DEIS Three-Year Plan 2025-2028
Summary Framework

School Name: **Our Lady of Mercy College**

Roll Number: **60870T**

Period of Plan: **2025-2028**

Date of Ratification by Board of Management: 3rd December 2025

RETENTION Summary Plan

Target(s):
State in specific terms how RETENTION should improve as a result of measures in the school's DEIS plan *(number the targets)*

1. To reduce the dropout percentage of 6th-year students from 8% to 6% in year 1 2025-26
2. To establish an LCA retention rate of 80% in year 1.

Actions:
State proposed measures (both existing and new) to improve RETENTION. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure / ACTIONS	To address target(s) no.[1]*	Who?	Lead responsibility	When?	Resources?
1. Differentiation in all classes to ensure access to the curriculum and success at all levels. 2.The Care Team will meet on a weekly basis (each year group is assigned a time & date) to discuss referrals and put support in place for individual students who may be experiencing academic, learning, social & emotional, mental health and/or attendance difficulties. The Year Head will report this at the care team meetings. 3.. To continue a *Tread Softly* list notice board on Vsware to inform teachers of individual students who may be experiencing difficulties or challenges in their school or family lives. Board is updated every week after the Care Team Meeting. 4.HSCL with the support of the Care Team, will compile a list of students at risk of early school leaving in each year and will put in place suitable supports and interventions for such students. Supports may include; -Learning Support -Behaviour Support -Counselling	1 1 1	Care Team Subject Teachers Year Heads Class Tutors Individual students Parents Deputy Principal Year Heads Names of Individual Students HSCL	Teachers Care Team Deputy Principal Care Team & Support Staff	Every Wednesday. *Tread Softly* list on Vsware to be updated on a weekly basis September of each year.	Meeting Time Referral Forms Care Team Minutes to record follow-up and issues arising *Tread Softly* list Vsware Care Team Minutes Reports from primary teachers (1st years), Results of standardised Tests, Care Team referrals, data on attendance , data from SEN,

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[1]* It is possible that a measure may address a number of targets

-HSCL Support -Support from external agencies and organisations 5. UFirst DCU access programme (Current 5th Years) 6. LCA introduced September 2025		Care Team Support Staff	DP & Year Head		Psych-Ed/CAMHS assessment reports, NEWB
Co-curricular and Extra- curricular programmes Helping Hands Anti-Bullying. Catch up club. Supervised study. Maths Club. Link to Partnership Spreadsheet summary of related groups/activities	1	All Staff	Head of each Extra-Curricular Activity	Daily Before/During/After School	
Breakfast Club and Lunch Club Schoolbooks scheme	1				
Celebration of Success: Positive Behaviour comments on Vsware End of Year Award Ceremony		L&M Team L&M Team	P P / DP / AP	Ongoing Term 3	Digital noticeboard, app Awards, trophies, certs

Monitoring:

Monitor attendance daily, weekly , monthly
Monitor attendance of individual students with poor attendance records (TRACKING)
Monitor who will stay on the careteam list or not reviewed at each meeting.
Monitor annual reports on retention and NEWB reports/returns
Monitor identified students at risk of ESL on an ongoing basis and monitor the efficacy of relevant supports
Review of NBSS documentation and interventions(ongoing)
Review of Learning Support Interventions and differentiation techniques (ongoing)
Standardised tests for all 1st, 3rd and 5th year students (literacy/numeracy) and comparisons
Focus group with LCA for feedback on the course so far - survey to be completed and data gathered by the end of term 1.

Evaluation:

Retention evaluated by HSCL and presented to whole staff
Evaluation of interventions and supports of targeted students (what worked, what didn't work)jour
Care Team will assess progress of targeted students at each meeting.
Compare retention rates on an annual basis to baseline data from previous years
Wellbeing committee will evaluate events and interventions to assist.
Data from LCA focus group survey will be evaluated and interventions will be put in places appropriate.

ATTENDANCE Summary Plan

Target(s):
State in specific terms how ATTENDANCE should improve as a result of measures in the school's DEIS plan *(number the targets)*
Target 1
- By the end of school year 27/28 to decrease the amount of students in each category below as per table.

