

Ballinode Community College

Clarion Road, Ballinode, Sligo

72360M



# DÉIS Three Year Plan

Evaluation period: September 2019 to May 2022

Report Issue date: September 2019

## **Mission Statement**

‘Our College provides a safe healthy environment in which all students are nurtured and encouraged to achieve their full potential’.

We are a co-educational multi-denominational school that embraces all sections of the community, catering for the community’s educational needs.

## **DÉIS Philosophy**

The schools mission statement influences all policy making and action plans within the school. It promotes a positive school environment which facilitates our aspiration to be a centre of learning where each student achieves his/her potential. It aims to provide a caring and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the students are identified and addressed. It promotes values such as self-esteem, wellbeing, honesty and respect of everyone in the school community and to offer a supportive environment where opportunities for development are encouraged. The educational progress and welfare of each student is the over-riding consideration in decisions reached at by our teachers and Board of Management.

## **Overview**

Schools that accepted the invitation of the Department of Education and Skills to participate in DÉIS, the national action plan for educational inclusion, are required to implement a range of planning, target setting and ongoing review processes.

In the Department of Education and Skills publication, *DÉIS: An Action Plan for Educational Inclusion*, the following are identified as priority areas for DÉIS planning:

- Retention
- Attendance
- Literacy

- Numeracy
- Examination attainment
- Educational progression
- Partnership with parents
- Partnership with others - schools, community and external agencies

We also undertook self-evaluation of teaching and learning during the period March 2018 to May 2018. We evaluated the following aspects of teaching and learning in light of standards in “Looking at Our School 2016: a Quality Framework for Post-Primary Schools”:

- Homework
- Sharing of Learning Intentions with students
- The sharing and development of success criteria
- Formative Feedback
- Assessment

Therefore, the following plan (2019-2022) looks at each DÉIS priority area and the aspects of teaching and learning and sets out for each:

1. Specific targets
2. Measures to meet targets including, who will initiate measures and when this will happen
3. Monitoring and evaluation

A review will be held each May and progress carefully monitored. Standardised tests, screening, tests, students’ work, surveys, questionnaires, focus groups, teacher observation and information from parents will all be used to measure progress.

This plan may be changed based on regular reviews and monitoring.

## **Purpose of the Plan**

- To provide an integrated, school-wide, cross-curricular approach to numeracy and literacy
- To raise literacy and numeracy levels throughout the whole school
- To focus on early identification of students at risk of underachievement
- To put structures in place to ensure that all students achieve their maximum potential
- To bring about improvement in educational and social outcomes for those students considered to be under-achieving in educational and social terms due to disadvantage, and help them achieve their potential

## **Core Planning Team**

- Principal - David Mc Guinness
- Deputy Principal - David Downey
- Learning Support and Special Needs Co-ordinators - Carmel Heaphy & Aoife Rooney
- Guidance Counsellor - Margaret Clarke
- JCSP Co-ordinators - Carmel Heaphy and Aoife Rooney
- LCA Co-ordinator - Caroline Collery
- HSCL Co-ordinator - Sarah Burke
- DEIS Co-ordinator - Fiona Howley
- SCP Co-ordinator - Mary Mc Hugh
- SCP Project Worker - Eysha Garvey
- Educational Welfare Officer - Sinéad O'Neill

## DÉIS Plan for RETENTION at Ballinode Community College

**September 2019 - 2022**

**Students enjoy their learning, are motivated to learn, and expect to achieve as learners.**

Domain 1: Learner Outcomes. Looking at Our School, page 13

**School leaders promote and facilitate the development of student voice, student participation, and student leadership.**

Domain 4: Developing Leadership Capacity. Looking at Our School, page 29

Improvement Targets	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To increase LC retention rate by 2%	Interview individually incoming fifth years to help decide which Leaving Certificate programme is most appropriate	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Guidance Counsellor</li> <li>• LCA Co-ordinator</li> </ul>	Evidence should show that students will be more actively engaged in the programme most appropriate to them. This would have a knock on effect on retention	March - May 2020	May 2020
	Continue to implement 'Check and Connect' programme and SCP mentoring programme	<ul style="list-style-type: none"> <li>• Check &amp; Connect focus group</li> <li>• SCP project worker</li> </ul>	Student & teacher evaluation of engaging in the programme	Ongoing 2019/2020	April 2020

