



Francis Street DEIS/SSE Plan 2022-2025



School Context:

Francis Street CBS is a vertical co-educational Primary school located in the South Inner city of Dublin. The school is a DEIS band 1 school with mainstream classes from Junior Infants to 6th class and 2 special classes. The enrolment in October 2022 was 170 pupils. The staff consists of 15 teachers, 8 SNAs, a secretary, a caretaker and 2 cleaners.

SSE/DEIS Cycle:

This plan is a working document. All staff will continually monitor and adjust this plan according to the needs of the school. The plan focuses on the following areas:

1. Numeracy
2. Literacy
3. Educational attainment
4. Attendance
5. Partnership with Others
6. Partnership with Parents
7. Retention
8. CPD
9. Leadership/Pupil Voice
10. Well Being



1. Francis Street CBS DEIS/SIP Numeracy Plan

Area: Numeracy					
<p>Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our numeracy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas. A Pupil survey indicated that 87% of pupils enjoyed maths lessons.</p>					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
<p>Overall Std Score to move from 96-97</p> <p>Increase score in number to 49% of questions correct</p>	<p>-Build on the success of the core targets by exploring the addition of new targets at each class level</p> <p>-Sharing of good practice and expertise within the building.</p> <p>Use of concrete materials at all class levels.</p>	<p>-All teachers</p> <p>ISM to support this process</p> <p>All Teachers</p>	<p>Updated tests if deemed necessary</p> <p>Results of testing</p> <p>Teacher feedback</p> <p>Teacher + pupil Feedback</p>		



Area: Numeracy					
<p>Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our numeracy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas. A Pupil survey indicated that 87% of pupils enjoyed maths lessons.</p>					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	<p>The purchasing of concrete materials to support the teaching of numeracy in classes.</p> <p>Assessment policy for numeracy to be followed by each class</p> <p>Upload assessment results to aladdin</p>	<p>School to purchase additional resources</p> <p>Class Teachers + SET</p>	<p>Resources purchased and in use</p> <p>Checklist of assessments created for each class.</p> <p>Results uploaded to Aladdin.</p>		
<p>To continue a Team teaching approach with room for withdrawal if required</p>	<p>Timetable created to support this</p>	<p>SET Team</p>	<p>Timetable in place Teacher feedback</p>		



Area: Numeracy					
Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our numeracy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas. A Pupil survey indicated that 87% of pupils enjoyed maths lessons.					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Staff member trained per year in Maths recovery	<p>Identify staff member</p> <p>Explore the use of MR resources at Infants level</p> <p>Identify any pupil in 2nd class needing MR intervention</p>	<p>Year 1 : Shane</p> <p>AP A + Infants teacher</p> <p>Shane, Sarah B, Maureen</p>	<p>Training Completed</p> <p>Teacher Feedback</p> <p>Number of interventions</p>		
3rd - 6th class mental maths for homework.	<p>Purchase mental maths books</p> <p>Meet and Greets with families to outline h/work req</p> <p>Mental Maths</p>	<p>Conor/Catherine</p> <p>HSCL</p> <p>All teachers</p>	<p>Books purchased?</p> <p>Meetings happened + teacher/parent feedback</p>		



Area: Numeracy					
<p>Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our numeracy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas. A Pupil survey indicated that 87% of pupils enjoyed maths lessons.</p>					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	Homework each night + correction following day		Teacher feedback/Educational attainment		
Improve Problem solving	<p>Problem solving not for homework but to be worked on in class</p> <p>Teachers share approaches to problem solving in maths.</p>	<p>All teachers 2nd-6th</p> <p>Aileen, Shane</p>	Results in Standardised test problem solving section		
Increase parental involvement in numeracy	<p>Maths support class for families</p> <p>Parental involvement in Numeracy week</p>	<p>HSCL, Shane</p> <p>HSCL</p>	<p>Parental + teacher Feedback</p> <p>Parental Feedback +</p>		

**Area: Numeracy**

Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our numeracy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas. A Pupil survey indicated that 87% of pupils enjoyed maths lessons.