% Attendance	Number of Students 24/25	Percentage of students 24/25	Target 25/ 26	Target 26/27	Target 27/28
Under 50%	9 (priority cohort) (total 380)	2%	0% 0 students	0% 0 students	0% 0 students
Under 50%-60%	11 (priority cohort) (total 380)	2.8	2% 8 students (total 401)	1%	0%
Under 60-70%	16 (total	4%	3% 12 studen	2%	1%

	380)		ts (total 401)		

Target 2
- Increase the percentage of students who have an attendance rate of greater than 90%. Currently at 47%, target to increase to 80%
- Target in 25-26 59%
- Target for 26/27 increase to 70%
- Target for 27/28 increase to 80%

Target 3
- Increase the percentage of students whose attendance is between 80% - 90%. In 25/26 and then hold consistent or decrease as students enter the over 90% bracket. Currently at 31%, raise by 5% to 36%
- Target 25/26 increase to 31%
- Target 26/27 30%
- Target 27/28 20%

Actions:
State proposed measures (both existing and new) to improve ATTENDANCE. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure	To address target(s) no.[2]*	Who?	Lead responsibility	When?	Resources?
Use VSware more accurately in all classes by every teacher	1 & 2	All teachers	Deputy Principal & Year Heads	Daily during term time	Vsware
Teachers to create a positive classroom environment that encourages attendance by saying something like, "it is good to see you" or "welcome back" when students return having been absent. **Respected**	1,2	All teachers	Principal, Deputy Principal, Year Heads and all teachers	Daily during term time	

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[2]* It is possible that a measure may address a number of targets

Teachers to encourage more attendance in the lead up to themed school events	1,2	All teachers	Principal, Deputy Principal, Year Heads and all teachers	Daily during term time	Teachers
HSCL to work with parents of students with high absenteeism	1	HSCL	HSCL	As when required	Time and Finances
Parents Association created an Attendance information leaflet for parents Connected Responsible	1,2	HSCL and PA	HSCL and PA	As needed	Time and Finance
Attendance Campaigns with prizes as rewards to encourage more students into school	1,2	All teachers and parents	Principal, Deputy Principal, Year heads and all teachers	November till Christmas Target times	Time
Display names of students with perfect attendance weekly	1,2	DP	DP	During attendance campaigns	Time
Note is sent home on the app every morning when a student is absent	1,2	Deputy Principal	Deputy Principal	Daily during term time	VSware and App
Authorised absences are notified to the school via the school app.	1,2	L&M Team	Year Heads	Weekly during term time	Vsware and App
Year Heads monitor attendance regularly	1,2	Year Heads	Year Heads	Daily during term time	Vsware
Year Heads ring home to encourage attendance	1,2	Year Heads	Year Heads	As when required	Time
Teachers encouragement back into the classroom,	1,2	All teachers	All teachers	As when required	
Attendance strategy ratified by the BOM	1,2				Time
Common use of technology such as google classroom and email is used to increase engagement, and the skill set of students. Connected	1,2	All teachers	All teachers	Daily during term time	Ipads, chromebooks, computers
Teachers will share resources/content covered with students that are absent on their return. Respected	1,2	All teachers	All teachers	Daily during term time	Relevant resources
Teachers and tutors to encourage their class groups to attend school regularly and stress the importance of attendance Respected Connected Responsible Resilient	1,2	All teachers	All teachers	term time	
Assemblies and tutor classes highlight the importance of attendance throughout the school year.	1,2	Principal, deputy principal, year heads	Principal, deputy principal, year heads	Monthly	

Letter sent to parents/guardians of students to stress the importance of good attendance at school	1,2	Principal, Deputy Principal	Principal, Deputy Principal	Yearly	App
Standard letter drafted to be sent to parents/guardians when students reach 10,15 and 20+ days absent	1	HSCL, Deputy Principal, Principal	HSCL, Deputy Principal, Principal	As the need arises	Letter, postage
School Wellbeing programme **Respected Connected Responsible Resilient Aware Active**	1 2	Wellbeing Subject Dept	Staff members	ongoing	
Mental health awareness week, anti bullying and standup week, wellbeing week to promote, the importance of sleep, eating well, managing stress, inclusion, looking out for one another and reflection **Respected Connected Responsible Resilient Aware Active**	1, 2	L&M Team	P / DP / AP /	ongoing	
Digital sign in when students arrive late. This automatically sends a message to parents of the arrival time in school of students.		Principal. Deputy Principal and school secretary	Principal and Deputy Principal	Daily during term time	Ipad and App
Teachers record on VSware when a student is late for class, consistent lateness can result in detention		Teachers	Teachers, Year heads, Principal and Deputy Principal	Daily during term time	Vsware

