COLÁISTE MHUIRLINNE

MERLIN COLLEGE

GRETB School · Galway, Ireland

SCHOOL STRATEGY PLAN

2026-2029

This strategic plan is being led out by the Senior and Middle Management Teams in conjunction with the DEIS plan which is being led by the Merlin College staff body with Senior Management support and oversight.

The Senior Leaders will give a termly update on the Strategy Plan to the whole staff.

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Prepared by the Board of Management & Senior Leadership Team
Academic Year 2026/27 · Review Cycle: Annually

Strategic Priorities 2026-2029

Following extensive consultation, five Strategic Priorities have been identified to guide the development of Merlin College over the period 2026–2029. Each priority is supported by clear focus, actions, and success indicators. Our DEIS plan compliments our strategic priorities.

Priority	Theme
Priority 1	Teaching, Learning & Assessment
Priority 2	Student Wellbeing & Belonging
Priority 3	Leadership & Management
Priority 4	Student Voice & Leadership
Priority 5	Parental & Community Engagement

Priority 1 — Teaching, Learning & Assessment

Priority 1: Teaching, Learning & Assessment

The school is committed to providing high-quality teaching, learning and assessment experiences that support all students in achieving their full potential. Teaching practices are student-centred, inclusive and responsive to the diverse learning needs, interests and abilities of students. Teachers employ a range of effective methodologies that promote active engagement, critical thinking, collaboration and independent learning

Goals

- Embed a consistent whole-school approach to literacy and numeracy across all subject areas using key words, learning intentions and success criteria in every lesson.
- Promote active and student-centred learning methodologies, including team-teaching, differentiation and structured classroom routines (START/CLOSE).
- Strengthen assessment practices through clear success criteria, common approaches to marking and regular feedback to support student progress.
- Develop students' oral language, critical thinking and independent learning skills across the curriculum.
- Use data (standardised testing, CBAs, assessments) to inform planning and improve outcomes and programme choice at senior cycle for all learners.

Actions

Embed **DEIS Literacy Strategies** such as:

- *Targeted literacy interventions for students with low reading ages.*
- *Subject-specific action verbs and outcome verb wheels displayed in classrooms.*
- *Common approach to marking set as agenda item in department plan review meetings with Principal & Deputy Principal.*

Embed **DEIS Numeracy Strategies** such as:

- *Teaching of numeracy vocabulary and problem-solving skills.*
- *Whole-school numeracy initiatives (e.g., Numeracy Week, numeracy moments).*
- *Use of structured routines (timers, START/CLOSE) to develop mathematical thinking.*

Promote **DEIS Attainment Strategies**:

- *Academic tracking and target setting for students before and after assessments.*
- *Supports for level choice and exam preparation (e.g., exam revision, study skills).*
- *Priority focus on homework in 26/27.*

Success Indicators

- Learning Support timetabled across all year group targeting literacy levels.
- Common approach to marking and homework strategies evident in subject department plans.
- Teachers attend Senior Cycle Re Development training to upskill in developing students' oral language, critical thinking and independent learning skills across the curriculum.

- Themed weeks and routines led out across the year.
- Teaching and Learning Co-Ordinator from GRETB delivering in-house CPD to the whole staff.
- Post Holder responsible for academic tracking, target setting resource included in student journal.
- Provision of Exam Revision platform for all teachers and students.
- In House CPD provided by Exam Revision for all staff.
- In house CPD deliver by GRETB T&L Co-Ordinator on delivery of Study Skills classes to all students in their year groups.

Priority 2 — Student Wellbeing & Belonging

Priority 2: Student Wellbeing & Belonging

The school prioritises the wellbeing of all students, ensuring that each student feels safe, supported and valued within a positive and inclusive learning environment. A strong pastoral care system underpins this work, supported by effective collaboration between staff, parents and external agencies.

Focus

- Promoting a positive school climate and respectful relationships.
- Supporting students' emotional wellbeing through structured programmes.
- Strengthening engagement through extracurricular and co-curricular activities.
- Strengthen student support systems through structured supports including Year Heads, tutors, guidance, SCP and HSCL.
- Support students' emotional wellbeing through SPHE, wellbeing programmes and targeted interventions.
- Encourage participation in extracurricular and co-curricular activities to enhance engagement and belonging.

Actions

Embed **DEIS Attendance Strategies**:

- *Tracking attendance using TYRO and early intervention systems.*
- *Regular communication with parents regarding attendance concerns.*
- *Celebration of attendance through rewards and incentives.*

Embedded **DEIS Retention Strategies**:

- *Check and Connect programme and regular student check-ins.*
- *Student Support care meetings to monitor and support at-risk students.*
- *In-class support and Behaviour for Learning interventions.*

Promote **DEIS Wellbeing Supports**:

- ETB Core Values are at the centre of all interactions with the school community.
- *Structured supports and targeted interventions for vulnerable cohorts e.g Wilderness Prog.*

Success Indictors

- Extra and Co Curricular activities are given time to be planned and rolled out. Start of year meetings scheduled as part of whole school Croke Par hours to organise these.
- Have an active Bi Cinnealtas Committee led by a post holder.
- Have an active SST referral system so that all students are cared for based on their arising needs.

Priority 3 — Leadership & Management

Priority 3: Leadership & Management

Merlin College promotes a distributed leadership model that empowers staff, fosters collaboration and ensures effective implementation of school improvement strategies. Leadership at all levels is informed by data and aligned with school and DEIS priorities.

