Clifden Community School
Lux, Pax, Felicitas

DEIS Plan 2025-2028

Date of plan approval:

Approved by:

Signed: _____
       (Chairperson of Board of Management)

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Version	Date	Author	Update Information
1.0	20/03/2022	HEAA	DEIS Plan approved by the BOM.
2.0	11/09/2023	HEAA	DEIS Plan updated with evaluation of progress after year 1.
3.0	30/09/2025	KEAL/COLF	DEIS Plan with targets & actions for new cycle 2025-2028.

School Name: Clifden Community School   **Roll Number:** 91412M
Date of Ratification by Board of Management: 30th September 2025

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Key

ATU: Atlantic Technological University   **DEIS:** Delivering Equality of Opportunity in Schools
EAL: English as an Additional Language   **HSCL:** Home School Community Liaison Officer
JC: Junior Cycle   **LC:** Leaving Certificate
SUS: Suspension   **TRC:** Traveller & Roma Community
TY: Transition Year

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Plan to Improve Literacy Levels

Targets
1. JC: Decrease the number of students who have a reading age less than their chronological age from 22% to 20% (Year 1), 18% (Year 2), 16% (Year 3)
2. JC: Increase the number of students who are always/often confident in delivering Oral Presentations from 46% to 48% (Year 1), 50% (Year 2), 52% (Year 3)
3. All: Increase the number of students who are proficient in the use of punctuation from 46% to 48% (Year 1), 50% (Year 2), 52% (Year 3).
4. EAL: Increase the number of JC students with LEVEL A1 Breakthrough in Literacy from 61% to 63% (Year 1), 65% (Year 2), 67% (Year 3).
5. EAL: Increase the number of SC students with LEVEL A2 Waystage in Literacy from 71% to 73% (Year 1), 75% (Year 2), 77% (Year 3).
6. TRC: Maintain JC student participation in Literacy as a Gateway Skill Programme at 100%,
7. JC: Increase the number of students who always/often engage in reading for pleasure from 37% to 39% (Year 1) 41% (Year 2) and 43% (Year 3),

Actions

Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Word of the Week (Focus on words from 1st and 2nd Tiers of Literacy)
2. Sharing of Learning Intentions at beginning of lessons
3. Keyword strategy
4. Teachers will use Active Learning Methodologies from ALM Booklet & follow a lesson framework called the Learning Cycle.
5. EAL Students and Teachers use of a shared language resource in class: Languages Connect
6. One classroom assessment using Oral Presentation Format in each subject (1st Year Students) 2025-2026

Targeted Interventions: (support for some)
1. Accelerated Reading Programme.
2. Literacy for Life Programme (National Adult Learning Agency – NALA Resource)
3. Reading Club/Reading Corner – 8 Week Reading Intervention (1st & 2nd Year Students)
4. Reading Comprehension Box Initiative (1st & 2nd Year Students)
5. Student access to Microsoft Office 365 – create digital resources for Oral Presentation Assessments.
6. SORA App (online Library) & Reading Corner to promote reading for pleasure.
7. Writing Competitions: Arts Week Creative Writing, Clifden Writers Group Creative Writing Competition.
8. Chapter Chase- 6 week Reading Challenge for all 1st Year students

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Plan to Improve Numeracy Levels

Targets
1. JC: Increase number of students who often/always have a positive attitude towards investigating, reasoning and problem-solving from 85% to 87% (Year 1), 89% (Year 2) 91% (Year 3).
2. SC: Increase number of students who often/always have a positive attitude towards investigating, reasoning and problem-solving from 89% to 91% (Year 1), 93% (Year 2) 95% (Year 3).
3. SC: Increase the number of studying HL Maths from 78% to 80% (Year 1), 82% (Year 2), 84% (Year 3).
4. JC: Increase number of students who often/always experience a common approach to graphing, interpreting and representing data across all subjects from 70% to 72% (Year 1), 74% (Year 2), 76% (Year 3).
5. SC: Increase number of students who often/always experience a common approach to graphing, interpreting and representing data across all subjects from 71% to 73% (Year 1), 75% (Year 2), 77% (Year 3).
6. JC: Increase the average baseline numeracy scores of targeted students by 10% (10-week Intervention)
7. 1st Year: Increase students average test score in Calculator Literacy from 59% to 61% (Year 1,) 63% Year 2, 65% Year 3 by the end of 1st Year.
8. 1st Year: Increase students average test score in Time Read assessment from an analogue clock from 64% to 66% (Year 1), 68% (Year 2), 70% (Year 3) by the end of 1st Year.

