



DEIS Plan 2022-2025

St. Ronan's N.S., Cloonloo, Via Boyle, Co. Sligo

Roll No: 12767G

School Context: St. Ronan's N.S. is a small DEIS rural co-educational primary school in Cloonloo, Co. Sligo under the patronage of the Bishop of Achonry. It is an inclusive school with 2 mainstream teachers and 3 SET (1 fulltime SET, 1 shared SET, 1 part time EAL), 2 SNA's, 1 part time secretary and 1 part time cleaner/caretaker.

Mission Statement: St. Ronan's N.S. is a Catholic School where management and staff strive to foster Christian values. The children in this school are all cherished equally and cared for physically, spiritually, emotionally and academically. Every effort is made to assist them to develop at a personal and academic level. Parents/Guardians are encouraged to take an active role in the education of their children and as part of the school community.

Our DEIS Philosophy: This school exists for the pupils. The educational progress and welfare of each child is the overriding consideration in decisions reached by our teachers and BOM.

Our Key Values: We believe in providing a holistic education for our pupils employing the values of equality, enjoyment, experiential learning and excellence.

Purpose of the Plan: The purpose of the DEIS Plan is to identify SMART targets in 6 planning areas. These targets aim to increase pupil's academic attainment and participation in the school system, as well as holistic and social development and enjoyment of the learning process. It aims to support pupils to achieve their full potential, and help parents and the wider school community to do so also.

Planning Process Undertaken (following School Self-Evaluation Cycle):

1. **Identify Focus:** Targets for each of the areas of the DEIS plan identified
2. **Gather Evidence:** A variety of evidence gathering tools were used to collect necessary data.
3. **Analyse and make judgements:** Targets identified based on analysis of evidence. Targets are Specific, Measurable, Attainable, Relevant, and Timely (SMART)
4. **Write and Share report and Improvement Plan:** New plan drawn up with staff and sent to BOM for approval.

5. **Put improvement plan into action:** This plan will now be implemented and monitored over the next three years.
6. **Monitor actions and evaluate report:** The plan will be monitored on a termly, annual and three-yearly basis. Staff meetings and Croke Park Hours serve as a space for monitoring. At the end of the three years, evaluation of the plan will determine the goals and targets for the next plan.

School Strengths:

- A proactive Board of Management whose members are interested and committed to the successful running and upkeep of the school.
- A committed team of staff members with a wide variety of talents who are willing to give of their time to support the holistic development of pupils.
- Very positive relationships between parents and staff.
- A wide range of academic, creative, and sporting activities.
- In class support, in the areas of literacy and numeracy, has been successfully established throughout the school.
- Pupil's engagement in literacy and numeracy is high.
- Attendance levels have increased since Covid.
- Hot lunches are available to pupils each day.
- Recent acquisition of ICT equipment ensures all pupils have access to the latest technology.

Review of Plan:

- Pupil feedback will be sought through oral questioning/surveys/work samples/observation of pupil interaction.
- Parental feedback will be sought through feedback at parent/teacher meetings and surveys.
- Staff feedback will be sought through surveys.
- Standardised test scores will be analysed.
- Attendance records will be analysed.
- Teacher designed assignments will be analysed.
- Teacher observation/reflection and whole staff discussion at staff meetings/Croke Park hours will be a monitoring tool.
- Continuing CPD will be availed of by the whole staff.
- Members of staff will attend DEIS Community of Practice meetings (if available in the area) and webinars on DEIS planning.

Success Criteria & Responsibility:

- Pupil's feedback, observations of pupil's interactions and samples of work will be used to evaluate success.
- Parental feedback from parent/teacher meetings and surveys will be used to evaluate success.
- Staff feedback from surveys will be used to evaluate success.
- Standardised test scores and teacher designed assessments will be analysed to determine achievement of targets.

- Attendance records will be used to evaluate success.
- Teacher observations will be noted and collated.
- All staff members are responsible for implementing the targets and actions contained in this plan. The plan will be reviewed regularly at staff meetings and Croke Park hours.

Impact of Covid 19

The staff had a conversation about the impact of Covid 19 on Educational Experiences, Educational Outcomes, Wellbeing, Motivation to Learn and Engagement in Learning.

Wellbeing in Education

After receiving a copy of the Wellbeing Policy Statement and Framework for Practice document, the principal shared the *Statements of Effective Practice* with all staff members and also circulated them in the staffroom. The aim was to open up an informal discussion amongst staff members about wellbeing promotion in the school. At the next staff meeting the principal gave a brief overview of the Wellbeing Framework and opened a discussion about current wellbeing practices in the school. The staff had a conversation in groups and noted what they considered was good practice in wellbeing promotion in the school context under each of the four key areas:

1. Culture and Environment
2. Curriculum
3. Policy and Planning
4. Relationships and Partnerships.

The staff were very interested in discussing wellbeing in the school and agreed that it is an important area for continuous development. The principal invited staff members who were interested to volunteer onto a wellbeing team and explained that this team would work with the staff to lead the whole

school community through a wellbeing promotion process. Two teachers (one mainstream and one SET) and one SNA volunteered to be part of the wellbeing team along with the principal.

The Deputy Principal and the Principal attended CPD on wellbeing.

At the first wellbeing team meeting, the group were unsure as to which of the four key areas required most attention. It was decided that evidence needed to be collected across each of the four key areas in order to identify the area of need or the focus. Staff accessed the Department of Education website (www.gov.ie) and had a look at the sample questionnaires available, which are designed to gather data across the four key areas. They also looked at the tools and checklists included in the 'Well-being in Primary Schools 2015' publication and the 'Behavioural, Emotional and Social Difficulties: A Continuum of Support' document by NEPS. Using these documents as a guide along with other resources and knowledge of their own school context, they created a digital survey for the parents/guardians and another for the school staff. They also decided on the best ways to gather data from their pupils and how these tools could be adapted to include the voices of the very young children in the infant class and children with special and additional needs. Once all the data were collected, the wellbeing team met regularly to analyse and make judgements on what information had been gathered from the various stakeholders. The following is a sample of the data collected:

Survey Results

(In the survey, participants choose from options; Yes, Sometimes, No)

The vast majority of results from Parents, Staff and Pupils were very positive. We are focusing on areas we can improve.

Parents/Carers

- 20% of parents/carers responded "Sometimes" to the following questionnaire statement, "There are structures in the school which allow parents to have a voice (e.g. Parents Committee, parent meetings)"
- 6.7% of parents/carers responded "Sometimes" to the following questionnaire statement, "I am informed about the policies in the school e.g. Child Protection Procedures; Anti- Bullying Policy; Safe Internet Usage Policy; Mobile Phone Use Policy."
- 6.7% of parents/carers responded "Sometimes" to the following questionnaire statement, "The school communicates with me when things are going well for my child eg to acknowledge my child's progress and achievements in all areas."

Pupils

- 13% of pupils responded "Sometimes" and 13% of pupils responded "No" to the following statement, "The adults in our school help children who find it hard to make friends."
- 39.1% of pupils responded "No" and 8.7% of pupils responded "Sometimes" to the following statement, "We are asked for our ideas when the school is deciding school policies."
- 21.7% of pupils responded "Sometimes" and 4.3% of pupils responded "No" to the following statement, "The adults in our school help children who

feel sad or worried.”

- 30.4% of pupils responded “Sometimes” and 8.7% of pupils responded “No” to the following statement, “My teacher encourages me to ask questions and give my views in class.”
- 21.7% of pupils responded “Sometimes” and 8.7% of pupils responded “No” to the following statement, “If I feel bullied in school, the adults in my school have told me what to do.”
- 26.1% of pupils responded “No” and 4.3% responded “Sometimes” to the following statement, “We have school rules on using our mobile phones and the internet safely.”
- 17.4% of pupils responded “Sometimes” and 13% responded “No” to the following statement, “The adults in my school talk to my parents when I am doing well and also when there are problems or I need extra help.”