Focus

- Strengthening leadership capacity across the school
- Supporting continuous professional development
- Enhancing communication and collaboration
- Using data to inform decision-making and planning
- Use data-informed decision-making to drive school improvement.
- Support continuous professional development (CPD) aligned with school priorities.
- Strengthen systems of monitoring, evaluation and review (SSE process).

Actions

Align leadership practices with **DEIS planning structures**:

- *Regular DEIS planning and review meetings to evaluate progress of DEIS targets.*
- *Use of RISE and data gathering to inform decisions*
- *Co-ordinators (DEIS Coordinator, HSCL, SCP, SCR) liaise with Senior Management frequently, both formally and informally.*

Promote **DEIS Monitoring & Evaluation**:

- *Use of baseline data, surveys, and assessments to measure progress*
- *Evaluation of interventions at DEIS planning sessions*

Success Criteria

- CPD delivered on implementing homework strategies
- CPD delivered on Exam Revision tool
- CPD delivered on Study skills which will be taught to Yearheads who in turn will deliver to yeargroups.
- DEIS Co-Ord sit down with Deputy Principal to review data termly.

Priority 4 — Student Voice & Leadership

Priority 4: Student Voice & Leadership

The school values and promotes student voice as a key component of school life. Students are encouraged to take an active role in shaping their learning environment and contributing to school development.

Focus

- Continue the strong presence of the Student Council and Cairde group.
- Promoting student leadership opportunities across the school.
- Encouraging student participation in decision-making.
- Supporting student reflection and goal setting.
- Empower students to actively participate in decision-making processes within the school.
- Promote student agency in learning, including reflection, goal setting and self-assessment.
- Provide leadership opportunities through extracurricular, co-curricular and community activities.

Actions

Integrate **DEIS Student Engagement Strategies**:

- *Student surveys and focus groups to gather feedback on teaching, learning, homework and wellbeing*
- *Student involvement in reviewing policy*
- *Opportunities for students to lead initiatives such as debating, presentations and peer support*
- *Opportunities to link with stakeholders e.g. Board of Management*
- *Direct involvement with the community*

Success Criteria

- Academic Tracking process successful
- Student Council and Board of Management collaborate
- Include community engagement as part of the TY programme during the timetabling process

Priority 5 — Parental & Community Engagement

Priority 5: Parental & Community Engagement

Merlin College recognises the critical role of parents and the wider community in supporting student achievement and wellbeing. Strong partnerships are developed and maintained to support holistic student development.

Focus

- Improve communication channels between school and home (TYRO app, meetings, reports).
- Strengthening links with community organisations and agencies
- Supporting students' educational transitions
- Increase parental engagement in school activities such as PTMs, information sessions and the Parents' Association.
- Support students' transitions through collaboration with parents and external agencies.

Actions

Embed **DEIS Parental Engagement Strategies**:

- *HSCL-led engagement including home visits and targeted communication*
- *Use of TYRO app to improve communication and attendance at meetings*
- *Gathering data of attendance at PTMs and information sessions*
- *Notify parents of all parental activities i.e PTM via text until everyone is using Tyro mail*

Embed **DEIS Partnership Strategies**:

- *Collaboration with external agencies (SCP, EWO, community organisations)*
- *Development of databases for work experience and community links*
- *Structured supports for transitions (e.g., organisation programmes, guidance supports)*

Support **DEIS Transitions**:

- *Programmes to support incoming students (organisation, induction)*
- *Guidance interventions supporting subject choice and career pathways*

Success Criteria

- Parents Evenings for all parents where demonstration and one to one help with Tyro app provided.
- Educational passports all provided before August of new academic year.

Implementation of the Plan

Governance Structure

The School Strategy Plan will be overseen by the Principal and Board of Management, with operational responsibility delegated to the Senior Management Team (SMT) and Middle Leadership Team (MTM). Each Strategic Priority will be championed by members of the SMT and Middle Management Teams, with associated working groups drawn from teaching and support staff- especially AP2s whose role is linked to one of the priorities.

Annual Planning Cycle

Phase	Activity
September	School Improvement Plan for the year published; working groups convened
October–November	Implementation of Year 1 actions across all priorities
December	Mid-year progress review; update SMT and Board of Management
January–April	Continued implementation; data collection and monitoring
May–June	End-of-year self-evaluation ; reporting to Board
August	Planning for next academic year; revision of actions based on evidence

Monitoring & Reporting

- Termly SLT review of progress against each Strategic Priority.
- Annual Evaluation of 5 Strategic Priorities.
- Board of Management progress reports at each scheduled meeting.
- Annual publication of School Strategy Plan on school website.
- Student, parent, and staff surveys administered annually.