Actions

Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Use of Design Brief Process strategy when investigating, reasoning and problem-solving in Practical Subject.
2. Use of shared approach to graphing, interpreting and representing data Is your graph SALTy?
3. Use of classroom problem solving questioning approach to problem solving.
4. Teachers will use Active Learning Methodologies from ALM Booklet
5. Use of Restorative Practice in class to build respectful relationships which help to motivate students.
6. Calculator literacy will be promoted in Maths lessons and across the school. A calculator check will be conducted at the end of each term.
7. There is a working analogue clock in all classrooms.
8. Use of digital technology eg Desmos, Excel and Geogebra to create graphs.

Targeted Interventions: (support for some)
1. Numeracy Intervention – Number Millionaire Initiative – 1st Year Students.
2. Numeracy/Problem Solving Intervention – 2nd Year & TY Students.
3. Maths Eyes Initiative Competition – 1st Year Students.
4. Maths week
5. School based Numeracy JCSP Initiative: Chess Club.
6. Numeracy aid/rich classroom environment.
7. Students encouraged to reason, problem-solve, predict, discuss patterns in data and draw conclusions from evidence presented.
8. 1st and 3rd Year students enter and take part in IMTA competitions
9. 2nd Year Students encouraged to attend Mentor Maths at lunchtime (Thursday)

Plan to Improve Attendance Levels

Targets
1. JC: Increase student attendance from 88% to 90% (Year 1), 91% (Year 2), 92% (Year 3).
2. TY: Increase student attendance from 82% to 88% (Year 1), 90% (Year 2), 92% (Year 3).
3. SC: Increase student attendance from 80% to 90% (Year 1), 91% (Year 2), 92% (Year 3).
4. TRC in JC: Increase student attendance from 42% to 50% (Year 1), 55% (Year 2), 60% (Year 3).
5. Late Arrival: Decrease the number of students who regularly arrive late to school (5 + mornings) from 6% to 5% (Year 1), 4% (Year 2), 3% (Year 3)
6. SUS: Reduce the number of suspensions from 10% to 8% (Year 1), 7% (Year 2), 6% (Year 3).

Actions

Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Teacher records attendance on Compass at the start of each lesson.
2. Parents receive a text message alert for any unexplained absences.
3. Teacher facilitates engaging lessons using active learning strategies, digital technologies and follows the learning cycle structure.
4. Transition Years are offered a very rich and engaging learning experience throughout the year
5. Rewards such as school trips are linked to attendance
6. Teacher reminds and directs students to catch up on missed work due to absence
7. Restorative Practices – Focus on quality of interactions between teacher and students and promotion of positive behaviour
8. Details of key examination dates and CBA dates are communicated with parents through school calendar
9. Teacher refers attendance concerns to Year Head.
10. Whole School Attendance Drive in Term 1 and Term 2 with prizes for attendance
11. Wide range of co and extra- curricular activities which are communicated with students and parents
12. Unexplained absence hinders student ability to participate in extracurricular activities
13. Attendance percentage in each subject is communicated to parents via school report and discussed at PTM

Targeted Interventions: (support for some)
1. Attendance on agenda of weekly Care Team Meeting, Senior and Middle Leadership Team Meeting & DEIS Core Team Meeting.
2. Yearheads use the school's check and connect strategy to engage with students and their parents to tackle persistent absences.
3. Early identification of additional educational needs and supports
4. Students participate in Everyday Counts Initiatives. (Thursday Club, HW Club, Study Club)
5. Good Attendance rewarded in termly Triple A (Attendance, Application and Attitude) Awards.
6. Referral of students with attendance concerns to Education Welfare Officer (EWO).
7. Communication: Attendance data available to Parents/Guardians on Compass., parents inform YH of reason for absence.

