apprenticeship uptake
- Review of student participation in guidance and careers activities

Progress will be demonstrated by consistent year-on-year improvement in progression rates and diversification of post-school pathways.

Baseline Data which has directed current Educational Transitions targets

1. Transition from Primary to Post-Primary

- First-Year student Voice surveys indicating mixed transition experiences and early anxiety for some students
- First-year attendance and engagement data
- SEN transition records highlighting the need for earlier information sharing and planning
- Parent and staff feedback on transition supports

2. Transition from Junior Cycle to Senior Cycle

- Student surveys showing variable confidence in Senior Cycle pathway choices
- Programme change data after entry to Senior Cycle
- Parent engagement levels in subject choice processes
- Guidance records indicating a need for earlier intervention

3. Supporting students During Senior Cycle

- Student feedback on readiness for Senior Cycle demands
- Attendance and retention data in Senior Cycle
- Wellbeing and support referral data

4. Transition from Senior Cycle to Further and Higher Education / Work

- Destination data (2021–2023) showing year-on-year variation in progression rates
- Uptake data for CAO, PLC, apprenticeship, DARE and HEAR pathways
- Student feedback on preparedness for post-school transitions



DEIS Three-Year Plan

School Name: Bush Post Primary School
Roll Number: 71750U Period of Plan: 2025-2028

Summary Plan to promote Partnership

Targets - State in specific terms how Partnership should improve because of measures in the school's DEIS plan.

1. Teachers will use the COMPASS app more commonly to communicate and update parents on class tests, homework, and current/upcoming topics, with at least 80% of parents engaging monthly with the app as measured by app usage statistics and parent feedback surveys.

- To audit parents to find what areas they might need, support and guidance to help support their child's learning.**

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2. To maintain an effective Parents Association that are actively consulted and involved in policy formation, ratification and implementation

3. To develop partnerships with the school completion team and Education Welfare Officer, utilising supports offered by these organisations.

4. To develop our connections with local businesses, schools and community organisations in the local community. By May 2027, establish a school alumni network with at least 20 active members, providing role models, mentoring, and talks to current students about education, careers, and resilience.

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

Measure	To address target(s) No's	Targeting Who?	Lead Responsibility	When?	Resources?
Agree and implement a whole-school COMPASS communication protocol (TAKING REGISTERS/STAGED ATTENDANCE LETTERS. updates on homework, assessments, topics)	1	All parents and teachers	Principal, Deputy Principal, Digital Learning Coordinator	Sept annually	COMPASS app, staff meeting time
Provide staff CPD on effective parent communication using COMPASS	1	Teaching staff	Principal, PDST / in-school trainer	Term 1 annually	CPD time, PDST support
Deliver parent information on using COMPASS via social media, the website and text initially	1	Parents/guardians	HSCL Coordinator, Year Heads	Term 1 annually	School facilities, COMPASS guides
Conduct annual parent audit via COMPASS to identify support needs	1	Parents/guardians	HSCL Coordinator, SEN Team	Term 1 annually	Online survey tools
Develop targeted parent supports based on audit findings (guides, workshops)	1	Parents/guardians	HSCL Coordinator, SEN Team	Term 2 annually	Printing, guest speakers
Review and clarify role and membership of the Parents Association	2	Parents/PA members	HSCL Coordinator Principal, PA Chairperson	Term 1 2025	DES PA guidelines
Establish regular PA meetings with agreed annual schedule	2	Parents/PA members	HSCL Coordinator PA Chairperson, Principal	Termly	Meeting space
Involve PA in policy consultation and review processes	2	Parents/PA members	HSCL Coordinator Principal, Board of Management	Annually	Draft policies
Improve communication between school and PA via COMPASS and website	2	Parents	HSCL Coordinator	Ongoing	School website, COMPASS
Support PA involvement in school initiatives and fundraising	2	Parents/PA members	Principal, PA	Annually	School support
Establish scheduled meetings with SCP and EWO	3	At-risk students and families	HSCL	Termly	Meeting time
Develop referral and follow-up procedures with SCP and EWO	3	Target students	Care Team, Year Heads	Ongoing	SCP/EWO supports

