

*Evaluation*  
*of*  
*D.E.I.S.*  
*Targets*

*2011-2012*

## Attendance

### **Target**

*That the number of days lost through absence will decrease by 2% each year.*

In 2010/2011, the number of days absent totalled 11,697

In 2011/2012, the numbers of days absent totalled 11,604.

This was a reduction of less than 1%. Although, we did not meet our 2% target, the number of days has been falling each year.

We aim to maintain this target at 2% for 2012-2013. We have put new steps in place for any students with chronic attendance which we hope will be effective in reducing the overall number of days absent.

### **Target**

*That the number of students who miss 20 days should decrease by 5% each year.*

In 2010/2011, 180 students missed 20 days or more.

In 2011/2012, 157 students missed 20 days or more.

This is a reduction of 13%, far exceeding our target of 5%.

We feel that this is a result of a combined effort between attendance monitor, Year Heads and Deputy Principal putting steps in place to inform parents and students of number of days absent.

We aim to maintain this target for 2012-2013.

### **Target**

*Improve attendance of LCA students in fourth and fifth year by 3%.*

While attendance in the school has shown an improvement this year in general, figures show that attendance has improved for current fifth year LCA students by 6% over the last 6 months

This target will be maintained for 2012-2013 and will involve keeping a close eye on attendance patterns of LCA students over the school year.

### **Target**

*Liaise with NEWB regarding students with chronic attendance issues.*

Lynn Bovaird, Education Welfare Officer, visited the school about two students during the 2011-2012 school year who had chronic attendance issues. Regular reports were made to NEWB at the end of each term and end of the year.

This target will be maintained for 2012-2013. However, this will be made more difficult with the absence of an EWO and will affect the progress of the One Child, One Team, One Plan initiative (OCOTOP).

## Retention

### **Target**

*That the number of students completing Junior Certificate will be maintained at 98%.*

In 2011/2012, all third year students completed their Junior Certificate.

This exceeded our target of 98%.

We will maintain this target for 2012-2013.

### **Target**

*That 95% of the 15 newly identified current 4<sup>th</sup> year students most at risk of leaving school will complete 4<sup>th</sup> year.*

Only one student on the identified list left school during 4<sup>th</sup> year, which ties in with our target of 95%.

This target will be maintained for 2012-2013. We will identify a new list of current 4<sup>th</sup> year students at risk of leaving school early, as well as a list of students in every year within the school. We plan on closely monitoring these students and putting in place interventions and supports as required.

### **Target**

*That 95% of the 30 previously identified fifth year students will complete their senior cycle.*

Six students on the identified list left school before completing their Leaving Certificate, which is 20% of the identified students.

We plan on maintaining this target for 2012-2013. However, we will revise our percentage. We will be drawing up a list of current 5<sup>th</sup> years at risk of leaving school early and will be monitoring these students very carefully.

## Literacy Levels

### **Target**

*Reintroduce DROP EVERYTHING AND READ to CCS*

DEAR was explained to school community, personally and through Zodiac. Prefects announced DEAR every week. See attached survey results that show that the awareness of reading has increased.

### **Target**

*Expand Reading for pleasure so that every student will read one/two texts every month*

In conjunction with DEAR a survey was carried out among the student population in May 2012 to ascertain if student reading had been affected (improved or otherwise) by the weekly DEAR in the school.

See attached survey results that show that the awareness of reading has increased. Students had read the recommended number of texts every month.

### **Target**

*Continue the process of developing literacy across the cluster of Inishowen schools by organising simultaneous DEAR in all schools*

CCS convened a meeting of the Inishowen schools for a P.D. with PDST (Denise O'Flanagan) in October. All schools agreed to run DEAR in their schools and be accountable to PDST to report progress. Several attempts have been made by CCS to enquire about the success of DEAR in other schools with no reply.