8. Parents/Guardians are informed of students 10 & and 20-day absences once a term by YH by a message on Compass.
9. Career Guidance Counsellor, Mentor and Chaplain support for students experiencing barriers to attendance
10. Break and Lunch-time safe space. (2025/2026)
11. Students who have been absent for up to 20 days receive support of HSCL.
12. Identify Obstacles to attendance and support Student in resolving these obstacles.
13. Tracking of students lates each morning. 1st: Discussion with Year Head & phone call home, 2nd: Detention
14. Participation of at-risk students in extra-curricular activities.
15. In house suspension are used as a restorative approach to support students at risk of official suspension.

Plan to Improve Retention Levels

Targets
1.   JC: Maintain the % of 1st Year Students who are retained to Junior Certificate at 100%.   2.   SC: Increase the % of Senior Cycle Students who are retained until Leaving Certificate to 100%.   3.   TRC: Increase retention of students in SC to 100%.
Actions
Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1.   Teacher records attendance on Compass at the start of each lesson.   2.   Teacher facilitates engaging lessons using Active Learning Strategies & Digital Technology.   3.   Promote good attendance as listed in the attendance pillar.   4.   Restorative Practice - Focus on the quality of interactions between students and teachers   5.   Teacher refers attendance concerns to Year Head.
Targeted Interventions: (support for some)
1.   Attendance on agenda of weekly Care Team Meeting, Senior and Middle Leadership Team Meeting & DEIS Core Team Meeting   2.   Student referral to School Mentor and HSCL intervention after 20 days absence.   3.   Student referral to Behaviour for Learning - Support Class

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Plan to Improve Wellbeing Levels

Targets
1. JC: Increase the number of students Strongly Agree/Agree with the statement "I feel safe at school" from 76% to 78% (Year 1), 80% (Year 2), 82% (Year 3)
2. SC: Increase the number of students who feel safe in the school from 79% to 81% (Year 1), 83% (Year 2), 85% (Year 3)
3. JC: Increase the number of students who agree that they have a positive attitude towards their learning from 73% to 75% (Year 1), 77% (Year 2), 79% (Year 3)
4. SC: Increase the number of students who agree that they have a positive attitude towards their learning from 49% to 51% (Year 1), 53% (Year 2), 55% (Year 3)

Actions

Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Teachers use Restorative Practice to foster positive relationships.
2. Teachers closely observe group dynamics during group work to ensure all students are supported.
3. Teachers use Active Learning Methodologies
4. Teachers are informed of relational issues between student that may affect student wellbeing
5. Teachers devise an appropriate seating plan for all classes based on their prior knowledge of class dynamics, students strengths etc.
6. Teachers use differentiation in assessment strategies with a focus on positive reinforcement and praise to ensure all students experience success in the classroom
7. Teachers recognise student effort in school reports, high 5 Friday etc.
8. Student success is celebrated and communicated with the school community through the school social media, good news Friday etc.
9. Teachers recognise how Wellbeing is intertwined in their subject material and promote through teaching and learning.
10. Initiatives such as Community Dog Walk, Creative Writing Competitions encourage student engagement and creativity.
11. The Wellbeing Wall details resources and supports for students who are struggling.

Targeted Interventions: (support for some)
1. Wellbeing Week & Student Wellbeing Committee
2. Safe spaces for students - supervised by students (Games Club, Reading Room etc.)
3. Stand Up Week and Rainbow Club
4. Arts Week
5. Sports Day
6. Creative School Festival Day
7. Internet Safety Day
8. Bully button on Website
9. Bí Cineálta procedures in place to protect and prevent Bullying
10. Gaisce
11. Green Schools, Student Council, Creative Schools, Student Leadership Team
12. Nurture Programme

