Scoil Chroí Mhuire gan Smál. Roll no. 17727T

DEIS Three Year Improvement Plan

2023/2027

Retention

Target.

Children will have a positive experience of primary school.

Programme to Date	Action Plan	Who?	When?
Weekly, monthly rewards.

Inviting in guest speakers e.g. marine biologist.

Work being displayed.

Holistic side of child being appreciated.

Rse Programme . | Continue with programme to date and welcome any new initiatives.

Key Area 1 - Culture and Environment

•There is a positive approach to discipline where issues are resolved with care, respect and consistency.

•Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.

•The indoor space displays the work, talents and accomplishments of children and young people

•The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.

•Staff, children and young people are welcoming and inclusive of those from | Class Teacher Staff Principal | Yearly |

Cyberbullying awareness and guest speaker. Tournaments at lunchtime. Green flag initative. Antibullying week	different cultural backgrounds, those with additional needs and all sexual orientations. •The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. ## Key Area 2 - Curriculum •A broad range of children and young people's success is rewarded and celebrated to demonstrate the value the school places on all types of achievement. •Children and young people's enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework. •Wellbeing promotion within the school develops children and young peoples' awareness of mental health difficulties and information is shared about when to seek help and who to go to when distressed •The school deploys resources based on individual learning, behavioural, social and emotional needs under the Special Education Teaching Allocation model. •Where extra-curricular activities are planned, children and young people with additional and/or complex needs and their parents are actively involved in planning and evaluating the programme. •Throughout primary, and in post primary up to Junior Cycle, the Social, Personal and Health Education (SPHE) curriculum is implemented on a mandatory basis. An		

SPHE Programme that has been planned in consultation with children and young people and parents is taught to every class up to Junior Cycle, in accordance with the required time allocations

Key Area 3 - Policy and Planning

The wellbeing of the whole school community underpins all school policy and plans

•Policies and plans set out how inclusive practice will be implemented in a way that fosters school connectedness, acceptance and celebration of diversity.

•The school gathers information on risk factors such as bullying; absenteeism; truancy and disruptive behaviour to inform wellbeing programme planning

•School-based information is used, in conjunction with reports from external professionals, to set guidelines and recommendations for individualised supports for children and young people with additional needs.

•The school engages in a collaborative problem-solving process to support a child/young person's needs, identified through the school's continuum of support.

•A student support file is used to plan, record and review progress.

•The school has regard to the Department's policies and circulars that outline how to identify a range of evidence-based strategies and programmes for groups at 'further risk' of developing mental health difficulties.

•The school ensures that children and young people with complex needs will be

supported to understand and follow school policies such as bullying and the school code of behaviour.

Key Area 4 - Relationships and Partnerships

•School staff model openness, respect and listening in their interactions with each other, children and young people and parents.

•Systems are in place whereby more senior young people are supported in mentoring younger children

•Befriending and buddy systems are in place for children and young people who require support to interact with peers.

•Relationship building for children and young people who are experiencing difficulties can be achieved through a variety of initiatives including having a 'named staff member' allocated to the child/young person to act as the 'one good adult'.

•Children and young people and their parents are invited to engage in collaborative problem solving and decision-making with regard to their individual needs and the interventions to support them.

•Children and young people have access to one to one or small group support as appropriate with qualified members of staff to support their personal and social, educational and career development, and at moments of personal crisis.

Monitoring	Who?	When?
Weekly Monthly Annually	All Staff	During school year

Evaluation	Who?	When?
Parent feedback Students Teacher Secondary school		