Staff

- 12.5% of staff responded “Sometimes” to the following statement, “Staff consider and prioritise their own health and wellbeing.”
- 12.5% of staff responded “Sometimes” to the following statement, “School staff and management are aware of the teacher Employee Assistance Service, to support personal and professional wellbeing.”
- 37.5% of staff responded “Sometimes” to the following statement, “Staff communicate with parents when things are going well.”
- 37.5% of staff responded “Sometimes” to the following statement, “Parents interact with school staff in a calm and respectful manner, even when there are disagreements.”
- 37.5% of staff responded “Sometimes” and 12.5% of staff responded “No” to the following statement, “The school promotes positive relationships between pupils by supporting older pupils to lead in systems such as mentoring, buddy systems etc”
- 37.5% of staff responded “Sometimes” and 12.5% of staff responded “No” to the following statement, “Mentoring systems are used to support newly qualified teachers (NQTs) and/or new staff members.”
- 37.5% of staff responded “No” and 12.5% of staff responded “Sometimes” to the following statement, “There are structures in the school which allow pupils to have a voice on issues relating to development and implementation of school policy.”
- 25% of staff responded “Sometimes” to the following statement, “Parents’/carers’ structures, such as the Parents Committee inform policies and practice within the school.”
- 50% of staff responded “No” to the following statement, “The school has agreed policies for parent-teacher meetings.”

We in St. Ronan's N.S. are going to **focus on the key area of Relationships and Partnerships (Key Area 4)**.

The indicators of success for Key Area 4 are:

- Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.
- All adults in schools have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Wellbeing Statements of Effective Practice for All that we will focus on are:

- Relationships and Partnerships are supported through a range of agreed formal and informal structures, such as, Student Council, Green School Committee, active school committee, buddy systems, mentoring, assemblies, newsletters, website, Seesaw, Text a Parent, letters, emails, formal meetings, informal chats, homework diaries, and through teaching and learning.
- School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work.

Wellbeing Statements of Effective Practice for Some & Few that we will focus on are:

- Systems are in place whereby more senior young people are supported in mentoring younger children.
- Befriending and buddy systems are in place for children and young people who require support to interact with peers.
- At times of transition schools link with other education settings, including early childhood care and education settings, creches, other primary/post primary schools to ensure successful transfers.
- The school establishes good links with Department support services, community based statutory and voluntary support service and other external agencies (for example, the HSE) to support the needs of students with additional and/or complex needs.

Three Key Enablers of Leadership, Continuous Professional Development, Wellbeing will be incorporated into the Action Plans for each of the 6 DEIS themes.

Category A: Targets/Actions for All

Category B - Targets/Actions for Some

Category C - Targets/Actions for Few

Attendance

Review	Absence rates were high in the previous 3 academic years due to Covid-19. Student attendance awards were postponed during this period.		
	2019/2020	2020/2021	2021/2022
<i>Attendance</i>	92% (School open for 122 days)	94% (School open for 147 days Infants-2nd) (School open for 137 days 3rd - 6th)	87.3% (School open for 182)
<i>Pupils absent 20+ days</i>	21% (5 out of 24)	16% (4 out of 25)	44% (12 out of 25 pupils)
<i>Pupils absent 12-19 days</i>	8% (2 out of 25 pupils)	8% (2 out of 25 pupils)	16% (4 out of 25 pupils)
Targets	<ol style="list-style-type: none"> 1. To continue to improve attendance to 92% over the duration of the plan. (Year 1 - 90%, Year 2 - 91% and Year 3 - 92%) Category A 2. To reduce the number of children absent for 12-19 days from 16% to 14% over three years. Category B 3. To reduce the number of children absent for 20+ days per year from 44% (12 out of 25) to 30% over three years. Category C 4. To continue with the current practice of monitoring, reviewing and reporting on attendance. Category A 5. To foster whole school awareness of the importance of whole school attendance and its impact on attainment. Category A 6. To reduce the number of unexplained early leavers/late collections (beginning Term 3 Year 2). Category B/C 7. To reduce the number of unexplained late arrivals (beginning Term 3 Year 2) . Category B/C <p>Category A: Targets/Actions for All Category B - Targets/Actions for Some - Pupils between 12-19 absence in current academic school year. Category C - Targets/Actions for Few - Pupils with 20+ days absence in current and previous academic school year(s) NOTE: Confidential data stored in DEIS file in office filing cabinet.</p>		

Actions	By Whom	When
Remind parents in the newsletter at the start of the year of the importance of good attendance and that schools are required to report absences to TUSLA if a child misses more than 20 days in a school year. This does not mean that sick children should be sent into school. (Leadership)	Principal	September
Remind parents at P/T meetings of the importance of good attendance for school attainment. (Wellbeing)	Class Teachers	February
At EAL Support Plan Meetings, parents are informed about the importance of good attendance and that schools are required to report absences to TUSLA if a child misses more than 20 days in a school year. (Leadership/Wellbeing)	All Staff	October/February
When a pupil reaches 12 days absence, the principal will phone/contact the parents to discuss the child's absences, offer support and notify them of the TUSLA reporting procedures. (Wellbeing/Leadership)	Principal	When necessary
A letter is sent to parents when their child(ren) reaches 15 days of absence. (Wellbeing/Leadership)	Principal	When necessary
A letter is sent to parents when their child(ren) reaches 20 days of absence. (Wellbeing/Leadership)	Principal	When necessary
Principal meeting/contact with parents of children who have a pattern of absenteeism (Category B/C). (Wellbeing/Leadership)	Principal	When necessary
Complete the TUSLA attendance reports at the mandatory reporting period. (Leadership)	Principal	January and June
Report on attendance levels at BOM meetings. (Leadership)	Principal	BOM meetings
Contact EWO for advice re: children with high absentee levels where staff have concerns. (Leadership)	Principal	When necessary
Attendance will be monitored using Aladdin. (Leadership)	Class Teacher	Weekly
The roll is called by 10.20 daily. (Leadership)	Class Teacher	Daily
Absences are to be explained in writing (homework journal, text message, email, written note, Seesaw) and reasons will be recorded on Aladdin. Unexplained absences will be recorded as such on Aladdin. Notes will be	Parents and Class Teacher	When necessary

requested in cases of regular unexplained absences. Notes for Category C pupils will be retained and placed in student file at the end of school year. (Leadership)		
Contact to be made with parents of children who are absent for 3 or more consecutive days and have not notified the school. (Leadership/Wellbeing)	Class Teacher	When necessary
Monitor carefully those pupils who missed 20 days or more in the previous school year. (Leadership/Wellbeing)	Principal	Weekly
Organise prizes for those children who have not missed any days at our end of term assembly. (Wellbeing)	Class Teachers	Termly
Prize given to the pupil(s) with the best attendance for the school year at our end of year awards ceremony. (Wellbeing)	Principal	End of year
Present certificates to all our pupils who miss 5 days or less. (Wellbeing)	Principal	End of year
School calendar will be sent to parents and will also be posted on the school website. (Leadership)	Principal	June & September
Parents will be notified of additional / unexpected closures via email/textparent/newsletter. (Leadership)	Principal	When necessary
The provision of hot, appetizing meals at lunch times each day. (Wellbeing)	SNA	Daily
Attendance will continue to be noted on each child's individual report and the number of days missed will be recorded. (Leadership)	Class Teachers	Yearly
Attend the online National Attendance Strategy Meetings. (CPD)	Principal	2023/2024
Informal chat with parents re early/late collection/late arrival. (Leadership)	Class Teachers	When necessary
Parents invited in for meeting with principal regarding early/late collection/late arrival. (Leadership)	Principal	When necessary
Begin recording late collections. (Leadership)	Class Teachers	Term 3 2024
Put interventions in place for individual pupils (Categories B/C) to encourage early arrival/prevent early leaving. (Wellbeing)	Class Teachers	Term 3 2024

Hold a drive to promote attendance including a family poster competition (€50 x 2 supermarket vouchers) and a raffle for pupils who are in school on time (1 ticket per day per pupil for the month). The Parents Association will be asked to approach local businesses to donate spot prizes for the raffle. (Leadership/Wellbeing)	Class Teachers Parents Pupils	September/October 2024
Prize Draw for Attendance - every week each child has full attendance their name will entered into a draw for a prize at the end of month assembly.	Class Teachers	Monthly (Beginning May 2024)

