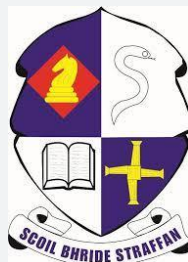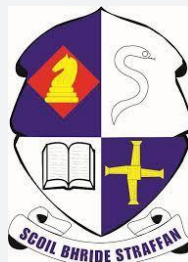# SCHOOL IMPROVEMENT PLAN 25-26
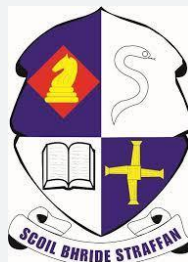
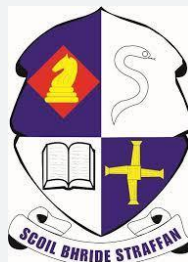| IMPROVEMENT PLAN CO-ORDINATOR: Caroline Colleran	Leadership and Management Team: Breda McAuliffe (DP) Sean Keane (AP1 acting) Conor Langton (AP2) Aisling Farrelly(Acting AP2), Marie Cunningham(AP2), Ailbhe Ryan (Acting AP2)	
Target Area 25/26	**ACTIONS to be taken**	**Who is responsible?**

1. Literacy
 	
Learner Outcome: **pupils will demonstrate the knowledge, skills and understanding required by the curriculum**
Learner Experience: **engage purposefully in meaningful learning activities**
	This year we are continuing to focus on:
	
	● *1-2 learning outcomes per strand in our fortnightly planning.*
	
	● *Using engaging learning activities.*
	
	● *Using different assessment methods-*
	Currently our Whole School Action Plan for assessment is:
	  ● *WALT/WILF and Seesaw.-implemented 22.23*
	  ● *Conferencing- implemented 23.24.*
		All Class Teachers including Principal
		
		Deputy Principal: Ms. McAuliffe with support of Marie Cunningham AP2

	● **Self & Peer Assessment -new for 24.25-from WSE recommendations.** ● **Critical Literacy -implemented 23.24-WSE highlighted this as an area for further implementation.** ● **Focus on [spelling approaches/rules](#) and morphology-new 24.25** ● **Implementation of Phonological Awareness Programme-continuing on from 23.24** ● **Implementing ULFI programme and heart words Junior Infants -1st class 25.26. Junior Infants phonics plan [here](#). Senior Infants Phonics Plan [here](#).** ● Trying inclusive methods-implemented 22.23 ● Disciplinary Literacy-see from Webinar in 22.23 ● Transfer of Skills-implemented 22.23	

- Continue to develop the whole [school yearly plan](#) using a thematic approach. Thematic Planning folder [here](#):

- PDST/E-Bulletins and Carmel Linehan, our PLC advisor, had shared resources to support the above. All in the PLC/Literacy folder on [Google Drive.](#)

- Spellings Action Plan: Focus for this year is on:

- Assessment informs your teaching. See Spelling [Assessments](#)

- Assess spellings in September. (***Ensure different assessment is used from last year***.)

- 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](#) and [here](#) **Term 1:** ● Exploring Morphology 3rd-6th-see prefixs/suffixes/root words here: [list for 3rd-6th](#) ● Have lessons on: tract, er/or, trans, bio, form, ject, struct, scrib, port, mis ● See [Teach Along With Me Series](#) here. [Morphology Flashcards](#) and more root words [here](#).	
2. Gaeilge *Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum*	● Using Turas na Scríbhneoireachta resources there will be a consistent approach to Scríbhneoireacht. ● Consistent approach to Grammadachas agreed by staff ● Use of Hard back copies from 4th -6th	Gach múinteoir sa scoil AP1 acting Sean Keane, Ailbhe Acting AP2 along with the Gaeilge Team

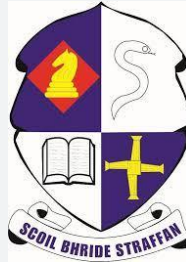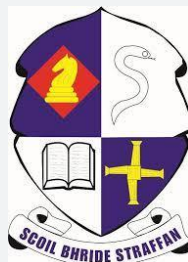|		
Learner Experience: engage purposefully in meaningful learning activities	• Continue to improve the use of Oral Irish across the school by deploying a consistent and whole school approach to [Feidhmeanna Teanga](#)Plan • Whole school effort to promote the use of Gaeilge Neamhfhoirimiúl across the school • Continued use of Gaeilge placemats across the school 3rd-6th as an aid for Oral language created by Gaeilge Team • Link planning of Gaeilge with the PLC learning outcomes.	
3. Numeracy **Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum** **Learner Experience: engage purposefully in meaningful learning activities**	• Implementation of the [Teaching of Tables Plan](#) as devised by Maths Team • Whole school focus on hands on approach to teaching number • Whole staff engagement with the New Primary Maths Curriculum • Use of Digital Technology to support Teaching and Learning (see DLF:Times Tables Rock Stars)	All class teachers AP2 Postholders A Farrelly and Acting AP1 S. Keane supporting Digital Technology