Priority	Priority Teams 2026-2027
1. Teaching Learning & Assessment	DP Claire Cunningham, AP1 James McHugh, AP1 Darren McDonagh, AP1 Miriam Lawless, APII Claire Biggins
2. Student Wellbeing & Belonging	P John Cleary, DP Claire Cunningham, AP1 Tracy Walsh, AP1 Danielle O' Neill, AP1 Linda Dolan, AP1 Miriam Lawless
3. Leadership & Management	P John Cleary, DP Claire Cunningham, DP Linda McDonagh
4. Student Voice & Leadership	DP Linda McDonagh, AP1 Eoghan O'Connor, AP1 Claire Stenson, APII (New Post holder)
5. Parental & Community Engagement.	P John Cleary, DP Linda MCDonagh, AP1 Tracy Walsh, AP1 Sinead Garvey, AP1 Darren Nestor, APII (New Post Holder)

Appendix A: Consultation Process

Stakeholder Group	Consultation Method
Students	Student Council workshops; all-student survey; focus groups by year group
Parents/Guardians	Parents' Association meetings; online survey; written submissions
Teaching Staff	Whole-staff CPD; subject department discussions; online survey
Support Staff	Staff meetings; survey
Board of Management	Strategy planning sessions
GRETB	Senior leadership engagement meeting
Priority Review Teams	Meetings with SMT

Appendix B: Alignment with National Frameworks

- Department of Education: Looking at Our Schools 2022 (Quality Framework)
- Digital Strategy for Schools to 2027 (DES, 2022)
- Junior Cycle Framework (NCCA, 2015)
- Wellbeing Policy Statement and Framework for Practice (DES, 2018)
- Special Education Teaching Allocation Model (DES, 2017)
- Children First Act 2015 and Child Safeguarding Procedures (DES, 2023)
- Education Act 1998 (as amended)
- Education (Admissions to Schools) Act 2018
- GDPR and Data Protection Act 2018
- Climate Action Plan 2023 (Government of Ireland)
- UN Convention on the Rights of the Child

Appendix C: Glossary of Terms

Term	Definition
AfL	Assessment for Learning — formative assessment practices
CBA	Classroom-Based Assessment — Junior Cycle assessment component
CPD	Continuing Professional Development
DES	Department of Education (Ireland)
DLP	Designated Liaison Person (Child Protection)
GRETB	Galway & Roscommon Education & Training Board
JCPA	Junior Cycle Profile of Achievement
LCA	Leaving Certificate Applied
LCW	Leaving Certificate Community of Work
NCCA	National Council for Curriculum and Assessment
NEPS	National Educational Psychological Service
BFL	Positive Behaviour for Learning
SEL	Social-Emotional Learning
SEN/ AEN	Special Educational Needs/ Additional Educational Needs
SMT	Senior Management Team
SPHE	Social, Personal and Health Education
SSE	School Self-Evaluation
TY	Transition Year

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This School Strategy Plan was formally adopted by the Board of Management of Merlin College at its meeting on _____.

Role	Name & Signature
Chairperson, Board of Management	Name: _____ Signature: _____ Date: _____
Principal	Name: _____ Signature: _____ Date: _____
Deputy Principal	Name: _____ Signature: _____ Date: _____

This document is reviewed annually. The next full review is scheduled for May/ June 2027.

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Appendix 1: DEIS PLAN 2025-2028

Merlin College is committed to continuous improvement through the Department of Education's School DEIS Planning framework. The DEIS Planning process enables the school to reflect on its practice, identify areas for development, and plan and implement focused improvement actions. The plan below has been instrumental in being a guiding factor in developing our Merlin College Strategy Plan 2026-2029.

Note: Red indicates updates after this year's planning meetings 2025/26.

Theme – Literacy			
Targets			
1. To reduce the number of first year students with a reading age of below 9 years from 15% to 12% by May 2026, from 12% to 9% by May 2027 and from 9% to 6% in May 2028. **2. To increase 2nd year students' confidence in presenting CBAs orally from 10% to 15% by May 2027 and from 15% to 20% by May 2028.** 3. To increase EAL students reading skills by at least one proficiency stage by May 2026, by one more proficiency stage by May 2027 and by one more proficiency stage by May 2028. 4. To increase senior cycle students' confidence in developing a response to a piece of text from 18% to 23% by May 2027 and from 23% to 28% by May 2028.			
Actions			
Actions Target One			
Action	**Who**	**When**	**Resources**
Vocabulary Enrichment Programme rolled out for 8 weeks with all 1st year English classes.	English Teachers.	8 weeks at the start of term one.	VEP – Vocabulary Enrichment Programme.
Reading Groups.	Learning Support Teachers.	One/Two classes per week.	Timetabling.
Co-teaching in classes.	Co-teachers.	Ongoing/Daily.	Timetabling.
Whole school DEAR – Drop Everything and Read initiative.	All Teachers	Once a term.	Mini library in each classroom. Students own reading books.
Key words, learning intentions and homework are written on the board in every class.	All Teachers.	Every Class.	Key words, Learning intentions and Homework labels on every whiteboard.
Subject specific Action Verbs displayed in each classroom.	All Teachers.	Ongoing.	Action Verb Posters.
Literacy board in every classroom.	All Teachers.	Ongoing/updated regularly.	Noticeboard.
Actions Target Two			
All students in 1st year SPHE class to do a mock oral presentation on a topic of their choice on SPHE short course which will prepare them for their oral presentations in 2nd year.	All 1st Year SPHE teachers.	February of 1st Year.	Time.
Students from a vulnerable cohort will present their CBA orally in a small group setting – with teacher/learning support teacher.	Class Teacher. Learning Support Teacher.	When CBA for English/Irish and Foreign Language is completed (Following CBA Calendar).	Time.
1st year students develop oral communication through debating in English class with the possibility of joining the debating team.	All 1st year English Teachers.	November of 1st Year.	Class Time.
Actions Target Three			
EAL classes.	EAL Teacher.	4 times a week.	Timetabling.