Monitoring:
State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

- Attendance will be reviewed and monitored by class teachers on a daily basis using VSware.
- Attendance will be monitored weekly by Year Heads in conjunction with vsware and the school APP.
- Referrals on students with concerns around attendance will be referred to DP and HSCL.
- Student Support team meetings to discuss students whose attendance is of concern and students who are reaching 20 days.
- HSCL or Deputy Principal will send standard letters to students who are missing a concerning number of days.
- DEIS attendance team meets periodically throughout the year to discuss progress of attendance/actions and informal or formal feedback on attendance information, feed this back to the DEIS team and will inform the plan.
- The DEIS team who meet weekly will monitor periodically.

Evaluation:
State how impact of actions on ATTENDANCE will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide

- Review attendance using VSware and compare with the baseline data, paying particular attention to the targets
- National averages will be looked at and comparisons drawn up

LITERACY Summary Plan

Target(s):
State in specific terms how LITERACY LEVELS should improve as a result of measures in the school's DEIS plan *(number the targets)*

Target :

1. Increase the number of students achieving over 85 standardised score in spelling - percentage to be determined once baseline data has been collected.

Year	Year Group	Baseline Percentage	Target Percentage End of year 1
2025-26	3rd	83.5%	85%
	2nd	71.1%	73%
	1st		

2. Decrease the number of students with a spelling, punctuation and grammar error rate of over 8%.

Year	Year Group	Baseline Percentage	Target Percentage End of year 1
2025-26	3rd		
	2nd		
	1st		

3. Increase the confidence of 1st-3rd years and improve how students feel about reading aloud and presenting orally to their peers in class. (Students to be surveyed in January with interventions set for March)

Year	Year Group	Baseline Percentage	Target Percentage End of year 1
2025-26	3rd		
	2nd		
	1st		

Actions:
State proposed measures (both existing and new) to improve LITERACY LEVELS . *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure	To address target(s) no.[3]*	Who?	Lead responsibility	When?	Resources?
Establish spelling literacy needs through WRAT5 (Green) standardised spelling test testing Plan : English teachers will administer a spelling test from WRAT5, class wide assessment, marked by teachers. Scores standardised by SEN Department.	1, 2	Everyone	Principal, Deputy Principal, DEIS team, Literacy team	Annually	WRAT5 Spelling
Establish spelling and grammar needs through assessment of writing. Plan: All year groups will have their writing (spelling, punctuation and grammar) specifically assessed once per year in an English class under exam conditions. English teachers will assess the error rate as a percentage based on the number of errors and words written.	1, 2	English Teachers	Principal, Deputy Principal, DEIS team, Literacy team, English teachers	Before end of September in 3rd, 5th Year (LCA only) and 6th Year During mock exam period in February for 1st, 2nd, TY and 5th	Sample essay / exam questions.

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[3]* It is possible that a measure may address a number of targets

				Year (Leaving Cert)..	
Embed look/say/cover/write/check (cross curricular) as a spelling strategy across the school. Plan- distribute bookmarks to each room, remind staff to use methods, send via staff news termly,	1, 2	Everyone	Principal, Deputy Principal, DEIS team, Literacy team		Information to be distributed to all teachers as to how strategy can be integrated into lessons. Demonstration given at staff meeting on how to implement the strategy.
Increase the confidence of 1st-3rd years and improve how students feel about reading aloud and presenting orally to their peers in class. Plan, survey students before and after initiatives launched Launch 7 point plan for teachers to follow in their classes daily	3	Everyone	Principal, Deputy Principal, DEIS team, Literacy team	Launch and intervention January - Easter	

Monitoring:
State how progress will be monitored and at what intervals (monthly/ termly/annually...)
Spelling improvement-
Annual review. Similar test administered next year, WRAT5 (Blue)