Share attendance and engagement data appropriately	3	Identified students	HSCL Coordinator, EWO	Ongoing	Attendance records
Review effectiveness of interventions annually	3	Whole school	SMT	Annually	Data analysis
Appoint an Alumni/Community Liaison Coordinator	4	Students, past students	Principal	Sept 2025	Staff allocation
Create a school alumni database and communication system	4	Past students	Alumni Coordinator	2025–2026	Online platform
Set a realistic target of 30 active alumni members	4	Past students	Alumni Coordinator	By May 2027	School records
Organise alumni talks, mentoring and careers events	4	TY, 5th & 6th years	Guidance Counsellor, Alumni Coordinator	Annually	Guest speakers
Guest Speakers	4	All students	Teachers, HSCL, SST Team, Career Guidance	On-Going	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.	4	All Students	School Management	Annually	School subject departments
Visits to local industries and community groups	4	All students	Class Teacher	On-Going	Contact details links with community
Work experience for all TY and LCA students - Teacher partnership with local employers/businesses when monitoring work experience	4	TY & LCA students	Programme Co-Ordinator	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., Womens Aid, Senior Citizens, Marie Goretti association, CSPE projects, outside agencies, E.G., Womens Aid, SVP, Rotary Club, Environmental projects for Green Flag etc.	4	All students	Class teachers	On-Going	Contact details Local/national NGOs, Community groups CSPE Teachers
School Completion Partnership development alongside the HSCL	3	All students	HSCL	Ongoing throughout the year	SCP
Career Fair evening exhibition of a variety of further education options	4	Senior Cycle students	Career Guidance Dept.	Biannual	Career Guidance contacts, personnel from Universities and Colleges Careers.ie websites
Annual Awards night	All	All students & parents	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 for work experience	All	Incoming students	Principal/SEN Dept./Links	Annually	Relationship between BPP and primary schools
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
Open Night, Awards Night, School events, information evenings Supporting better communication with Parents Association	1 & 2	All students & parents	School Management HSCL Co-ordinator	On-Going	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	All students & parents	School Management	As required	Parents' Association HSCL officer, Board of Management, Parent focus groups
HSCL Officer daily contact with parents via phone, email, text messages and by home visits	1 & 2	All students & parents	HSCL Officer	Ongoing daily	Contact details
Social Media usage as a form of communicating with Parents of events, issues pertaining to their child's education journey.	1 & 2	All students & parents	Principal/Deputy Principal	Ongoing throughout the year	School Website, Facebook Page, Texting
Parents Association Meetings	2	All parents	Principal	As Required	Parents HSCL School management
Parent teacher meetings which include attendance by the HSCL Officer to meet and discuss issues with parents	1 & 2	All students & parents	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	SEN Students and parents	SEN Department	As required	Year Heads Subject teachers, HSCL office
Informal discussions with parents via phone calls, visits, arranged meetings in school	1 & 2	All 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

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

1. Increased Use of the COMPASS App & Parent Support Audit

- 80% of parents engaging monthly with the COMPASS app
- Identification of parent support and guidance needs

How Progress Should Be Monitored

- COMPASS app usage statistics (logins, message reads, responses)
- Parent surveys (online and paper-based)
- Attendance at parent information sessions
- Records of supports/guidance provided to parents

Monitoring Intervals

- Monthly
 - Review COMPASS usage data (percentage of active parents)
 - Track messages sent regarding tests, homework, and learning topics
- Termly
 - Short parent feedback surveys on clarity of communication and support needs
 - Review response rates and identify disengaged parents
 - Full audit of parental engagement and support needs
- Annually
 - Analyse trends over the year and adjust communication strategies
 - Report findings to Senior Leadership Team (SLT) and Board of Management

