

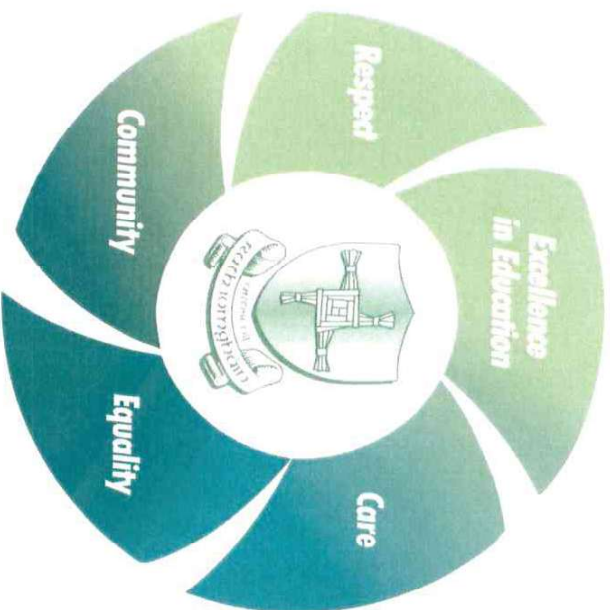
DEIS THREE YEAR PLAN

School Name: Ardscoil Rath Iomghain

Roll Number: 70730J

Period of Plan: 2026-2029

Date(s) of Ratification by Board of Management:



Attendance

Targets:

1. To decrease the percentage of Senior Cycle students arriving late at least once from 54% to below 50% by 2027.
2. To decrease the percentage of Leaving Cert students leaving school early from 15% (24/25 academic year) to 12% by 2027.
3. To decrease the amount of absent days from X to Y of cohort E by 2027.
4. To identify students who have missed 30 days or more (24/25 statistic) and to reduce this absenteeism figure by 5% by 2027.
5. To decrease the percentage of 6th year LCA students not obtaining 90% attendance from 33% to 25% by 2027.
6. To decrease the number of students arriving late in Junior Cycle, from 20 to 15 by 2027.
7. To reduce the number of students with partial day attendance in Junior Cycle from 20 to 15 by June 2027.

KEY:

Whole school Actions
Department Actions
Classroom Actions

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Daily text messaging to communicate lates and absences	1,3,4,5,6,7	School secretary,	Principal	Daily	
Regular meeting of Management, SCP, and HSCL to coordinate approach to absenteeism	1,2,3,4,5,6,7	Management, HSCL, SCP	HSCL	Regularly	
APII post to monitor attendance and relay information to yearheads	1,2,3,4,5,6,7	Attendance Coordinator, Yearheads	Attendance coordinator	ongoing	

Attendance posters up around the school and email sent to parents to promote awareness of the importance of regular attendance, punctuality and remaining in school for the full day.					
Every School Day Counts - annual attendance drives	1,2,3,4,5,6,7	Attendance coordinator	Ongoing	Prizes	
Awards for good/ improved attendance. Certs for improved attendance amongst targeted groups.	1,3,4,5,6	HSCL, tutor, year heads	HSCL		
Each year group is addressed by the principal to promote the link between good attendance and reaching full potential. This is emphasised in Guidance classes and is also addressed in letters home to parents/guardians	1,3,4,5,6	Principal, Year heads	Principal		
Where absenteeism is chronic year head, HSCL, senior management, and EWO to meet with student and parents	1,3,4,5,6	Principal, guidance counsellor	Principal		
Make all Pastoral Care supports available to students with high levels of absenteeism including homework club, Breakfast club, study skills, counselling.	3,4,5,6,7	Whole school	Principal	Ongoing	
Extra curricular activities encouraged eg Conor McCormack Road Race, TV Variety show, Sports, debating, Music, Green Schools, lunch time activities etc	3,4,5	Whole school	Principal	Ongoing	
Work with senior students individually on taking personal responsibility for their attendance through Guidance and year head contact	1,2,5	Management, year heads, Guidance counsellors	Principal	Ongoing	
Evening study places are made available to at risk students free of charge	3,4,5	Deputy Principal	Deputy Principal	Ongoing	
Exit card system for targeted students	2,7	Pastoral Care team, AEN team, Year heads		Ongoing	
APII post to working on strategies to promote positive behaviour	6,7	BFL coordinator			
FUSE anti bullying and online safety programme in association with DCU ???					
Positive Behaviour rewards system	1,3,5,6	2nd year students, SPHE teachers Whole school, BFL Coordinator	SPHE teachers Positive Behaviour	6 week block	