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
			register of attendees		



2. Francis St CBS DEIS/SIP Literacy Plan 2022-2025

Area: LITERACY					
Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our literacy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Improve Std Test Results over next 3 years	Word Study 2nd-6th 10 mins every morning timetabled & structured	Class Teachers (2nd-6th)	Analysis of Results in May/June 2023/24/25		
-Year 1 Overall Std Score to go from 92- 94	Revise comprehension strategies with staff at Staff planning day and to reinforce W2R throughout the year.	AP B + C			
-Year 1: Overall Std Score in Vocab to go from 95-97	SET timetable to allow for support of Literature circles	SET team			
-Year 1 overall Std score in	Teachers ensure conferencing	Class Teachers			



Area: LITERACY

Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our literacy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
<p>Comprehension 90-92</p>	<p>occurs with every pupil on at least a fortnightly basis in writing workshops</p> <p>Weekly/Biweekly assessment of Word Study</p> <p>Comprehension Friday introduced In January 2023</p> <p>Comprehension Strategies taught explicitly and modelled in each class.</p> <p>Posters designed with picture of our pupils to reinforce comprehension strategies</p>	<p>Class Teachers</p> <p>Class teachers</p> <p>All Teachers</p> <p>All Teachers (Molly)</p>			



Area: LITERACY

Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our literacy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Continue to focus on the roll out of PLC	<p>Staff attend webinars and any other training provided by DES/PDST</p> <p>AP B + C work together with staff to create PLC whole school plan</p>	<p>All Staff</p> <p>AP B + C</p>	<p>Attendance at webinars</p> <p>PLC whole School plan created</p>		
Roll out of Jolly Phonics in relevant classes	<p>Phonics CPD for infant teachers</p> <p>Focus on phonological awareness in Junior Infants</p> <p>Focus on pre-writing skills in the early months in Junior Infants</p> <p>Team teaching approach to literacy in Infant classes</p>	<p>All teachers</p> <p>Infant teachers</p> <p>Infant teachers</p> <p>Infant teachers</p>	<p>CPD completed</p> <p>Planning + CM + assessment</p> <p>Planning + CM + assessment</p> <p>Timetables to reflect this</p>		



Area: LITERACY					
Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our literacy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Create an Aistear Plan for JI & SI	<p>Provide planning time for Infants team to meet and devise approach</p> <p>Analyse resources and purchase any additional equipment needed for aistear</p> <p>Ensure hall is available for Aistear</p>	<p>ISM support</p> <p>Infants staff</p> <p>Hall Timetable to reflect this</p>	<p>Aistear Plan completed</p> <p>Resource list created and purchased</p> <p>Aistear happening in hall</p>		
Continue to focus on children identified as being strongly impacted by school closure	<p>Communication between SET and mainstream class teacher constant and any child requiring support identified as soon as possible</p>	All Staff	<p>Teacher & pupil feedback</p> <p>Participation level in class</p> <p>Review June 2023</p>		



Area: LITERACY

Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our literacy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	Children in AS classes integrated into mainstream classes according to each child's individual context.	All Staff	Teacher & pupil feedback		
Foster a love for reading within the students	Paired Reading + Oral Language with Senior and Infant Students + AS students Purchase new books for school library Engage with 'Books at One' Each class timetabled to use school library	All teachers All teachers All teachers Timetable to reflect this	Establish class pairings for shared Oral language + reading & timetable Books are purchased & Book Club Novels are purchased Participation in Storytime Vouchers purchased Literature circles		



Area: LITERACY

Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our literacy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	<p>Together Time : Literacy focus in some classes.</p> <p>Organise a book club/ literature circle for parents</p>	<p>HSCL + Class teachers</p> <p>HSCL & David</p>	<p>Pupil + Staff Feedback</p> <p>Teacher, Pupil + parent feedback</p> <p>Parents will attend + feedback</p>		
Trial a new Spelling Program	Spelling for me to be purchased	2nd Class	Teacher, parent + pupil feedback	Trial programme purchased October 2022	
Measúnú Gaeilge a fheabhsú.	Roimh agus iar measúnú triú am sa bhliain	Molly, Daithi agus Maureen	Gach rang ag déanamh an measanú		
Gaeilge neamhfhoirmi úil a fheabhsú	úsáid gaeilge níos mó timpeall na scoile mar shampla -ar an gclós -sa tionól	Gach Duine	Feabhas a chur ar comhrá Gaeilge níos fearr timpeall na scoile.		