Library set up for students in EAL class.	EAL Teacher.	Ongoing.	Books.
Actions Target Four			
Provide a sample rubric for what should be included in answers such as PQE or SEE depending on subject (Department agree on rubric for each subject).	Head of Department. All Teachers.	Daily	Printer.
Outcome verb wheel in every classroom specific to each subject department.	Head of Department. All Teachers.	Daily.	Printer.
Common approach to marking to be used when giving feedback.	All Teachers.	Daily.	Common Approach to Marking Rubric.
Students highlight outcome verb when answering exam questions.	Promoted by All teachers.	Daily and Block Exams.	Highlighters.

Monitoring (State how progress will be monitored)

Monitoring Target One

- NGRT Standardised Testing.
- Feedback on VEP from English department.
- Feedback at SEN department meetings.
- SEN provision mapping (RISE).

Monitoring Target Two

- Survey students.
- SLAR Meeting.

Monitoring Target Three

- EAL Assessment.
- SEN provision mapping (RISE).

Monitoring Target Four

- Survey students.
- Focus groups.

Evaluation (State how progress will be measured)

- SSE six step process.
- Compare literacy levels at the end of the year with baseline data.
- Survey results compared.
- EAL assessment results compared.
- Evaluate how actions have improved literacy levels at DEIS planning sessions.

Theme – Numeracy

Targets

1. (A) To increase the percentage of first year students' (2022 Cohort) ability to problem solve from 8% to 10% by May 2027 and from 10% to 12% by May 2028.

(B) To increase the percentage of junior cycle students' ability in a vulnerable cohort to problem solve (in the area of time) from 66% to 68% by May 2027 and from 68% to 70% by May 2028.

2. To increase the number of junior cycle students sitting Higher Level Math's from 44% to 46% by May 2027 and from 46% to 48% by May 2028.
3. To decrease the number of senior cycle students who have difficulty with understanding the content of numeracy related questions from 56% to 50% by May 2024 and from 50% to 46% by May 2027.

Actions

Actions Target One

Action	Who	When	Resources
Numeracy Board in every classroom.	All Teachers.	At all times/updated regularly.	Notice Board.
Explicit teaching of numeracy outcome verbs e.g. solve, express, simplify, through the use of a key word sheet.	Maths Teachers/All Teachers.	Ongoing.	Key Word Sheet.
Subject specific Action Verbs displayed in each classroom.	All Teachers.	Ongoing.	Action Verb Posters.
Team Teaching in classes.	Co-teachers.	Ongoing.	Timetabling.
Numeracy week (Problem solving activities).	Numeracy Team/Math's Department.	October.	Time.
Numeracy moments pointed out in class.	All Teachers.	Ongoing.	Numeracy star.
Actions Target Two			
Two clocks (analogue and digital) will be placed in every classroom and on the corridors around the school.	DEIS Co-Ordinator.	Ongoing.	Clocks.
Supplementary support class twice a week.	Supplementary Support Teachers.	Weekly.	Timetabling.
Team Teaching in classes.	Co-teachers.	Daily.	Timetabling.
Whole school Time week – time relating to each subject.	Numeracy Team.	TBD.	Timetabling.
Specific focus on START and CLOSE routine with two-minute timer. focus on START and CLOSE routine with two-minute timer.	All Teachers.	Every Class.	Timer.
Actions Target Three			
In September of 2nd year all students sit higher level Math's until their block one exams.	Math Teachers.	September to November in 2nd Year.	Timetabling.
Extension exercises to be used in classes.	Subject Teachers.	Daily.	Extension Exercises.
Team Teaching in classes.	Co-teachers.	Daily.	Timetabling.
Junior Math's Enrichment Programme.	Math Department.	Registration December 12th 2023.	Co-Curricular.
Numeracy Week.	Math's Department. Numeracy Team Lead.	October.	Timetabling.
Exam Craft Study Skills Session and Study Skills booklet provided for 3rd year students.	Guidance Teacher.	January.	Study Skills Booklet.
Actions Target Four			
Close routine - with a specific focus on homework.	All Teachers.	Daily. Every Class.	Timer.
Explicit teaching of numeracy command words e.g. solve, express, simplify, through the use of a key word wheel.	All Teachers.	Daily.	Key word wheel.
Senior cycle extra math's classes once a week.	Math Teachers (Voluntary).	Weekly.	Time.
Team Teaching in classes.	Co Teachers.	Daily.	Timetabling.

Monitoring
Monitoring Target One
• OIDE numeracy attainment test.
Monitoring Target Two
• Time assessment. • SEN department meetings.
Monitoring Target Three
• Block exam results.
Evaluation
• SSE six step process. • Compare numeracy levels at the end of the year with baseline data. • Time assessment results compared. • State exam levels compared. • Evaluate how actions have improved numeracy levels at DEIS planning sessions.

Theme - Attendance

Targets

1. To reduce the number of junior cycle students missing 20 days or more (Tusla unexplained absences) from 37% to 36% by May 2027 from 36% to 35% by May 2028.
2. To reduce the number of all students arriving late to school with no correspondence from parents from 5% to 4% by May 2027 and from 4% to 3% by May 2028.
3.

