

St. Aidan's CC

2019-2020



DEIS Area	Targets	Measures for Implementation in the Current Year
1. LITERACY	<p>1. To improve the reading ages of all 1st year classes, all 2nd yr classes and class Muireann (3rd year) by 6 months over the school year.</p> <p>2. To improve oral literacy levels of 1st and 2nd years., in preparation for JC oral presentations.</p> <p>4. To improve subject specific spelling in all subjects.</p>	<p>Specific reading initiatives, implemented by English teachers of target classes—includes paired reading programme; reading kits; weekly library visit; ‘Well-Read’ programme. Weekly Book club – to include target groups. Testing and retesting at the start and end of the school year.</p> <p>Oral presentations to be introduced in all subjects—either in regular classroom activities and/or as an assessment method. Results recorded using JC descriptors, to increase familiarity.</p> <p>All subject specific keywords to be pre-taught, and tested by each teacher– to highlight importance of proper spelling. Word walls and Keyword posters visible in every classroom with subject specific vocabulary.</p>
2. NUMERACY	<p>1. To focus on improving numeracy across all subjects.</p> <p>2. To teach the analogue clock to junior cycle students</p> <p>3. Consolidation of day to day mathematical concepts</p> <p>4. Test students to establish data</p>	<p>All subject areas to highlight numeracy in their subject, especially with relevance for everyday life. Posters in corridors/classrooms.</p> <p>All classrooms to have a clock. Students tested first, then maths teachers to teach reading the time in the 1st term. Retest in Dec 2019, establish who still needs help, and remediate.</p> <p>All teachers to get students to convert from fractions to percentages on test results. Displays of number lines, distance, angles in classroom and corridors to emphasise use of maths in the everyday.</p> <p>Test 2nd years before end of Oct and compare results with the entry WRAT completed in Feb 2018. Test 3rd years before end of Dec and compare results with the entry WRAT completed in Feb 2017.</p>

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3. ATTENDANCE	<p>1. To notify parents of non-attendance daily</p> <p>2. To notify parents of attendance per term.</p> <p>3. Identify chronic poor attenders, early. Establish the target group within each year group. SCP/HSCL to support parents & students involved.</p> <p>4. Short term competitions to encourage good attendance and provide rewards for different year groups.</p>	<p>As before, with vshare texts & reports home</p> <p>Vshare generally, target group individually.</p> <p>Highlighted by tutor and year head. Year heads to view weekly records and patterns of attendance and contact parents, as necessary. Keep accurate records. Note those with 8-10 days absences by midterm and every half term during the year and report at fortnightly meeting with Principal.</p> <p>Vouchers for full attendance each term; various rewards provided by year heads for improvements.</p>
4. RETENTION	<p>1. To identify those at risk and implement an appropriate intervention, (Especially Y1 and Y2).</p> <p>2. To create a more positive experience of school for 'at risk' students. Support with specific organisational programme.</p> <p>3. To provide and/or actively seek suitable alternative programmes/courses for those in danger of dropping out</p> <p>4. To generate accurate retention figures and use the data to inform school based initiatives.</p>	<p>List of target students – refer to the SCP/HSCL intake framework . Targeted interventions such as Check & Connect programme; MAPP mentoring; counselling as appropriate; refer to other agencies as necessary.</p> <p>Use of 'Check and Connect programme'; SCP mentoring programme; Behaviour for Learning support; Pastoral care support; Behaviour points system; SEN support . Provide CPD for staff.</p> <p>Guidance and HSL to advise & support students and parents about alternative courses etc</p> <p>Revisit data in Sept/Oct to establish accuracy of figures and establish drop out vs. progression to other education centres or the workplace.</p>

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5. PARTNERSHIP WITH PARENTS & OTHERS	<ol style="list-style-type: none"> 1. Support parents with parenting training 2. HCSL to meet all 1st parents during the first term 3. Liase with feeder primary schools 4. Maintain partnerships with DPS & Janssen; CIT & UCC; Post Leaving Cert. Colleges; Community training centres etc. New contacts Garda youth division, Barnardos and ISSU 	<p>Incredible years training programme, run by SCP. Art workshops, computer classes, book club etc. Link in with 'One book, all classes got books to keep this year—One Community' Initiative.</p> <p>Further training on vshare-1 parent and eBooks 5 parents</p> <p>Coffee morning in October 2019 and also provided during the entrance assessments</p> <p>HSL contact and SEN co-ordinator to meet with relevant personnel in primary schools</p> <p>DPS provided €1000 for parents initiative- €420 spent buying books for parent's book club-2 members. The remainder will be spent on developing a book corner.</p>
6.EDUCATIONAL PROGRESSION	<ol style="list-style-type: none"> 1. 1% improvement in progression to Further Education (FE) 2. 1% improvement in progression to Higher education (HE). 3. 1% improvement in uptake of apprenticeships 4. Ensure a definite educational path or job offer exists for every student who chooses to leave before completing leaving certificate either via FAS/SOLAS apprenticeship or community training centre course 5. Use DPS/Aspire2 programme to support the progression to 3rd level. 	<p>Continue to link with CIT Access Service Linked Schools Programme and avail of all services provided.</p> <p>All 6th Year students to be given an opportunity to attend the Cork PLC Colleges Open Day</p> <p>Continue to link with UCC+ Plus Programme and avail of all services provided. Build links with the local Community Training Centres in Mayfield and Blackpool. Students to be assisted with securing a place if required. Build links with FAS/Construction Industry Federation to raise awareness of the opportunities provided via the apprenticeship route: visits by FAS/CIF and a visit to the Bishopstown FAS centre.</p>

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		<p>To encourage more girls to pursue careers in STEM (all TY girls to attend the Annual IWish exhibition)</p> <p>DPS Aspire2 Programme for senior cycle students – mentoring/interview skills/work placement</p>
6. Academic ATTAINMENT	<ol style="list-style-type: none"> 1. The number of candidates sitting at least 4 H.L. Leaving Cert. papers will be 40% or more of the L.C. student cohort. 2. Teach every student in 1st year how best to study and operate a study folder. 3. Continue with the promotion of the study programme for all year groups. Purchase specific study journal for 5th years. 3. Increase the number of 3rd/5th/6th students attending the Study Centre from 10% to 15%. 4. 3rd and 6th year students to improve their test results by 5% from Summer 2019 to Pre's 2020. 5. Provide additional curricular experiences, where possible. 	<p>Encourage students to stick with Higher level subjects – monitor results each term by tutors and class teachers.</p> <p>Support and monitoring of study folders by and tutors. Provide templates for study sheets in most classrooms. Noticeboards for each year group with exemplars of student work. Teachers promote the use of folders as part of homework and classwork. Students rewarded for best efforts at classwork (using data from vshare).</p> <p>Reduced cost for each student. Encouragement by all teachers in all subjects for those students who need a quiet place to study. Meet parents to encourage their support of study centre & study folders.</p> <p>Provide free access to 'StudyClix' for 6th year students. Setting study plans for all 3rd & 6th years individually. Encouraging use of study folders, study folders and additional classes on offer. CAT testing for 4th years.</p> <p>Theatre trips, geography field studies, Art trips, Gaeltacht trip.</p>