Three-Year Focus

- Year 1: Establish baseline engagement data and complete initial parent support audit
- Year 2: Increase targeted supports (workshops, guides, translated materials) based on audit
- Year 3: Consolidate practices and aim to sustain 80%+ monthly engagement

2. Effective and Active Parents Association

- Parents Association actively consulted in policy formation, ratification, and implementation

How Progress Should Be Monitored

- Minutes of Parents Association meetings
- Records of consultation processes
- Attendance records

- Feedback from Parents Association members

Monitoring Intervals

- Termly
 - Review meeting attendance and engagement levels
 - Record input into school policies and initiatives
- Bi-annually
 - Formal consultation with Parents Association on policy drafts
- Annually
 - Review effectiveness of parental involvement
 - Report to Board of Management on consultation outcomes

Three-Year Focus

- Year 1: Strengthen structures and communication channels
- Year 2: Increase parental input into key DEIS and wellbeing policies
- Year 3: Embed Parents Association as a consistent consultative body

3. Partnership with School Completion Team (SCT) and Education Welfare Officer (EWO)

- **Effective use of supports offered by SCT and EWO**

How Progress Should Be Monitored

- Records of referrals and interventions
- Attendance and retention data
- Case review notes (confidential)
- Meeting logs with external agencies

Monitoring Intervals

- Monthly
 - Monitor student attendance and engagement data
 - Track ongoing interventions
- Termly
 - Review impact of supports with SCT and EWO
 - Evaluate outcomes for targeted students
- Annually
 - Analyse attendance, retention, and progression data
 - Review partnership effectiveness and adjust referral processes

Three-Year Focus

- Year 1: Establish consistent referral and communication procedures
- Year 2: Strengthen joint planning and preventative interventions
- Year 3: Evaluate long-term impact on attendance and retention

4. Development of Community, Business, School & Alumni Links

- **Strong community partnerships**
- **Alumni network with at least 30 active members by May 2027**

How Progress Should Be Monitored

- Partnership records and memoranda of understanding (where relevant)
- Logs of guest speakers, mentoring sessions, and events
- Alumni database and participation records
- Student and staff feedback

Monitoring Intervals

- | | |
|---------------|---|
| Termly | <ul style="list-style-type: none">• Review number and quality of community and business engagements• Record student participation in talks and mentoring |
| Annually | <ul style="list-style-type: none">• Evaluate impact of partnerships on student motivation and aspirations• Track growth of alumni network |
| End of Year 3 | <ul style="list-style-type: none">• Formal review of alumni network (membership numbers, activity levels)• Measure progress against May 2027 target |

Three-Year Focus

- Year 1: Identify key partners and begin alumni outreach
- Year 2: Expand partnerships and formalise alumni involvement
- Year 3: Achieve 30+ active alumni members and embed programme sustainably

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

Evaluation: Impact of Actions on Partnership (End of Three-Year DEIS Cycle)

1. Partnership with Parents

- Analysis of COMPASS app usage data over three years, focusing on sustained parental engagement (target of 80% monthly usage).
- Comparison of baseline and end-of-cycle parent survey data measuring:
 - Quality and clarity of school-home communication
 - Parents' confidence in supporting their child's learning
 - Responsiveness of the school to parental needs
- Review of attendance and participation at parent meetings, information sessions, and workshops.

Success Indicators

- Increased consistency and quality of communication between school and home.
- Improved parental understanding of assessment, homework, and curriculum expectations.
- Evidence of targeted supports responding to identified parental needs.

2. Parents Association as a Consultative Partner

- Review of Parents Association meeting minutes and records of consultation on school policies.
- Audit of policies developed or reviewed with parental input.
- Feedback from Parents Association members and school leadership on the effectiveness of collaboration.

Success Indicators

- Parents Association actively contributing to policy formation, ratification, and implementation.
- Increased sense of shared ownership and trust between parents and school leadership.
- Clear evidence of parental voice influencing school decision-making.