Behaviour for learning (BFL) coordinator	3, 4, 6, 7	1st -3rd year students	BFL coordinator, Year heads, Deputy Principal, Principal and parents	Ongoing when required	
Exit card system for targeted students	2, 7	Pastoral Care team, AEN team, Year heads		Ongoing	

Monitoring:

Parents will be notified by text daily if student is absent when possible
 Year heads will monitor attendance and parents will be contacted when student's attendance becomes an issue
 HSCL home visits to parents/guardians of students who have chronic absenteeism
 At biweekly Pastoral Care meetings poor attendance issues of target students will be discussed
 Regular attendance meeting takes place with HSCL, SCP, Deputy Principal and EWO to go through each year group and identify students with highest absenteeism and decide
 Annual returns to Tusla
 Mentoring system
 Compare number of targeted parents who attended Parent teacher meetings
 Examine punctuality records received by students
 Biweekly AEN Teem meetings with AEN coordinator and Deputy Principal supporting AEN
 Biweekly meetings with SNA team

Evaluation:

Gathering data on a monthly basis, tracking the attendance of targeted students and ongoing monitoring will evaluate if targets are achieved.
 HSCL Home visits
 Compare attendance records to previous years

Numeracy

Targets:

1. To increase the percentage of Junior Cycle students who can read and write any time in both 12 and 24 hour formats from 85% to 95% by 2027.
2. To decrease the percentage of priority cohort B students in 1st year achieving a score of 5 or below in standardised numeracy tests from 17% to 14% by 2027.
3. To increase the percentage of all LCA students who can calculate percentages from 70% to 80% by June 2027.
4. To increase the percentage of all priority cohort B students who can calculate percentages from 50% to 60% by 2027.
5. By May 2027, 80% of the selected priority cohort B will demonstrate a 20% increase in accuracy when performing estimations of length, weight, and monetary totals, as measured by a comparison between baseline and end-of-year standardised school assessments.

KEY:					
Whole school Actions					
Department Actions					
Classroom Actions					
Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Whole school approach to grading: fraction to percentage	2,3	Whole school	Subject conveners	Ongoing	
Maths week and Science Week	1,2,3,4	Whole school	Maths department and science department		
Numeracy related keywords displayed throughout school	1,2,3,4,5	Whole school	DEIS numeracy group	Ongoing	
Numeracy word/skill of the month to be displayed around the school and used in as many subjects as possible	1,2,3,4	Whole school	Maths department	Ongoing	
Resource classes and additional support hours where possible	2,4,5	Targeted students	AEN Coordinator	Ongoing	

Bake Off competition	3,4,5	whole School	Home Economic Teachers	Once a year	
Green School Committee - graphs, pie charts and measurements	2,4,5	Whole school	Green School Coordinator	Ongoing	
Developing number skills and confidence	1,2,3,4,5	Targeted students	AEN Coordinator, Resource students	Ongoing	IZAK9
Various numeracy games	1,2,3,4,5	Targeted students	Aen coordinator, resource teachers	Ongoing	
Strategies to identify and breakdown problems	2,3,4,5	Whole school	Subject teachers, Resource teachers	Ongoing	
Team teaching where possible	2,4,5	Whole school	AEN coordinator	Ongoing	
Darts Club	2	Targeted students	SCP, AEN coordinator	Ongoing	Timetabling
Four basic concept skills	1,2,3,4	Whole school	Subject teachers	Ongoing	

