



Selskar College DEIS Plan 2026

Roll Number: 71680C

Period of Plan: Sept 2026 –May 2029

Date ratified by Board of Management

Introduction

Selskar College is a post-primary school under the patronage of Waterford and Wexford Education and Training Board (WWETB). WWETB schools are state, co-educational, multid denominational schools underpinned by the core values of excellence in education, care, equality, community and respect. Excellence in Education encompasses outcomes, experiences and expectations for all members of the school community. Selskar College utilises Looking at Our Schools 2022, the Department of Education and Youth (DEY) Quality Framework for Post-Primary Schools for targeted school improvement. The core value of Excellence in Education is central to this policy and is underpinned by twelve key principles.



Figure 1- Twelve key principles underpinning Excellence in Education in WWETB Schools (adapted from Looking at our School: A Quality Framework for Post-primary Schools)



Selskar College is committed to providing equal educational opportunities for all students.

Teaching and learning in Selskar College is inclusive and student-centred, characterised by high expectations for all, and supported by a culture of compassion, collaboration, and mutual respect that enables every member of the school community to reach their full potential. Universal Design for Learning (UDL) informs teaching and learning in the school by ensuring that lessons are planned with flexible approaches to content, engagement, and assessment, enabling all students to access, participate in, and demonstrate their learning effectively.

The purpose of the plan is to improve social and educational outcomes for those students considered to be disadvantaged due to their social and/or economic background.

It will be reviewed during and at the end of each academic year of the three-year plan and adjusted if necessary.

Staff and themes

Literacy	Numeracy	Attendance	Retention	Attainment	Partnership with Parents	Partnership with others	Supporting Educational Transitions
Kerri O' Leary Tara O'Farrell Pamela Lynch Katie Kehoe Patrick Weafer Eadaoin Quinn	Annabel Devereux Trevor Smith Kamila Wickham Sarah Gallagher Liz Ryan Fiona Dineen Niall Kirwan	Gillian O' Brien Lisa Foley Bernie O' Leary Tadhg O'Brien David Shore Tony Ryan Josephine Kehoe	Gillian O' Brien Beth Malone Mary Byrne Katie Neville AnnMarie Dunphy	Méabh Allen Brian Redmond Mary Kehoe Sharon Mernagh	Gillian O' Brien Elaine O'Donnell Paula Whelan Andrea Clarke	Mary Kehoe/ Éadaoin Quinn Marie Colfer Bernie O'Leary Kevin Barry	Marie Colfer Garrett Hickey Cindy Ryan Kieran Kinsella Brenda Connick Kieran Kinsella

Definitions of DEIS themes

Strand 1: Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media and digital media

Strand 2: Numeracy

Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and to meet the demands of day-to-day living in complex social settings. It means being able to:

- estimate, predict and calculate
- identify patterns, trends and relationships
- gather, interpret and represent data and express ideas mathematically
- engage in problem solving, using investigation and reasoning skills
- use digital technology to develop numeracy skills and understanding.

Strand 3: Retention

The theme of retention focuses on the importance of keeping children in school, identifying those at risk of early leaving, and taking action to reduce or eliminate factors that cause students to drop out.

Strand 4: Attainment

Examination attainment focuses on attainment in the certificate examinations, and also includes target-setting, strategies and monitoring of progress with regard to students' outcomes in school-based assessments and examinations.

Strand 5: Attendance

Attendance is fundamental to students' progress and attainment in school. When dealing with this theme, schools need to look at patterns of full-day absences, part-day absences, late arrival at school, and the rate of suspensions.

Strand 6: Transition

Transitions* is very closely linked to attendance and retention. It puts a spotlight on the key moves from one stage of education to the next: from primary to post-primary; from junior cycle to senior cycle; and from post-primary to continuing education and the world of work.

Strand 7: Partnership with Parents/ Guardians

The DEIS action plan supports schools to develop partnerships with parents and with the community. Schools are also expected to develop links with other schools and colleges, for example in transfer programmes from post-primary school to third level colleges.

Strand 8: Partnership with Others

The DEIS action plan supports schools to develop partnerships with parents and with the community. Schools are also expected to develop links with other schools and colleges, for example in transfer programmes from post-primary school to third level colleges.