3. Partnership with School Completion Team (SCT) and Education Welfare Officer (EWO)

- Longitudinal analysis of attendance, retention, and progression data for students supported by SCT and EWO interventions.
- Review of referral processes and multi-agency meeting records.
- Evaluation meetings with SCT and EWO to assess effectiveness of collaboration.

Success Indicators

- Improved attendance and engagement among targeted students.
- Earlier identification of at-risk students and more coordinated interventions.
- Strengthened inter-agency communication and shared planning.

4. Partnerships with Community, Businesses, Schools and Alumni

- Review of partnership logs detailing engagement with local businesses, schools, and community organisations.
- Evaluation of alumni network development, including:
 - Number of active alumni members (target: minimum 30 by May 2027)
 - Frequency and quality of alumni-led mentoring, talks, and events
- Student feedback on the impact of partnerships on aspirations, motivation, and career awareness.

Success Indicators

- Sustained and meaningful community engagement supporting student learning and wellbeing.
- Alumni acting as visible role models and mentors for current students.
- Increased student awareness of educational pathways, careers, and resilience.

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

1. Partnership with Parents (COMPASS & Parental Support)

Baseline Measures

- Current percentage of parents actively engaging with the COMPASS app monthly.
- Initial parent survey results on communication effectiveness and confidence in supporting learning.

Targets

- Minimum of 80% of parents engaging monthly with COMPASS by the end of Year 3.
- Increased parental confidence and understanding of curriculum, homework, and assessment.

How Progress Will Be Measured

- Comparison of monthly COMPASS usage data against baseline figures.
- Analysis of termly and annual parent survey results showing increased satisfaction and confidence.
- Reduction in number of parents reporting difficulties accessing or understanding school communications.

2. Parents Association Engagement

Baseline Measures

- Current level of Parents Association participation and consultation in school policies.
- Number of meetings held and attendance levels.

Targets

- Parents Association regularly consulted on policy development and implementation.
- Increased attendance and sustained engagement across the three years.

How Progress Will Be Measured

- Comparison of annual meeting attendance and participation rates against baseline.
- Audit of school policies showing documented parental consultation.
- Feedback from Parents Association members indicating increased involvement and influence.

3. Partnership with School Completion Team (SCT) and Education Welfare Officer (EWO)

Baseline Measures

- Attendance, retention, and engagement data for identified at-risk students.
- Existing referral and communication practices.

Targets

- Improved attendance and engagement outcomes for targeted students.

- More consistent and timely use of SCT and EWO supports.

How Progress Will Be Measured

- Year-on-year comparison of attendance and retention data for supported students.
- Tracking number, timeliness, and outcomes of referrals.
- Evidence of earlier interventions compared to baseline year.

4. Community, Business and Alumni Partnerships

Baseline Measures

- Existing community and business links.
- Current level of alumni engagement.

Targets

- Expansion of community and business partnerships.
- Establishment of an alumni network with at least 30 active members by May 2027.

How Progress Will Be Measured

- Annual comparison of number and quality of partnerships formed.
- Tracking alumni membership growth against baseline.
- Records of student participation in mentoring, talks, and work-related learning opportunities.
- Student feedback demonstrating increased career awareness and aspirations.

Baseline Data which has directed current Partnership targets

- Parental engagement was inconsistent, with COMPASS app usage averaging **approximately 50–55% monthly**.
- Parent feedback highlighted limited awareness of assessments, homework, and curriculum expectations, and reduced confidence in supporting their child’s learning.
- The Parents Association was in place but had inconsistent attendance and limited involvement in policy consultation.
- Attendance data identified the cohort of students experiencing persistent absenteeism.
- Engagement with the School Completion Team and Education Welfare Officer was largely reactive rather than preventative.
- Links with local community groups, businesses and feeder schools were limited and ad hoc.
- No formal alumni network existed, and student feedback indicated limited access to role models and awareness of career pathways.