First year students study the same maths module and sit common Christmas and summer tests to enable comparison	1,4	first years	Maths teachers	Ongoing	
Entering students into competitions such as the Pi Quiz, and the IAMTA Junior Problem Solving Quiz	1,4	Whole school, Maths department	Maths Department	Ongoing	
Transition Year Applied Maths module	2,5	TY students	Coding programme coordinator	Ongoing	
CBAS will develop the use of maths through computer programs eg graphing, excel etc	1,,4	Subject Departments	Maths teachers	Ongoing	
Subject discussing how numeracy applies in their subject area and everyday life	1, 2,3 ,4 5	Subject Departments			
Clocks that display time in 24 and 12 hr format on corridors	1	Whole school	Numeracy committee	Ongoing	
Use of numeracy through wellbeing activities such as budgeting eg plan a holiday	1,3,4,5	Subject Departments	<i>Wellbeing teachers</i>	Ongoing	

Teachers regularly discuss with students when numeracy is used in their subject	1,2,3,4,5	Teachers	Teachers	Ongoing	
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Monitoring:

Continuous tracking of student progress using STENS and CAT4 results
Standardised tests for all exams from 1st to 6th year
Administer Access Maths test – delivered in 1st, 2nd and 3rd year
Analysis of Junior cert and leaving cert maths results – school and national data (annually)

Evaluation:

Data extracted from Leaving Cert and Junior Certificate results will be collated and compared with previous years and national average will provide for targets and
Data extracted from STEN, CAT4 and Access scores will provide evidence relating to student progress in numeracy
In Christmas and Summer exams, students will be asked to work with percentages and convert between 24 hr clock and 12 hour clock

Retention

Targets:

1. To increase the retention of priority cohort A Junior Cycle students from X% to Y% by 2027.
2. To increase the amount of positive behaviour reports logged on Tyro from X to Y by 2027.
3. To reduce the amount of negative behaviour incidents concerning priority cohort C students logged on Tyro from 1746 to 1400.

KEY:

Whole school Actions
Department Actions
Classroom Actions

Measure	To address target(s) no. *	Who?	Lead responsibility	When?	Resources?
HSCL home visits and development programmes such as IGNITE, Working Things Out, and motivational programmes aimed at students in danger of early school leaving	1,3	Whole School	SCP Coordinator	Date to be set with SCP Coordinator	SCP budget
Pastoral Care System					
Principal, Deputy Principals, Year heads and AP1 Post holders meeting	1,2,3	Principal, Deputy Principals, Year Heads and AP1 Post Holders	Pastoral Care team, Year Heads, AEN coordinator, School Management, school counselor, HSCL, Guidance counsellor	Ongoing	
Breakfast and Lunch	1,2,3	Breakfast club coordinator, DEIS coordinator,	Principal	Bimonthly	
Extracurricular activities including GAA, Basketball, Soccer, Debating, Games club, Choir, Sports Day etc	1,2,3	Whole School	DEIS coordinator	Ongoing	
TUSLA Meitheal-multi agency meeting	1,3	HSCL	Organising teachers	Before, during and after school	
				Ongoing	

Heavily supported option choice at senior cycle	1	Management, Guidance, Year Heads, Parents	Principal	Ongoing
Subject support and learning support for students at risk of early school leaving at senior cycle when possible	1,3	AEN Dept	AEN coordinator	Ongoing
LCW programme	1	Programme coordinator, Management	Programme coordinator	Ongoing
LCA programme	1	Programme coordinator, HSCL, SCP, Management	Program Coordinator	Ongoing
Positive behaviour and BFL coordinator to promote positive behaviour	1,2,3	Whole school	BFL coordinator	ongoing

Targeted interventions from AEN team as necessary	1,3	AEN department, subject teachers	AEN Coordinator	Ongoing
BFL coordinator	1,3	1st to 3rd year students	BFL coordinator, Year heads, Deputy Principal, Principal and parents	Ongoing when required
Career Guidance to inform of options, alternative routes.	1,2	Whole school	Guidance counsellor	Ongoing
Guidance counsellors	1,2	Targeted students, Management, Pastoral Care team	School Counsellor	Ongoing when required