13. Mentoring Programme

Plan to Improve Attainment Levels

Targets
1. JC: Decrease the number of "Yet to Meet Expectations" in Classroom Based Assessments (CBA) from 3% (Year 1), 2% (Year 2), 3% (Year 3)
2. JC: Increase the number of students studying Gaeilge at HL from 54% to 56% (Year 1), 58% (Year 2) and 60% (Year 3)
3. JC: Increase the number of students studying Maths at HL from 64% to 66% (Year 1), 68% (Year 2), 70% (Year 3)
4. JC: Maintain the number of students studying LP1 and LP2 who reach their potential in the Learning Programme at 100%
5. SC: Decrease the number of students who receive 240 or less points in LC Examinations from 15% to 10% (Year 1), 5% (Year 2), 1% (Year 3)
6. SC: Decrease the number of students achieving O7 or less in LC Maths and English from 2% to 1% (Year 1) and maintain through Year 2 and 3.

Actions

Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Use of Success Criteria Strategies.
2. Teachers use a range of Active Learning Methodologies from the whole school booklet.
3. Provision of Formative Feedback to Students.
4. Use of Learning Intentions and Success Criteria Strategies (2026/27)
5. Exam Cover Sheet- Whole School Standard Assessment Feedback sheet
6. Use of Digital Tools for effective questioning.
7. Teachers maintain high expectations of student achievement.

Targeted Interventions: (support for some)
1. Subject Departments compile a record of class results in Certificate Examination.
2. Subject Departments compare class results in Certificate Examination with National Average.
3. Subject Departments use class results in Certificate Examination data to set targets in Learning, Teaching and Assessment.
4. Year heads meet with students to discuss results of Christmas/ Mock examinations
5. Year heads formulate a target list of students who are not reaching their academic potential and communicates this with teachers.

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Plan to Improve Transitions

Targets
1. JC: Increase the number of students who transition successfully from Primary to Post-Primary by October Mid-term from 85% to 90% (Year 1), 93% (Year 2), 95% (Year 3).
2. JC: Increase the number of students who transition successfully from Primary to Post-Primary by end of 1st Year from 90% to 95% (Year 1), 97% (Year 2), 99% (Year 3).
3. SC: Increase the number of students who transition successfully from Transition Year to Senior Cycle by October Mid-term from 69% to 71% (Year 1), 73% (Year 2), 75% (Year 3).
4. SC: Increase the number of students who transition successfully from Transition Year to Senior Cycle by end of 5th Year from 71% to 76% (Year 1), 81% (Year 2), 86% (Year 3).

Actions
Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Year Heads regularly communicate relevant information with classroom teachers to support a smooth transition.
2. Extra & co-curricular activities assist students in making smooth transitions.
3. Information in relation to reading age and AEN is available to classroom teachers via Compass.
4. Teacher keeps a class-set of textbooks in classroom to assist with student organisation of class materials.
5. AEN Department regularly communicate with classroom teachers to relevant information to support a smooth transition.
Targeted Interventions: (support for some)
1. Friends Programme Timetabled: 1st Year Students.
2. 1st Year students will participate in Behaviour for Learning check-ins in the first weeks of school year with regular check in throughout the school year to follow
3. Year Heads regularly communicate with classroom teachers to relevant information to support a smooth transition.
4. Students experiencing difficulties with transitions identified and support structure formulated at Care Team Meeting and Senior and Middle Leadership Meetings.
5. Students experiencing difficulties with transitions have access to pastoral supports including Year Head, Chaplain, Career Guidance Counsellor and Mentor.
6. Parents/Guardians invited to Coffee Morning on 1st Year Students First Day at Post-Primary School.
7. Parents/Guardians invited to meeting with Pastoral Team during 1st Term of First Year.

Plan to Improve Partnerships with Parents & Others

Targets
1. JC: To increase Parent/Guardian attendance at Parent/Teacher meetings from 71% to 73% (Year 1), 75% (Year 2) to 78% (Year 3)
2. SC: To increase Parent/Guardian attendance at Parent/Teacher meetings from 69% to 70% (Year 1), 72% (Year 2) and 75% (Year 3)
3. JC: To increase Parent/Guardian attendance at Transition Year Information Evening from 69% to 71% (Year 1), 73% (Year 2) and 75% (Year 3)
4. SC: To increase Parent/Guardian attendance at 5th Year/Subject Choice Information Evening from 88% to 90% (Year 1), 92% (Year 2), 94% (Year 3).
5. TY: Increase the number of students participating in Career Focused Work Experience from 73% to 75% (Year 1), 77% (Year 2), 79% (Year 3).
6. To increase attendance at Parents Association meetings from an average of 10 to 12 parents (Year 1), 14 (Year 2), 16 (Year 3).