Cohorts Explained

Cohort A: EAL Students

Cohort B: Some 2 Ree students (Lowest scores in Summer assessments 2026)

Cohort C: 5th year students with 16-20 days absent

Cohort D: 2nd year students with 16-20 days absent

Cohort E: Students New to the school

Literacy					
Targets 1. Increase how comfortable Junior Cycle students are with presenting from 51% to 52% in year one, 53% in year 2 and 54% in year 3 2. To move 50% of cohort A up by a minimum of two CEFR targets per year.					
Actions					
Measure	Target	Who?	Lead Responsibility	When?	Resources
1. Embed structured oral presentation tasks in all junior cycle subjects (e.g. short explanations, group presentations, “think-pair-share” reporting).	1	All Teachers.	Literacy Lead	Throughout the year Offer as option for December Assessments where appropriate for 1 st and 2 nd years	Laptops/device to record
2. Explicitly teach presentation skills (voice, structure, body language) using success criteria and exemplars.	1	All Teachers. Specifically where oral assessments or interviews are a component of course.	Literacy Lead	Throughout the year Focus Late Sept	Laptops Phone/device to record
3. Acknowledge and reward participation and effort, not just perfect delivery, to build positive association with speaking.	1	All Teachers. Specifically where oral assessments or interviews are a	Literacy Lead	Throughout the year	Postcards

		component of course.			
Explicitly teach key vocabulary and sentence frames before new topics	2	All Teachers	T.S and Literacy Lead	Throughout the year	Key word visuals displayed in all classes
Provide targeted in-class support: differentiation/UDL	2	All teachers	T.S and Literacy Lead	Throughout the year	Templates and Resources available through Teams

Monitoring:

Target 1: Yearly Survey, reviewed/changed annually.

Target 2: SEN Dept to monitor assessments

Evaluation:

Numeracy					
Targets: 1. To increase the percentage of students who can work out percentages on class tests independently from 76 % to 77% in year 1, 78% in year 2 and 80% in year 3. 2. Increase the percentage of students who can tell the time on an analogue clock from 66% to 67% in year 1, 68% in year 2 and to 70% in year 3. 3. To increase Cohort B's maths assessment results on VSware from 43% to 44% by year 1, 46% by year 2 and 48% by year three.					
Actions:					
Measure	Target	Who?	Lead Responsibility	When?	Resources
Embed real-life percentage problems across all subjects. Students should be encouraged to work out percentages when the opportunity presents itself in classes other than maths.	1	All teachers	Numeracy Lead	All year Tutor Focus October to align with maths week	Calculators Poster
Students work out percentages after assessments and record in journal.	1	All teachers	Numeracy Lead	All Year	Poster Student Journals
Students encouraged to record the time when filling out journals to leave class.	2	All teachers	Numeracy Lead	All Year	Time Posters

Referring to tell the time posters in classrooms					
Make use of analogue clocks in the classroom	2		Numeracy Lead	Throughout the year	Analogue Clocks
Cohort B students to do basic Maths task everyday to help build confidence.	3		Numeracy Lead	everyday	
Additional tasks set to be completed each week. "Maths Champion" every Friday	3		Numeracy Lead	Last Friday of the month	
Use focused lesson starters revisiting core skills	3	All teachers	Numeracy Lead	Weekly	
Build mathematical language explicitly (keywords, reading questions)	3	Maths teacher	Numeracy Lead	All Year	

Monitoring:

Targets 1&2: Yearly Survey, reviewed/changed annually.

Target 3: Termly maths assessments

Evaluation:

Attendance

Targets:

1. To reduce the amount of Cohort C students in the 16-20 day absence category from 43% to 42% in year 1, 41% in year 2
2. To reduce the amount of Cohort D students in the 16-20 day absence category from 37% to 36% in year 1, 35% in year 2 and 33% in year 3.
3. To increase overall attendance from 72% to 75% in year 1, 79% in year 2 and 82% in year 3.

Actions:

Measure	Target	Who?	Lead Responsibility	When?	Resources
Use engaging active learning strategies through UDL to improve lesson attendance	1,2,3	All teachers	Attendance Lead in collaboration with T&L Team	All year	
Ensure clear learning intentions and success criteria are shared every lesson to reduce disengagement	1,2,3	All teachers	Attendance Lead in collaboration with T&L Team	All Year	
Attendance drives such as HERO, Every Monday Matters, Turn VSware Green.	1,2,3	Attendance Team	Attendance Lead	All year	Prizes/Certs
Targeted interventions through SCP.	1,2,3	SCP	Attendance Lead & HSCL	All year	
EWO referrals and attendance clinics	1,2,3	HSCL	HSCL	Throughout the year when needed	
Provide catch-up learning supports for students with poor attendance.	1,2,3	All Teachers	Attendance Lead	All Year	

HSCL Support	1,2,3	HSCL	HSCL	All Year	

Monitoring:

Targets 1-3: Attendance Team will monitor attendance regularly

Evaluation:

Retention					
Targets: 1. To increase The sense of respect felt for different cultures from 79% to 80% by year one 81% by year two and 82% by year three. 2. To increase the amount of Traveller students who transition to Senior Cycle from 1 to 2 in year one, 3 in year two and 4 in year 3 3. To decrease the number of students with school avoidance from 46 to 44 by year one, 42 by year two and 40 by year three.					
Actions:					
Measure	Target	Who?	Lead Responsibility	When?	Resources
Integrate culturally responsive teaching approaches across subjects	1	All teachers	Retention Lead	All year	Subject Resources on Schools of Sanctuary Teams Page
Use texts, examples, and problems that reflect students' cultural backgrounds.	1	All teachers	Retention Lead	All Year	Subject Resources on Schools of Sanctuary Teams Page
Facilitate structured classroom discussions on respect, identity, and inclusion	1	All teachers	Retention Lead	All year	Subject Resources on Schools of Sanctuary Teams Page
Display Traveller culture within the school and celebrate achievements	2	MK & Inclusion post holder	Retention Lead	All Year but with a focus on During Traveller awareness week in April	Yellow Flag board
Work with TRES and community link worker to	2	HSCL	Retention Lead	All year	

support Traveller Community Families.					
Emphasize the connection between senior cycle completion and apprenticeships, such as the <u>Traveller Apprenticeship Incentivisation Programme (TAIP)</u> .	2	Guidance HSCL	Retention Lead	All year	
Check and connect teacher and Invited Traveller adults who have completed school and entered further education or professional fields to share their journeys, providing visible role models. to support students and encourage educational retention	2	Guidance MK HSCL	Retention Lead	Throughout the year with particular focus during the week of Traveller Awareness Day in April	
HSCL & attendance team to monitor attendance proactively, as early school leaving is often preceded by attendance decline. Link with TRES community link workers.	2	HSCL Attendance team	Attendance Lead	Weekly	
HSCL to identify signs early and meet with parents to create a, collaborative support plan.	3	HSCL	HSCL	Throughout the year	
Provide a designated quiet area (library, guidance office)	3	Senior Leadership	Senior Leadership	Throughout the year when needed	

when overwhelmed and allow the use of an "exit card" for temporary breaks from class.		and Inclusion post holder/SEN			
Implement reduced or staggered timetables to gradually reintegrate the student and reduce pressure.	3	HSCL and Senior Leadership	Senior Leadership	When needed	

Monitoring:

Target 1: Yearly Survey, reviewed/changed annually.

Target 2: Number of students on the role and attending monitored my MK and attendance team

Target 3: Attendance Team and HSCL to monitor and report biannually.

Evaluation:

Attainment					
Targets: 1. To increase all 3rd years knowledge of exam terminology from to 56% to 57% in year one 59% by year 2 and 61% by year 3. 2. To increase 6th years knowledge of exam terminology from 60 % to 62%in year 1. 3. To increase students doing higher level in core subjects from 26% to 27% in year 1 to 28% in year 2 and 30% in year 3. 4. To analyse state exam results to increase attainment across the whole school.					
Actions:					
Measure	Target	Who?	Lead Responsibility	When?	Resources
Explicitly teach specific exam terminology in every subject	1,2	All teachers	Attainment Lead	All year Focus pre October/December/ May exams	Key word Posters in class
Display and model exam language during class questioning and assessments.	1,2	All teachers	Attainment Lead	All year	Key word Posters in class
Incorporate exam-style questions from first year onwards	1,2	All Teachers	Attainment Lead	All year	Key word Posters in class
Teach exam strategies and study skills explicitly.	3	All Teachers	Attainment Lead	All year	
Encourage trialling higher level with structured support.	3	All teachers	Attainment Lead	All year	

Departments analyse performance data annually	4		Attainment	Annually	Athena Data
Share effective teaching strategies across departments.	4	All teachers	Attainment Lead	Throughout the year	T&L Teams Page
Evening Study for exam classes	4	Senior Leadership	Senior Leadership	Throughout the year	

Monitoring:

Target 1: Yearly Survey, reviewed/changed annually.

Target 2: Core subject teachers to monitor and report.

Target 3: Subject departments to analyse annually with support from teaching and learning team and senior leadership.