Presentation confidence/ oral confidence
Survey students in 1st and 2nd year about presenting in classes, oral elements to lessons- google doc, short questions- January launch
Launch initiatives and supports to staff- After survey date collected
Survey same students at end of 1st year/ 2nd year- gather and present data at end of year staff meeting, distribute to subject areas

Evaluation:
State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
Progress will be measured through repetition of the WRAT4 test on the same students annually. We are hoping to see improvement in the number of students achieving over 85.
Progress will be measured through analysis of the reduction of error rate (spelling, punctuation and grammar) over 8% in students writing.
Progress in oral skills- date collected and compared over three year period of 1st years 2025-2028 and 2nd years to 2027

NUMERACY Summary Plan

NUMERACY Summary Plan 2025 - 2028

State in specific terms how Numeracy should improve as a result of measures in the school's DEIS plan *(number the targets)*

Target(s):

1. To increase from the baseline (2024/25) figure of 42.5% of students responding as Confident in 2nd year maths for the year 1(2025/26) target of 45% to the year 2 (2026/2027) target of 47.5 % to the year 3(2027/2028) target of 50%.

    https://docs.google.com/forms/d/1fNX1MucqabOwAfa9vmZVCX1VN36RmHKW5-LRqT4mF_Q/edit

2. To increase students' ability in performing algebraic mathematics and thereby increasing their confidence in algebra in 5th year from a baseline of _____ to _____ in Year 1 (2026/27) to _____ in Year 2 (2027/2028). (End of September for survey)

    https://docs.google.com/forms/d/1pYR211DaNYg3Lpe-2I0nmbM4lfcXRzTehYl_OuYjJgY/edit

3. We wish to improve the confidence of students in converting fractions to percentages in 2nd year from the following baselines:
    a) 22.5% of students reported 5/5 we will improve this up to 23.5% in 25/26, up to 24 % in 26/27 and 24.5 % in 27/28
    b) 37.5% of students reported 4/5 we will improve this up to 40% in 25/26, up to 42% in 26/27 and 44 % in 27/28
    c) 22.5% of students reported 3/5 we will improve this up to 23.5% in 25/26, up to 24 % in 26/27 and 24.5% in 27/28
    d) 15.5% of students reported 2/5 or less we wish to decrease this to 13% in 25/26, 10% in 26/27 and 7 % in 27/28
    https://docs.google.com/forms/d/1fNX1MucqabOwAfa9vmZVCX1VN36RmHKW5-LRqT4mF_Q/edit

Actions:

State proposed measures (both existing and new) to improve NUMERACY LEVELS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure	To address target(s) no.[4]*	Who?	Lead responsibility	When?	Resources?

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[4]* It is possible that a measure may address a number of targets

After-school Maths Club Provides help & support to students with their maths (homework/classwork/revision). Teachers encourage students who might benefit to attend. Year Head make parents aware of the support	1, 2, 3 Also Attendance, Attainment & Retention targets.	Teachers of Maths. Year Heads	Maths Dept. Maths Coordinator	Ongoing	Library, teaching materials.
Subject relevant numerical displays of data should be visible in classrooms.	1, 3	>50% of teachers' classrooms	Numeracy Team DEIS Coordinator	Ongoing	Posters, student/teacher created displays
Algebra will now be introduced earlier in Junior Cycle e.g. 1st year. This will allow for a greater focus and revision of it over the 3 years thereby hopefully improving confidence levels as students move from Junior to Senior cycle.	2	Teachers of maths (1st Year)	Maths Dept. Maths Coordinator	Ongoing	
All students will be introduced to algebra in the same way with the same algebra booklet therefore all students will be taught in the same way	2	Teachers of Maths.	Maths Dept. Maths Coordinator	Ongoing	Google Drive
There will be a particular focus on Algebra in TY for the first and second term, and all students partaking. This is to ensure that the bridge is gapped between Junior and Senior cycle efficiently and that students who do not go straight on to 5th year do not forget what has just been covered in 3rd year and Junior cycle.	2	Teachers of Maths TY Maths	Maths Dept. Maths Coordinator	Starting 2025	Google Drive
All students in 5th year will be given the same Algebra booklet when entering 5th year to ensure that all students' foundations in algebra are strengthened before common cing 5th year. This will also ensure that those who have completed TY and those who go straight into 5th year are working at the same level and have completed the same work before commencing 5th year.	2	Teachers of 5th year Maths.	Maths Dept. Maths Coordinator	Starting 2025	Google Drive
All numerical assessment results are given as a fraction - students are expected to calculate their % grades themselves. Teachers take opportunities to make relevant use of percentages and discuss their meaning.	3	All Teachers	Numeracy Team DEIS Coordinator	Ongoing	House exam cover sheet. All teachers encouraged to practice this for all class tests. Poster in classroom explaining with an example.
Monitoring: First Year Students will be surveyed each year (25/26, 26/27 and 27/28) to monitor mean scores of numerical confidence & competency.					