Monitoring	<ul style="list-style-type: none"> ● Attendance will be taken daily using Aladdin. ● Record and analysis attendance using Aladdin. ● Monitor children who are absent for 3 or more consecutive days and have not notified the school. ● Monitor children approaching 15-20 day absence. ● Monitor children who missed 20 or more days in the previous school year. ● Attendance will be monitored at the end of each term for the reward system. ● Attendance will be reported at BOM meeting. ● Attendance levels will be monitored annually for Tusla and end of year awards. ● Keep a copy of absence notes for children with a history of high absenteeism.
Evaluation	<p>This plan will be reviewed on an ongoing basis. An in-depth review will take place at the end of each academic year and attendance will be compared to the baseline 2021/2022 year. Parents will be updated regarding attendance via school reports and phone calls/letters as necessary. The Board of Management will be updated regarding progress at meetings. The staff will decide which targets need to be adjusted or carried forward to the following year.</p> <p>School Year 2023/2024 Data shows that there was a high level of absenteeism among the Ukrainian pupils. Looking at the pupils who were late/early leavers, it was noted that these pupils also had high levels of absenteeism.</p> <p>In the school year 2023-2024 (Term 2) staff received support from OIDE. Based on this support, it was recommended to include targets for early leavers/late collections and late arrivals.</p>

Retention

Review	<p>In Cloonloo N. S., there is an ethos of open communication between home and school. Staff provide interesting, engaging and varied lessons to ensure all children can learn and access the curriculum. Learning through play is an integral part of the primary school experience e.g. Aistear. The school provides a wide variety of seasonal activities designed to encourage fun and participation by the pupils such as Halloween Dress up and Fun Day, World Book Day, Christmas Jumper Day, Sports Day, School Outings and Tours, Pancake Tuesday, Easter Egg Games, Christmas Concerts etc. Full attendance and participation are the norm on these occasions.</p> <p>Children are encouraged to participate on committees such as the Green School and Active School Committees. SET, EAL and SNA support are provided to targeted children.</p>
Targets	<ol style="list-style-type: none"> 1. To continue to provide positive experiences to children in St. Ronan's N.S. that will encourage continued attendance and participation in education. (Category A) 2. To continue to foster a sense of belonging. (Category A) 3. To continue to foster high expectations for all learners. (Category A) 4. To develop individualised motivators for pupils at risk of early school leaving. (Category B/C) <p>Category A: Targets/Actions for All Category B - Targets/Actions for Some - Pupils between 12-19 absence in current academic school year. Category C - Targets/Actions for Few - Pupils with 20+ days absence in current and previous academic school year(s)</p>

Actions	By Whom	When will it be done
Participate in Seasonal fun activities e.g Halloween Dress up and Fun Day, World Book Day, Christmas Jumper Day, Sports Day, School Outings and Tours, Pancake Tuesday, Easter Egg Games, Christmas Concerts etc (Wellbeing/Leadership)	All Staff	2022-2025
Participate in designing and painting a "Welcome Mural" inside the main entrance of the school. (Wellbeing/Leadership)	Noelle	March 2024

Participate in Green School Activities - Garden, planting, litter picking, nature walks, biodiversity lessons, habitat studies and visits, tours to Arigna Mines etc (Wellbeing/Leadership)	Green School Committee Ms. Jordan All pupils	2022-2025
Participate in Active School Activities - Monthly Fun Fridays, movement breaks, exploring new sporting activities, visits from coaches and Sporting Heroes. (Wellbeing/Leadership)	Active School Committee Ms. Savage All pupils	2022-2025
Establish a Student Council. (Wellbeing/Leadership)	Student Council Ms. Surlis All pupils	2023/2025
All pupils from First to Sixth Class will be a member of a Committee - Green Schools, Active School, Student Council. (Wellbeing)	1st - 6th Class Ms. Jordan Ms. Savage Ms. Surlis	2023/2025
Provide opportunities for children to learn through play e.g. Aistear in Junior Room, STEM/Project work in Senior Room (Wellbeing)	All Staff	2022-2025
Attending training in Play Therapy. (CPD/Wellbeing)	All Staff	Term 1 2023
Provide ongoing SET/EAL/SNA support to targeted children as per Continuum of Support. (Leadership/Wellbeing)	All Staff	2022-2025
Implement in class support in literacy and numeracy with SET/EAL/SNA support. (Wellbeing/Leadership)	All Staff	2022-2025
Provide parents with information and educational tips on the school website, in the school newsletter and /if the need arises in other areas to support their child's learning. (Leadership/Wellbeing)	Class Teachers	2022-2025
Attend training for Fun Friends and Friends for Life. (CPD)	Class Teachers	2023

Implement SPHE programmes such as Fun Friends, Friends for Life, RSE, Stay Safe, Zones of Regulation, Zippy's Friends, Walk Tall, Weaving Wellbeing, Decider Skills Programme and Internet Safety to promote positive relationships, healthy mind and body, resilience, emotional regulation and personal safety. (Wellbeing/Leadership)	Class Teachers SET	2022-2025
Identify students, who are experiencing behavioural difficulties which impacts on their learning. Students will receive support from Class Teacher and SET. School Support plans will include targets which might include movement breaks, plan for self regulation and participation in programmes to suit the needs of the child. (Wellbeing/Leadership)	Class Teachers SET Parents	As necessary
Focus on children's interests to engage in learning. (Wellbeing/Leadership)	All Staff	2022-2025
Positive acknowledgement of participation in and success achieved in both school and out of school activities using school notice board, website, Seesaw and whole school monthly assembly. (Wellbeing/Leadership)	Class Teachers	2022-2025
Establish Playground Leaders (as part of Active Schools) to facilitate a daily playground game at lunch break for children to encourage social interactions, friendship skills and active breaks. (Wellbeing/Leadership)	Ms. Savage SNA	2024-2025
Discuss befriending and buddy systems at Student Council Meetings and implement some ideas suggested. (Wellbeing)	Ms. Surlis Student Council All pupils	2024-2025
Implement interventions to promote social skills and friendships. (Wellbeing/Leadership/CPD)	SET	As required
Implement interventions to promote emotional regulation and resilience. (Wellbeing/Leadership/CPD)	SET	As required
Provide support to parents and pupils experiencing separation anxiety e.g. books (The Kissing Hand, Owl Babies, The Invisible String) and strategies (love heart on hand, perfume on teddy, fingerprint/hand impression in clay, worry stone) (Wellbeing/Leadership)	Class Teachers SET	As required

Provide opportunities for student voice e.g. Committees, Circle Time, Idea boxes, Anti-Bullying Survey etc (Wellbeing/Leadership)	All Staff	2022-2025
Provide hot, appetizing meals at lunch times each day. (Wellbeing)	SNA	Daily
Attend training on Wellbeing e.g. A Whole-School Approach to Well-Being and SSE & Organising Well-Being Week in Primary School, Wellbeing in Education (CPD)	Class Teachers	2023/2024
Participate in weekly wellbeing activities e.g. breathing exercises, mantras, mindfulness activities etc (Wellbeing)	All Pupils	2024-2025
Hold a Wellbeing Week. (Wellbeing/Leadership)	All Staff/Pupils	January 2025
Provide subsidised swimming lessons. (Wellbeing)	All Pupils	2022 - 2025
Put interventions in place for individual pupils (Categories B/C). (Wellbeing)	Class Teachers	As required.

Monitoring	<ul style="list-style-type: none"> ● Monitor attendance figures. ● Monitor late arrivals. ● Observation of Pupils participation, enthusiasm ● Pupil check in e.g. circle time, Zones of Regulation ● Teacher designed tasks on SPHE programmes ● Parental feedback at Parent/Teacher meetings or informal meetings throughout the year. ● Teacher feedback at staff meetings/Croke Park Meeting. ● Repeat Wellbeing Survey
Evaluation	<p>This plan will be reviewed at the end of each academic year. Based on this review, the staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2022/2023: The school continued to provide a wide variety of seasonal activities designed to encourage fun and participation by the pupils such as Halloween Dress up and Fun Day, World Book Day, Christmas Jumper Day, Sports Day, School Outings and</p>

Tours (Bundoran Waterworld), Pancake Tuesday, Easter Egg Games, Christmas Concerts etc. Full attendance and participation are the norm on these occasions.

Children participated on committees such as the Green School and Active School Committees.

SET and SNA support were provided to targeted children. An EAL teacher was employed to provide support for Ukrainian pupils.

Aistear and STEM projects are very popular with pupils.

SPHE Programmes implemented this year were Stay Safe, Zones of Regulation, Weaving Wellbeing, Decider Skills Programme and Internet Safety. Class teachers attended training in Fun Friends/Friends for Life and we intend to implement next year.