	In conjunction with the student council develop a whole school motivation reward system	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Student Council</li> <li>• Well-being co-ordinator</li> </ul>	<p>Survey students and teachers to review the use of the reward system</p> <p>Discussion with focus group to progress development of initiative</p>	Ongoing 2019/2020	April 2020
	Roll out coffee mornings for parents and guardians with input from Guidance Counsellor on various topics	<ul style="list-style-type: none"> <li>• HSCLO</li> <li>• Guidance Counsellor</li> </ul>	Increase in attendance of parents & guardians attending coffee mornings	Ongoing 2020/2021	May 2021
<p><b>Monitoring:</b> Principal and Pastoral Care team, with the information received from class tutors, monitor at risk students</p>					
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Impact of actions on retention will be evaluated by looking at the numbers of students completing Leaving Certificate in 2020, 2021 and 2022 compared with the equivalent groups who sat the Junior Cycle for each group</li> <li>• At DÉIS planning session evaluate how actions have improved retention rates and the improvement targets set for retention</li> </ul>					

## DÉIS Plan for ATTENDANCE at Ballinode Community College

**September 2019 - 2022**

**Students enjoy their learning, are motivated to learn, and expect to achieve as learners.**

Domain 1: Learner Outcomes. Looking at Our School, page 13

**School leaders promote and facilitate the development of student voice, student participation, and student leadership.**

Domain 4: Developing Leadership Capacity. Looking at Our School, page 29

Improvement Target	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To reduce the total number of students who were absent for 20 days or more by 2 a year	Develop an attendance policy	<ul style="list-style-type: none"> <li>• Principal</li> <li>• HSCLO</li> </ul>	Student and teacher feedback on policy	October 2019	April 2020
	In conjunction with the student council develop and implement an attendance initiative	<ul style="list-style-type: none"> <li>• Principal</li> <li>• HSCLO</li> <li>• Student Council</li> </ul>	Student & teacher evaluation of initiative through surveys and focus groups	November 2019	January 2020
<p><b>Monitoring:</b> HSCLO emails class tutors on a monthly basis regarding students with high absences and Principal is informed through the Pastoral Care structure</p>					
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Impact of actions on attendance will be evaluated by analysing the annual returns to the NEWB for full school population</li> <li>• Compare attendance at end of year with baseline data</li> <li>• At DÉIS planning session evaluate how actions have improved attendance rates and the improvement targets set for attendance</li> </ul>					

## DÉIS Plan for LITERACY at Ballinode Community College

**September 2019 - 2022**

**Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.**

Domain 2: Learner Experiences. Looking at Our School, page 14

**School leaders foster a commitment to inclusion, equality of opportunity and the holistic development of each student.**

Domain 1: Leading Learning and Teaching. Looking at Our School, page 22

Improvement Targets	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To raise the reading age of the present first year students by 4 chronological years during the lifetime of the plan	Develop a whole school policy on homework	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DÉIS Co-ordinator</li> </ul>	Formulate a whole school policy on homework Feedback on homework policy from teachers and students	September 2019	May 2020
	Every teacher uses a check homework stamp on students' homework	<ul style="list-style-type: none"> <li>• DÉIS Co-ordinator</li> <li>• All teachers</li> </ul>	Evidence of full staff participation and engagement through survey and focus groups	September 2019 Ongoing 2019/2020	December 2019

	Drop Everything & Do Homework: Ten minutes at the end of every class is to be allocated for students to write their homework into their diary and start completing their homework	<ul style="list-style-type: none"> <li>• DÉIS Co-ordinator</li> <li>• All teachers</li> </ul>	Survey students, teachers and parents to indicate if there is an improvement in the number of students completing homework and benefits of implementing the different homework actions	September 2019  Ongoing 2019/2020	December 2019
	Each subject department engages in ongoing discussion around use of homework strategies	<ul style="list-style-type: none"> <li>• Subject Dept Co-ordinator</li> <li>• All teachers</li> </ul>	Minutes of subject meetings to indicate discussion around use of homework strategies	Ongoing 2019/2020	December 2019
<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Literacy tests are corrected by SEN team and made available for all staff to view on server</li> <li>• Survey students and teachers to see if there is an improvement in completion of homework</li> <li>• Check students' homework diaries and homework referrals</li> </ul>					
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Compare literacy levels at end of year with baseline data</li> <li>• At DÉIS planning session evaluate how actions have improved literacy levels and homework completion</li> </ul>					

## DÉIS Plan for NUMERACY at Ballinode Community College

**September 2019 - 2022**

**Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.**

Domain 2: Learner Experiences. Looking at Our School, page 16

**School leaders foster a commitment to inclusion, equality of opportunity and the holistic development of each student.**