DEIS Three-Year Plan

School Name: Bush Post Primary School
Roll Number: 71750U Period of Plan: 2025-2028



Summary Plan to promote Academic Outcomes

Targets - State in specific terms how Academic Outcomes should improve because of measures in the school's DEIS plan.

1 Data Collection and distribution

- Provide all teachers with tracker excel containing students target grades/current achievement after in-house exams
- Ensure all staff have access to Athena Tracker, providing progress analysis and opportunity to add class test results

Ensure all NGRT, CAT4, PMT and SEN information is uploaded onto COMPASS for easy access for teachers & parents

2 Junior Certificate

- Reduce the overall percentage of PA or NG grades to <5% in all subject areas (2024=7.6%total)
Increase the overall percentage of students achieving Merit or higher at HL in CORE subjects (2024= 75.5% average)

3 Leaving Certificate

- Reduce the percentage of students achieving below 300 CAO points from current 28% to less than 20%, through targeted interventions, study support, and mentoring Programs
- Increase the percentage of students achieving >400 CAO points from 42% to 45%, increasing the percentage of students achieving >500 points from 15% to 18%.
- To maintain the number of LCA students achieving 120 credits at 100%, and to improve the number of students attaining Merit or Distinction in LCA to 90%
All subject areas to aim for a positive residual on their overall results, using data from individual student target grade compared to result

4 Teaching & Learning

- To improve quality and consistency of teaching and learning.
 - reduce reliance on passive notetaking
 - establishment of a Teaching and Learning Team
 - the development and implementation of a whole-school Teaching and Learning policy that promotes excellent classroom practice.

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

Measure	To address target(s) No's	Targeting Who?	Lead Responsibility	When?	Resources?
Develop and distribute an Excel-based student tracker to all teachers showing target grades and current achievement following in-house exams	All	All teachers; all students	Data Coordinator; Year Heads	After each in-house exam (Oct, Feb, May)	Excel templates; staff CPD
Ensure all staff have access to and training in Athena Tracker to analyse progress and upload class test results	1	Teachers; Year Heads	Data Coordinator; ICT Coordinator	Ongoing; training annually	Athena licences; CPD time
Upload NGRT, CAT4, PMT and SEN data to COMPASS for staff access	1	Teachers; SEN team; Parents	SEN Coordinator; Data Coordinator	Annually and after assessments	COMPASS system; admin time
Provide staff training on interpreting assessment data to inform teaching and learning	1, 4	Teaching staff	Data Coordinator; DP	On-Going	Staff meeting time; Weekly Notes
Identify students at risk of PA/NG using in-house exam and assessment data	2	Junior Cycle students	Subject Teachers	After each assessment cycle	Athena; Excel trackers
Implement targeted interventions (team teaching, withdrawal, small group support) for identified students	2	Students at risk of PA/NG	SEN Coordinator; Subject Teachers	Ongoing	SEN hours; DEIS funding
Implement targeted NUMERACY & LITERACY interventions to support improved academic outcomes	2	Students at risk of PA/NG	SEN Coordinator; Subject Teachers	Ongoing	SEN hours; DEIS funding
Increase focus on formative assessment and feedback in classrooms, reflected in the T&L policy	2, 4	Junior Cycle students	Teaching & Learning Team	Ongoing	CPD; assessment for learning resources
Track Merit+ outcomes in core subjects at subject and cohort level	2	Subject departments	Data Coordinator; DP	Ongoing	SEC results; trackers
Identify LC students at risk of achieving below 300 CAO points using data analysis	3	LC students	Year Heads; Guidance Counsellor, DP	After mock and in-house exams	Athena; CAO analysis tools
Implement mentoring and academic monitoring for identified students	3	LC students <300 points	Guidance Counsellor; Year Heads	Ongoing	Mentoring time; DEIS supports
Provide structured study support programmes (after-school, holiday programmes)	3	LC students	School Leadership; DEIS Coordinator	Throughout academic year	DEIS funding; supervision
Track student progress against individual target grades and analyse residuals at subject level	3	Subject departments	Data Coordinator; Subject Coordinators	Post-results annually	SEC data; target grade data
Maintain LCA monitoring systems to ensure 100% credit attainment	3	LCA students	LCA Coordinator	Ongoing	LCA tracking systems
Increase focus on Merit and Distinction outcomes in LCA through assessment planning	3	LCA students	LCA Team	Ongoing	CPD; collaborative planning time
Establish a Teaching and Learning Team with clear terms of reference	4	Teaching staff; students	DP, AP1; T&L Coordinator	Term 1	Time allocation; AP post