Repeat surveys in 2nd & 3rd Year to monitor progress towards targets.

5th Year students will be surveyed each year (25/26, 26/27 and 27/28) to monitor mean scores of algebraic confidence & competency

Maths department meetings will allow time for discussion of Numeracy targets & actions.

Numeracy group to meet once per term to review actions and monitor progress.

* New Target 2025: Same Christmas and Summer exams to be given in all years to be given each year going forward so that students results and student numerical data can be evaluated and tracked across the years. E.g. same HL exam for all HL groups and same OL exam for all OL groups

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Evaluation:

Statistical analysis of results from surveys will take place.

Impact will be assessed using the monitoring tools above. Focus groups made up of students and parents will discuss individual actions to facilitate discussion on their individual effectiveness.

Annual evaluation with the maths department and in coordination with teachers of other numeracy rich subjects.

ATTAINMENT Summary Plan

Target(s):

State in specific terms how **EXAMINATION** ATTAINMENT should improve as a result of measures in the school's DEIS plan *(number the targets)*

1. To decrease the percentage of LC students taking 3 or fewer HL subjects from 32% to 28% in 2023 (approx 3 students)
2. To increase the number of students taking HL in the core subjects at Junior Cycle
3. To decrease the number of 'partially achieved' and 'not achieved' at common level from 22 to 15 in Year 1
4. To improve positive participation and achievement in CBAs. 2025/28
5. To achieve incremental and targeted improvements in CAO points attainment at Leaving Certificate exam level 2025/28
6. To increase LCA attainment in module credits 2025/28

Actions:

State proposed measures (both existing and new) to improve EXAMINATION ATTAINMENT *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Students provided formative feedback using the whole school • All classes commence with clear learning intentions for the students. • Success criteria to be shared with and codeveloped with students. • Features of quality to be provided to all JC students at outset of CBA preparation period in all subjects. • Assessment tracker in journal to be completed and monitored by all students and teachers. • All students will complete a standardisedcomplete a standardised reflection sheet prior to all in -house term assessments. • To meet with the attainment focus group and regularly. • To engage with and liaise with HSCLO and School Completion Programme.

Measure	To address	Who?	Lead responsibility	When?	Resources?

	target(s) no.[5]*				
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Monitoring student progress and development					
A. **Formative Assessment**: Continue to use Assessment for Learning strategies in classes eg the Traffic Light system in the Journal, use of mini-white boards	1,2,3	All teachers	Exam Attainment Team	Ongoing	Journal, whiteboards
B. **Summative Assessment:**Continue using a variety of summative assessments eg class tests, Christmas/summer Assessments, end of unit/chapter tests	1,2,3	All teachers	DP & API	Ongoing	Calendar
C. **Feedback: Using various strategies eg** Reports, Mote, Comment Banks, Comment only marking to give meaningful feedback to students	1, 2, 3	All teachers		Ongoing	Vsware, reports, comment banks
D. **CBA Calendar**: Clear calendar of dates available to staff, students and parents. Available on the calendar on the website and on the school app.	2,3	Subject Depts	AP	Term 1	School App, text messages
E. **Parent Teacher Meetings:** 5th and 6th yrs are encouraged to attend PTM with parents	1	All teachers	DP, YH, HSCL	Term 1	
F. **Academic Tracking using VSware**: Investigate and start to use the tracking tool on VSware to assist with target setting	1,2,3	Exam Attainment Team/DEIS Team		Term 2	Vsware
G. **CAT 4 results-** use to identify high ability students and in addition those students who will benefit for additional supports	2,3	SET Team	SET / DP	Term 2	CAT 4 tests, computer room
Promoting a culture of reflection and improvement					
A. **Post Exam Reflection**: Design a post-exam reflection tool which could be used by all students/teachers.	1,2,3	All teachers	Exam Attainment Team	Term 2	
B. **Target Setting**: Make use of the target setting tools in the Journal and encourage students to set targets.	1,2,3	All teachers		Ongoing	