Monitoring:

Attendance of students at homework club monitored by DEIS coordinator
Monitor students at biweekly Student Care meetings and put supports in place
Meet regularly with students at risk of early school leaving. Offer all available supports, engage with parents
Attendance letters sent home as required
Deputy Principal, Year Head, Guidance hold meetings with students who are unsure of course choices and amend choice if necessary
At the start of each year we will meet to discuss and review the retention rates and how effective the measures that are in place are

Evaluation:

Retention rates will be monitored and compared to previous and existing rates
DEIS team will consult with staff to evaluate/review/add to the current measures in place.

Evaluate the effectiveness of the LCA programme

Literacy

Targets:

1. To increase the average score priority of cohort C students receive on standardised reading test scores from 20 to 25 by May 2027.
2. To increase the percentage of Junior Cycle students who report reading for pleasure at least twice a week from 30% to 35% by 2027.
3. To increase the amount of priority cohort C students who are comfortable with the vocabulary used in exams from 67% to 75% by 2027.
4. To increase the amount of LCA students who are comfortable with the vocabulary used in their exams/assessment from 57% to 67% by 2027.

	KEY:				
	Whole school Actions	Department Actions	Classroom Actions		
Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
All junior cycle students will have their own devices thereby increasing digital literacy	2,3	Whole school on a phased basis	Digital literacy team	Ongoing	
	Drop Everything And Read (DEAR) to encourage reading for pleasure	2	Whole school	Principal	Ongoing
Display word of the month on all digital signage	1,2	Whole school	Principal	Monthly	
Improve digital literacy by engaging in presentations for CBAs in Junior Cycle subjects	1,2,3	Whole school	Subject conveners	Ongoing	Availability of Chromebooks/computer room
Digital literacy classes for all 1st year students	1,2	Whole school	Subject teachers	Ongoing	Availability of Chromebooks/computer room
Sign posts - teachers for literacy enhancement	1,3,4,5	Whole school		Ongoing	
Homework hub	1,3,4,5	First, second and third year target students	DEIS coordinator, SCP and HSCL	Throughout the year after school Monday to Thursday	
Keywords given for all subjects	1,2,3,4,5	Whole school	Subject teachers	Ongoing	
Creating links with the local library and receiving class set of books and donations of books from library	1,2,3	Whole school	HSCL	Ongoing	

Target students with a standard score of less than 85, assess these students further and develop student support files with specific targets for priority concerns	1,3	AEN department, Target Students	AEN Coordinator	Ongoing	
Comprehension programmes such as Reading comprehension and reading fluency, the literacy box	1,3	Target students	AEN Coordinator and Resource teachers	Ongoing	
Emotional literacy and self esteem programmes	1,2,3,4	Target students	AEN Coordinator and Resource teachers	Ongoing	
Writing prompts programme 4 teachers reading box green	1,3,4	Target students	AEN Coordinator and Resource teachers	Ongoing	
1		Target students	AEN Coordinator and Resource teachers	Ongoing	
Writing prompts and hand writing skills programmes	3,4	Target students	AEN Coordinator and Resource teachers	Ongoing	
Strategies for success NBSS reading at second level	1,3	Targeted students	AEN Coordinator and Resource teachers	ongoing	
Communication Skills	1,	Targeted Students	AEN Coordinator and Resource teachers	Ongoing	
Vocabulary enrichment programme	3,4	Target Students	AEN Coordinator and Resource teachers	Ongoing	
SNIP programme to develop phonological awareness	1	Target students	AEN Coordinator, Resource teachers	Ongoing	

