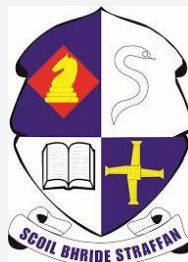


SCHOOL IMPROVEMENT PLAN 24_25

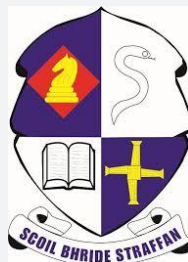
<p>IMPROVEMENT PLAN CO-ORDINATOR: Caroline Collieran</p>	<p>Leadership and Management Team: Breda McAuliffe (DP) Orla Moran (AP1 acting)/ Aisling Farrelly Sean Keane (AP2) Mairead Mangan (Acting AP2), Marie Cunningham(Acting AP2)</p>	
Target Area 24/25	ACTIONS to be taken	Who is responsible?
<p>1. Literacy</p> <p><i>Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum</i></p> <p><i>Learner Experience: engage purposefully in meaningful learning activities</i></p>	<p><u>This year we are continuing to focus on:</u></p> <ul style="list-style-type: none"> • Primary Language Action Plan September 24.25 • Spelling Action Plan 24.25 involving Spellings and Morphology • <i>Implementation of Phonological Awareness Programme, adapting approaches to Phonics and Heart Words- continuing on from 23.24</i> <p>Yearly Plan<u>Term 1 and Term 2:</u></p> <ul style="list-style-type: none"> • Assessment informs your teaching. See Spelling Assessments • Assess spellings in September. 	<p>All Class Teachers including Principal</p> <p>Deputy Principal: Ms. McAuliffe</p>



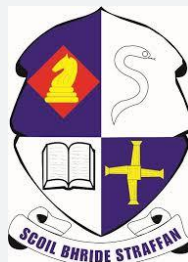
- Reassess again March/April.
- Regular dictation each week.
- Dictation should incorporate spelling focus (*phonics or [spelling rules](#)*) for the current week but also spelling focus of previous weeks.
- Regular review of previous patterns and spelling rules taught
- Syllable work in each class
- Dictation should include sight words/heart words
- Dictation applies to English and Gaeilge.
- No Friday test.
- More Spelling Rules [here](#) and [here](#). Spelling Rule posters [here](#) and [here](#)

Term 3:

- Exploring Morphology 3rd-6th-[list for 3rd-6th](#)
- Have lessons on: tract, er/or, trans, bio, form, ject, struct, scribe, port, mis
- See [Teach Along With Me Series](#)



	Morphology Flashcards and more root words here .	
2. Gaeilge <i><u>Learner Outcome:</u> pupils will demonstrate the knowledge, skills and understanding required by the curriculum</i> <i><u>Learner Experience:</u> engage purposefully in meaningful learning activities</i>	<ul style="list-style-type: none"> ● To improve the use of Oral Irish across the school by deploying a consistent and whole school approach to Feidhmeanna Teanga Plan ● Whole school effort to promote the use of Gaeilge Neamhfhoirimiúl across the school ● Creation of a Gaeilge Team (Coiste Tacaíochta) to support with Oide facilitator ● Use of Irish placemats across the school 3rd-6th as an aid for Oral language created by Gaeilge Team ● Oide school sustained support to support staff approach ● Incorporate more Cluichí, amhrán agus Dánta to encourage motivation and positive attitudes towards gaeilge ● Link planning of Gaeilge with the PLC learning outcomes. 	Gach múinteoir sa scoil AP1 Orla Moran and AP2 Sean Keane along with the Gaeilge Team



3. Numeracy

Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum

Learner Experience: engage purposefully in meaningful learning activities

- Primary Maths Curriculum Training Day and Engagement of all staff with the new curriculum by looking at Talk Time and Problem Solving
- Review of resources and purchasing new resources
- Hands on Teaching
- Whole staff engagement with the New Primary Maths Curriculum
- Focus on Hands on activities and Problem Solving
- Devising a Teaching Tables Plan
- Use of Digital Technology to support Teaching and Learning (see DLF: Maths Apps)

All class teachers
AP2 Postholders
M. Mangan and A Farrelly

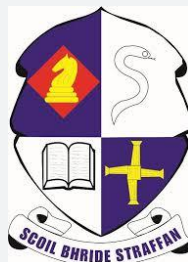
4. STEM

Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum

Priority Focus this year is to develop the School Garden:

- Apply for a further Environmental Sustainable Grant for €2,5000 with a grant proposal to improve planting in the garden and also gain CPD for staff (Paddy Madden from Heritage in Schools)
- Create a School Plan for the school Garden planting in spring
- Set up water butts to the greenhouse for watering plants.
- Improve composting practices across the school