Actions
Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Teachers send positive communication note home to parents via Compass, note in diary.
2. Encourage attendance at PT Meetings.
3. Teachers recognize student effort in school reports, high 5 Friday etc.
4. Teachers promote attendance to the Transition and 5th Year Information Evenings.
5. Teachers use restorative practice to foster positive relationships with students and in turn their parents.
6. Teachers use a holistic approach during discussions with parents at PTM where they discuss attainment, attendance, effort and provide helpful advice to improve.
Targeted Interventions: (support for some)
1. Clifden Community School links with Access Programme, ATU and University of Galway.
2. Parents of incoming first years invited to coffee morning in school on first day.
3. Clifden Community Arts Weeks – Performers invited to the school.
4. Past students invited back to the school to speak to SC students about chosen career.
5. Forum Connemara: Students participate in activities e.g., Thursday Club, Farming Stories Publication.
6. HSCL organised Parent & Student classes.

Plan to Improve Partnerships with Community

Targets
1. TY: Increase the number of students participating in Career Focused Work Experience from 79% to 81% (Year 1), 83% (Year 2), 85% (Year 3)
2. TY: Increase number of students who volunteer in their local community from 48% to 50% (Year 1), 52% (Year 2), 52% (Year 3)
3. JC: Increase number of students who volunteer in their local community from 21% to 23% (Year 1), 25% (Year 2), 27% (Year 3)
4. SC: Increase the number of 5th Year LCVP students participating in local work experience from 45% to 47% (Year 1), 49% (Year 2), 50% (Year 3)

Actions

Learning, Teaching & Assessment (Classroom) Strategies: (every lesson every day)
1. Teacher facilitate the development of effective communication skills through the range of Active Learning Methodologies
2. Teachers model positive interactions through restorative practice
3. Teachers promote the importance of local, national and global citizenship through subject content across all subjects eg CSPE
4. HSCL actively encourages parent participation with the school community through parent classes etc.
5. Community speakers and representatives are invited in to speak to classes when applicable.

Targeted Interventions: (support for some)
1. Clifden Community School links with Access Programme, ATU and University of Galway.
2. Parents of incoming first years invited to coffee morning in school on first day.
3. School Participation in Aviva Business in the Community Initiative.
4. Clifden Community Arts Weeks – Performers invited to the school.
5. Past students invited back to the school to speak to SC students about chosen career.
6. Forum Connemara: Students participate in activities e.g., Thursday Club, Farming Stories Publication.

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Evaluation of Progress End of Year 1: 2025/26 <mark>**Highlighted Data = Targets Yet to Be Met**</mark>

Plan to Improve Literacy Levels	Target	End of Year 1 (2026)
JC: Decrease the number of students who have a reading age less than their chronological age from 22% to 20% (Year 1), 18% (Year 2), 16% (Year 3)	20%	
JC: Increase the number of students who are always/often confident in delivering Oral Presentations.	48%	
All: Increase the number of students who are proficient in the use of punctuation.	48%	
EAL: Increase the number of JC students with LEVEL A1 Breakthrough in Literacy.	63%	
EAL: Increase the number of SC students with LEVEL A2 Waystage in Literacy.	73%	
TRC: Maintain JC student participation in Literacy as a Gateway Skill Programme at 100%,	100%	
JC: Increase the number of students who always/often engage in reading for pleasure.	39%	