### **Target**

*Develop and continue to provide after-school and holiday supports for identified students*

Anne Lafferty worked with targeted 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Year students (<10<sup>th</sup> percentile Drumcondra Tests) to improve engagement with reading and increase reading ages for 1<sup>st</sup> and 2<sup>nd</sup> Years and prepare 3<sup>rd</sup> years in the reading and language of exams. Detailed reports have been furnished to DEIS at CCS.

### **Target**

*To facilitate literacy and numeracy initiatives by designing large display templates for classrooms and fine-tuning templates based on specific requirements of teachers and subjects/topics.*

Widespread displays of KEY WORDS in classrooms. These have been laminated to allow for rotation and re-use.

### **Target**

*To begin an initiative called 'Author in Residence' to JCSP students.*

Mr. Malachy Doyle visited the school in the 2<sup>nd</sup> Term and conducted classes in short story writing with a group of our students. Titles such as No Nose, My Life 100 Years ago, My Life 100 Years from now were explored. After each session the student's works were collected and sent to Ms. Sarah Ball, a JCSP Librarian in Falcarragh C.S. who is collating similar works from 10 other schools in Donegal with a view to publishing a booklet of works.

**Target**

*Maximise the potential of library display units by prioritising most recent acquisitions, visually strong material and magazines.*

Shelves were rearranged and material was recycled/repositioned to generate new interest using swivel displays and more front cover displays.  
The borrowing trend has improved as a result, particularly among 1<sup>st</sup> years.

**Target**

*To facilitate literacy and numeracy initiatives by designing large display templates for classrooms and fine-tuning templates based on specific requirements of teachers and subjects/topics.*

Templates were designed for each subject department and were adapted where possible to suit individual subject requirements as requested.

## Numeracy Levels

### **Target**

*That each of the 21 identified first year students who struggle with numeracy will improve by 2 percentile places.*

The 21 students were identified and a six week programme was put in place with targets and objectives for each of the students. Each student increased by a minimum of 2 percentile places in one or more areas of their maths, many increasing by much more than the targeted 2 percentile places. They learned that making mistakes is part of the learning process and increased in confidence when working with numbers. Evaluations and feedback from both parents and students showed that the programme was a very worthwhile one and of great benefit to the students.

### **Target**

*To reduce common misconceptions and errors on a whole-school approach and allow students the same mathematical experience.*

It was evident through the Mock examination that students were correctly implementing the stabiliser method and the array method. Students liked and understood these methods.

### **Target**

*For students to have a common and basic understanding of all topics.*

A large number of key words were produced for all maths classrooms. These were put on display and were moved around the room when the teacher introduced that specific topic.

### **Target**

*Identify 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> year students in need of intervention before the state exams in June.*

A list of 3<sup>rd</sup>, 5<sup>th</sup> & 6<sup>th</sup> year students were identified who were struggling in maths. Amanda Harkin worked with some of these students before their state exams. Please note that earlier intervention is needed here in order for it to be a complete success as time was very limited due to the fact that the intervention took place too near to the exams.

### **Target**

*To produce a range of number lines to be mounted on walls of maths classrooms*

Class 2A completed this task successfully alongside with their Woodwork and Art teachers. Height charts were also produced. The students successfully produced 6 number lines which are now erected in 6 of our maths rooms. They made them out of MDF materials and finished them with a range of paints from the Art Dept. All

students participated in this work which involved sketching, cutting, painting, gluing and mounting.

### **Target**

*Students will be pre-tested using the Maths Laboratory package to ascertain their numeracy levels. They will then work through a series of worksheets according to their abilities.*

SRA Maths Laboratory 2B has been purchased from Evans Books Ltd. This purchase only arrived at the beginning of May leaving us very little time to run the initiative effectively. We are now planning to run this initiative in the first half of Term 1 next school year.

## Examination Attainment

### **Target**

*Examine results of 2012 state exams*

The new Levello system was purchased and used to compare school results with national averages.

### **Target**

*Compare 2012 exam results with 2011 exam results and attendance of students.*

Two subject areas, English and Maths, were chosen and aligned with attendance.