Audit current teaching practices, including use of notetaking	4	Teaching staff	Teaching & Learning Team	Term 1	Survey tools; observation templates
Reduce reliance on passive notetaking by promoting active learning strategies	4	Students; teachers	Teaching & Learning Team	Ongoing	CPD; exemplar resources
Develop a whole-school Teaching and Learning Policy collaboratively	4	Whole school community	Teaching & Learning Team	Year 1	Staff meetings; consultation time
Implement peer observation and sharing of effective practice	4	Teaching staff	Teaching & Learning Team	Termly	Time; observation protocols
Review and evaluate impact of T&L initiatives annually	4	Whole school	School Leadership; T&L Team	Annually	SSE tools; staff feedback
students are assigned to the correct class grouping, based upon attainment data in Core subjects.	All targets	All students	SLT	Feb - March of each academic year	Timetable
Gaeltacht Grant Scheme to encourage students to attend summer courses in Gaeltacht areas	All targets	All students	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 students	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 students	All Teaching staff	Throughout the year	All Subject Departments
Provide teachers with weekly videos from our students discussing how they learn best and what they do not learn well from in class. (Weekly Notes)	All targets	All students	Teaching & Learning Team & DP	Throughout the year	All Subject Departments
Develop a calendar in collaboration with the staff team, students and parents to ensure the best possible flow which supports T&L	All targets	All students	Teaching & Learning Team & DP	Throughout the year	All Subject Departments
Provide a Homework club open to all students and free for 6 th year students.	All targets	All students	DP	Throughout the year	DEIS funding and student contributions
Subject departments to review the chief examiners report annually	All Targets	All students	Subject teachers	Annually	Subject departments
Annual Awards night	All	All students & parents	Principal, Deputy	Annual Awards night	All

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

1. Data Collection and Distribution

How Progress Will Be Monitored

- Completion and accuracy of student trackers (Excel, Athena, COMPASS)
- Staff engagement with data systems (uploading results, reviewing progress)
- Timeliness of data uploads (assessment results, standardised tests, SEN data)
- Evidence of data-informed planning at year and subject level

Monitoring Intervals

- Monthly
 - Check updates to Athena Tracker and COMPASS
 - Monitor uploading of class test and assessment data
- Termly
 - Review tracker data following in-house assessments
 - Evaluate use of data at year head and subject department meetings
- Annually
 - Audit assessment systems and staff access
 - Review effectiveness of data systems in supporting teaching and learning
 - Identify improvements needed for the following year

2. Junior Cycle Academic Outcomes

How Progress Will Be Monitored

- Analysis of PA/NG outcomes at subject and cohort level
- Tracking of Merit and higher outcomes in core subjects
- Monitoring uptake and impact of targeted interventions
- Student attendance and engagement data linked to achievement

Monitoring Intervals

- Monthly
 - Review attendance and engagement data for identified students
- Termly
 - Analyse in-house exam results and assessment data
 - Review progress of students receiving interventions
 - Subject departments to review PA/NG trends

- Annually
 - Analyse Junior Cycle Profile of Achievement (JCPA) results
 - Compare outcomes year-on-year against DEIS targets
 - Evaluate effectiveness of interventions and supports