**Area: LITERACY**

Review: This plan was discussed at both ISM & staff meetings after analysis of the review instruments for DEIS schools to address all areas of our DEIS plan. Our SET team conducted a thorough analysis of our literacy standardized test scores and presented the same to staff at a meeting in June 2022. During these meetings and reviews we identified priority areas

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
timpeall na scoile.	-ar an dorchla -sa cheachtanna eile mar shampla Corp Oideachais				



3. Francis St CBS DEIS/SIP Plan 2022-2025 Educational attainment

Area: Educational Attainment					
Review: Covid has clearly impacted on some of our pupils however some of our children did really well in their standardised tests particularly in numeracy. The core target initiative was completed for only the first time last year and we believe that impacted positive maths results. It's clear that we need more regular assessments beyond standardised tests particularly in numeracy, literacy and gaeilge in order to track our pupil's progress.					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Continue roll out of core targets in maths	SET teachers assist mainstream teachers in roll out and analysis of core targets	All teachers	Tests happened and improvement in results		
Design a clear assessment plan for each class in numeracy, gaeilge and literacy	ISM outline to staff the format of assessments throughout year 1	AP A	Assessments are carried out		
	Staff finalise assessment plan by beginning Year 2	Molly, David + Maureen	Assessment policy in place		
	Staff to design termly gaeilge pre and post assessment	All Staff	New Gaeilge Assessment ready to go for Dec 2022		
		All Staff			



Area: Educational Attainment					
<p>Review: Covid has clearly impacted on some of our pupils however some of our children did really well in their standardised tests particularly in numeracy. The core target initiative was completed for only the first time last year and we believe that impacted positive maths results. It's clear that we need more regular assessments beyond standardised tests particularly in numeracy, literacy and gaeilge in order to track our pupil's progress.</p>					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	<p>Provide opportunities for children to self assess and peer assess.</p> <p>Pupils create a self assessment folder by beginning Year 2</p>	All Staff	<p>Teacher feedback</p> <p>Self Assessment folders ready to go by Sep 2023</p>		
Record results of testing on aladdin to build up a clear profile of each pupil	<p>SET teacher to work with class teacher to support inputting of results on Aladdin</p>	All Teachers	<p>E-portfolio started for each child</p>		



Area: Educational Attainment					
<p>Review: Covid has clearly impacted on some of our pupils however some of our children did really well in their standardised tests particularly in numeracy. The core target initiative was completed for only the first time last year and we believe that impacted positive maths results. It's clear that we need more regular assessments beyond standardised tests particularly in numeracy, literacy and gaeilge in order to track our pupil's progress.</p>					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Implement a clear approach to assessment in SPHE	Implement checklist Explore as recommended in inspection a more concrete approach to assessment	DP & AP A	Checklist used New assessment methods trialled		
Implement Collaborative Peer review	Roll out Review over 3 terms Feedback of information at staff meeting	ISM AP Postholder			



4. Francis St CBS DEIS/SIP Plan 2022-2025 Attendance

Area: Attendance					
<p>Review: Analysis of Attendance is difficult to accurately assess due to school closures and covid restrictions. However, considering all of that our attendance figures for the last few years have been good. 19/20 : 94.2% 20/21: 89% 21/22: 88.5%</p>					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Provide support for children with poor attendance records	Meet with families of these children early in the year and put supports in place.	HSCL + principal	Improvement in attendance		
Alert families to the importance of good attendance through communication via aladdin, PT meetings, HSCL.	Communicate clearly our start/ finish times + school calendar via aladdin and social media.	Principal + Hscl	Attendance rates		
	Staff "Meet and Greets" to be organised in September to inform families of the expectations around attendance, punctuality and homework.	HSCL + All Staff	Meets held? Parental attendance and feedback		
	Follow up with families not accessing aladdin	HSCL	Improvement in engagement levels with Aladdin		



Area: Attendance					
<p>Review: Analysis of Attendance is difficult to accurately assess due to school closures and covid restrictions. However, considering all of that our attendance figures for the last few years have been good. 19/20 : 94.2% 20/21: 89% 21/22: 88.5%</p>					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Review and implement updated attendance policy	ISM to draft new policy Whole staff input Approval at Board Level	ISM Team All Staff Board of Management	Policy ratified and implemented by staff		
Identify and track poor attendance and liaise with HSCL, SCP, EWO to improve record	Roll to be taken at 10am via Aladdin Principal to check aladdin each morning and send reminders to staff if roll not taken HSCL + principal + class teacher to monitor attendance trends Child welfare discussed at staff meetings Inform families if pupil is approaching	Class Teacher (SET if T absent) Principal All Staff All Staff HSCL + Principal	Roll taken every day Roll taken every day Identify early any concerns with attendance Support quickly provided for those children that need it Improvement in attendance levels		