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[5]* It is possible that a measure may address a number of targets

C. **Review of subject dept targets:** Targets set at the beginning of the year are reviewed during the year	1,2,3	Subject Depts	Subject Coordinators	ongoing	
Developing and implementing effective policies and practices A. **Assessment Policy:** Implement the Assessment Policy 2021	1,2,3	All teachers	T&L Team	Ongoing	Policy doc accessible to everyone
B. **Homework Policy and Good Practice Guidelines:** Implement the Homework Policy and Good Practice Guidelines 2021	1.2.3	All teachers	T&L Team	Ongoing	Policy doc accessible to everyone
C. **Evening Study:** Provide Evening Study facility for LC students min 1 evening per week	1	SLT	Principal / DP / YH	Term 2, 3	Supervisors, space
D. **Change of Level procedure for 6th years:** Devise and implement a clear procedure for all students across all subjects when they wish to change levels after the Mock Exams	1	All teachers	L&M Team	Term 1,2,3	Document for use by staff
E. *Exam Procedures*: Have clear procedures for House and Mock Exams to raise standards	1,2,3	L&M Team	P / DP / AP	Term 1,2,3	Presentation to be shared with all students before each assessment period
F. Supporting the Teaching and Learning in the school through the use of (Know Want Learn (KWL) learning strategy to ensure improved attainment levels	1,2,3	T&L team		ongoing	
Responding to individual learning needs A. **EAL students:** Continually update the register of languages and encourage students to sit non-curricular / heritage languages in the Leaving Cert	1	SET Team	EAL coordinator	Ongoing	EAL Register
B. **Exceptionally Able Students**: Provide a programme of activities for this cohort	1,2,3	EAS Team		Ongoing	

C. **Differentiation**: Promoting and sharing resources and CPD opportunities for teachers.	1,2,3	All teachers	SET Team, P, DP	Ongoing	Folder in the shared staffroom drive
D. **Team Teaching:** Promoting and sharing resources and CPD opportunities for teachers.	1,2,3	All teachers	SET Team, P, DP	Ongoing	Folder in the shared staffroom drive
Provide a variety of learning opportunities					
A. **Trinity Access Programme**: Engaging with Trinity Access Dept and availing of the opportunities available for our students. Promoting resources and CPD opportunities for staff.	1,2,3	SLT	GC / DP / P	Ongoing	Folder
B. **DCU Access Programme**: Engaging with DCU Access Dept and availing of the opportunities available for our students. Promoting resources and CPD opportunities for staff.	1,2,3	SLT	GC / DP / P	Ongoing	Folder
C. **Study Skills Workshops:** Continue to provide Study Skills Workshops for 2nd and 5th yrs on an annual basis	1,2,3		API	Term 2	Outside Facilitator
D. **Subject-focussed weeks**: Continue to support subject-focussed weeks where students can experience the subject in an environment outside the classroom eg Maths Week, Science Week, Seachtain na Gaeilge	1,2,3	Subject Depts	Subject Co-ordinators	Regular intervals	Prizes, resources
Promoting a culture of high expectations					
A. **Use of Journals:** Promote and monitor that HW is being written into Journals correctly. Aids time management.	2,3	All teachers	P / DP / YH / Tutor	ongoing	Tutor Class resource
B. **New Year Assemblies** for all year groups: Focus on setting the correct conditions so teaching and learning can take place without interruption	1,2,3	L&M Team	P / DP / YH	Term 2	Presentation.
C. **Timetabling of House Exams:** Ensure a minimum 2 hour block, which may include study time to provide adequate practice for state exams. Survey staff following Christmas Exams 2022 regarding improvements for future exams.	1,2,3	L&M Team	DP / AP	Term 1 & 3	Timetable, exam centres, special centres
	1,2,3	L&M Team	P / DP / AP	Term 2	