School Year 2023/2024

- The school continued to provide a wide variety of seasonal activities designed to encourage fun and participation by the pupils such as Halloween Dress up and Fun Day, World Book Day, Christmas Jumper Day, Sports Day, School Outings and Tours (Arigna Mines, Lion King Musical - Senior Room, Just 4 Fun Connacht GAA Centre of Excellence, Heritage Trip to Carrowkeel Passage Tombs), Pancake Tuesday, Easter Egg Games, subsidised Swimming lessons, GAA etc. Full attendance and participation are the norm on these occasions.
- The school continued to provide hands on playful learning experiences for children e.g. Aistear, STEM etc
- A mural was painted inside the main entrance of the school saying "If you can be anything, be kind."
- A Student Council was created. Every child from First to Sixth Class was given the opportunity to sit on one of three committees - Student Council, Green School or Active School. These committees met monthly and helped organise a wide variety of activities and initiatives e.g. Playground Leaders, Buddy Bench, Litter Walks etc
- Hot meals were introduced.
- Staff attended training in a variety of areas - Play Therapy, Wellbeing.
- SPHE programmes Fun Friends, Friends for Life, RSE, Zones of Regulation and Internet Safety were implemented in the classrooms.
- Support was provided for parents and children experiencing separation anxiety.
- Ongoing SET/EAL/SNA support was provided to targeted children as per Continuum of Support.
- Ongoing SET/EAL/SNA support was provided in literacy and numeracy.
- Students who were experiencing behavioural difficulties were identified and support put in place e.g. movement breaks, individualised reward systems.
- An intervention with SET to promote social skills and friendships was implemented with a target group of children in the Junior Room.

- Interventions with SET to promote emotional regulation and resilience were implemented with target pupils in the Junior and Senior Room.
- Positive acknowledgement of participation in and success achieved in both school and out of school activities was celebrated using school notice board, website, Seesaw and whole school monthly assemblies.
- Wellbeing activities took place e.g. breathing exercises, mantras, mindfulness activities, meditations etc
- Need to provide parents with information and educational tips on the school website, in the school newsletter and /if the need arises in other areas to support their child's learning.

School Year 2024/2025

- The school continued to provide a wide variety of seasonal activities designed to encourage fun and participation by the pupils such as Halloween Dress up and Fun Day, World Book Day, Christmas Jumper Day, Sports Day, School Outings and Tours (Shannon River Adventure Centre, Rooskey), Pancake Tuesday, Easter Egg Games, Christmas Concerts etc. Full attendance and participation are the norm on these occasions.
- An Amber Flag Committee was created. Every child from First to Sixth Class was given the opportunity to sit on one of the four committees - Student Council, Green School, Active School and Amber Flag.
- We were awarded our Second Active School Flag.
- We were awarded our First Amber Flag for Wellbeing.
- Buddy System established where all new pupils were given a buddy to check on them in the yard.
- Whole School participation in the development of the Bí Cinealta Policy and Student Friendly Policy.
- Ongoing SET/EAL/SNA support was provided to targeted children as per Continuum of Support.
- Ongoing SET/EAL/SNA support was provided in literacy and numeracy.
- The school continued to provide hands on playful learning experiences for children e.g. STEM projects such as Lego Spike
- SPHE Programmes implemented this year were Stay Safe and Zones of Regulation.
- We participated in Creative Clusters and BLAST Art Project. We had a celebration day for Creative Clusters in Soeey N.S. where the children participated in lots of fun activities.
- The school won the Two Teacher Mixed Cuman na mBunscol Final and Most Colourful Supporters Award. The Parents Association organised a Pizza Party and Ice-Cream Van treat for the children.
- All classes participated in Music Generation and the Senior Room children took part in a concert in ATU Sligo with 14 other schools.
- All children in the school participated in swimming lessons.

	<ul style="list-style-type: none"> ● Staff attended training in a variety of areas - PMC, Bí Cineálta, Leading and Supporting the Inclusion of EAL Learners in Primary Schools, Digital Innovation with Lego Education Spike and Bee-Bots, Psychology of Bullying and Strategies for Preventing It, Creating an Autism Friendly Learning Environment, The Psychology and Benefits of Play & Humour in School, Small School Successes – Projects, Initiatives and Activities for Small Schools, Classroom Management and Organisation in a Multi-Grade Setting, Planning & Preparation for a Multi-Grade Classroom, Timetabling in the Infant Classroom, Infants 101, Assessment Essentials: Information & Resources for Primary Classroom. ● Positive acknowledgement of participation in and success achieved in both school and out of school activities was celebrated using school notice board, website, Seesaw and whole school monthly assemblies. ● Wellbeing activities took place e.g. breathing exercises, mantras, mindfulness activities, meditations etc ● Information and educational tips provided on the school website, in the school newsletter and /if the need arises in other areas to support their child’s learning.
Timeframe	<p>Year 1: continue/begin all the initiatives listed above</p> <p>Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary.</p> <p>Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.</p>

Literacy

<p>Review</p>	<p>Literacy interventions were disrupted due to COVID. The new PLC will be implemented in the 2022-2025 DEIS plan and new targets will be devised. SWST Spelling Programme continues to be implemented and children’s individual results are monitored by the class teacher. In the school year 2019/2020, due to COVID, no Micra T testing took place. In the school year 2021/2022 the children were assessed using the New Micra T so it would be unfair to draw comparisons with the old version of the Micra T.</p> <p>During the review process of SET, it was decided to begin comparing NRIT scores with Micra T (Age based scores) from 2021/2022 onwards. In the school year 2021/2022 87% of children performed within or above 10 standard scores of their NRIT scores on the New Micra T (Age Based Scores)</p>
<p>Targets</p>	<ol style="list-style-type: none"> 1. To provide a wide range of language learning experiences (reading, writing, oral language) to help each child reach their full potential in literacy. (Category A) 2. To continue to embed the Whole School Literacy Plan based on the new PLC over the three years. (Category A) 3. To enable parents to give more support at home to their child/ren’s literacy development. (Category A) 4. To compare pupil’s NRIT score and age based Micra T standard score and identify Category B/C pupils. Plan relevant interventions for pupils based on the results. (Category B/C) 5. To identify pupils performing at or below a Sten of 4 (Age Based Scores) and put interventions in place to support their literacy. (Category B/C) 6. To promote communication and English Language development for EAL pupils. (Category B) 7. To continue an early intervention programme in literacy. (Category B) <p>Category A: Targets/Actions for All Category B - Targets/Actions for Some</p> <ul style="list-style-type: none"> ● Pupils whose NRIT Score is between 5 and 9 standard scores greater than their Micra-T (Ages Based Score) ● Pupils performing at Sten 3 or 4. ● EAL pupils who have received more than 2 but less than 3 years language support

	<ul style="list-style-type: none"> ● Early Intervention <p>Category C - Targets/Actions for Few</p> <ul style="list-style-type: none"> ● Pupils whose NRIT score is 10 or more standard scores greater than their Micra-T (Ages Based Score) ● Pupils performing at Sten 1 or 2. ● EAL pupils who have received less than 2 years language support
--	--

Actions	By Whom	When will it be done
Take part in Professional Development Support for the implementation of the PLC - webinars, half day school closure (CPD)	All Teaching Staff	2022/2023
Attend courses in various areas of the PLC. (CPD)	All Teaching Staff	2022 - 2025
Devise a Whole School Literacy Plan for PLC. (Leadership/CPD)	All Teaching Staff	June 2023
Implement Short Term and Long Term Plans based on the PLC. (Leadership)	All Teaching Staff	September 2023 onwards
Provide opportunities for children to give oral presentations to peers/staff/unfamiliar adults e.g. Assembly, Projects, Interest Talks etc (Wellbeing)	All Pupils	2022 - 2025
Write a Book Project (Wellbeing)	All Pupils	Term 1/2 2023/2024
Differentiated Spelling Programme (SWST/UFLI) (Wellbeing)	Senior Infants - 6th Class	2022 - 2025