Area: Attendance					
Review: Analysis of Attendance is difficult to accurately assess due to school closures and covid restrictions. However, considering all of that our attendance figures for the last few years have been good. 19/20 : 94.2% 20/21: 89% 21/22: 88.5%					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	20 days absent SCP workers in school 3 days a week Child welfare log between HSCL + Class teacher	HSCL HSCL + Teachers	Pupils at risk provided with support Increase awareness of where each child is coming from leading to a greater understanding of each pupil		
foster a welcoming atmosphere within the school	Focus on relationship based approach, MGC etc Implement our holistic based approach aligned with our SPHE plan in all classes. Focus on Increase in parental Involvement	All Staff All Staff HSCL	improvement in punctuality and attendance levels. Reduction in incidents of conflict on yard and in class Improve relations with families. Feedback from PANand families		



Area: Attendance					
Review: Analysis of Attendance is difficult to accurately assess due to school closures and covid restrictions. However, considering all of that our attendance figures for the last few years have been good. 19/20 : 94.2% 20/21: 89% 21/22: 88.5%					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	through celebrations, Together Time etc.				



5. Francis St CBS DEIS/SIP Plan 2022-2025 Partnership with Others

Area: Partnership with Others					
Review: We work with NEPS, SCP, NCSE, Local schools, DCU Changemaker Network, SET local cluster, HSCL cluster, SOLAS Project, Dr. Bike, NCAD, BIMM, St. Patrick's Cathedral, St. Catherine's Church, Lovin Catering, Erasmus, Templeogue Synge Street, Green Schools, Capital Credit Union, Business in the Community, Workday, YMCA, A&L Goodbody, St. Patrick's Athletic FC, Synge Street CBS Secondary, DCC Boxing Program, Shannon's Hopeline, Iveagh Fitness, St Pats DCU, UCD					
Targets:	Actions:	Persons/Gro ups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Attend HeadStr8 meetings	HSCL to attend meetings School to host a meeting	HSCL Conor + HSCL	Attendance + feedback from meetings Meeting held		
Continue to grow SET local cluster meetings	Cluster meets once a term	Avril + Bren	Number of meetings		
Restart Edmund Rice cup with Synge Street CBS	Trophy to be purchased Link in with Synge Street	HSCL Conor	Trophy purchased Match played		
Work closely with YMCA	HSCL to link in with YMCA Children can be referred for counselling	HSCL All Staff	Hold meetings with YMCA Number of children supported by YMCA		



Area: Partnership with Others					
Review: We work with NEPS, SCP, NCSE, Local schools, DCU Changemaker Network, SET local cluster, HSCL cluster, SOLAS Project, Dr. Bike, NCAD, BIMM, St. Patrick's Cathedral, St. Catherine's Church, Lovin Catering, Erasmus, Templeogue Synge Street, Green Schools, Capital Credit Union, Business in the Community, Workday, YMCA, A&L Goodbody, St. Patrick's Athletic FC, Synge Street CBS Secondary, DCC Boxing Program, Shannon's Hopeline, Iveagh Fitness, St Pats DCU, UCD					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	Staff to visit YMCA	All Staff	Number of Staff visited YMCA		
Continue to foster existing relationships	Reengage with SOLAS business Host NCAD student teachers Continue to foster existing relationships in Boxing, Cycling, GAA, Green Schools, 3 rock capital etc. Sean O'Connor to visit our 6th Class Continue strong relationship with UCD	HSCL, Conor, Molly All Staff Conor Conor + 6th class teachers All Staff	Dragon's Den prog completed Students hosted Number of programs run throughout the year Visit took place.		



Area: Partnership with Others					
Review: We work with NEPS, SCP, NCSE, Local schools, DCU Changemaker Network, SET local cluster, HSCL cluster, SOLAS Project, Dr. Bike, NCAD, BIMM, St. Patrick's Cathedral, St. Catherine's Church, Lovin Catering, Erasmus, Templeogue Synge Street, Green Schools, Capital Credit Union, Business in the Community, Workday, YMCA, A&L Goodbody, St. Patrick's Athletic FC, Synge Street CBS Secondary, DCC Boxing Program, Shannon's Hopeline, Iveagh Fitness, St Pats DCU, UCD					
Targets:	Actions:	Persons/Gro ups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
			Link with Law and Science dept reestablished		
Host a chess tournament for schools in Dublin 8	Set a date and invite schools in our area	Conor, Pol + Bren	Tournament held		
Host a debating competition with a school in Dublin 8	Year 1: Invite 1 school	David, Conor, Shane +Aisling	Competition hosted in school		
Host a school open day and invite community groups and neighbours	Set a date and put a team in place to organise the event	All staff	Open day held + feedback from school community		
Host a student council from another changemaker school	Contact a school in the network to set a date.	Student Council team	Meeting held + feedback from pupils & visiting school		