Differentiated teaching based on pupil needs	1,3,4	Whole school	Subject teachers	Ongoing	
Resource classes and additional support hours when possible	1,3,4	Target students	AEN Coordinator	Ongoing	
Team teaching where possible	1,3,4	AEN department, teachers involved	Management, AEN Coordinator	Ongoing	Timetabling
TY initiatives including timetabled creative writing class, poetry workshop	1,2,3	Transition year students	TY coordinator		
Creative activities that encourages literacy throughout all subjects eg French and German coffee mornings, posters, cards and poetry competitions, song writing workshops for TY's etc	2,3,4	Whole school	Subject teachers	Ongoing	
Book club for targeted first year students and parents	1,2,3,4	Targeted group	HSCL, local library	Ongoing	
Literacy related trips eg Chester Beatty Library, Fighting Words, Book of Kells, Trinity Library	1,2,3,4	TY students,	Subject teachers	Throughout the year	
Paired reading programs with TY students	4	Target students	Ty coordinator	Ongoing	
1,2		Targeted students	AEN Coordinator and Resource teachers	Ongoing	
L2LP short courses					
Explanation of action verbs used consistently throughout the year in all subjects	1,2,3,4	Whole school	Subject teachers	Ongoing	

Monitoring:

CAT 4 entrance assessment
Review of STEN scores from Primary school
WJAT III spelling, single word reading and comprehension used on targeted students
AEN department meetings
NRIT
Educational assessment through NEPS and KWETB

Evaluation:

Review of standardised tests
Review of Christmas and summer tests
Review of educational assessments
Testing of targeted students for RACE applications

Transitions

Targets:

1. To increase the number of students who proceed to higher education, further education or apprenticeships from 91% to 93% by 2027.
2. To increase the attendance of parents at the Subject Options evening from 80% to 85% by 2027.
3. To ensure 100% of students who become early school leavers are referred to the various outside educational agencies, i.e. Local Youth Service, Youthreach, YTDC etc. within 2 weeks of identification.
4. To increase the percentage of targeted 1st year students who they feel comfortable with the transition from primary to post primary from 80% to 85% by 2027.
5. To increase the percentage of 5th year LCA students who feel comfortable with the transition from Junior Cycle/TY to 5th year from 81% to 85% by 2027.

KEY:

Whole school Actions
Department Actions
Classroom Actions

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Induction day for all incoming 1st year students	2, 4	All 1st yrs, Guidance counsellors, management	Guidance counsellors	September	
1st students in school on their first day with no other students	2, 4	Management, Year head	Principal	September	
First year parents welcome night	2, 4	All 1st years, Guidance counsellors, management, HSCL	HSCL, Guidance counsellors	1st term	
Transition for primary to secondary school booklet covering: timetables, school rules, mental health, study skills, guidance counselling; presented as part of wellbeing programme	4				

LCA parents information talk	2, 5	Suitable students in 3rd year and TY LCA coordinator	LCA Coordinator	
Parents information available on website on senior cycle options (Transition Year, LCW, LCA and traditional leaving cert) subject descriptions, implications for 3 rd level entry etc	1,2, 2005	Senior cycle students, Management	Guidance counsellors	Ongoing
Invite college speakers, recent past pupils, outside professionals to speak to TY students	1,3	TY students	Guidance counsellors, TY coordinator	Ongoing
TY students to attend college open days	1	TY students, TY coordinator, Guidance counsellors	Guidance counsellors	Ongoing
Attendance of 6th year at Higher Options	1	Whole school, Guidance counsellors	Guidance counsellor	Ongoing
Electronic communication between guidance Dept and students by having 'Guidance link on school website, use of social media and also through school text sent to 6th year parents informing the of important dates (CAO deadlines etc)	1,2	Senior cycle students, Guidance counsellors	Guidance counsellor	Ongoing
SCP mentoring Support	1,3	HSCL, SCP, Deputy principal, principal, year heads	Guidance counsellors	Ongoing
Students participate in external programs	1	Senior cycle students, Guidance counsellors	Guidance counsellors	Ongoing
Work experience: 4 week work experience block for TYs which includes 1 week civic duty				
1 day a week work experience for LCAs				
1 week work experience in 5th year	1,3, 2005	Tys, LCA, LCVP programme coordinators	Programme coordinators	Ongoing
Meitheal-multi agency meeting	3	Targeted students, Management, HSCL, SCP, TUSLA	HSCL	Ongoing
Continue relationship with Godolphin and BITC	1,3	2nd and 5th yr students, Business teachers	Business teachers	
Engage with CAMHS/NEPS/TESS and make referrals where necessary for students requiring support.	3	Whole school, Management, Pastoral Care team, HSCL	Principal	Ongoing
Pastoral care system	1,2,3, 4, 5	Whole school, Pastoral Care team, Management	Principal	Ongoing
One to one guidance give to all 5th and 6th year students	1, 5	Senior cycle students, Guidance counsellors	Guidance counsellors	Ongoing