Research “Words Their Way” Spelling Programme for suitability of usage in multigrade/EAL classroom. (Leadership)	Senior Room	Term 3 2024
Differentiated PM readers and novels/selected texts (Fiction/Non-Fiction) for those who test above level 30 and are assessed as Independent Readers (Wellbeing)	Junior Infants - 6th Class	2022 - 2025
Implement Guided Reading Groups with targeted reading skills and strategies. (Wellbeing/Leadership)	Senior Room	2022 - 2025
Early Intervention Reading with Junior Room focusing on targeted reading skills and strategies e.g. word decoding, fluency, comprehension, retelling etc (Wellbeing/Leadership)	Junior Room	2022 - 2025
Begin a Buddy Reading Programme between junior room and senior room in term 3 for 6 weeks. (Wellbeing/Leadership)	All Pupils	2024-2025
Develop retelling strategy in Non-Fiction texts using graphic organisers. (Wellbeing)	Senior Room	2022 - 2025
Address individual needs as per the Continuum of Support (Wellbeing)	Class Teachers SET	2022 - 2025
Withdraw pupils for 1:1 or small groups literacy interventions if a need arises. (Leadership, Wellbeing)	SET	If necessary
Implement the Building Bridges to Comprehension throughout the school (as per the Whole School Plan) (Leadership)	All Pupils	2022 - 2025
Provide Literacy tips for parents on the school website, at P/T meetings, in the end of year school reports and in newsletters. (Wellbeing, Leadership)	Class Teachers	2022-2025
Implement Read to Self/DEAR time to encourage reading for pleasure. (Wellbeing)	All Pupils	2022-2025
Celebrate literacy events e.g. World Book Day, Roald Dahl Day etc (Wellbeing)	All Pupils	2022-2025
Survey pupils re: what kind of book they like to read and then purchase books. (Wellbeing, Leadership)	All Pupils	2022/2023

Apply for funding for EAL books. Purchase books and place in library. (Leadership)	Ms. Surlis	2023/2024
Implement an Early Intervention Programme with support staff in reading/writing/OL/Phonics. (Leadership/Wellbeing)	Junior Room	2022-2023
Implement an Early Intervention Phonics Programme with support staff. (UFLI) (Leadership/Wellbeing)	Junior Room	2023-2025
Implement writing genres as per Whole School Plan (Leadership)	All Pupils	2022-2025
Use digital literacy resources e.g. Reading Eggs, Get Epic (Wellbeing)	All Pupils	2022-2025

Monitoring	<ul style="list-style-type: none"> ● Discuss our literacy plan as part of Croke Park hour/Staff Meetings. ● Monitor Age Based Standardised Test Results (Micra-T) and compare with NRIT Scores. ● Monitor pupils performing at or below a Sten of 4 (Age Based Scores) ● Observe/assess performance in the various strands of the curriculum and identify areas for additional interventions. ● Pupil Surveys ● Assessments - PM Assessment Kit, MIST, Micra T, SWST, UFLI Progress Monitoring, Schonell Reading/Spellings, The Common European Framework of Reference for Languages for Non-English Speaking Pupils at Primary Level (EAL) ● Feedback from parents at P/T meetings, Parents Association etc
Evaluation	This plan will be reviewed on an ongoing basis. An in-depth review will take place at the end of each academic year and standardised literacy results will be analysed. Based on this analysis, we will plan interventions for the following year. The staff will decide which targets/actions need to be adjusted or carried forward to the following year.

School Year 2022/2023:

Staff completed training on the PLC. A Whole School Literacy Plan was drawn up.

Guided Reading Programme took place in Senior Room and Early Intervention Literacy Programme took place in the Junior Room.

A survey was conducted with all pupils about their favourite books. Books of interest to the pupils were then purchased by the school and placed in the classroom libraries.

Staff attended CPD training in the areas of Spellings, Phonological Awareness, Phonics and Guided Reading.

School Year 2023/2024

- In the 2023/2024 Academic Year, assessment of non-fiction retelling showed a difficulty with a significant cohort of the Senior Room pupils.
- Staff are considering changing from SWST to another Spelling Programme as SWST is difficult to implement in a multi-grade classroom. "Words Their Way" was researched and will be implemented in the Senior Room subject to staffing in the School Year 2024/2025. UFLI was implemented in the Junior Room and was very successful. It will continue to be implemented subject to staffing in the School Year 2024/2025.
- Staff attended CPD training in the areas of PLC, Spellings, Phonological Awareness, Phonics and Guided Reading.
- Children had opportunities to give oral presentations to peers/staff e.g. Assembly, Projects, Interest Talks
- The Write a Book Project was completed by all pupils in the school and was a great success.
- A Buddy Reading Programme between junior room and senior room was implemented for 6 weeks.
- EAL books were purchased and placed in the classroom libraries.

School Year 2024/2025

- Short Term and Long Term Plans are being implemented based on the PLC.
- Writing genres were implemented as per the Long Term Plan.
- There was improvement in the areas of retelling non-fiction in the Senior Room but this will remain an area of focus to embed these skills.
- "Words Their Way" Word Study Programme was implemented in the Senior Room. UFLI continues to be implemented in the Junior Room.

	<ul style="list-style-type: none"> ● Staff attended CPD training in the areas of Spelling, Literacy Masterclass, Infants 101, Effective Differentiation and Assessment for a Multi-Grade Classroom, Assessment Essentials: Information & Resources for Primary Classroom, Effective Literacy Assessment in the Primary Classroom, Teaching the Junior Classes ● Children had opportunities to give oral presentations to peers/staff e.g. Assembly, Projects, Interest Talks ● Guided Reading Groups were implemented with targeted reading skills and strategies using PM readers/novels from Senior Infants to 6th Class. ● Building Bridges to Comprehension was implemented throughout the school. ● Literacy tips were provided on the school website, at P/T meetings, on end of year reports and in school newsletters. ● Read to Self/DEAR time was implemented in the classrooms. ● Digital resources were used to enhance literacy learning e.g. Reading Eggs 		
	2022/2023	2023/2024	2024/2025
NRIT vs Micra T (Age Based Scores) * of children with NRIT	93% * (of children performed within or above 10 standard scores)	100%* (of children performed within or above 10 standard scores)	75%* (of children performed within or above 10 standard scores)
At or below Sten 4 in Micra T (Age Based Scores)	19% (3 out of 16 children)	42% (11 out 26)	41% (9 out of 22)
Excluded Children	10 (EAL/SEN)	0	2 (SEN)
Timeframe	<p>Year 1: continue/begin all the initiatives listed above</p> <p>Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary.</p> <p>Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.</p>		

Numeracy

Review	<p>Numeracy interventions were disrupted due to COVID.</p> <p>The new PMC will be implemented in the next DEIS plan and new targets will need to be devised.</p> <p>In the school year 2021/2022 the children were assessed using the Sigma T. 93% of children performed within or above 10 standard scores of their NRIT scores.</p>
Targets	<ol style="list-style-type: none"> 1. To provide a wide range of mathematical learning experiences to help each child reach their full potential in numeracy. (Category A) 2. To foster a positive disposition towards Maths. (Category A) 3. To begin using the PMC throughout the school. (Category A) 4. To improve computation (tables) skills by 10%. (Category A) 5. To improve the number of pupils who score above 60% on the Performing Computations and Using Procedures Skills Section of the Sigma T. (Category B/C) 6. To compare pupil's NRIT score and Sigma T standard score and identify Category B/C pupils. Plan relevant interventions for pupils based on the results. (Category B/C) 7. To identify pupils performing at or below a Sten of 4 and put interventions in place to support their numeracy (Category B/C) 8. To increase the number of students who score above 50% in the Sigma T Problem Solving Section. (Category B/C) 9. To enable parents to give more support at home to their child/ren's numeracy development. (Category A) 10. To increase the standard numeracy scores of students, on average, by 2 standard scores over the duration of the plan. (Category A) 11. To promote the understanding of mathematical language. (Category B) <p>Category A: Targets/Actions for All</p> <p>Category B - Targets/Actions for Some</p> <ul style="list-style-type: none"> ● Pupils whose NRIT Score is between 5 and 9 standard scores greater than their Sigma-T (Ages Based Score) ● Pupils performing at Sten 3 or 4. ● Pupils performing between 40 -59 using Procedures and Performing Computations in their Sigma T.