### **Target**

*Encourage students to take papers at the highest level suitable for their ability in the subject*

Guidance dept/teachers encouraged students to take subjects at highest level suitable to their ability.

### **Target**

*Identify students in need of an intervention to improve exam results*

Identified list of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years and interventions were provided. Limited resources and time meant that all year groups could not be covered.

## Educational Progression

### **Target**

*All documents produced by guidance department will have age appropriate readability.*

All documents currently are checked using the SMOG readability checker. However all previous documents have not been checked. This will be done on a gradual ongoing basis as documents are being updated.

### **Target**

*To improve students understanding of some of the specialist and technical terms related to guidance.*

Key words posters have been developed and are on display in the guidance library. As the guidance counsellors do not have classrooms, they have installed these lists on their laptops to allow them to refer and display these words on the whiteboards as required.

### **Target**

*To improve progression rates to Further and Higher Education and training courses, through the provision of guidance information and the receipt of student feedback in new innovative online ways.*

Guidance information has been provided in 2012 in new and innovative ways (guidance memos now emailed, a Facebook page for guidance has been set up, and an online anonymous student evaluation was carried out.

Progression rates to Further and Higher Education did improve very significantly from 67% in 2011 to 73% in 2012.

### **Target**

*That 5% more students will progress to third level education and that a there will be a corresponding 5% increase in the percentage of students who choose STEM courses (Science, Technology, Engineering and Maths) courses.*

In fact we exceeded our target of a 5% improvement by 1%. As seen above, the overall progression rates to Further and Higher Education increased from 67% in 2011 to 73% in 2012.

The percentage of those progressing to Honours degrees increased from 29% in 2011 to 33% in 2012.

The percentage choosing STEM courses increased from 44% in 2011 to 58% in 2012

## **Partnership with Parents**

### **Target**

*To increase the involvement of parents of ESI pupils in parent teacher meetings & school meetings by 1%.*

24 parents were targeted in 2<sup>nd</sup> & 3<sup>rd</sup> year. 8/11 parents attended from 2<sup>nd</sup> year compared to 9 last year. Although one parent attended who has never attended any meeting in school. 17/20 from 3<sup>rd</sup> year which was an improvement of 2 parents. A strong emphasis was placed on Junior Cert that may explain increased attendance.

### **Target**

*To increase the level of engagement of parents of ESL pupils in courses by 1%.*

HSCL targeted one group of parents who are doing a Junior Cert maths course. 8 parents were doing the course from previous year however this increased by one parent this academic year. HSCL targeted parent specifically for course.

### **Target**

*To maintain 100% transfer of pupils from feeder primary schools*

All pupils who were expected to enrol from the feeder primary schools did so apart from one pupil who moved to a different county. The transfer programme was changed slightly to focus on a more pastoral theme on Open evening and the induction day no longer tests the incoming pupil.

The change in the Transfer Programme had a very positive effect and primary schools reported a marked improvement in the experience of their pupils.

### **Target**

*To foster a positive relationship with 2 urban feeder schools through a literacy transfer programme targeting ESL pupils*

A 4 week pilot programme was completed with the Girls & Boys NS focusing on a short story with 1<sup>st</sup> Years. Evaluation & feedback was very positive

## Partnership with Others

### **Target**

*That a school representative will attend meetings of the following groups. e.g. IFAN, F.S.C*

All meetings were attended by a representative from SCP, HSCL or Deputy Principal.

### **Target**

*A member of school management will liaise with various sections of H.S.E., N.E.W.B.*

Regular contact was maintained by the school with the various bodies.  
NEWB reports were submitted at term time and end of the year by SCP

### **Target**

*Encourage involvement with local community agencies e.g. IDP, Youth Clubs*

School representatives attended meetings and SCP liaised with local youth clubs.

### **Target**

*Liaise with Family Support Worker*

Students/families were identified to receive support from the Family Support Worker  
They were identified by SCP, HSCL and school management. The Family support Worker updated SCP on meetings and progress.

DEIS themes were reinforced at School Completion Programme Local Management Committee meetings.