

DEIS (Delivering Equality of Opportunity in Schools) Three-Year Plan

Summary Framework

School Name: St. Kevin's College

Roll Number: 60581M

Period of Plan: 2025-2028

Date(s) of Ratification by Board of Management:

School Details:

St. Kevin's College is a single sex DEIS school in Dublin 11. We have 503 students, 37 teachers, 5 SNA's, PME students as well as an administrative & ancillary staff. We are under the trusteeship of the Edmund Rice Schools Trust and have served our community since 1967.

School Vision:

Our Vision is to continue our legacy as a kind, caring and vibrant learning community which supports the wellbeing and the academic, spiritual and creative growth of every student but also to ensure that we challenge ourselves to create and maintain high expectations for our staff and students. We will ensure that we consistently embed our core values of We Care, We Belong, We Achieve in everything we do to address the inequity than can exist in disadvantaged communities.

The basis for our vision is the knowledge that to see improvements across the seven pillars of DEIS – Attendance, Transition, Retention, Literacy, Numeracy, Partnership with Parents and Others and Attainment – we need to constantly reflect on how we embed the targets for each pillar in our DEIS Plan in our teaching.

Inherent in any school improvement is a strong awareness of *Wellbeing for all* in our community. This underpins all our pillars. We acknowledge that students or staff who are struggling, cannot teach or learn well.

We understand the need for continuous professional development for all of us and the necessity for strong leadership in all areas of the school including student leaders.

Key pillars to target as identified by staff in August 2025:

- 1.** Attendance
- 2.** Retention
- 3.** Literacy

Table A below outlines the 8 Pillars of DEIS in St. Kevin’s College. The “Measures Ref Codes,” refer to which measures are in action in St. Kevin’s College (Table B), to help achieve the desired Targets as laid out in Table A.

Table A:

There are 8 key pillars in the St. Kevin’s College DEIS Plan Framework 2025 –2028:

	Measures ref codes: (see Table B)
RETENTION	01, 02, 03, 04, 05, 06, 07, 08,
Target(s):	09, 11, 12, 13, 14, 15, 16, 17,
1. To reduce the number of LCE who leave school during 5 th /6 th years from 6 to 3 over three years.	18, 19, 20, 21, 22, 23, 24, 25,
2. To ensure the number of LCA students who leave school before completing the programme does not exceed 2 per year	26, 28, 29, 30, 31, 32, 33, 34,
3. To ensure the average number of Junior Cert students who leave school after 3 rd yr does not exceed 3 per year.	35, 36, 37, 38, 39, 40, 41, 43,
	45, 46, 47
Summary Review 2025-26:	
ATTENDANCE	01, 02, 03, 04, 05, 06, 07, 08,
Target(s):	09, 11, 12, 14, 15, 16, 17, 18,
1. To decrease the number of students missing 20+ days	19, 20, 21, 22, 23, 24, 25, 26,
a. Junior Cycle students – from 59 to 45	29, 30, 31, 32, 33, 34, 35, 36,
b. Senior Cycle students – from 50 to 25	38, 39, 40, 41, 42, 43, 45, 46,
2. To decrease the daily average number of students who are late for the 8.40am roll call from 66 to 50	47
3. To decrease the number of students not achieving 90% attendance from 56% to less than 30%	
Summary Review 2025-26:	
LITERACY	20, 21, 22, 25, 26, 29, 30, 31,
Target(s):	32, 37, 45, 46
1. To increase the number of JC students who are comfortable giving oral presentations from 6% to 15%	
2. Increase the number of students who report that they always check their work for spellings from ____ to ____	
3. Increase the number of students who feel confident they can find their grammar mistakes from ____ to ____	
4. To increase the number of students who read for pleasure from 29% to 35%	

Summary Review 2025-26:

NUMERACY

20, 21, 22, 25, 26, 29, 30, 31,
32, 37, 38, 46

Target(s):

1. To maintain the number of JC students taking HL Maths at above 50 students (60% of a year group)
2. To increase the number of SC students taking HL Maths from 21 to 35 (32% to 50%)
3. To increase the % of students who enjoy Maths and numeracy related activities (responses of extremely true and somewhat true) from 50% to 60%

Summary Review 2025-26:

ATTAINMENT

01, 05, 06, 07, 11, 14, 17, 18,
19, 20, 21, 22, 23, 24, 25, 26,
27, 29, 30, 31, 32, 33, 35, 36,
37, 38, 39, 40, 41, 42, 43, 45,
46

Target(s):

1. To maintain the percentage of students sitting 3 or more HL subjects in the Leaving Certificate to above 80%
2. To increase the number of students receiving a distinction in LCA from 1 to 2
3. Decrease the number of students who achieve less than 200 points from 19% to below 15%
4. To maintain the number of students who achieve over 500 points at 2
5. To decrease the number of students receiving “partially achieved” in common level JC exams from 9% to less than 6%.