One to one guidance interviews with TY students who require additional help/support with senior cycle options (traditional/LCVPLCA) or senior subject choice	1,3	TY students, guidance counsellors	Guidance counsellors	Ongoing	
Increase awareness among parents and students of the link between good attendance and student academic achievements	1,2,3	whole school, Management	Principal	Ongoing	
Work with senior cycle students on taking personal responsibility for their attendance through Guidance and Pastoral Care	1,3	Senior cycle students, Guidance counsellors	Guidance counsellors	Ongoing	

Monitoring:

Teachers work with students individually and manage their overall progress in the school
 Guidance counsellors guide students through career choices
 Student preformance tracking

Evaluation:

To analysis the transfer record from primary to secondary school
 Evaluate the number of students going from junior cycle to leaving cycle
 Evaluate the number of students going from senior cycle to further education, apprenticeships and the world of work

Attainment

Targets:

1. To increase the percentage of Leaving Certificate Applied (LCA) students achieving a "distinction " in their final award from 66% in 2024/25 to 78% by 2027. There were no passes in 2025 and there was 33% merits achieved .
2. To increase the percentage of Junior Cycle students achieving at least a Merit across all subjects from 85% to 90% by 2027.
3. To reduce the number of candidates who received a Partially Achieved grade in the Junior Cycle from 19% to 14% by 2027.
4. To decrease the amount of cohort D 6th year Senior Cycle students who achieve more than an O6 from 5% to 3% in all subjects by 2027.

KEY:	Whole school Actions
	Department Actions
	Classroom Actions

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
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College Awareness Week – where subject teachers challenge students to research possible jobs/careers students in their subject area thus aiding the understanding of points and entry requirements. Information is given about the opportunities provided by each subject. Teachers highlight their educational journeys	Whole school, Subject teachers	
Study skills to be given to 1st,2nd , 5th yrs and 6 yrs as part of wellbeing One to one educational guidance interviews are provided for every student for subject level changes, study skills, mental wellbeing and career guidance. Vocational options. Make all Pastoral Care supports available to students with high levels of absenteeism: homework club, breakfast club, study skills, mentoring etc MAP and Access programs provided for students Additional support and resource hours where possible	1,2,4 1,2,3,4 Whole school, Guidance Counsellors Whole school, Pastoral Care team Whole school Targeted students, AEN department Principal DEIS coordinator Principal AEN coordinator Principal, Deputy Principal, year heads, guidance counsellor	Ongoing Ongoing Ongoing Ongoing
Analysis of 6th year mock exam results. Management and year heads meet with parents and students to discuss results. Analysis of 5th year Christmas and summer exams, management and year head meet with parents to discuss results Exam revision platform available for all students Tracking of student progress and data shared with staff	1,4 1,4 5th year students Whole school Whole school	February September and January ongoing Ongoing
Teaching and Learning group	1,2,3,4 Whole school	Ongoing
TY students to “try out” higher level LC course and taster of options subjects	4 TY students, Subject teacher	Ongoing
Provide information on points required for 3rd level courses in addition to subject requirement as part of subject choice programme for 3rd years and TYs and their parents. This programme consists of one-to-one student guidance, option talk night for parents and students and information sessions for individual classes in 3rd yr and TY	2,3,4 Whole school, Guidance counsellors	Ongoing