6. Francis St CBS DEIS/SIP Plan 2022-2025 Partnership With Parents

Area: Partnership with Parents					
Review: This has clearly been affected by restrictions and school closures. We put some successful initiatives in place during the periods of restrictions however, the lifting of restrictions afforded us the opportunity to welcome families back into our school. It became clear quite quickly the positive effect of parental and family involvement on our pupils and the general atmosphere within the school.					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
- Establish a new Parents association	Hold regular PA meetings	HSCL	Number of meetings held + feedback form parents & staff		
	Focus group with families to ascertain how we can best support them	HSCL	Number and success of activities arising from group		
Welcome and integrate new families in our School	Meet and Greets for each class	HSCL + Staff	Meetings held and number attended		
	Arrange afternoon for new families to visit class and meet new teacher	All Staff	All new pupils visit the school before start date		
	Liaise closely	HSCL + Infant Staff	Pupils and families feel welcome and		



Area: Partnership with Parents					
Review: This has clearly been affected by restrictions and school closures. We put some successful initiatives in place during the periods of restrictions however, the lifting of restrictions afforded us the opportunity to welcome families back into our school. It became clear quite quickly the positive effect of parental and family involvement on our pupils and the general atmosphere within the school.					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	with feeder schools and pre school to become informed about all our new pupils		settled: feedback from families		
-Improve communication between, staff and families	<p>-Parent Teacher Meetings to be held in November</p> <p>-Principal and HSCL communicate regularly with families via Aladdin</p> <p>-School activities, matches etc promoted on social media.</p> <p>-Share</p>	<p>All Staff</p> <p>Principal + HSCL</p> <p>-Avril</p> <p>-HSCL</p>	<p>Meeting held and number attended</p> <p>Regular communication occurs</p> <p>Level of engagement with posts</p> <p>Parent feedback = number of families & pupils getting</p>		



Area: Partnership with Parents					
Review: This has clearly been affected by restrictions and school closures. We put some successful initiatives in place during the periods of restrictions however, the lifting of restrictions afforded us the opportunity to welcome families back into our school. It became clear quite quickly the positive effect of parental and family involvement on our pupils and the general atmosphere within the school.					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	information about talks in the local area, community groups, sports clubs for young people etc.		involved in new activities/projects		
-Increase the involvement of families in their children's education.	-Design a yearly timetable for each class which allows for parental involvement -Encourage family involvement in whole school events such as Sports Day, Halloween Howl etc. -Seek out parent expertise as a resource	HSCL + Teachers All Staff HSCL	Timetable established and events held. Feedback from staff and families Number of events held + level of engagement Parent + staff feedback		



7. Francis St CBS DEIS/SIP Plan 2022-2025 Retention

Area: Retention					
Review: It is a priority for our school for all of our pupils to remain in school and progress to second level. We ensure this happens by working closely with pupils, families and other agencies to help our pupils to fulfil their potential					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
-HSCIL to compile a list of at risk children	Child Welfare discussed at every staff meeting	All Staff	Good attendance & happy pupils		
	All staff members to link in with HSCIL and Mgmt team if any concerns about a pupil	All Staff	Reduced incidents of conflict & negative behaviour.		
	MGC particularly important with new children in the school not just infants but those joining older classes.	All Staff	Reduced incidents of conflict & negative behaviour.		
	HSCIL to visit	HSCIL	Parent + Staff feedback		



Area: Retention					
Review: It is a priority for our school for all of our pupils to remain in school and progress to second level. We ensure this happens by working closely with pupils, families and other agencies to help our pupils to fulfil their potential					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	homes of target children				
-SCP project workers to work with target children	<p>HSCL to complete referral forms with families of children on target list.</p> <p>Children on SCP timetabled to work with SCP project workers</p> <p>HSCL to complete referral forms with families of children on target list.</p>	<p>HSCL</p> <p>SCP + HSCL</p> <p>HSCL</p>	<p>List compiled & reviewed regularly</p> <p>Timetable to reflect this.</p> <p>Attendance at Referral meetings</p>		
-Alleviate financial burden on vulnerable families	<p>-Provide a book rental scheme</p> <p>-provide all</p>	<p>School</p> <p>Catherine</p>	<p>Parent + Teacher Feedback</p>		