3. Leaving Certificate / LCA Academic Outcomes

How Progress Will Be Monitored

- Tracking of student performance against target grades
- Monitoring CAO points distributions (<300, >400, >500)
- Review of residual analysis at subject level
- Monitoring LCA credit accumulation and award levels

Monitoring Intervals

- Monthly
 - Track attendance, engagement, and mentoring programme participation
- Termly
 - Review in-house and mock exam results
 - Analyse progress of students at risk of <300 CAO points
 - Review impact of study support and mentoring programmes
- Annually
 - Analyse SEC examination results and CAO points distributions
 - Review subject residuals against target grades
 - Evaluate LCA outcomes (credits, Merit, Distinction)

4. Teaching & Learning

How Progress Will Be Monitored

- Evidence of reduced reliance on passive notetaking
- Implementation and impact of agreed teaching strategies
- Progress in developing and implementing the Teaching & Learning policy
- Staff engagement with professional learning and collaboration
- Student voice and feedback on learning experiences

Monitoring Intervals

- Monthly
 - Informal learning walks and classroom observations

- Review implementation of agreed teaching strategies
- Termly
 - Teaching & Learning Team meetings to review progress
 - Staff surveys and sharing of effective practice
 - Review CPD uptake and impact
- Annually
 - Evaluate Teaching & Learning policy implementation
 - Review student achievement data in conjunction with teaching practices
 - Use SSE tools to assess impact and set next steps

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

1. Data Collection and Distribution

How Impact Will Be Evaluated

- Audit of school-wide data systems (Athena, COMPASS, Excel trackers) to confirm:
 - Consistent use by staff
 - Accuracy and completeness of student data
- Review of staff engagement with data-informed planning at subject and year level
- Evidence of assessment data being used to inform interventions and teaching strategies

Success Indicators

- All teachers regularly accessing and updating agreed data systems
- Standardised test and SEN data available and accessible to staff and parents
- Clear evidence of data use in subject planning, student support meetings, and SSE documentation

2. Junior Cycle Academic Outcomes

How Impact Will Be Evaluated

- Analysis of Junior Cycle outcomes across the three-year period, including:
 - Percentage of PA/NG outcomes in each subject
 - Percentage of students achieving Merit or higher in core subjects
- Comparison of outcomes against baseline data from Year 1
- Review of effectiveness of targeted interventions for at-risk students

Success Indicators

- Reduction of PA/NG outcomes to below 5% in all subject areas

- Sustained increase in Merit and higher outcomes in core subjects
- Improved attendance, engagement, and progression for targeted students
- Narrowing of attainment gaps for students experiencing disadvantage

3. Leaving Certificate / LCA Academic Outcomes

How Impact Will Be Evaluated

- Analysis of Leaving Certificate results over three years, focusing on:
 - Percentage of students achieving below 300 CAO points
 - Percentage of students achieving above 400 and 500 CAO points
- Review of subject residuals comparing target grades to final results
- Evaluation of mentoring, study support, and intervention programmes
- Review of LCA outcomes, including credit attainment and award levels

Success Indicators

- Reduction of students achieving below 300 CAO points to under 20%
- Increase in students achieving above 400 and 500 CAO points in line with targets
- Majority of subject areas achieving positive residuals
- 100% of LCA students achieving 120 credits
- At least 90% of LCA students attaining Merit or Distinction

4. Teaching & Learning

How Impact Will Be Evaluated

- Review of teaching practices through:
 - Classroom observation and learning walk evidence
 - Teacher reflection and department reviews
- Evaluation of the implementation and impact of the whole-school Teaching & Learning Policy
- Analysis of student voice data regarding engagement and learning experiences
- Correlation of teaching and learning initiatives with student achievement data

Success Indicators

- Reduced reliance on passive notetaking across subject areas
- Consistent use of agreed effective teaching strategies
- Strong staff ownership of the Teaching & Learning Policy
- Improved student engagement, confidence, and independence as learners
- Clear links between improved teaching practices and improved academic outcomes