Domain 1: Leading Learning and Teaching. Looking at Our School, page 22

Improvement Target	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To reduce the number of students who have a numeracy age below 12 in first year by 40% during the lifetime of the plan	Implement a different Maths initiative each year during the lifetime of the plan	<ul style="list-style-type: none"> <li>All teachers in conjunction with the Maths teachers</li> </ul>	Subject department meetings to indicate discussion around chosen initiative	Ongoing 2019/2020	April 2020
	Continue to develop Maths Week	<ul style="list-style-type: none"> <li>All teachers in conjunction with the Maths teachers</li> </ul>	Students will have participated and engaged in activities during Maths Week. This will be evidenced in surveys & focus group findings	Ongoing 2019/2020	April 2020

	Involvement in nationwide numeracy events eg. Pi Day	<ul style="list-style-type: none"> <li>All teachers in conjunction with the Maths teachers</li> </ul>	Evidence student participation and engagement through survey and focus groups	Ongoing 2019/2020	April 2020
<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>Numeracy tests are corrected by SEN team and made available for all staff to view on server</li> <li>Survey students and teachers to see if there is participation and engagement in the various Maths initiatives during the year</li> </ul>					
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>Compare numeracy levels at end of year with baseline data</li> <li>At DÉIS planning session evaluate how actions have improved numeracy levels</li> </ul>					

## DÉIS Plan for EXAMINATION ATTAINMENT at Ballinode Community College

**September 2019 - 2022**

**Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.**

Domain 3: Teachers' Individual Practice. Looking at Our School, page 18

**Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.**

Domain 2: Learner Experiences. Looking at Our School, page 16

**The principal and other leaders in the school work to promote a learning culture. They have generally high expectations for students and lead staff in striving for improved outcomes. They support reflective practice and promote a culture of improvement.**

Domain 1: Leading Learning and Teaching. Looking at Our School, page 22

Improvement Targets	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To increase the number of students sitting at least 3 Higher Level Leaving Certificate papers to 30% of the LC student cohort	Develop whole school homework and assessment policies	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DÉIS co-ordinator</li> </ul>	Formulate whole school policies on homework and assessment Feedback on homework and assessment policies from teachers and students	September 2019	May 2020

Drop Everything & Do Homework: Ten minutes at the end of every class is to be allocated for students to write their homework into their diary and start completing their homework	<ul style="list-style-type: none"> <li>• DÉIS Co-ordinator</li> <li>• All teachers</li> </ul>	Survey students, teachers and parents to indicate if there is an improvement in the number of students completing homework and benefits of implementing the different homework actions	September 2019  Ongoing 2019/2020	December 2019
Teachers within their department share learning intentions in class	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	Survey teachers and students and student focus groups to review participation/use of sharing learning intentions	January 2020  Ongoing 2020	May 2020
Each subject department engages in ongoing discussion around use of learning intentions related strategies	<ul style="list-style-type: none"> <li>• Subject Department Co-ordinator</li> <li>• All teachers</li> </ul>	Subject department meetings to indicate discussion around use of learning intentions	January 2020  Ongoing 2020	May 2020
Implement 3-2-1 strategy in all classes	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	Survey teachers on their participation and engagement of strategy	September 2019  Ongoing 2019/2020	May 2020

	Teachers use a range of strategies to encourage students to reflect on learning which is linked to learning intentions	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	Survey teachers and students and student focus groups to review and show that students will have used and actively engaged with reflective learning & related strategies	September 2020  Ongoing 2020/2021	December 2020
	Each subject department engages in ongoing discussion around student reflection and related strategies	<ul style="list-style-type: none"> <li>Subject Dept Co-ordinator</li> <li>All teachers</li> </ul>	Subject department meetings to indicate discussion around use of student reflection	September 2020  Ongoing 2020/2021	December 2020
<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>Half term assessment of students' progress to be sent to parents or guardians</li> <li>Focus groups and survey staff and students on participation and engagement of different actions implemented</li> </ul>					
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>Compare examination attainment at end of year with baseline data</li> <li>At DÉIS planning session evaluate how actions have improved examination attainment levels</li> </ul>					

## DÉIS Plan for EDUCATIONAL PROGRESSION at Ballinode Community College

**September 2019 - 2022**

**Students attain the stated learning outcomes for each subject, course and programme.**

Domain 1: Learner Outcomes. Looking at Our School, page 14

**School leaders foster a commitment to inclusion, equality of opportunity and the holistic development of each student.**