D. **Mock Exams**: Ensure Mock Exams are organised to a high standard, mirroring the actual exams as far as is practical					Timetable, exam centres, special centres, presentation for students on exam protocols

Monitoring:
State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years
Track data from Leaving Cert 2022, 2023 and 2024
Reporting of results from Christmas, mocks and summer results to parents. Class tests may also be included in correspondence to parents.
Include data from Mock Exams 2023
Track data from the current year
Survey staff following Christmas Exams, to

Evaluation:
State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
At the end of year 1, analyse the data from State Exams 2023 and compare to 2022 as well as the most recent state exam results in line with DEIS targets

TRANSITIONS Summary Plan 2025-2028

Target(s):
State in specific terms how TRANSITIONS should improve as a result of measures in the school's DEIS plan *(number the targets)*

Target 1 - Sense of belonging & Wellbeing in school

- To increase the percentage of 1st and 5th Year students who report *feeling safe, supported, and that they "belong" in school* from baseline % (to be established in Sept 2025 survey) to +5% by Sept 2026, +8% by Sept 2027, and +10% by Sept 2028.

Rationale: A forward-looking target that ties into wellbeing and retention. Belonging is a strong protective factor for engagement and achievement, and is also highlighted in current Department of Education guidance on transitions.

Target 2 - Carry forward 'Homework focus'

- To reduce the number of students identifying as *"very worried" & "worried" about homework* from 25% (baseline Sept 2025) to 20% by Sept 2026, to 18% by Sept 2027, and to 15% by Sept 2028.

Rationale: Homework management is a recurring concern, so it remains a core focus. Keeping progressive annual milestones makes it measurable and realistic.

Target 3 - Carry forward 'Organisation & Socialisation'

- To reduce the number of students identifying as *"very worried" & "worried" about organisation and socialisation* from 15% (baseline Sept 2025) to 12% by Sept 2026, to 10% by Sept 2027, and to 8% by Sept 2028.

Rationale: Builds on the previous target where improvements were already seen. The new aim is to consolidate and deepen gains in student confidence around settling in and making friends.

Actions:
State proposed measures (both existing and new) to improve TRANSITIONS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect.*

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Measure	To address target(s) no.[6]*	Who?	Lead responsibility	When?	Resources?
Target 1 - Sense of belonging & Wellbeing in School ● The 1st Year SPHE Teachers will teach a lesson where students can recognise what helps them feel safe and supported in school. Understand how belonging affects wellbeing and learning. Identify ways to contribute to a positive, inclusive school environment. This will be followed by our 'After Welcome Program' survey which includes questions to see how many of our students feel safe, supported and a sense of belonging to our school. 1 question will ask if a TY buddy would help them feel more supported. ● This survey will be repeated with 5th Years in LCVP class ● From the analysis of our survey we may decide to introduce a TY Mentoring Programme(possibly used for Gaisce) run by the 1st Year Yearhead and TY students. Its aim is to provide support and ease the transition process for 1st Years build resilience, friendship skills and emotional literacy. ● Regular check-in sessions with class tutors. ● Provide opportunities for 1st Years to participate in student voice initiatives such as Student Council, Ember committee, Amber committee and surveys ● Celebrate 1st Year involvement in extracurricular activities and school life such as assemblies, sports day, newsletters, certificates.	1	Transition Team supported by TY Coordinator 1st Year Year Head + Tutors Care Team - SEN P/DP/YH		Aug/Sept Sept/Oct Ongoing Ongoing Assemblies/End of Term/Year awards	Powerpoints Ebook? Module reflection Student Profiles Teacher Pictures Worksheets Kahoot Quizzes Chromebooks [Homework Plan](Homework%20Plan)
Target 2 - Carry forward 'Homework focus' ● Provide a Homework Induction Workshop for 1st Years during their 1st week explaining how to record homework	2	Transitions Team & 1st Year Yearhead			