Individual Reach + Guidance profile covering learning styles, exam target setting and action plan	1,2,3,4	Senior cycle students, Guidance counsellors	Guidance counsellors	Ongoing	
The use of Careers Portal and Qualifax for TY, 5th and 6th years	1,4	Senior students, Guidance counsellors	Guidance counsellors	Ongoing	
DARE and HEAR and SUSI	1,4	AEN coordinator and Guidance counsellors	Guidance counsellors		

Subject teachers to help and encourage students to set targets and help students address why he/she may not have reached targets and to set targets accordingly	1,2,3,4	Whole school, Subject teachers	Subject teachers	Ongoing	
Liaising with parents when subject levels are unsuitable	1,2,3,4	Whole school, Subject teachers, year heads, Deputy principal and principal	Principal	As required	
Show students what a good exam answer looks like so they know what the expectation is. Exemplars of standard required.	1,2,3,4	Whole school, Subject teachers	Subject teachers	Ongoing	
Detailed written feedback is given to the students in their reports.	1,2,3,4	Whole school, subject teachers	Subject teachers	Ongoing	
Realistic target and goal setting	1,2,3,4	Whole school, Subject teachers, Guidance counsellors	Guidance counsellor	Ongoing	

Monitoring:

Analysis and evaluating of in house exam results
 Analysis of levels taken for Junior Cycle and Leaving cert including mock exams
 Survey students and teacher to ensure understanding of success criteria
 Survey teachers and students to ensure oral and written feedback in being used

Evaluation:

Compare levels taken for each year of for Junior Cycle during the 3 year plan
Compare levels taken for each year of for Leaving Cert during the 3 year plan
Analysis surveys on understanding of success criteria to ensure students and teacher are using it
Introduction of mid term assessments
Analysis of National statistics

Partnership with Parents and Others

Targets:

- 1. To increase the percentage of parents actively using the School App (Tyro) to check attendance and behavior comments from 57% to 65% by 2027.
- 2. To increase the number of targeted parents attending a coffee morning/parents walk or any other activity organised by the HSCL from 48% to 55% over by 2027.
- 3. To increase the attendance of parents at Parent-Teacher meetings for individual year groups by 2% on baseline data each year.
Current Baseline Data:
1st Year: 92%
2nd year: 83%
3rd Year: 87%
TY: 87%
5th Year: 86%
6th Year: 82%
- 4. To increase the number of local business partners providing "Work Shadowing" or "Career Talks" from 4 companies in the 2024/25 academic year to 7 companies by 2028.

KEY
Partnership with Parents
Partnership with Others

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Yearly research, carried out by survey, on courses of interest to target parents	2	Targeted parents	HSCL	Ongoing	
Continue to support parents with parenting classes, book club for parents, parents and student activities, personal and educational development for parents.	2	Targeted parents	HSCL	Ongoing	
Develop a plan to increase the numbers of targeted parents attending parents teacher meetings	3	Targeted parents	HSCL, management, Year Heads	Ongoing	
Support and implement the Retention and Attendance strategies through building relationships with targeted families	1,2,3	Targeted parents	HSCL, management, Year Heads	Ongoing	