Plan to Improve Numeracy Levels	Target	End of Year 1 (2026)
JC: Increase number of students who often/always have a positive attitude towards investigating, reasoning and problem-solving.	87%	
SC: Increase number of students who often/always have a positive attitude towards investigating, reasoning and problem-solving.	91%	
SC: Increase the number of studying HL Maths.	80%	
JC: Increase number of students who often/always experience a common approach to graphing, interpreting and representing data across all subjects.	72%	
SC: Increase number of students who often/always experience a common approach to graphing, interpreting and representing data across all subjects.	73%	
JC: Increase the average baseline numeracy scores of targeted students by 10% (10-week Intervention)	10%	
1st Year: Increase students average test score in Calculator Literacy.	61%	
1st Year: Increase students average test score in Time Read assessment from an analogue clock.	66%	

Plan to Improve Attendance Levels	Target	End of Year 1 (2026)
JC: Increase attendance rates.	90%	
TY: Increase attendance rates.	88%	
SC: Increase attendance rates.	90%	
TRC in JC: Increase attendance rates.	50%	
Late Arrival: Decrease the number of students who regularly arrive late to school (5 + mornings).	5%	

SUS: Reduce the number of suspensions.	8%	

Plan to Improve Retention Levels	Target	End of Year 1 (2026)
JC: Maintain the % of 1st Year Students who are retained to Junior Certificate at 100%.	100%	
SC: Increase the % of Senior Cycle Students who are retained until Leaving Certificate to 100%.	100%	
TRC: Increase retention of students in SC to 100%.	100%	

Plan to Improve Wellbeing Levels	Target	End of Year 1 (2026)
JC: Increase the number of student who Strongly Agree/Agree with the statement that they are healthy and physically active.	92%	
SC: Increase the number of student who Strongly Agree/Agree with the statement that they are healthy and physically active.	84%	
JC: Increase the number of students Strongly Agree/Agree with the statement "I feel safe at school".	78%	
SC: Increase the number of students who feel safe in the school from 79% to 81% (Year 1), 83% (Year 2), 85% (Year 3)	81%	
JC: Increase the number of students who agree that they have a positive attitude towards their learning.	75%	
SC: Increase the number of students who agree that they have a positive attitude towards their learning.	51%	

Plan to Improve Attainment Levels	Target	End of Year 1 (2026)
JC: Decrease the number of "Yet to Meet Expectations" in Classroom Based Assessments (CBA)	3%	
JC: Increase the number of students studying Gaeilge at HL.	56%	
JC: Increase the number of students studying Maths at HL.	66%	
JC: Maintain the number of students studying LP1 and LP2 who reach their potential in the Learning Programme at 100%	100%	
SC: Decrease the number of students who receive 240 or less points in LC Examinations.	10%	
SC: Decrease the number of students achieving O7 or less in LC Maths and English from 2% to 1% (Year 1) and maintain through Year 2 and 3.	6% 4%	

Plan to Improve Transitions	Target	End of Year 1 (2026)
JC: Increase the number of students who transition successfully from Primary to Post-Primary by October Mid-term.	90%	
JC: Increase the number of students who transition successfully from Primary to Post-Primary by end of 1st Year.	95%	
SC: Increase the number of students who transition successfully from Transition Year to Senior Cycle by October Mid-term.	71%	
SC: Increase the number of students who transition successfully from Transition Year to Senior Cycle by end of 5th Year.	76%	

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Plan to Improve Partnerships with Parents	Target	End of Year 1 (2026)
JC: To increase Parent/Guardian attendance at Parent/Teacher meetings.	73%	
SC: To increase Parent/Guardian attendance at Parent/Teacher meetings.	70%	
JC: To increase Parent/Guardian attendance at Transition Year Information Evening.	71%	
SC: To increase Parent/Guardian attendance at 5th Year/Subject Choice Information Evening.	90%	
TY: Increase the number of students participating in Career Focused Work Experience.	75%	
To increase attendance at Parents Association meetings from an average of 10.	12	

Plan to Improve Partnerships in the Community	Target	End of Year 1 (2026)
TY: Increase the number of students participating in Career Focused Work Experience from	%	
TY: Increase number of students who volunteer in their local community.	50%	
JC: Increase number of students who volunteer in their local community.	23%	
SC: Increase the number of 5th Year LCVP students participating in local work experience.	47%	