Area: Retention					
Review: It is a priority for our school for all of our pupils to remain in school and progress to second level. We ensure this happens by working closely with pupils, families and other agencies to help our pupils to fulfil their potential					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	necessary school equipment at beginning of year -Support at Christmas time	School	Parent + teacher feedback Improvement in readiness for Teaching and Learning Parent Feedback		
-Provide positive opportunities for families to participate in school life.	HSCL to establish a new parents association From feedback HSCL to design programs to suit the needs of the parents	HSCL HSCL	PA established and meetings held Number of programs up and running + feedback from staff & parents		
-Increased focus on transition pre school + post primary	MGC particularly important with new children in the school not just infants but those joining older classes	All Staff	Pupil's participation, happiness and attendance levels		





Area: Retention					
Review: It is a priority for our school for all of our pupils to remain in school and progress to second level. We ensure this happens by working closely with pupils, families and other agencies to help our pupils to fulfil their potential					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	<p>Look closely at transition to secondary and implement a program that works for our context</p> <p>Link in closely with secondary school and provide support to parents with the admissions process</p> <p>Compile a list of pre schools of incoming infants and liaise with them</p>	<p>HSCL, infant staff, 6th class teachers ISM</p> <p>HSCL, ISM, 6th Class Teachers</p> <p>HSCL, Catherine + Infant teacher</p>	<p>Program designed and implemented</p> <p>Parent feedback + children enrolled and sure of place by end 2022</p> <p>Feedback from families, pre school and infant staff Level of knowledge of the background of each new pupil</p>		



8. Francis St CBS DEIS/SIP Plan 2022-2025 CPD

Area: CPD					
Review: A lot of CPD was completed in a virtual form and, although beneficial, the opportunity to explore face to face CPD and network with other professionals offers greater opportunities for learning. As a staff we did some excellent whole group CPD such as Spellings with Brendan Culligan, whole staff Autism training and a walking tour of the South Inner City.					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Identify areas of CPD that will add value to our school	-Staff survey -Discussion at ISM	All staff	-List compiled and CPD sources		
Identify existing expertise within our team and encourage staff to share such with our group	-Compile a list of staff and the areas in which they'd feel comfortable advising fellow staff members or being observed in their own class	ISM	Number of CPD provided by staff		
Complete Child Protection	Staff sign in and complete TUSLA	All Staff	Number of staff completed training		



Area: CPD					
Review: A lot of CPD was completed in a virtual form and, although beneficial, the opportunity to explore face to face CPD and network with other professionals offers greater opportunities for learning. As a staff we did some excellent whole group CPD such as Spellings with Brendan Culligan, whole staff Autism training and a walking tour of the South Inner City.					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
TUSLA training every September	module every September				
All staff to participate in minimum 1 CPD per year	<p>Staff to share CPD from summer course from beg year 2</p> <p>Staff member trained as Childrens yoga teacher</p> <p>1 Staff member per year attend Incredible Years</p> <p>2 staff members attend Friends for Life</p> <p>Staff member</p>	<p>All Staff</p> <p>Aisling</p> <p>Molly + Sarah B</p> <p>Aisling + Avril</p> <p>Jordana</p>	<p>Number of staff that shared CPD</p> <p>Attendance at training and implementation of yoga program in school</p> <p>Attendance at training and feedback to staff</p> <p>Attendance at training and feedback to staff</p> <p>Attendance at training and feedback to staff</p>		



Area: CPD

Review: A lot of CPD was completed in a virtual form and, although beneficial, the opportunity to explore face to face CPD and network with other professionals offers greater opportunities for learning. As a staff we did some excellent whole group CPD such as Spellings with Brendan Culligan, whole staff Autism training and a walking tour of the South Inner City.