	<ul style="list-style-type: none"> ● Pupils performing between 40- 49 in Problem Solving in their Sigma T. ● EAL Pupils <p>Category C - Targets/Actions for Few</p> <ul style="list-style-type: none"> ● Pupils whose NRIT score is 10 or more standard scores greater than their Sigma-T (Ages Based Score) ● Pupils performing at Sten 1 or 2. ● Pupils performing between 1 -39 using Procedures and Performing Computations in their Sigma T. ● Pupils performing between 1- 39 in Problem Solving in their Sigma T.
--	--

Actions	By Whom	When will it be done
Communicate findings of review with Staff at Croke Park/Staff Meetings and discuss strategies and intervention. (Leadership)	Principal	September 2022-2025
Survey the pupils current attitude towards Maths. (Leadership)	Class Teachers	September & June 2024-2025
Hold a “Maths Week” to include a maths trail each year. (Wellbeing)	Class Teachers	October
Attend OIDE training on the PMC. (CPD)	All Staff	2023 - 2025
Attend CPD courses on Maths. (CPD)	All Staff	Ongoing
Conduct an audit of Maths resources. (Leadership)	Class Teachers	November 2023
Purchase Maths resources. (Leadership)	Class Teachers	November 2023
Create Maths Tool Kits for each classroom. (Leadership)	Class Teachers	November 2023
Research suitable materials for EAL pupils (Leadership)	All Teaching	October 2022

	Staff	
Purchase Maths Together Programme for use with EAL/SEN pupils. (Leadership)	Ms. Surlis	October 2022
Research online Maths Resources e.g. OIDE Hub, NRich etc (CPD)	All Teaching Staff	Ongoing
Implement the new teaching strategies and approaches of the PMC using engaging activities. (Leadership, CPD, Wellbeing)	All Teaching Staff	2023-2025
Reduce use of a Maths Textbook. (Wellbeing, Leadership)	All Teaching Staff	November 2023 onwards
Implement Short Term, Long Term and Whole School Plans based on the PMC. (Leadership)	All Teaching Staff	2024/2025?
Provide team teaching/small group work with SET Teachers and class teacher (Senior Room) with target pupils identified in SET/Classroom planning. (Leadership/Wellbeing)	Ms. Surlis SET Teachers	2022-2025
Withdraw pupils for 1:1 or small groups maths interventions as needs arise. (Leadership/Wellbeing)	SET	If necessary
Create a Classroom Maths Display focusing on problem solving strategies, tables and mathematical language. (Leadership/Wellbeing)	Classroom Teachers	March 2023 onwards
Mathematical language explicitly taught to EAL pupils. (Wellbeing)	All Teaching Staff	2023-2025
Use IT programmes to improve computation fluency and accuracy e.g. Times Tables Rock Stars, Numbots, Mathletics (Wellbeing)	Class Teachers	2022-2025
Use tables songs and games to develop and reinforce computation fluency and accuracy. (Wellbeing)	Class Teachers	2022-2025
Conduct the Ballard and Westwood Assessment 3 times annually. (Leadership)	Class Teachers	December, April,

		June
Daily revision of previously taught topics e.g. Daily 10 (Topmarks), Mental Maths Book etc (Wellbeing)	All TEaching Staff	2024/2025
Attend CPD courses on the teaching of Tables. (CPD)	Class Teachers	Ongoing
Teach the RUCSAC method for problem solving throughout the school and incorporate this method into maths lessons. (Leadership)	All Teaching Staff	2022-2025
Introduce a practical problem to be solved in pairs/small groups weekly. (Wellbeing)	All Teaching Staff	2024-2025
Trail using maths journals. (Leadership/Wellbeing)	Class Teachers	2024-2025
Provide Mathematical tips for parents on the school website, at P/T meetings, in the end of year school reports and in newsletters. (Leadership/Wellbeing)	Class Teachers	2022-2025
Send topic specific information sheets home. (Leadership/Wellbeing)	Class Teachers	As required

Monitoring	<ul style="list-style-type: none"> ● Discuss our numeracy plan as part of Croke Park Hour/Staff Meetings. ● Analyse Standardised Test Results (Sigma-T) and compare with NRIT Scores. ● Monitor pupils performing at or below a Sten of 4. ● Analyse the Computations and Using Procedures Skills Scores on Sigma T from year to year. ● Analyse Problem Solving Scores on Sigma T from year to year. ● Analyse Individualise Sigma T standardised test scores. ● Observe/assess performance in the various strands of the curriculum and identify areas for additional interventions. ● Pupil Surveys ● Conduct the Ballard and Westwood Assessment 3 times annually to monitor computation skills. ● Feedback from parents at P/T meetings, Parents Association etc ● Teacher Designed Tasks & Tests/Mental Maths Books/Daily Revision of Skill ● Maths Journal
------------	---

Evaluation	<p>This plan will be reviewed on an ongoing basis. An in-depth review will take place at the end of each academic year and standardised numeracy results will be analysed . Based on this analysis, we will plan interventions for the following year. The staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2022/2023: CPD Courses were attended by staff in the area of Tables and Virtual Maths Manipulatives. Teaching materials suitable for EAL pupils were researched and the Maths Together Programme was purchased. Ballard and Westwood Assessments were carried out and monitored.</p> <p>School Year 2023/2024</p> <ul style="list-style-type: none">● CPD Courses were attended by staff in the area of Tables, Virtual Maths Manipulatives, New Primary Maths Curriculum for Infants, New Primary Maths Curriculum for First/Second Class, Six Bricks for Infants, Number Talks.● Implemented some of the new teaching strategies and approaches of the PMC using engaging activities.● Conducted a Maths Equipment Audit. Purchased maths equipment and created Maths Tool Kits.● Created a Classroom Maths Display focusing on problem solving strategies(RUCSAC), tables and mathematical language. <p>School Year 2024/2025</p> <ul style="list-style-type: none">● CPD Courses were attended by staff in the area of the PMC, The Mathematics Masterclass, A Week of Maths in the Infant Class, Effective Differentiation and Assessment for a Multi-Grade Classroom, Beyond the Textbook Maths Week Ideas for Junior and Senior Infants, Creative Resources for Implementing the New Primary Maths Curriculum, Beyond the Textbook – Creative Resources for Implementing the New Primary Maths Curriculum – Junior and Senior Infants, Infants 101, Teaching the Junior Classes.● Implemented new teaching strategies and approaches of the PMC using engaging activities● Implemented Short Term and Long Term plans based on the PMC. A Whole School Plan needs to be developed.● Numeracy tips were provided on the school website, at P/T meetings, on end of year reports and in school newsletters. Need to send home topic specific information sheets home as the need arises.
------------	---

	2022/2023	2023/2024	2024/2025
NRIT vs Sigma T (Age Based Scores) * of children with NRIT	100%* (of children performed within or above 10 standard scores)	83%* (of children performed within or above 10 standard scores)	100%* (of children performed within or above 10 standard scores)
% of pupils who improved by 2 standard scores		54% (7 out of 13) (Pupils who completed Sigma-T in 2022/2023 and 2023/2024)	13% (2 out of 16)
At or below Sten 4 in Sigma T	18% (4 out of 22 children)	15% (4 out of 26)	14% (3 out of 22)
Children who scored less than 50% in Problem Solving in Sigma T	77% (17 children)	35% (9 out of 26)	50% (11 out of 22)
Children who scored less than 60% in Performing Computations and Using Procedures	64% (14 children)	50% (13 out of 26)	36% (8 out of 22)
Excluded Children	5 (EAL/SEN)	0	2 (SEN)

Ballard and Westwood

	2023/2024 (Christmas)		2023/2024 (Summer)		2024/2025 (Summer)	
	At or Above	Below	At or Above	Below	At or Above	Below
Addition	29% (7 pupils)	71% (17 pupils)	27% (6 pupils)	73% (16 pupils)	17% (4 pupils)	83% (20 pupils)
Subtraction	25% (6 pupils)	75% (18 pupils)	36% (8 pupils)	64% (14 pupils)	17% (4 pupils)	83% (20 pupils)
Multiplication	22% (4 pupils)	78% (14 pupils)	25% (4 pupils)	75% (12 pupils)	0% (0 pupils)	100% (15 pupils)
Division	44% (8 pupils)	56% (10 pupils)	38% (6 pupils)	62% (10 pupils)	20% (3 pupils)	80% (11 pupils)