Actions

Actions Target One

Action	Who	When	Resources
Use TYRO to track and monitor students' attendance.	All Teachers.	Start of every class.	TYRO. Teacher Journal. Cheat Sheet on all class desks.
A DEAT takes place once a year to inform all students about the importance of attendance and the legality of attendance.	Attendance Officer. All Teachers.	September and January.	PowerPoint. Class Time.
Tutors inform Year Head of reoccurring absences, punctuality, attendance issues each week (Excel Tracker).	Tutor.	Once a week.	TYRO. Excel. Email. Time.
Year Head contacts/rings home weekly for students with poor attendance.	Year Head.	Weekly.	School Phone. Email. Time.
The attendance officer will send a letter home to parents of students who have missed 10 days. (Letter is sent minimum three times yearly).	Attendance Officer.	When students are absent for ten days.	Paper. Envelopes. Stamps. Time.
The attendance officer, EWO, SCP and HSCL hold preventative meetings for students who have missed more than ten days (List created for Attendance meetings at this stage).	HSCL – Organise meeting. Attendance Officer – Creates list for attendance meetings. SCP. EWO.	Every 6 weeks (once a term)/flexible on need.	Time. Meeting Room. TYRO Data.
The attendance officer, EWO, SCP and HSCL meet with parents of students who have missed more than twenty days or students with concerning attendance.	Attendance Officer. EWO. SCP. HSCL.	When students are absent for more than ten days.	Meeting Room. Time. TYRO Data.
The attendance officer organises gold, silver and bronze	Attendance Officer. Principal.	Termly (Four times a year).	TYRO Data. Paper.

attendance certificates per term for 1st year students.			
The attendance officer organises a class competition between 1st year base classes for best class attendance. There is a prize for the class with best class attendance. There is also an individual prize for best 1st year attendance.	Attendance Officer.	Twice a year (Christmas and End of year).	TYRO Data. Money. Time.
The attendance officer organises prizes for junior cycle students with perfect attendance and most improved attendance at the end of every term.	Attendance Officer.	At the end of each term. Halloween, Christmas, Easter and Summer.	Prizes. Money. Time.
Pop up banners in relation to attendance and punctuality for class are visible in the canteen area and also promoted on open nights and parent teacher meetings. A copy of this information is also in every students school journal and promoted regularly on social media and school website.	Attendance Officer. Year Heads. PRO. Communications Officer.	Throughout the year.	Pop up Banner. School Journal. Social Media. School Website.
Actions Target Two			
Lates are monitored by the Deputy Principals every morning. Students who arrive after 9am do not disturb learning and teaching in first class. Students stay in the foyer and complete literacy and numeracy worksheets. Senior cycle students complete subject specific work (student council recommendation).	Deputy Principals.	Every morning.	Time.
Students who are late without a note explained by their parents/guardians will receive an immediate sanction of lunchtime detention on the same day.	Deputy Principals.	Every Lunchtime.	Time.
Students late twice in a week receive after school detention.	Deputy Principals.	Every Week.	Detention Rota.
A selection of parents of students who have a note to explain lateness will be contacted by the Deputy principal to verify the note. If parents are not aware of this note a sanction of after school detention applies.	Deputy Principals.	Every Week.	Phone. Time. Detention Rota.
Actions Target Three			
DP/YH will ring home to verify every sign out note with parents.	Deputy Principal. Year Head.	Every Day.	School Phone Time
Tutors will inform the Year Head of reoccurring HTOs.	Tutor.	Weekly.	Email.
Year Head will follow up with students who are going HTO on a regular basis.	Year Head.	Weekly.	Meetings. Time.
Monitoring			
Monitoring Target One			
• Attendance officer, Year Heads and Tutors monitoring of TYRO. • Tutors report to Year Heads at the end of the week.			
Monitoring Target Two			

• Late book. • Deputy Principal monitoring lates daily.
Monitoring Target Three
• Deputy Principal verifying sign out notes and monitoring consistent sign outs.
Evaluation
• SSE six step process. • Compare TYRO data at end of the year with baseline data. • Focus Groups. • Evaluate how actions have improved attendance at DEIS planning sessions.

Theme – Retention

Targets

1. To ensure that our 5 priority students in 3rd year from a minority cohort at risk of early school leaving transfer into the Leaving Certificate Applied programme for the 2026/2027 academic year.
2. To ensure that our 4 priority students in LCA2 complete their leaving certificate applied in May 2026, and 4 priority students in LCA1 complete their learning certificate in May 2027.
3. To ensure our 61 students in cohort A (T and R) from 1st to 6th year at risk of early school leaving stay in school and transfer through to the next academic year in September 2026 and subsequent years thereafter.