Principal
AP2 S. Keane



Learner Experience: engage purposefully in meaningful learning activities

- Creation of STEM school padlet of resources for staff

5. Wellbeing

Learner Outcome: pupils will have the necessary knowledge, skills and attitudes to understand themselves and their relationships

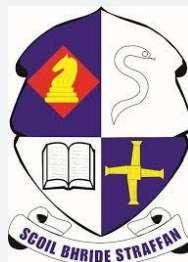
Learner Experience: engage purposefully in meaningful learning activities

- Bí Cinéalta focus and extending restorative practices to 3rd-6th class using the 3 Rs' Approach
- Morning Circles in all classes from 3rd-6th
- Yard Playground equipment to improve wellbeing and happiness on the yard as a follow up to the Child Safeguarding/ Antibullying Survey
- Reduce the behaviours on the yard (as part of our Antibullying Plan see children survey)
- New election and selection of a Student Council to extend the children's voice across the school

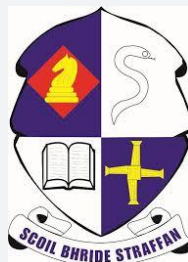
Through our annual survey of the pupils, the following areas of focus were identified and targeted for 24/25

Feeling Safe:

Class Teachers
Ap1 Acting Post Holder
Orla Moran



	<ul style="list-style-type: none"> Children feel safe in the playground currently at 63.5% of children but with a target of 80% by the Term 3 2024 <p><u>Relationship with staff:</u></p> <ul style="list-style-type: none"> Children feel that teachers and staff listen to me: Currently at 88% and wish to target 90% by June 2024 Children feel confident approaching staff when feeling unhappy or unsafe: Currently at 67% and targeting 80% by June 2024 	
<p>6. SET and Inclusion</p> <p><i><u>Learner Outcome:</u> pupils will have the necessary knowledge, skills and attitudes to understand themselves and their relationships</i></p> <p><i><u>Learner Experience:</u> engage purposefully in meaningful learning activities</i></p>	<ul style="list-style-type: none"> Use of more Inclusive Practices with reference to EAL Oide Pedagogies resources Training in Behaviours of Concern and New Authority Review of Inclusive practices across the school and include the children from the ASD class in whole school events Inclusion on the yard and peer buddies to support children with SEN Promotion of Inclusive Engaging learning activities in the classrooms in all subject areas. 	<p>DP: B Mc Auliffe, all teachers with the support of SNAs</p>



***Teacher individual practice:
selects and uses teaching
approaches appropriate to the
intended learning outcome and
to the pupil's learning needs.***

- Embedding of Sensory Circuits to support children with emotional regulation and anxiety
- **Universal Design for Learning (UDL):** Implement UDL principles to ensure that teaching methods and materials accommodate all learning styles as part of the planning for Teaching and Learning (look at the Why, What and How of learning)

7. Teacher Planning

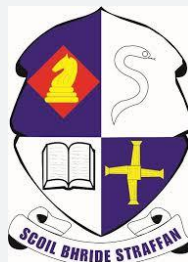
- **Teacher Individual Practice:** selects and uses preparation and assessment practices that progress pupil's learning
- **Teachers' collective/ collaborative practice:** value and engage in professional learning and professional collaboration

For 2024/25, staff will continue to thematically plan to support effective teaching and learning and bring a cohesive approach to planning in the school.

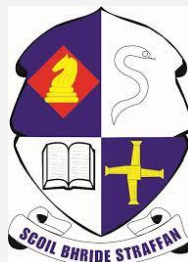
In our fortnightly planning the following is included:

- **Learning Outcome Number and Label** eg: No 9: Comprehension
- **Specific Focus**-using your own words or parts of the actual learning outcome or progression steps
- *1-2 learning outcomes per strand in our fortnightly planning.*
- *Using engaging learning activities.*
- Teacher fortnightly planning will include aspects of the Primary Language Curriculum by stating the learning outcome and stating the specific focus, learning activity and assessment.

All teachers
second year plan
commencing in Sept 2024



	<ul style="list-style-type: none"> ● Long Term planning will focus on a Thematic Approach across the school in line with the Teaching and Learning Guidance Document ● Learning Activity will be named in planning ● Assessment to be identified in line with SIP 	
8. Assessment <u>Teacher Individual Practice:</u> selects and uses preparation and assessment practices that progress pupil's learning <u>Teachers' collective/ collaborative practice:</u> value and engage in professional learning and professional collaboration	<ul style="list-style-type: none"> ● Introduction of Regular Feedback on Pupils Improvement using Self and Peer Assessment following WSE recommendation ● Conferencing to be continued as year 2 of piloting while embedding Walt and Wilf by all teachers as part of their teaching and learning ● All classes to continue to use Seesaw to record termly assessments as part of a pupil portfolio ● All classes will have WOW work walls, two stars and a wish (own work), Rubrics for older classes, Conferencing, Seesaw. Possible use of GSuite for older classes ● Critical Literacy -implemented 23.24-WSE highlighted this as area for further implementation for 24/25 	All Teachers supported by DP Breda McAuliffe and AP2 S. Keane (Digital Learning Strategy)



9. Attendances

Learner outcome: pupils enjoy their learning, are motivated to learn and expect to achieve as learners

Learner experience: engage purposefully in meaningful learning activities

We will develop a nurture space for the children to feel at home.
Support reluctant attenders with a specific intervention plan to support the parents and child.