Supporting Educational Transitions

Review	<p>St. Ronan’s N.S. has very strong links with the local secondary schools and the staff are confident that these links support and help their pupils and families to cope with transitioning from primary to secondary school. We need to develop our links with local pre-schools.</p>
Targets	<p>Transitions from Preschool or other school</p> <ol style="list-style-type: none"> 1. To build links between the preschools/other schools and the primary school to aid the transition process. (Category A) 2. To support parents and children through the transfer phase from preschool or other primary school to St. Ronan’s N.S. (Category A) 3. To put in place the necessary accommodations for EAL/SEN pupils. (Category B/ C) <p>Transition to Post Primary school</p> <ol style="list-style-type: none"> 1. To build links between the primary and post primary school to aid the transition process. (Category A) 2. To support parents and children through the transfer phase from primary school to post primary school. (Category A) 3. To complete the Education passport for sixth class pupils. (Category A) 4. To liaise closely with SET team in Post Primary regarding pupils with SEN (Category B/C) 5. To implement a transition programme for children transitioning to special class settings. (Category C) <p>Category A: Targets/Actions for All</p> <p>Category B - Targets/Actions for Some</p> <ul style="list-style-type: none"> ● Pupils on the Continuum of Support: Support for Some ● EAL Pupils <p>Category C - Targets/Actions for Few</p> <ul style="list-style-type: none"> ● Pupils on the Continuum of Support: Support for Few

Actions (Pre-School/Other School)	By Whom	When will it be done
Annual Admissions Notice will be posted on the School Website. (Leadership)	Ms. Surlis	February 2022-2025
A flyer will be sent to all the local preschools detailing information about the school and the admissions procedure for preschool staff to give to parents. (Leadership)	Ms. Surlis	February 2022-2025
Open day will be advertised in local media, parish newsletter and signs will be displayed on approach roads during the enrolment period. (Leadership)	Ms. Surlis Caretaker	March 2022-2025
Hold an open day/evening for all prospective new enrolments to encourage families to visit the school. An enrolment and information pack will be provided. (Leadership)	Classroom Teachers	March 2022-2025
An enrolment and information pack will be provided to parents of children transitioning from other schools and they will be invited to visit the school and meet the class teacher prior to starting. (Wellbeing/Leadership)	Class Teachers	2022-2025
New Junior Infant pupils will be invited to visit the school for a few hours to meet the teacher and visit their classroom. (Wellbeing/Leadership)	Ms. Jordan	June 2022-2025
Parents of Junior Infants Pupils will be invited to meet with the Class Teacher to discuss starting school. (Leadership/Wellbeing)	Ms. Jordan Ms. Surlis	June 2024/2025
Create a school information booklet. (Wellbeing/Leadership)	All Staff	2024/2025
Class teacher will link in (email/phone/meet) with preschools of enrolled Junior Infant pupils to provide any necessary transition support e.g. photographs of classroom/teachers etc and to gather information if possible. (Wellbeing/Leadership)	Ms. Jordan	April-June 2022-2025
Seek permission from parents to request school reports/information from previous schools attended. (Leadership)	Class Teachers	2022-2025
Observe children with complex needs in the preschool setting (if possible) (Leadership/Wellbeing)	Ms. Jordan/SET	2024/2025

Prepare a Social Stories on the move to Primary School for pupils with complex needs. (Wellbeing/Leadership)	Ms. Savage Ms. Jordan	April- June 2022-2025
Invite pupils with complex needs to visit the school in August. (Wellbeing/Leadership)	Class Teachers	As necessary.
Actions (Post Primary School)	By Whom	When will it be done
The principals of the local secondary schools will be welcomed to the school. They will give the pupils an information pack on what their school has to offer. (Wellbeing/Leadership)	Ms. Surlis	January 2022-2025
Obtain sample timetables for PP Schools and practice using with the children. (Wellbeing/Leadership)	Ms. Surlis	2024-2025
Education passports will be prepared for each pupil in 6th class. (Leadership/Wellbeing)	Ms. Surlis	June 2022-2025
Lines of communication will be open between principal, support teacher, teacher and necessary post primary personnel regarding any special needs of children for any children transitioning to post primary school. (Leadership/Wellbeing)	Ms. Surlis SET	2022-2025
SET facilitates a transition programme for children with complex needs. (Leadership/Wellbeing)	SET	As necessary
SET/SNA supports children with complex needs with the transition to Post Primary Education by visiting the Post Primary School. (Leadership/Wellbeing)	SET SNA	As necessary
Participation in parish events i.e., parish blitz's, sports events such as Community Games, Credit Unit Quiz, Confirmation Programmes will be encouraged to allow children to meet and form friendships with children from the other schools in the parish (Leadership/Wellbeing)	Ms. Surlis	2022-2025
A graduation ceremony will take place for the 6th class children to celebrate the end of their primary school journey and a certificate will be presented to all children. (Leadership/Wellbeing)	Ms. Surlis	June 2022-2025

Graduation hoodies will be purchased and part funded by the school for 6th class pupils. (Leadership/Wellbeing)	Ms. Surlis	May 2022-2025
Other	By Whom	When will it be done
Children making the transition from the Junior Room to the Senior Room will participate in art classes in the Senior Room. (Wellbeing)	Ms. Surlis	May/June 2022-2025
Parents of pupils moving from the Junior Room to the Senior Room and parents of new pupils to the school will be invited to meet with the class teacher . (Wellbeing/Leadership)	Class Teacher	September 2024

Monitoring	<ul style="list-style-type: none"> ● Pupil feedback regarding information evenings, open days, visits to primary/post primary schools and other transition events. ● Parental feedback regarding information evenings, open days, visits to primary/post primary schools and other transition events ● Teacher feedback at staff meetings/Croke Park hours. ● Continue to strengthen relationships between local preschools and post primary schools to ensure open lines of communication. ● Monitor attendance at information evenings, open days, etc and follow up with parents who were unable to attend to provide information packs etc ● Monitor various transition periods (i.e. the start of junior infants and the end of 6th class) and to keep parents informed about their child's progress during these. ● Continue to update flyers/information packs/website in an effort to let prospective parents/ families see what happens in the school.
Evaluation	<p>This plan will be reviewed at the end of each academic year. Based on this review, the staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2022/2023: Ms. Jordan linked in with Busy Bees Pre-School and sent photos of the classroom to aid transition of 2 infant pupils.</p>

An Open day was held in March and newly enrolled pupils were welcomed in for a morning in June. Teachers met parents and new pupils. A pupil with Complex needs was given a Social Story about starting school and the pupil visited the school in August with her parents to meet the teacher, SNA and to see her new classroom.

A pupil with Complex needs was supported with the transition to Secondary School with the use of a transition programme in SET and four SET/SNA/Class Teacher supported visits to the Secondary School. Education Passports were prepared for all 6th Class Pupils.

A Graduation Ceremony was conducted in June and graduation hoodies were purchased (part funded by the school) for the 6th Class pupils.

School Year 2023/2024:

Ms. Jordan linked in with Busy Bees Preschool and Rainbow Road Preschool and spoke to staff re enrolled Junior Infant Pupils.

An Open day was held in March and newly enrolled pupils were welcomed in for a morning in June. Teachers met parents and new pupils. An information session on starting school was held with parents.

A new pupil to the Senior Room was invited on the end of year School Tour as a way of getting to know his classmates.

Ms. Surlis obtained a sample timetable for Boyle Post Primary School and practiced using it with the children. Education Passports were prepared for all 6th Class Pupils.

A Graduation Ceremony was conducted in June and graduation hoodies were purchased for the 6th Class pupils.

School Year 2024/2025:

Ms. Jordan linked in with Busy Bees Preschool, Breffni Childcare, Pear Tree Playschool and Rainbow Road Preschool and spoke to staff re enrolled Junior Infant Pupils.

An Open day was held in March and newly enrolled pupils were welcomed in for a morning in June. Teachers met parents and new pupils. An information session on starting school was held with parents.

Ms. Surlis obtained a sample timetable for Boyle Post Primary School and practiced using it with the children. Education Passports were prepared for all 6th Class Pupils.

A Graduation Ceremony was conducted in June and graduation hoodies were purchased for the 6th Class.

Need to create an Information booklet for new families.

Timeframe	Year 1: continue/begin all the initiatives listed above Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary. Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.
-----------	---

Partnership with Parents and Others

Review	<p>St. Ronan's N.S. has a supportive parent body and it has strong links with many groups in the local community. Unfortunately events involving parents and members of the community were restricted since March 2019 due to the Covid-19 pandemic.</p>
Targets	<ol style="list-style-type: none"> 1. To continue to foster a welcoming and inclusive culture for parents within the school community. (Category A) 2. Encourage parents to be active participants in their child's learning by inviting them to school related events and to volunteer for school related activities.(Category A) 3. To ensure that parents are aware of how they can act as a resource for their children's educational development. (Category A) 4. To continue to improve upon the avenues of communication between the home and school. (Category A) 5. Continue to maintain links with external agencies and organisations. (Category A) 6. Maintain 100% attendance at P/T meetings. (Category A) 7. Maintain regular communication with parents of EAL/SEN pupils (Category B) 8. To support parents of pupils with high absenteeism and late arrivals and collections. (Category C) <p>Category A: Targets/Actions for All Category B - Targets/Actions for Some</p> <ul style="list-style-type: none"> ● Parents of EAL/SEN Pupils <p>Category C - Targets/Actions for Few</p> <ul style="list-style-type: none"> ● Parents of pupils with high absenteeism and late arrivals and collections.