Actions

Actions Target One

Action	Who	When	Resources
Behaviour for Learning Classes.	BFL Teacher.	Daily.	Timetabling.
Check and Connect Programme.	Check and Connect Teachers.	Weekly.	Time.
School Completion Officer meetings with students.	School Completion Officer.	Weekly.	Office.
HSCL home visits to parents of students at risk of early school leaving.	HSCL.	Ongoing.	Timetabling.
Pastoral Care Team meetings.	Guidance Teachers. BFL. HSCL. Management.	Weekly	Timetabling.
In class support.	Support Teachers.	Daily.	Timetabling.
Restorative practice.	All Teachers.	Daily.	CPD.
Target Action Two			
LCA Tracker.	LCA Co-ordinator. LCA Teachers.	Weekly.	Time.
Weekly phone call home.	LCA Co-ordinator.	Weekly.	Time.
Check and connect Programme.	Check and Connect Teachers.	Weekly.	Time.
Breakfast and lunch club for LCA students every morning.	LCA Co-Ordinator. SNAs. Tutors.	Daily.	Breakfast items.
Target Action Three			
Link students with SCP and Traveller and Roma link worker.	HSCL.	Ongoing.	Time.
Daily/weekly check ins by Guidance Counsellor with students on the focus in, focus out list.	Guidance Teachers.	Daily/Weekly	Timetabling.
Check and connect Programme.	Check and Connect Teachers.	Weekly.	Time.
Pastoral care meeting weekly.	Pastoral Care Team.	Weekly.	Timetabling.
Monitoring			

Monitoring Target One
• Weekly communication between SEN, BFL and Pastoral care teams to inform of any changes in students' circumstances. • Regular review of SEN mapping support for few. • Monitor academic progress in block and mock exams of students who are potential candidates for LCA. • Check and connect support.
Monitoring Target Two
• LCA tracker four times a year. • Weekly check in with LCA year head.
Monitoring Target Three
• Weekly communication between HSCL, SEN, BFL and Pastoral care teams to inform of any changes in students' circumstances. • Regular review of SEN mapping support for few. • Focus in focus out list monitored weekly. • Check and connect support.
Evaluation
• SSE six step process. • LCA update to be evaluated annually. • Evaluate effectiveness of LCA tracker. • Evaluate how actions have improved retention at DEIS planning sessions.

Theme – Attainment			
Targets			
1. To decrease the amount of leaving certificate students receiving no points for subjects sat from 5% to 4% by May 2027 and 4% to 3% by May 2028. 2. To increase the number of LCA students getting 140 points (Merit) or more from 60% to 65% in 2027 and 65% to 70% in 2028. 3. To decrease the number of junior cycle CBAs 'Not Reported' from 11% to 9% by May 2027 and from 9% to 7% by May 2028. 4. To increase both junior cycle and senior cycle students' confidence in setting targets in relation to results through academic tracking from 42% to 45% by May 2027 and from 45% to 48% by May 2028.			
Actions			
Action	**Who**	**When**	**Resources**
Actions Target One			
To guide students to sit the most appropriate level to their ability.	Teachers.	Ongoing. In exam years.	Guidance.
Change of level form required to be filled out by all students who wish to change level.	Year Head. Deputy Principal.	Ongoing.	Change of Level Form.
Link students with guidance counselors who are at risk of achieving no points in a subject based on previous exam results.	All Teachers.	Ongoing.	Timetabling.
Senior Cycle Year Heads analyse block one exams and meet with all 5th and 6th year students who achieved under 200 points and put support in place where needed.	Year Head.	After Block One Exams.	Year Head Time.
Senior Cycle Year Heads analyse block two exams and meet with HA students (450 points) to make sure they are aware of their points and put support in place where needed.	Year Head.	After Block Two Exams.	Year Head Time
Senior Cycle Year Head checks in with base groups to meet any students that were not met during the year to discuss results prior to block three exams.	Year Head. T and L Co ordinator.	Before Block Three Exams.	Year Head Time.

Regular reminders throughout the year at assembly to make students aware of choosing the correct subject level.	Year Heads.	Weekly/Monthly.	Assembly.
Exam Revision Access for all senior cycle students 5th and 6th years.	Guidance Teacher.	September.	Website.
All students participate in academic tracking before and after block exams.	Class Tutor. Subject Teacher.	Before and after block one, block two and block three exams.	Class time.
Team Teaching.	Co Teachers.	Daily.	Timetabling.
Actions Target Two			
Track students' progress in relation to key assignments four times per year.	All LCA Teachers. LCA YH.	Four Times a year – October, January, March and May.	LCA Tracker/Excel.
Tutor checks in with students weekly and reports to LCA YH.	Tutors. LCA YH.	Once a week.	Time.
Term report to be sent home to LCA parents.	LCA YH	End of each term.	Time. Postage.
Phone call home to parents weekly in relation to progress.	LCA Co-Ordinator.	End of week.	Time.
Team Teaching.	Co Teachers.	Ongoing.	Timetabling.
Actions Target Three			
Follow CBA timetable to make sure that CBAs are not overlapping.	All Teachers.	2nd and 3rd year.	CBA Timetable.
Teachers to link with JCT Co-ordinator in relation to students who have not started their CBA.	All Teachers. JCT Co-ordinator.	Ongoing in 2nd and 3rd year.	JCT Co-ordinator.
Success criteria given to all students for all CBAs to ensure success.	All Teachers. Subject Department Head.	Start of CBA.	Success Criteria.
Team Teaching in classes.	Co Teachers.	Daily.	Timetabling.
Actions Target Four			
DEAT on the importance of academic tracking before each block of exams.	Class Tutor.	Three times a year before block exams.	Class time.
All students participate in academic tracking before and after termly exams.	Class Tutor. Subject Teacher.	Before and after week 10, week 20 and end of year exams.	Class time.
All students record exam results from class tests in the back of their diary.	All Teachers.	After class tests.	Class time.
Senior Cycle Year Heads analyse block one exams and meet with all 5th and 6th year students who achieved under 200 points and put support in place where needed.	Year Head.	After Block One Exams.	Year Head Time.
Senior Cycle Year Heads analyse block two exams and meet with HA students (450 points) to make sure they are aware of their points and put support in place where needed.	Year Head.	After Block Two Exams.	Year Head Time
Senior Cycle Year Head checks in with base groups to meet any students that were not met during the year to discuss results prior to block three exams.	Year Head. T and L Co ordinator.	Before Block Three Exams.	Year Head Time.
Monitoring			
Monitoring Target One			

- Analysis of Leaving Certificate results.
- Management and Head of department meetings.
- Block exam and mock exam reports.