Letter to be sent to parents to explain the importance of attendances

Currently Tier 1: 34.2%/ Tier 2: 41.3%/ Tier 3: 24.5%

Goal is to improve attendances by 2% across the Tiers so that children are attending school 3 days more in the academic year

Principal
AP1 post Holder O. Moran

MONITORING:

1. Analysis of the Drumcondra Literacy and Numeracy results
2. Teacher observation
3. Assessment of Milestone target achievements
4. Children Surveys
5. Staff Meetings
6. Parental Discussions

Whole Staff / Co-ordinator
Principal
Relevant Teachers
Class Teachers
Children and Parents

7. Aladdin Data	
<p style="text-align: center;">EVALUATION APPROACH:</p> <ul style="list-style-type: none"> • Individual and team professional review of teaching and learning (Teacher discussion and reflection, teacher self reflection, Team teaching and review, Analysis of Cúntas Miosúil, Individual and collective review of pupils work) • School community perspectives on teaching and learning (Eliciting of views from pupils ,teachers and parents) • Data review of pupil outcomes arising from teaching and learning (Analysis of teacher designed tasks, standardised tests, summative and quantitative information, Comparison with national norms, review of assessment records and pupil progress records) • School environment and policy review for teaching and learning (Code of behaviour, Anti Bullying Policy, attendance rates, assessment policy, school safety statement, ICT usage, review of written plans) 	<p style="text-align: center;">EVALUATION TOOLS:</p> <ul style="list-style-type: none"> • Reflection/Review/ Observation template • Teacher reflection sheet • PLC progression continua • Focus groups • Pupils Surveys • Analysis of Standardised tests • Checklists
<p style="text-align: center;">NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:</p> <ul style="list-style-type: none"> • Review of Team Teaching Numeracy and Literacy supports in the identified classes with learning needs as a result of COVID 19 • Continue with the priorities as outlined in the School PIEW Model • Review of the school approach to planning and implement a Thematic Approach to planning in line with the Teaching and learning Guidelines. • Implement the transition to Restorative Practices by incorporating Morning Circles in 6th, 5th and 4th classes with a view to including 3rd in September 2024. • Reflect on our Differentiation and methodologies used or inclusion in the classroom using the Universal Design for Learning Model • Promoting Sensory Circuits to support children as part of movement breaks/ emotional regulation and time tabling to suit children’s needs • Purchase of resources for Maths 	

TARGET REVIEW JUNE 2025	ACHIEVED:
<p style="text-align: center;">1. Literacy</p> <p><u>Learner Outcome:</u> pupils will demonstrate the knowledge, skills and understanding required by the curriculum</p> <p><u>Learner Experience:</u> engage purposefully in meaningful learning activities</p> <p>Following continuation of literacy interventions in the Junior Classes we expect to :</p> <ol style="list-style-type: none"> 1. Increase the number of pupils in the Average range (Standard Scores 90-109) from 42% to 45% 2. Reduce the number of pupils in the below average (Standard Score 70-89) range by 2% from 8% to 6 % (reduce by 2%) 3. Maintain the number of pupils in the Above Average Range (Standard Score 110-130+) (currently at 48%) 	<p>Following a review of the standardised scores across the school in 24/25 the following improvements were noted:</p> <ol style="list-style-type: none"> 1. Average: 49% increase by 7% (achieved) 2. Below Average 5 % Decrease of 3 % (achieved) 3. Above Average 46% decrease 2% (improved)
<p style="text-align: center;">2. Numeracy</p> <p><u>Learner Outcome:</u> pupils will demonstrate the knowledge, skills and understanding required by the curriculum</p> <p><u>Learner Experience:</u> engage purposefully in meaningful learning activities</p> <p>Following continuation of numeracy interventions in the Junior Classes we expect to see</p> <ol style="list-style-type: none"> 1. Increase the number of pupils in the Average range (Standard Scores 90-109) by 5% (currently 45%) 2. Reduce the number of pupils in the below average (Standard Score 70-89) range by 2% (currently 15%) 3. Maintain the number of pupils in the Above Average Range (Standard Score 110-130+) (currently at 40%) 	<ol style="list-style-type: none"> 1. Average: 51% increase by 6% (achieved) 2. Below Average 5 % Decrease of 5 % (achieved) 3. Above Average 39% decrease 1% (as expected)
<p style="text-align: center;">3. STEM</p>	