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	to attend Nurture Room CPD Cubbie CPD SNA to attend Lamh training course	Nicola, Conor, Rosaleen Rosaleen + Jordana	Feedback to Staff and number of pupils uploaded to portal Attendance at training and feedback to staff		



9. Francis St CBS DEIS/SIP Plan 2022-2025 Pupil Voice

Area: Pupil Voice					
Review:					
Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
Participate in 'A Critical Exploration of the 'Our Voices Our Schools' programme	Collaborate and learn with Dalkey School to uncover hidden voices'	DCU Change team	Completed November 2022		
	Establish a community of practice	DCU Change team	Completed December 2022		
	Administer pupil voice school audit	School Community-students, staff & parents	Completed January 2023		
	Design of workshops adopted from OVOS	DCU Change team	Completed January 2023-April 2023		
	Roll out of workshops in classes	DCU Change team	Completed June 23		



Area: Pupil Voice

Review:

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	Year 1 Audit Year 2: New workshops Final Audit + report	DCU Change team DCU Change team DCU Change team	Completed September 23 Completed October-November 2023		
Establish 5 pupil committees	Assign Staff members responsible for each group Groups meet twice a term	See Roles & Responsibilities list Staff over teams	Committees established Meetings held		
Set up a school debating team	Have internal debate Host a debate with another school in Dublin	David, Shane & Aisling Conor, David, Shane & Aisling	Year 1 Debate held June; Host debate		



Area: Pupil Voice

Review:

Targets:	Actions:	Persons/Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	8				
Reverse Integration	Pupils in AS classes choose children to join them in activities in their classroom	All staff	Timetable in place to reflect this		
Participate in Peace Proms	4th class to participate in program	Sharon + Aileen	Performance in February 2023		
Participate in Erasmus	Minimum 20 children will have the opportunity to visit 4 different countries	Shane, Aisling, Avril Mc	Number of staff + pupils attend trips + feedback Successful dissemination of project goals		
Participate in Dragon's Den program	5th class to engage with SOLAS and Savills	Molly, Brendan, Conor & Nicola	Program to be completed in November 2022		



10. Francis St CBS DEIS/SIP Plan 2022-2025 Wellbeing

Area: Wellbeing						
<p>Review: Identified as a target area during the last SSE cycle after returning to school after the first school closure. Our SIP proved to be hugely important and provided a platform for us to enable all our community to feel safe and welcome in the school building. This combined with the Wellbeing Policy Statement and Framework affirms that Wellbeing is central to our SSE process. We had a curriculum evaluation in SPHE in September 2022 and the report indicated that our practise in this area is strong.</p>						
No.	Targets:	Actions:	Persons/ Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
1.	<p><u>Culture and Environment:</u> Put systems in place so that the voice of the school community is heard and leads to improvements in school culture and ethos.</p>	<p>Elect 5 pupil committees every year: Green Team, Wellbeing Warriors, Student Council, Fit Squad, Coiste na Gaelige.</p> <p>Participate in DCU research study on Pupil Voice.</p> <p>Celebrate events to promote wellbeing and inclusion of all in our school Community: Autism Awareness Month, Empathy Week, World Teacher Day, World Kindness Day, Grandparents Day, Positive Affirmation Week,</p>	<p>All Staff</p> <p>DCU Change Team</p> <p>All Staff</p> <p>Aileen + Conor</p>	<p>1 student from each class elected to committees. Meetings held and actions taken on suggestions given.</p> <p>Timeline of project adhered to</p> <p>At least 3 whole school events are celebrated by the end of the year in school with staff, students, families and the community.</p>		



Area: Wellbeing

Review: Identified as a target area during the last SSE cycle after returning to school after the first school closure. Our SIP proved to be hugely important and provided a platform for us to enable all our community to feel safe and welcome in the school building. This combined with the Wellbeing Policy Statement and Framework affirms that Wellbeing is central to our SSE process. We had a curriculum evaluation in SPHE in September 2022 and the report indicated that our practise in this area is strong.

No.	Targets:	Actions:	Persons/ Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
		<p>International Week, Gratitude Week.</p> <p>Set up Staff Wellbeing Team.</p> <p>Continue to implement our holistic curriculum.</p> <p>Various workshops catered for the needs of the families in our school, suggested by the students and families such as: Together Time, Meet and Greets, maths workshops.</p>	<p>All Staff</p> <p>HSCL + Staff</p> <p>HSCL</p>	<p>Staff Wellbeing Team set up (3-4 members). Initiatives rolled out throughout the school to promote staff wellbeing such as staff outings and staff care packages.</p> <p>Holistic curriculum continues to be behind every interaction among the school community.</p> <p>At least 3 workshops held on the basis of feedback from the school community to cater for those identified needs.</p>		



Area: Wellbeing

Review: Identified as a target area during the last SSE cycle after returning to school after the first school closure. Our SIP proved to be hugely important and provided a platform for us to enable all our community to feel safe and welcome in the school building. This combined with the Wellbeing Policy Statement and Framework affirms that Wellbeing is central to our SSE process. We had a curriculum evaluation in SPHE in September 2022 and the report indicated that our practise in this area is strong.