Monitoring Target Two

- Analysis of leaving certificate results.
- Management and Head of department meetings.
- Block exam and mock exam reports.
- LCA Tracker.

Monitoring Target Three

- SLAR meetings.
- Subject Department Meetings.
- Monitor students' progress throughout scheduled three-week (approx.) block for each CBA and report to JCT coordinator.

Evaluation

- SSE six step process.
- Compare Leaving Certificate exam results with baseline data.
- Gather and analyse data from block and mock exams.
- Evaluate how actions have improved attainment at DEIS planning sessions.

Theme - Supporting Educational Transitions

Targets

1. To improve and support the organisational skills of student's educational transition from 6th class to 1st year from 72% to 75% by May 2027 and from 75% to 77% by May 2028.
2. To decrease the number of students whose subject choice does not link to future career options from 26% to 22% by May 2027 and from 22% to 19% by May 2028.
3. To increase the number of 6th year students who have a clear pathway chosen for when they complete their second level education from 65% to 85% by May 2027.

Actions

Actions Target One

Action	Who	When	Resources
Colour code all students' books, workbooks and copies using labels.	1st Year Induction Co-ordinator. Transitions Team. Cairde.	Ongoing.	Labels. Time.
Initial Tutor Induction at the start of the year.	Tutors. Year Head.	August on return to school.	PowerPoint. Induction day.
Materials checklist for every subject.	Subject Department Coordinator.	August on return to school.	Checklist.
Getting It Together Organisation Programme for some students.	BFL Teacher. Learning Support Teacher.	January – May.	Getting It Together Programme.
Shelf inserted into lockers for some students.	DEIS Co-ordinator. Learning Support Teachers.	Ongoing as the need arises.	Shelves made by the woodwork department.
Regular reminders about organisation and materials for class at assembly.	Year Head.	Ongoing.	Assembly time.
Homework written on the board at the end of each class during the CLOSE routine. Homework will also be uploaded on TEAMS.	All Teachers.	Daily. End of every class.	CLOSE routine two minutes.
Target Action Two			
CAT4 Assessments.	Career Guidance Teachers. Year Head.	December.	Time. CAT4 Assessment.
Senior cycle options information session for parents and students.	Career Department. Management.	January 11th, 2024.	Time.
Target Action Three			
Career Guidance Classes.	Career Guidance Teachers.	Weekly.	Timetabling.

1:1 guidance meeting with students in 6th year.	Career Guidance Teachers.	Ongoing.	Timetabling.
Future career talks – college courses, apprentices and PLC courses.	Career Guidance Teachers.	Ongoing throughout the year.	Time.
College open day visits.	Career Guidance Teachers.	Ongoing throughout the year.	Travel expenses.
Online Career Fair.	Career Guidance Teachers.	February	Time.

Monitoring

Monitoring Target One

- Regular locker checks by first year head.
- Compare organisational levels at the end of the year with baseline data.

Monitoring Target Two

- CAT4 assessment.
- Career Guidance meetings with students.
- Career Guidance classes.
- Compare survey results at the end of the year with baseline data.

Monitoring Target Three

- Compare survey results at the end of the year with baseline data.
- Career Guidance meetings with students.
- Career Guidance classes.

Evaluation

- SSE six step process.
- Database will be gathered and maintained by Guidance Counceller in relation to sixth years and their progression.
- Evaluate how actions have improved educational transitions at DEIS planning sessions.

Theme – Partnership with Parents

Targets

1. To increase attendance at parent teacher meetings (PTM) for exam years:
   B) 3rd years from 57% to 60% in 2026 and from 60% to 63% in 2027.
   B) 6th years from 62% to 65% in 2026 and from 65% to 68% in 2027.
2. To increase communication with LCA parents in relation to 90% attendance and work experience.
3. To increase parental attendance at parent information sessions:
   B) CAO/DARE from 13% to 18% by May 2026 and from 18% to 23% by May 2027.
   B) Senior cycle options from 7% to 9% by May 2026 and from 9% to 11% by May 2027.
4. To revive our Parents' Association and increase membership to 5 parents by May 2027 and from 5 – 8 parents by May 2028.

Actions

Actions Target One

Action	Who	When	Resources
Include dates of PTMs in parents initial welcome back letter sent home in August.	Deputy Principal.	Every August.	Computer. Paper. Envelopes.
Include dates of PTMs in students' journals.	Deputy Principal.	Start of every school year.	Student Journals.
Year Heads send a message to parents via mail on TYRO App one week before and the evening before a PTM.	Year Heads.	One week before and the evening before a PTM.	TYRO.
HSCL will touch base with all parents who do not open the message in their mail on the TYRO App.	HSCL Officer.	One week before PTM.	Phone.
Students will be reminded at assembly of PTM for their year group.	Year Heads.	Week of and Day of PTM.	Time.