Evaluation:

Partnership with Parents					
Targets: 1. To increase the number of Parents Association meetings from 1 per year to 2 per year by year one, 3 by year 2 and 4 by year 3. 2. To increase the number of activities organised by the parents association from 1 per year to 2 per year by year one, 3 by year 2 and 4 by year 3. 3. To increase senior cycle parental engagement at PTMS from 37% to 38% in year one and 39% by year two and 40% by year 3.					
Actions:					
Measure	Target	Who?	Lead Responsibility	When?	Resources
Align Parents Association meetings with key learning events (exam preparation, subject choice, wellbeing).	1	HSCL & MK	Partnership with Parents Lead	All year	
Offer a mixture of in face and online meetings.	1	HSCL Senior Leadership MK	Partnership with Parents Lead & Senior Leadership	Throughout the year	
Offer a range of times for meetings allowing for at least 2 evening meetings per year	1	HSCL Senior Leadership MK	Partnership with Parents Lead & Senior Leadership	Throughout the year	
Offer opportunities for parents to support curriculum-related events,	2	HSCL & MK	Partnership with Parents Lead	Throughout the year	

such as SNAG, maths week etc.					
Phone calls to HSCL priority families	3	HSCL	HSCL		
Tea & Coffee Reception at PTM's with Parents Association	1,2,3	HSCL & MK	HSCL & MK		
Positive connections with parents/guardians to reduce anxiety around PTMS	3	HSCL All teachers	HSCL		

Monitoring:

Targets 1-3: HSCL and MK will monitor and record results from all meetings throughout the year.

Evaluation:

Partnership with Others					
Targets: 1. To encourage students to become more involved in community based projects 2. To strengthen links with local primary schools to promote collaborative practice. 3. To increase partnerships with organisations/companies outside of WWETB.					
Actions:					
Measure	Target	Who?	Lead Responsibility	When?	Resources
Link community projects directly to curriculum learning outcomes (e.g. CSPE, Geography, TY).	1		MC	All year	
Invite local primary schools to events such as Intercultural Day	2	HSCL	HSCL	All year	
Invite external partners to support subject-specific learning (STEM workshops, literacy initiatives)	3	Guidance	MC	All year	
Use partnerships to provide authentic learning contexts.	3	Guidance	MC	All year	

Monitoring:
Evaluation:

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Supporting Educational Transitions

Targets:

1. To increase Cohort E sense of feeling welcome from 64% to 65% in year one to 66% in year two and 67% in year three.
2. To increase the supports offered to cohort E throughout the year from intro to termly.
3. To increase links with past pupils for the purpose of motivational workshops.

Actions:

Measure	Target	Who?	Lead Responsibility	When?	Resources
Establish a buddy system	1	MK & HSCL		All year	
Conduct short student voice check-ins each term	1	MK & Inclusion post holder & Check and connects	BR	Termly	Check and connect resources
Display student-created welcome materials (posters, videos, multilingual signage) linked to CSPE, Art, or TY projects.	1	Subject teachers	BR	All year	
Schedule termly transition support lessons during SPHE focusing on: • Learning skills (organisation, homework, study strategies) • Relationships and belonging • Assessment and feedback.	2	SPHE Teachers	BR	Termly	

Organise curriculum-linked past pupil talks, linking subjects to real-world pathways (e.g. Maths → trades/business; English → communication careers).	3	Guidance	MC	Throughout the year	
Include past pupils in senior cycle subject choice sessions to improve retention	3	Guidance	MC	Throughout the year	

Monitoring:

Target 1: Yearly Survey, reviewed/changed annually.

Target 2: Inclusion post holder and MK to link with students and senior leadership to ensure supports are in place.

Target 3: Guidance Department and MK.

Evaluation:

DEIS Targets and Actions (Summary)

Targets	Actions
Literacy: Increase student confidence in oral presentation; improve EAL progression.	Embed oral tasks across subjects; explicitly teach presentation skills; reward participation; teach vocabulary and sentence frames; provide differentiated in-class supports.
Numeracy: Improve percentage calculation, telling time, and maths outcomes for target cohort.	Use real-life percentage tasks; reinforce after assessments; promote time-telling; daily maths practice for target cohort; revise key skills and language.
Attendance: Reduce high absenteeism and increase overall attendance.	Use engaging teaching approaches; clear lesson goals; attendance initiatives; targeted SCP/EWO interventions; provide catch-up supports; HSCL engagement.
Retention: Improve cultural respect, Traveller progression, and reduce school avoidance.	Promote culturally responsive teaching; highlight Traveller culture; engage families and role models; monitor attendance; provide wellbeing supports and flexible reintegration.
Attainment: Improve exam knowledge, higher-level uptake, and overall results.	Teach exam terminology and strategies; model exam language; use exam-style questions; analyse data; promote higher level with support; offer study supports.
Partnership with Parents: Increase parent engagement and participation.	Increase meetings and activities; flexible meeting formats; involve parents in school events; strengthen communication; build positive relationships.
Partnership with Others: Strengthen community and external partnerships.	Link projects to curriculum; engage primary schools; invite external partners; provide real-world learning experiences.
Supporting Educational Transitions: Improve new student experience and transition supports.	Buddy systems; student check-ins; welcome materials; structured SPHE supports; involve past pupils in motivation and guidance.