Continue practice for one third of HSCL time to be spent on visits to targeted families.	1,2,3	Targeted parents	HSCL	Ongoing
Encourage participation of targeted parents in Parents Association	2	Targeted parents	HSCL	Ongoing
Continue practice of having coffee mornings for parents	2	Target students	HSCL	Ongoing
TY exhibition evening promoting students participation and showcasing TY work to parents while promoting the school	2,3	TY students, Parents, TY coordinator	TY coordinator	Ongoing
Provide a parents room in new extension	2	Targeted parents	DEY	Ongoing
Parents evenings for 3rd year students discussing TY and LCA. Facility for parents to ask questions on options available for senior cycle	2,3	3rd year students, Programmes coordinator	Programme coordinator, Management	Ongoing
Walking club funded by the CKLP & Healthy Ireland and open to parents and guardians from Ardscoil Rath Iomgháin and the two local feeder primary schools in Rathangan	2	CKLP	HSCL	Ongoing
Promote Tyro School App use with parents to check attendance and behaviour comments	1	Targeted parents	HSCL, management, Year Heads	Ongoing
Provide support to targeted parents on accessing and using Tyro	1	Targeted parents	HSCL, management, Year Heads	Ongoing
HSCL contact - texts, phone calls and visits to encourage parents to engage with Tyro, parent activities and parent-teacher meetings	1,2,3	Targeted parents	HSCL, management, Year Heads	Ongoing

Liaise with feeder primary schools	1,2,3,4	Management of primary schools	AEN Coordinator, HSCL and management	
To visit primary schools	1,2,3,4	Primary schools, Ardscoil Management	Principal	
School Completion Cluster enables the school to participate in initiatives all over Kildare, eg Summer Camps, Kildare library programme and various initiatives.	2	SCP coordinator, Pipers Hill, St Paul's, St Farnans, Ardscoil Rath Iomgháin	Guidance department, HSCL, Principal, deputy principal	Ongoing
Continue practice of meeting with EWO/SCP to work collaboratively.	1,2,3	Support services	HSCL/Principal	
Continue to support literacy through engagement with Kildare Library Service.	2	HSCL, subject teachers	HSCL	
Engagement with KYS counselling and parenting courses	2	Targeted students, HSCL	HSCL	Ongoing
Participation in CFSN Network Meetings to gather information on services available for parents in local area	4	CFSN	HSCL	Every 6-8 weeks
Comhairle na nÓg - students from TY are invited to participate in this	2	TY students, HSCL, TY coordinator	KYS	
Participation of TY, LCVP, LCA student in work experience	4	Programme coordinator	Programme coordinator	Ongoing
TY programme with Irish Heart Foundation	1,2,3,4	TY students, TY coordinator	TY coordinator	Ongoing
LGBTQIA+ awareness and anti bullying week in association with BeLónG To	1,2,3,4	Whole school		

Partnership with Rathangan Tidy Towns	4	Green School coordinator	Green Schools Committee	
Fundraising initiatives for various charities including Rathangan Day Care Centre, CMRF, Irish Heart Foundation	4	Whole school community	Management	
Hampers provide for targeted families at Christmas through fundraising	1,2,3,4			
BLAST - Artist in Residence Programme for TYs	1,2,3,4	TY students, Subject teacher	TY coordinator	
Develop links with local businesses to provide Work Shadowing opportunities	4			
Invite local business partners to provide Career Talks to students	4			
GAISCE Presidents Award - community based activities	4	TY students, TY coordinator	TY coordinator	

Monitoring:

- Monitor number of target parents taking part in initiatives and courses
- Monitor number of parents attending parent teacher meetings of SCP/DEIS students
- Meetings with various agencies
- Build relationships with services supporting students and/ or families
- Meetings with SCP coordinator
- MAP activities
- Monitor HEAR and DARE applicants
- Provide and analyse attendance and retention figures regularly
- Monitor students work experience through employers evaluation sheet and liaising with employers

Evaluation:

- Evaluate each activity/courses as they conclude
- Maintain ongoing conversation with target parents about their confidence in supporting their students in education
- Evaluate if number of target parent attending courses has increased
- Evaluate if number of target parents attending parent/ teacher meetings has improved
- Analyse participation of parents and students in events/meetings organised in conjunction with various agencies
- Analyse participation of students in MAP activities
- Review HEAR and DARE applicants and find out how many have been successful
- Initiatives if attendance and retention targets are being met

Investigate if attendance and retention targets are being met.
Ensure student profile is uploaded to V/Sware to inform differentiated teaching in the classroom
Analyse the various surveys conducted throughout the year in relation to inclusion and cultural diversity

Christine
9/09/16