Reminder of PTM will be posted on all social media and school website.	PRO.	Two days before. Day before.	Social Media. Internet.
Template provided for parents on arrival with teacher's names to help for smooth transition between teachers at PT meetings.	Year Head. DEIS Co-ordinator.	At PT meeting.	Printer.
Actions Target Two			
LCA Year Head to contact home weekly in relation to students not meeting 90% attendance in modules.	Year Head.	Weekly.	Phone.
LCA Year Head to send home term reports to parents to keep them up to date with student progress.	Year Head.	Termly	Post.
Actions Target Three			
Include dates of information sessions in parents initial welcome back letter sent home in August.	Deputy Principal.	Every August.	Computer. Paper. Envelopes.
Include dates of information sessions in students' journals.	Deputy Principal.	Start of every school year.	Student Journals.
Year Head/Teacher in charge of information session will send a message to parents via mail on TYRO App one week before and the evening before an information session.	Year Head. Teacher.	One week before and the evening before an information session.	TYRO.
HSCL will touch base with all parents who do not open the message in their mail on the TYRO App.	HSCL.	Two days before the PT meeting.	Phone.
Students will be reminded at assembly about the information session.	Year Head.	Week of and Day of information session.	Time.
Reminder of information session will be posted on all social media and school website.	PRO.	Two days before. Day before.	
Actions Target Four			
To publicise the PA at all PT meetings.	HSCL.	Every PT Meeting	Time.
To invite parents to join the PA during home visits.	HSCL.	All Home Visits.	Time.
Send a text message to all parents on the PA one week before and the evening before the meeting/event.	PA Co-Ordinator.	One week before and the evening before the PA meeting/event.	
Send a text message to all parents informing them of the meeting if they would like to join the PA.	PA Co-Ordinator.	One week before and the evening before the PA meeting/event.	
Monitoring			
Monitoring Target One			
• Record attendance at PT meetings using sign in sheets. • Monitor the number of parents who our TYRO school app is reaching through reminder messages.			
Monitoring Target Two			
Monitoring Target Three			
• Record attendance at information sessions using sign in sheets. • Monitor the number of parents who our TYRO school app is reaching through reminder messages.			
Monitoring Target Four			

- Record the number of parents on the PA and record all new members.
- Record attendance at PA meetings.

Evaluation

- SSE six step process.
- Compare attendance at PT meetings with baseline data.
- Compare attendance at Information sessions with baseline data.
- Survey parents (TYRO app, PA, PTM).
- Evaluate how actions have improved partnerships with parents at DEIS planning sessions.

Theme – Partnership with Others

Targets

1. To maintain our links with four main organisations in the local community (Ard Centre, Community Gardai, Ballybane Centre) and increase this link from 3 to 4 organisations by May 2026 and from 4 to 5 organisations by May 2027.
2. To maintain our links with all 36 organisations in relation to extracurricular and co-curricular activities and increase this link from 36 to 38 organisations by May 2027 and from 38 to40 organisations by May 2028.
3. To continually develop links within the community for TY and LCA work experience and increase this link by 3 by May 2027.

Actions

Actions Target One

Action	Who	When	Resources
To contact and meet organisations working with students and families in our school on a regular basis. Details of all meetings will be recorded and updated on the Provision Map.	HSCL. Teacher linked with Organisation.	Monthly.	Phone. Email.
To compile a timetable of specific talks and workshops given by Community Gardai in the school at different times in the year.	Deputy Principal.	Timetable compiled in September. Talks are ongoing throughout the year.	IT resources.
To publicise events/workshops facilitated by all four organisations on our social media pages.	HSCL. PRO.	Ongoing.	Social Media.
Actions Target Two			
To conduct an audit of local agencies and organisations that have previously worked with our school and communicate information to all school staff.	DEIS Co-ordinator.	September 2023.	Survey. SEN Provision Mapping.
Teachers will be encouraged to link in with organisations on the database that can help promote improved teaching and learning outcomes for our students.	All Teachers.	Ongoing.	Database.
Teachers will continue to link with organisations relating to extra and co-curricular activities and document every activity in the DEIS database and Provision Map.	All teachers.	Ongoing.	External organisations.
Actions Target Three			
Create a database of all local businesses that provide work experience for our TY, LCA and LCVP students in previous years.	TY Tutors. LCA programme Co-ordinator. LCVP teachers.	Every 11 Weeks. Yearly. Yearly.	Database.
Encourage students who find it difficult to find work experience	TY Tutors. LCVP Teachers. Programme Co-ordinator.	Ongoing.	Database.

linked to their future career aspirations to use the database.			

Monitoring
Monitoring Target One
• Record all links regularly with the four main organisations named.
Monitoring Target Two
• Record all links regularly with local organisations for extra and co-curricular activities.
Monitoring Target Three
• Compile a database with all work experience employer who provide work experience for TY, LCA and LCVP students throughout the year.
Monitoring Target Four
• Weekly check-in with students on the transitions pilot programme by transitions teacher.
Evaluation
• SSE six step process. • Compare the number of new links with the four main organisations against baseline data. • Evaluate the benefit and effectiveness of links with local organisations and discuss how these can be utilised more at subject department meetings/extra-curricular meetings. • Evaluate how actions have improved partnerships with others at DEIS planning sessions.