

DEIS Three Year Improvement Plan

2023-2027

Partnership with Parents and others

Targets.

- ❖ To ensure that the school is a welcoming and supportive environment where parental involvement and participation is encouraged.
- ❖ To put in place strategies for parental involvement that will foster engagement with their child's learning.
- ❖ To involve parents in school policies and planning.
- ❖ To encourage a two way communication with parents to support their involvement in school life throughout the school year.

Programme to Date	Action Plan	Who?	When?
PT Meetings	All parents /guardians will be invited to attend parent teacher meetings annually.	Class teachers	Term 1
Class Meetings	Informal Parent/Teacher meetings will be facilitated where possible.		Term 1,2 & 3
SEN pupils	A meeting is arranged between class teacher, SET and parents to devise and review support plans.	Class teachers Principal	
Newsletters	Parents/Guardians will receive regular information leaflets and newsletters at regular intervals throughout the school year.	Class teachers	Term 1,2 & 3

<p>Parent Notice Board</p>	<p>Information re. school events to be posted on Parents Notice Board</p>	<p>SET</p>	
<p>Class Dojo School Website</p>	<p>Parents are kept in informed of school news and events through our Class Dojo and school website.</p>		
<p>Practical support for parents</p>	<p>To provide a variety of supports to promote active cooperation between home and school E.G</p> <ul style="list-style-type: none"> <li>• Purchasing of School uniforms,footwear</li> <li>• Assistance with scholarship application forms</li> <li>• Assistance with compilation of daily routine charts, bedtime routine charts</li> <li>• Advice and support in relation to supporting their children’s learning in the home</li> <li>• Providing information and linking in parents with organisations/clubs re. activities for children in term time and holidays periods</li> <li>• Acting as a referee for job applications</li> <li>• Referrals to various agencies</li> <li>• Support to appointments e.g. Child and Family Centre</li> <li>• Being available to parents as a support</li> <li>• The school communicates with parents about the supports that are in place regarding the promotion of the wellbeing of children and young people.</li> </ul>	<p>Class Teachers Parents Principal</p>	

<p>Assistance at organisation of the Sacraments</p> <p>Policies &amp; Planning</p>	<ul style="list-style-type: none"> <li>• Opportunities for Continuing Professional Development (CPD) are provided to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom environment.</li> <li>• Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.</li> </ul> <p>Identify and organise speakers from outside agencies to give talks on areas of interest to parents such as</p> <ul style="list-style-type: none"> <li>• CyberBullying</li> <li>• Transition from Primary to Secondary</li> <li>• Internet Safety by the National Parents Council</li> <li>• RSE talk from Cathal Kearney for parents every 2 years</li> <li>• Transfer from Primary to Secondary</li> </ul> <p>Invite and encourage parents to participate in the Holy Communion ceremony.</p> <p>Parents/ Guardians will be consulted regarding school review and policy development:</p>		
--	---	--	--

	<p>Parents to be involved in organisational planning                  Parents to be involved in curricular planning                  Parents to be involved in putting together a school plan                  Parents to be involved in drawing up Support Plans for their own child</p> <p>School staff model openness, respect and listening in their interactions with each other, children and young people and parents.</p> <p>The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies</p> <p>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.</p> <p>The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies (for example, the HSE) to support the needs of students with additional and/or complex needs.</p>		
<p><b>Monitoring</b></p>	<p><b>Who?</b></p>	<p><b>When?</b></p>	
<ul style="list-style-type: none"> <li>• Attendance sheet at each parent courses/classes/talks</li> <li>• Feedback from parents</li> <li>• Support for class teachers where parents did not come to parent/teacher meetings</li> </ul>	<p>Principal                  Parents                  Staff</p>	<p>As need arises</p>	

<ul style="list-style-type: none"> <li>• Follow up on non attendance at parent teacher meetings</li> <li>• Monitor attendance at celebrations and follow up on non attendance.</li> </ul>		
<p><b>Evaluation</b></p>	<p><b>Who?</b></p>	<p><b>When?</b></p>
<ul style="list-style-type: none"> <li>• Attendance of parents at school meetings measured against previous meetings</li> <li>• Staff discussion re the value of initiative agreed in action plan.</li> <li>• Feedback sheets from courses and classes</li> </ul>	<p>Principal Parents Staff</p>	