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[6]* It is possible that a measure may address a number of targets

in journal, check journal each night, and prioritize homework for the next day. ● 1st few weeks Teachers will give very little homework and build on this each week. ● Set up a Homework Club after school, supported by teachers. ● Tutor class on study skills, time management and organisation strategies. ● Communicate clear homework guidelines to parents/guardians through induction evenings, Parent teacher meetings and school app. **Target 3 - Carry forward 'Organisation & Socialisation'** ● Deliver structured Transition & Induction Programme in September (lockers, timetables, tour of school, door signs with Teacher name and subject, gsuite). Google Introduction Program ● Implement a peer mentoring system (senior students supporting 1st Years). ● Run team-building workshops and wellbeing days to support social integration. ● Provide parent workshops/info sessions on helping students manage organisation at home. Link in with Oona.	3	Teachers Oisin & Glenn Tutors Principal/Year head/Teachers Transitions Team & 1st Year Yearhead ? Teachers P / DP / HSCL	 Eimear Oona	Aug Sept Sept Once a term Regularly on App 1st Year PT meeting Aug/Sept ? Oct Wellbeing Week Ongoing	Info.Meeting Tips for students with Organisational Difficulties Onboarding of the school App Subject Choices Booklists & Uniforms Return to school Info.
Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years **Target 1 Sense of belonging & Wellbeing in school:** ● Wellbeing/Transition survey x3 ● Class tutors checking that students have joined Extracurricular activities.	1	 Ms. Keaney Ms. Kiernan Mr. Jenkins			

• Ms. Keaney - Student Council. Ms. Kiernan - Amber Committee. Mr. Jenkins Ember Committee • Tutor/Year Head reports. **Target 2 Carry forward 'Homework focus'** • Student surveys each September/October on homework confidence. • Attendance records at Homework Club. • Teacher feedback from Year Heads/Tutors. • Tracking of homework completion through subject departments. **Target 3 Carry forward 'Organisation & Socialisation'** • Student surveys on organisation and friendships. • Records of participation in mentoring and social events. • Teacher/Year Head observations of students struggling with organisation.	2 3		Tutor/YH		
Evaluation: State how the impact of actions on TRANSITIONS will be evaluated at the end of the three years **Target 1 Sense of belonging & Wellbeing in school:** • Comparison of baseline and 2 further data from surveys. • Increased participation in extracurricular and student voice structures. **Target 2 Carry forward 'Homework focus'** • Reduction in % of students reporting worry about homework year-on-year. • Qualitative student feedback on homework strategies. • Analysis of participation in Homework Club and correlation with reduced concerns. **Target 3 Carry forward 'Organisation & Socialisation'**	1 2 3				

● Annual survey data showing % reduction in student worries. ● Feedback from mentors, Year Heads, and parents. ● Comparison of baseline vs. follow-up data each year.					

PARTNERSHIP WITH PARENTS Summary Plan

Target(s):
State in specific terms how PARTNERSHIP WITH PARENTS should improve as a result of measures in the school's DEIS plan *(number the targets)*

Actions:
State proposed measures (both existing and new) to improve PARTNERSHIP WITH PARENTS   *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

				When?	Resources?

Monitoring:

Evaluation:
State how the impact of actions on PARTNERSHIP WITH PARENTS will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as a guide.

PARTNERSHIP WITH PARENTS AND OTHERS Summary Plan

Target(s):
State in specific terms how PARTNERSHIP WITH OTHERS should improve as a result of measures in the school's DEIS plan *(number the targets)*

Actions:
State proposed measures (both existing and new) to improve PARTNERSHIP WITH OTHERS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect.*

Measure	To address target(s) no.[7]*	Who?	Lead responsibility	When?	Resources?

Monitoring:
State how progress will be monitored and at what intervals (monthly/termly/annually...) over the three years

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[7]* It is possible that a measure may address a number of targets

Records to be kept by the coordinator of events or facilitators.

Evaluation:
State how the impact of actions on PARTNERSHIP WITH OTHERS will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
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DEIS Area	Targets	Measures for Implementation in the Current Year
1. RETENTION		
2. ATTENDANCE		
3. LITERACY		
4. NUMERACY		

DEIS Area	Targets	Measures for Implementation in the Current Year
5. EXAMINATION ATTAINMENT		
6. EDUCATIONAL PROGRESSION		
7. PARTNERSHIP WITH PARENTS		
8. PARTNERSHIP WITH OTHERS		