Domain 1: Leading Learning and Teaching. Looking at Our School, page 22

Improvement Target	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To increase the number of students who progress to ITs and Universities by one student during each year of the lifetime of the plan	Adapt approach to study skills and initiate after school study	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	Increase in number of students participating in after school study Student focus group to review study skills programme	September 2020  Ongoing 2020/2021	May 2021
	Develop a formal system for guidance counsellor meetings	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	Guidance Counsellor evaluates system and makes suggestions for further development	September 2020	May 2021

	Train teachers on <i>schoolology</i>	<ul style="list-style-type: none"> <li>Digital Strategy focus group</li> <li>All teachers</li> </ul>	Minutes of subject meetings to indicate discussion around use of <i>schoolology</i> in their classes	November 2019  Ongoing 2019/2020	April 2020
	Prioritise Higher Options for 5 <sup>th</sup> year students	<ul style="list-style-type: none"> <li>Guidance Counsellor</li> </ul>	Student focus group to review the benefits of engagement with Higher Options	September 2020	December 2020
	Build links with MSLETB Training Centre and the National Learning Network	<ul style="list-style-type: none"> <li>Guidance Counsellor</li> </ul>	Guidance Counsellor reviews link built during year and makes suggestions for further development	September 2019  Ongoing 2019/2020	May 2020
<p><b>Monitoring:</b> At end of each year the guidance counsellor evaluates the programme from previous year and plan for following academic year based on needs of cohort of students</p>					
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>Compare educational progression at end of year with baseline data</li> <li>At DÉIS planning session evaluate how actions have improved educational progression levels</li> </ul>					

## DÉIS Plan for PARTNERSHIP WITH PARENTS at Ballinode Community College

**September 2019 - 2022**

**Teachers use parent-teacher meetings and other communication with parents very constructively to support parents' meaningful involvement in their children's education and development as learners.**

Domain 4: Teachers' Collective/Collaborative Practice. Looking at Our School, page 20

**School leaders foster a commitment to inclusion, equality of opportunity and the holistic development of each student.**

Domain 1: Leading Learning and Teaching. Looking at Our School, page 22

**The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role, and to operate as an inclusive forum, supporting the involvement of all parents.**

Domain 3: Leading School Development. Looking at Our School, page 27

Improvement Targets	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To increase the number of parental events by 25% over the lifetime of the plan	Roll out coffee mornings for parents and guardians with input from Guidance Counsellor on various topics	<ul style="list-style-type: none"> <li>• HSCLO</li> <li>• Guidance Counsellor</li> </ul>	Feedback from parents and guardians on value of attending coffee mornings	September 2019  Ongoing 2019/2020	May 2020
	Set up a Parents Association	<ul style="list-style-type: none"> <li>• HSCLO</li> </ul>	Increase in number of parents and guardians on parents association	September 2020	May 2021

**Monitoring:**

- Record views of parents and guardians at coffee mornings
- Feedback through HSCLO

**Evaluation:**

Using baseline of current practice and target as guide, progress made since inception of plan will be measured by recording extent of parental involvement

## DÉIS Plan for PARTNERSHIP WITH OTHERS at Ballinode Community College

**September 2019 - 2022**

**Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for students, and work together to ensure that the learning is integrated.**

Domain 4: Teachers' Collective/Collaborative Practice. Looking at Our School, page 20

**The principal and other leaders in the school build and maintain very productive relationships with other schools and education providers to extend learning opportunities for students. They also build and maintain mutually beneficial relationships between the school and the wider community.**

Domain 3: Leading School Development. Looking at Our School, page 27

Improvement Targets	Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
To increase the number of partnerships with other agencies in the local community by 10% over the lifetime of the plan	Create partnership with Enterprise Ireland	<ul style="list-style-type: none"> <li>• Business Studies teachers</li> </ul>	Feedback from students and teachers involved on how they benefited from participation and co-operation in the various actions and what might be	September 2019	April 2020
	Maintain partnership with Abbvie	<ul style="list-style-type: none"> <li>• LCVP teacher</li> </ul>		Ongoing 2019/2020	
	Create links with National Learning Network	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>		September 2019	April 2020
				Ongoing 2019/2020	

	Build links with MSLETB Training Centre	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	done differently the next time	September 2019 Ongoing 2019/2020	April 2020
	Utilise Employer Engagement for work experience	<ul style="list-style-type: none"> <li>• LCVP teacher</li> <li>• LCA co-ordinator</li> </ul>		September 2020 Ongoing 2020/2021	April 2021
<p><b>Monitoring:</b> Record the views of those involved in the various actions via interviews</p>					
<p><b>Evaluation:</b> At the end of year evaluate how students benefited from participation and co-operation in the various actions and what might be done differently the next time</p>					