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

1. Data Collection and Distribution

How Progress Will Be Measured

- Percentage of teachers accessing and updating Athena, COMPASS, and agreed trackers
- Timeliness and completeness of data uploads following assessments
- Evidence of data use in subject plans, year head reviews, and student support meetings

Targets

- 100% of teachers using agreed data systems consistently
- All assessment and standardised test data uploaded within agreed timeframes
- Clear evidence of data-informed decision-making at subject and year level

2. Junior Cycle Academic Outcomes

How Progress Will Be Measured

- Termly analysis of in-house exam and assessment results
- Annual analysis of Junior Cycle Profile of Achievement (JCPA) outcomes
- Comparison of PA/NG and Merit+ outcomes against baseline data

Targets

- Reduction of PA/NG outcomes to below 5% in all subjects
- Increase in Merit and higher outcomes in core subjects beyond baseline levels

3. Leaving Certificate / LCA Academic Outcomes

How Progress Will Be Measured

- Analysis of in-house and mock examination results against individual target grades
- Annual analysis of SEC results and CAO points distributions
- Subject-level residual analysis comparing target grades to outcomes
- Tracking of LCA credits and award levels

Targets

- Less than 20% of students achieving below 300 CAO points
- Increase to 45% achieving above 400 points
- Increase to 18% achieving above 500 points
- Maintain 100% LCA credit attainment
- Increase Merit/Distinction outcomes in LCA to 90%

4. Teaching & Learning

How Progress Will Be Measured

- Audit of teaching practices through classroom observations and learning walks
- Staff surveys and reflective practice evidence
- Student voice feedback on engagement and learning
- Correlation between changes in teaching practice and student attainment data

Targets

- Reduced reliance on passive notetaking across subject areas
- Consistent use of agreed effective teaching strategies
- Full implementation of a collaboratively developed Teaching & Learning policy
- Improved student engagement and academic outcomes

Baseline Data which has directed current Academic Outcomes targets

- Inconsistent use of whole-school data systems, with assessment and standardised test data not uniformly accessible to all teachers
- Limited systematic tracking of student progress against target grades at subject and year level
- Junior Cycle PA/NG outcomes recorded at **7.6% overall**, exceeding desired levels
- Merit and higher outcomes in Junior Cycle core subjects averaging **75.5%**, indicating scope for improvement
- A significant proportion (**28%**) of Leaving Certificate students achieving **below 300 CAO points**
- Proportion of Leaving Certificate students achieving **above 400 CAO points (42%)** and **above 500 points (15%)**, indicating potential to increase higher achievement
- Variability in subject outcomes when compared to individual student target grades, with some negative residuals identified
- LCA outcomes strong in terms of **100% credit attainment**, but scope to increase **Merit and Distinction awards**
- Evidence of over-reliance on **passive notetaking** in some classrooms, impacting student engagement and learning
- Absence of a fully developed, collaboratively agreed **whole-school Teaching and Learning policy**
- Student voice and engagement data indicating a need for more active and inclusive teaching approaches



Board of Management Policy Consultation

Please present this form to your BOM when considering the policy at BOM level for ratification

School:	Bush Post Primary School
Policy:	DLFC PLAN 2025 - 2028

Staff Consultation:

Date of Final Consultation:	23.3.26
Proposed By:	Sheena Gartland
Seconded By:	Shane Brennan

Student Consultation:

Date of Final Consultation:	23.3.26
Proposed By:	(Student Council) Molly Ni Shuilleabhain
Seconded By:	(Student Council) Tadhg Traynor

Parents Consultation:

Date of Final Consultation:	18.3.26
Proposed By:	(Parents Association Member)
Seconded By:	(Parents Association Member)

Signed caitlin fure Date 24/3/2026

Chairperson, Board of Management

Signed [Signature] Date 24/3/2026

Principal/Secretary to the Board of Management