No.	Targets:	Actions:	Persons/ Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
		HSCL link closely with families in the school.		HSCL to greet parents at school gate. HSCL to introduce themselves to parents early on in the year and to arrange parent events, home visits, calls to check welfare.		
2.	<u>Curriculum Teaching and Learning:</u> Students access curricular activities to promote their physical, social and	Continue to promote the teaching of the 'Stay Safe' and 'Walk Tall' programmes. Include school developed programmes to cater for the needs of the individual children and classes such as Peace Circle, circle times in and outside of the classroom.	All Staff Conor + All Staff Conor	Staff continue teaching the stated programmes in their respective classes. Weekly Peace Circles held by Conor with identified class.		



Area: Wellbeing

Review: Identified as a target area during the last SSE cycle after returning to school after the first school closure. Our SIP proved to be hugely important and provided a platform for us to enable all our community to feel safe and welcome in the school building. This combined with the Wellbeing Policy Statement and Framework affirms that Wellbeing is central to our SSE process. We had a curriculum evaluation in SPHE in September 2022 and the report indicated that our practise in this area is strong.

No.	Targets:	Actions:	Persons/ Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	emotional competence to enhance their overall wellbeing.	<p>Encourage professional development for staff members with courses such as Incredible Years and Friends For Life.</p> <p>CPD for staff members to teach Yoga and mindfulness classes to children and the wider community to enhance their overall wellbeing.</p> <p>Celebrate Fitness Day and promote physical activity through PE, Sports Day, school sports teams and sport competitions.</p> <p>Encourage healthy eating in accordance with our Healthy Eating policy in school.</p>	<p>Conor + Aisling</p> <p>All Staff</p> <p>All Staff</p>	<p>At least 3 members of staff access training per year.</p> <p>Aisling to attend training and to teach an identified number of sessions for a particular cohort.</p> <p>Physical activity promoted through weekly PE lessons, Fitness Day, Sports Day and sports teams.</p> <p>All staff encourage and remind children about the school's healthy eating policy.</p>		



Area: Wellbeing

Review: Identified as a target area during the last SSE cycle after returning to school after the first school closure. Our SIP proved to be hugely important and provided a platform for us to enable all our community to feel safe and welcome in the school building. This combined with the Wellbeing Policy Statement and Framework affirms that Wellbeing is central to our SSE process. We had a curriculum evaluation in SPHE in September 2022 and the report indicated that our practise in this area is strong.

No.	Targets:	Actions:	Persons/ Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
3.	<u>Policy and Planning:</u> Use a termly Self-Evaluation Wellbeing Promotion Process to implement and review wellbeing promotion.	As a staff, reflect on the school's practices of wellbeing at the end of each term. Evaluate and develop the school's wellbeing approach accordingly to promote wellbeing in the school as per staff evaluation.	All Staff Aileen + Conor	During a CP session at the end of each term, staff complete a survey about the school's practices of wellbeing. Aileen and Conor to use feedback from staff to further develop wellbeing in the school.		
4.	<u>Relationships and Partnership:</u> Utilise external partnerships in order to actively engage and promote wellbeing within the school	Make links with external agencies such as SSCP, Solas, Clubhouse and Rainbows to encourage the wellbeing of targeted children. As a school, effectively employ and deploy outside agencies and partnerships to attain and achieve the	HSCL HSCL + All Staff	HSCL to build upon relationships already created and continue to work closely with agencies that can offer support both in and outside of school. Staff to continue to use their respective outside links to best		



Area: Wellbeing

Review: Identified as a target area during the last SSE cycle after returning to school after the first school closure. Our SIP proved to be hugely important and provided a platform for us to enable all our community to feel safe and welcome in the school building. This combined with the Wellbeing Policy Statement and Framework affirms that Wellbeing is central to our SSE process. We had a curriculum evaluation in SPHE in September 2022 and the report indicated that our practise in this area is strong.

No.	Targets:	Actions:	Persons/ Groups Responsible:	Criteria for Success:	Progress and Adjustments:	Targets Achieved:
	community.	<p>best possible outcome for the wellbeing of the entire school community (boxing, football, YMCA, Solas, Rainbows).</p> <p>Encourage the participation of local businesses and parents through celebratory events and focused family workshops.</p>	HSCL + Conor	<p>suit the needs of their children through collaboration and partnership.</p> <p>Encourage local businesses to collaborate with the school community during each of the organised whole school events where possible.</p>		