<p><i>Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum</i></p> <p><i>Learner Experience: engage purposefully in meaningful learning activities</i></p> <ul style="list-style-type: none"> • Whole school involvement in the School Garden • Yield to be sold at end of year Sale of Work for revenue • Staff engagement with STEM Padlet for support • Technology and Apps being positively used to support Teaching and learning 	<p>Success with school garden, full involvement with the school and profit made at sale of work</p> <p>Apps and technology under review in line with new PMC</p>
<p style="text-align: center;">4. Wellbeing:</p> <p><i>Learner Outcome: pupils will have the necessary knowledge, skills and attitudes to understand themselves and their relationships</i></p> <p><i>Learner Experience: engage purposefully in meaningful learning activities</i></p> <p>Wellbeing SSE focus is determined by the outcome of the pupils survey for Child safeguarding and antibullying surveys. The targets are as follows:</p> <p><u>Feeling Safe:</u></p> <ul style="list-style-type: none"> • Children feel safe in the playground currently at 63.5% of children but with a target of 80% by the Term 3 2024 <p><u>Relationship with staff:</u></p> <ul style="list-style-type: none"> • Children feel that teachers and staff listen to me: Currently at 88% and wish to target 90% by June 2024 • Children feel confident approaching staff when feeling unhappy or unsafe: Currently at 67% and targeting 80% by June 2024 • Investment in yard equipment for children's wellbeing on yard 	<p><u>Survey results</u></p> <p><u>Feeling Safe:</u> 91.6% achieved (increase of 28.1%)</p> <p><u>Relationship with staff:</u> 91.6% achieved (increase of 3.6%)</p> <p>91.6% achieved Increase of 24.6 Yard equipment purchased</p>
<p style="text-align: center;">5. Planning and Assessment</p>	

<p><u>Teacher Individual Practice:</u> selects and uses preparation and assessment practices that progress pupil's learning</p> <p><u>Teachers' collective/ collaborative practice:</u> value and engage in professional learning and professional collaboration</p> <p>For 2024/25, staff will continue to thematically plan to support effective teaching and learning and bring a cohesive approach to planning in the school.</p> <p>In our fortnightly planning the following is included:</p> <ul style="list-style-type: none"> ● Learning Outcome Number and Label eg: No 9: Comprehension ● Specific Focus-using your own words or parts of the actual learning outcome or progression steps ● <i>1-2 learning outcomes per strand in our fortnightly planning.</i> ● <i>Using engaging learning activities.</i> ● Teacher fortnightly planning will include aspects of the Primary Language Curriculum by stating the learning outcome and stating the specific focus, learning activity and assessment. ● Long Term planning will focus on a Thematic Approach across the school in line with the Teaching and Learning Guidance Document ● Learning Activity will be named in planning ● Assessment to be identified in line with SIP 	<p>Progress noted through continuous checkins and regular staff collaboration to review and target action areas with a view to continuous improvements</p>
<p style="text-align: center;">6. SET</p> <p><u>Learner Outcome:</u> pupils will have the necessary knowledge, skills and attitudes to understand themselves and their relationships</p> <p><u>Learner Experience:</u> engage purposefully in meaningful learning activities</p>	<p>Regular reviews of the sensory circuits, whats working well, what requires improvements and</p>

<p><i>Teacher individual practice: selects and uses teaching approaches appropriate to the intended learning outcome and to the pupil's learning needs.</i></p> <ul style="list-style-type: none"> Continued review of the Sensory circuits reported to support children's anxiety and emotional regulation and being monitored closely by SET teachers and Parents as part of the children's SSP Use of Behaviour management strategies from New Authority and Behaviours of concern CPD 	<p>reviewed in light of children's needs and SSPs</p>
<p style="text-align: center;">7. Attendance</p> <p><i>Learner outcome: pupils enjoy their learning, are motivated to learn and expect to achieve as learners</i></p> <p><i>Learner experience: engage purposefully in meaningful learning activities</i></p> <ul style="list-style-type: none"> All reluctant attenders have a specific intervention plan in place to support the parents and child. Letter to be sent to parents to explain the importance of attendances <p><i>Currently Tier 1: 34.2%/ Tier 2: 41.3%/ Tier 3: 24.5%</i></p> <ul style="list-style-type: none"> Goal is to improve attendances by 2% across the Tiers so that children are attending school 3 days more in the academic year 	<p style="text-align: center;"><u>In 24/25</u></p> <p>Tier 1: improved by 8.3%</p> <p>Tier 2: Improved by 3.2%</p> <p>Tier 3: Improved by 5.2%</p>