Actions	By Whom	When will it be done
---------	---------	----------------------

Provide parents with a variety of means of communication with the school e.g. Face to face meetings (by appointment), emails, Seesaw, Text-a-Parent, school mobile phone, homework diary, notes, etc (Leadership/Wellbeing)	Staff Parents	2022-2025
Provide information, school updates and educational tips on the school website, in the school newsletter, in the enrolment pack and /if the need arises in other areas. (Leadership/Wellbeing)	Class Teachers	2022-2025
Provide EAL parents with translated newsletters and school calendar. (Leadership)	Ms. Surlis	2023-2025
Maintain close communications with EAL parents through the use of texts, emails and meetings.	Ms. Surlis	2023 - 2025
Design a new School Website. (Leadership/Wellbeing/CPD)	Class Teachers	2024
Policies will be made available for parents to view on the School Website and a hard copy will be made available to the Parents Association (if requested). Feedback will be welcomed. (Leadership/Wellbeing)	Ms. Surlis Parents	2022-2025
Provide an online platform for the children's work so it can be viewed and/or monitored by parents e.g. School Website, Seesaw, Google Classroom. (Wellbeing)	All Staff	2022-2025
Communicate with parents when things are going well for their child and acknowledge children progress and achievements e.g. Bronze/Silver/Gold Awards, Pupil of the Month/Sports Star of the Month Awards, Student of the Week Award, in class reward systems, posting of work/achievements on various platforms etc (Leadership/Wellbeing)	All Teachers	2022-2025
Use communication diaries with SEN pupils (as required)	All Teaching Staff & SNAs	2022-2025
Open day/evening for parents of enrolling pupils. (Leadership/Wellbeing)	Class Teachers	2022-2025
Invite parents to establish a Parents Association. (Leadership/Wellbeing)	Ms. Surlis	2022-2025
Invite all parents to P/T meetings in February annually. (Leadership/Wellbeing)	All Staff	February

		2022-2025
Review Support Plans and implement new support plans in October and February annually. (Leadership/Wellbeing)	All Staff	October/February 2022-2025
Invite parents to suggest and/or attend talks by experts on issues relevant to their children's education. (Leadership/Wellbeing/CPD)	Staff Parents	2022-2025
Host information meetings for parents e.g. transition meetings, RSE, Internet Safety (Leadership/Wellbeing/CPD)	Staff Parents	2023-2025
Utilise the skill set of our parent body and local members in the community for school events/projects and extra-curricular activities e.g. School Garden Project, Drama workshops, fundraising etc (Leadership/Wellbeing)	Staff Parents	2022-2025
External pathways to support will be available on the school website. (Wellbeing/Leadership)	Staff	2023-2025
Continue to promote links with external agencies including Cumann na mBunscol, Sligo Sports Partnership, Cloonloo Development Association, Community Games, Boyle Library, Boyle Credit Union, Emergency Services (Fire Brigade, Gardaí), RSA, Green Schools, Active Schools, HSE, OIDE etc (Leadership/Wellbeing/CPD)	Staff	2022-2025
Continue to link with parish and priest for liturgical events including seasonal prayer services, Grandparents Day, Start/End of School Year Mass, end of year graduation and sacramental preparation. (Leadership/Wellbeing)	Staff	2022-2025
Staff will be made aware of the Employee Assistance Service to support personal and professional wellbeing. Contacts for the Employee Assistance Service will be posted on the Staff Notice Board. (Leadership/Wellbeing)	Ms. Surlis Staff	2022-2025
Staff will be invited to Staff Meals twice annually paid for by the BOM. (Leadership/Wellbeing)	BOM Ms. Surlis All Staff	Christmas/Summer 2022-2025
Staff will participate in staff team building and wellness exercises e.g. Cinema trip, Bowling, Afternoon Tea, Spa Retreat, Walk and Talk, Hike, Health and Wellbeing Talks, Yoga/Pilate/Dance Class (Leadership/Wellbeing)	All Staff	2024 - 2025

Create a Dignity at Work Policy (Leadership)	Class Teachers	2024 - 2025
Create a Parent/Teacher Meeting Policy. (Leadership)	Class Teachers	January 2025
Induction for new staff members. (Leadership/Wellbeing)	Ms. Surlis	2022-2025
New staff members will be given a mentor to help and guide them through the new school systems. (Leadership/Wellbeing)	All Staff designated by Principal	2022-2025

Monitoring	<ul style="list-style-type: none"> ● Parental feedback at Parent/Teacher meetings or informal meetings throughout the year. ● Communications between parents and staff. ● Repeat Wellbeing Survey annually. ● Attendance at P/T meetings, school events, information meetings. ● Formation of Parents Association? ● Level of volunteerism by parents ● Staff meetings/Croke Park to discuss and plan external agency engagement.
Evaluation	<p>This plan will be reviewed at the end of each academic year. Based on this review, the staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2022/2023: Support Plan Reviews took place in October and February and new plans were put in place. A new easier to use website needs to be created. Parents volunteered to work on the school garden and encouraged donations for the school garden. Staff were made aware of the Employee Assistance Service and contact details are displayed in the Staff Room.</p> <p>School Year 2023/2024:</p> <ul style="list-style-type: none"> ● Support Plan Reviews took place in October and February and new plans were put in place.

	<ul style="list-style-type: none"> ● A new school website was created. Educational tips and advice need to be put on the new website. ● Staff were made aware of the Employee Assistance Service and contact details are displayed in the Staff Room. ● A Parents Association has been formed and a committee established. The BoM paid for National Parents Council training. PA will review in September 24 if they will affiliate with the NPC. ● We utilised the skill set of our parent body and members of the local community for school events/projects and extra-curricular activities - Drama workshops, gardening, safety talks by local Garda ● Participated in Boyle Credit Union Quiz ● Staff participated in wellbeing activities - Yoga, Social Outings, Birthday Celebrations. ● A Staff Wellbeing Wall was set up in the Staff Room. <p>School Year 2024/2025:</p> <ul style="list-style-type: none"> ● Support Plan Reviews took place in October and February and new plans were put in place. ● Staff were made aware of the Employee Assistance Service and contact details are displayed in the Staff Room. ● The Parents Association met and fundraised for outdoor play equipment. ● We utilised the skill set of our parent body and members of the local community for school events/projects and extra-curricular activities - Drama workshops, gardening, safety talks by local Garda ● Staff participated in wellbeing activities - Social Outings, Birthday Celebrations. ● The school organised training with Middletown Centre for Autism for parents and professionals in the North West Region. Training took place over 5 days with sessions for parents and for professionals. Staff and parents from our school attended and found it very beneficial. Training focused on Autism and Sensory Processing, Autism and Understanding Anxiety, Autism and Reframing Behaviour, Autism, Learning Styles and Visual Teaching Methods, Autism and Communication ● Senior members of staff undertook Forbairt Training and established an In-school Leadership Team.
Timeframe	<p>Year 1: continue/begin all the initiatives listed above</p> <p>Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary.</p> <p>Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.</p>

Documents Referenced in our DEIS Plan

- Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools
- Looking at.....series
- DEIS Plan 2017
- Looking at DEIS Action Planning for Improvement in Primary and Post-Primary Schools
- SSE Primary Schools 2016-2022
- Wellbeing Policy Statement and Framework for Practice

Timeframe: This plan will be implemented immediately and reviewed annually by the staff.

Ratified by the Board of Management: Ratified by the Board of Management on 2nd February 2023.

Amended and ratified by the Board of Management on 30th April 2024.

Reviewed and ratified by the Board of Management 24th November 2025.

Signed: Fr. Joseph Caulfield

Chairperson Board of Management

Date: 24/11/2025

Signed: Maria-Goretti Surlis

Principal

Date: 24/11/2025