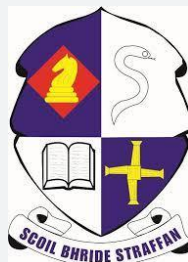|		
4. STEM ***Learner Outcome:** **pupils will demonstrate the knowledge, skills and understanding required by the curriculum*** ***Learner Experience:** **engage purposefully in meaningful learning activities***	Priority Focus this year is to develop a sensory musical space in the School Garden: ● Apply for a further Environmental Sustainable Grant for €2,500 with a grant proposal to improve planting in the garden ● Implement the School Plan for the school Garden planting in spring ● Invest in Science resources and store in strands boxes. ● Improve and update the school website ● Review current IT equipment and seek to invest in equipment to enhance the Teaching and Learning in line with the Primary Curriculum Framework requirements ● Create a children led school blog to enhance communication with the school community	Principal AP1 Acting S. Keane with support of Conor Langton AP2 (Digital Technology)

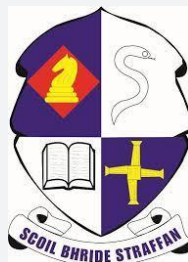| 5. Wellbeing

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 implementation with a student voice poster on display in the yards and school Hall.
● Extending full restorative practices to 1st- 6th class using the 3 Rs' Approach
● Morning Circles in all classes from 1st-6th
● Continued monitoring and investment into 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
● Restorative Coaching for the Restorative Team
● Focus on Care schools plan an themes as part of Assembly programme
● Refresher training in 3R's for all staff | Class Teachers
Ap2Post Holder Conor Langton leading LMT |

	● Parent Circle training to be held by Monica Monohan ● Dignity at Work Policy with Michael Maher priority in Term 1 ● Improved Communication with parents through the school App and website	
6. SET and Inclusion *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* *Teacher individual practice: selects and uses teaching approaches appropriate to the*	● Use of more Inclusive Practices with reference to EAL Oide Pedagogies resources ● Relate Discovery engagement with staff to enhance relationships and empathy with children ● Use of the Inclusive Practice Reflection Tool to support Behavioural Care Needs across the school ● Review of Inclusive practices across the school and include the children from the ASD class in whole school events. Seek to include the children more and educate the mainstream children on additional needs: Reverse Integration ● Seek the children's voice in their SSPs: "Getting to Know me document"	DP: B Mc Auliffe, all teachers with the support of SNAs

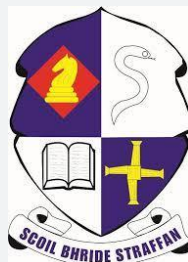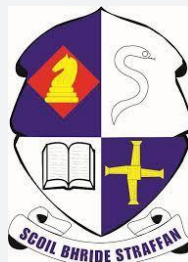|		
intended learning outcome and to the pupil's learning needs.	- All classrooms from JI-2nd class have sensory spaces where required. - Access to an external sensory corner near the Junior end. - Inclusion on the yard and peer buddies to support children with SEN: creation of chill out zones on the yard. - Promotion of Inclusive Engaging learning activities in the classrooms in all subject areas. - Continued embedding of Sensory Circuits to support children with emotional regulation and anxiety to meet the demands and needs with access to an OT swing also	
7. Teacher Planning ● **Teacher Individual Practice: selects and uses preparation and assessment practices that progress pupil's learning**	- Creation of a whole school padlet offering a suite of current resources for staff to enable planning and assessment In our fortnightly planning the following is included: **Learning Outcome Number and Label eg:** No 9: Comprehension	All teachers responsible for planning and assessment in line with SSE Plan

● **Teachers' collective/ collaborative practice:** value and engage in professional learning and professional collaboration	● **Specific Focus**-using your own words or parts of the actual learning outcome or progression steps ● **Learning Activity** ● **Assessment** This year we are continuing to focus on: ● *1-2 learning outcomes per strand in our fortnightly planning.* ● *Using engaging learning activities.* ● *Using different assessment methods-as per assessment plan*	
8. Assessment Teacher Individual Practice: selects and uses preparation and assessment practices that progress pupil's learning	● Introduce TAF/TAL as an addition to Walt and WILF ● Journaling (Numeracy) in middle and senior classes ● Continue the regular Feedback on Pupils Improvement using Self and Peer Assessment following WSE recommendation ● Embedding Conferencing, Walt and Wilf by all teachers as part of their teaching and learning	All Teachers supported by DP Breda McAuliffe and AP1 Acting S. Keane (Digital Learning Strategy) and LMT members in specific subject areas.

Teachers' collective/ collaborative practice: value and engage in professional learning and professional collaboration	• 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*	
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**	• Support reluctant attenders with a specific intervention plan to support the parents and child. • App notices to be sent to parents to explain the importance of attendances • *Currently Tier 1: 51%/ Tier 2: 10%/ Tier 3: 39%:* **Goal** is to **improve attendances by 2%** across the Tiers so that children are **attending school 3 days more** in the academic year • Set up Aladdin attendance notice to parents • Regular letters to be sent to parents on 10, 15 and 20 days in line with TESS.	Principal with support of LMT and class teachers

MONITORING:	Whole Staff / Co-ordinator
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 7. Aladdin Data	Principal Relevant Teachers Class Teachers Children and Parents

EVALUATION APPROACH:	**EVALUATION TOOLS:**
● 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)	● Reflection/Review/ Observation template ● Teacher reflection sheet ● PLC progression continua ● Focus groups ● Pupils Surveys ● Analysis of Standardised tests ● Checklists

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

● Continued review of Team Teaching Numeracy and Literacy supports in the identified classes with needs as per assessment review
● 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. - Full Implement to Restorative Practices by incorporating Morning Circles in 1st-6th classes as well as 3 R's as part of the Bí Cinealta Policy - 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 Science	
TARGET REVIEW JUNE 2026	**ACHIEVED:**
1. Literacy *Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum* *Learner Experience: engage purposefully in meaningful learning activities* Following continuation of literacy interventions in the Junior Classes we expect to : 1. Increase the number of pupils in the Average range (Standard Scores 90-109) from 49% to 50% 2. Reduce the number of pupils in the below average (Standard Score 70-89) range by 1% from 5% to 4 % (reduce by 1%) 3. Maintain the number of pupils in the Above Average Range (Standard Score 110-130+) (currently at 46%)	
2. Numeracy *Learner Outcome: pupils will demonstrate the knowledge, skills and understanding required by the curriculum* *Learner Experience: engage purposefully in meaningful learning activities*	

Following continuation of numeracy interventions in the Junior Classes we expect to see

1. Increase the number of pupils in the Average range (Standard Scores 90-109) by 2% (currently 51%)
2. Reduce the number of pupils in the below average (Standard Score 70-89) range by 2% (currently 10%)
3. Maintain the number of pupils in the Above Average Range (Standard Score 110-130+) (currently at 39%)

3. STEM

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

Learner Experience: engage purposefully in meaningful learning activities

- **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 and Science resources for T&L support**
- **Technology and Apps being positively used to support Teaching and learning**

4. 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

Wellbeing SSE focus is determined by the outcome of the pupils survey for Child safeguarding and antibullying surveys. The Action Plan are as follows:

Parental Views:

- Children experiencing bullying behaviours **currently 66.7% and aim to increase to 80%**

Children Views:

- Children experiencing bullying behaviours

Action: ensure that parents are fully informed on "What is bullying" as there is a clear discrepancy between the children and the parent view of bullying. **Currently 89% said No so aim to increase this to 95%**

- Children feel safe in all areas of school

Action: Continue to improve playground activities and supervision in all areas as we have done this year **Currently 91.6% feel safe but we wish to increase this to 95%**

- Children being picked on

Action: Ensure there is a consistent approach to enforcing the Code of Behaviour to nip early behaviours

Classes to bring in Morning Circles to all classes from 1st-6th from Sept 2025

Currently 88.3% are not being picked on but we wish to increase this to 92%

5. Planning and Assessment

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

- Creation of a whole school padlet offering a suite of current resources for staff to enable planning and assessment

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

- **Learning Activity**

- **Assessment**

<u>This year we are continuing to focus on:</u>

- *1-2 learning outcomes per strand in our fortnightly planning.*

- *Using engaging learning activities.*

- *Using different assessment methods-as per assessment plan*
- Introduce TAF/TAL as an addition to Walt and WILF
- Journaling (Numeracy) in middle and senior classes
- Continue the regular Feedback on Pupils Improvement using Self and Peer Assessment following WSE recommendation
- Embedding Conferencing, 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***

6. SET

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

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

- 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 from last year and Relate from this year.

7. Attendance

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

Learner experience: engage purposefully in meaningful learning activities

- 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/ increased communication campaign and letters as per TESS

  Currently Tier 1: 51%/ Tier 2: 10%/ Tier 3: 39%

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