Summary Review 2025-26:

TRANSITIONS

01, 02, 03, 20, 21, 22, 23, 24,
25, 26, 28, 29, 31, 32, 33, 34,
44, 47

PRIMARY TO SECONDARY

Target(s):

1. To increase the number of first year students who are happy with their options from 43% to 55%

JUNIOR TO SENIOR CYCLE

Target(s):

1. To increase the number of students who are comfortable in their subject choice in 5th year from 27% to 50% over next 3 cohorts.
2. To maintain the number of students who are ‘comfortable and confident in’ their choice of programme above 90% over the next three years

SENIOR CYCLE TO 3RD LEVEL/WORLD OF WORK

Target(s):

1. To maintain the number of students who progress to 3rd Level L8 institutes above 60% (this reflects removal of Covid adjustments in the coming years)

WHOLE SCHOOL

Target(s):

1. To increase the number of students who feel "connected to their school" from 24% to 55% over the next 3 years.

Summary Review 2025-26:

PARTNERSHIP WITH PARENTS

01, 02, 03, 07, 08, 09, 10, 11,
13, 14, 15, 17, 18, 19, 20, 21,
22, 23, 24, 25, 26, 28, 29, 30,
31, 32, 36, 39, 40, 42, 43, 44,
45, 46

Target(s):

1. To improve the average attendance of parents at the 5th and 6th year PTM to above 70% and to maintain over the three years
2. To increase the number of parents actively involved in the PA from 5 to 8 over the next three years
3. To increase parental engagement weekly with VSWare (baseline data to be gathered in school year 25-26)

Summary Review 2025-26:

PARTNERSHIP WITH OTHERS

27, 28, 33, 42, 43, 44, 45, 46

Target(s):

1. To create a master list of the agencies and companies that we engage with for 2025 to 2026 school year. Based on the list compiled, increase the number of partnerships to 65 over the duration of the plan.
2. To create/grow an Alumni Association over the next 3 years.
3. Collaborate with at least two local agencies (e.g., Garda Youth Diversion, community centres) to deliver targeted workshops annually on themes such as wellbeing, digital safety, respect, community responsibility.

Summary Review 2025-26:

Table B:

Detailed Action Plans – St. Kevin’s College DEIS Plan 2025 - 2028

Ref Code	Measures:	DEIS Pillars Addressed:	Target Group	Who:	When:	Review May 2026:
01	<p><u>Student Support Team:</u> Regular team meeting to show potential early school leavers, monitor students at risk and to show students with behavioural/emotional difficulties and put relevant supports in place. Traffic light system to alert teachers to students needing additional support</p>	<p>Attainment Progression Attendance Retention Partnership with Parents Wellbeing Transitions</p>	<p>Students Parents</p>	<p><i>SST Team</i></p>	<p><i>Weekly Meetings</i></p>	
02	<p><u>Nurture Programme:</u> The Nurture Programme creates small, supportive environments where students can build confidence, resilience, and positive relationships. Wellbeing and learning are connected: children learn best when they feel safe, understood, and valued.</p>	<p>Retention Attendance Transitions Partnership with Parents Wellbeing</p>	<p>Students</p>	<p><i>SEN department SNAs HSCL</i></p>	<p><i>Ongoing</i></p>	
03	<p><u>Transition programme for incoming 1st years:</u></p> <ul style="list-style-type: none"> • To support both parents and students SEN Co-Ord and HSCL visit primary school prior to 1st year starting and during their first few months • Learning to Learn Programme • SPHE lessons focused on Belonging • Survey and focus groups to identify areas to improve • Information evening in May for parents and students 	<p>Retention Transitions Partnership with Parents Attendance Wellbeing</p>	<p>Students and parents</p>	<p><i>P, D/P YH, FT, SEN and teaching staff</i></p>	<p><i>Ongoing Info evening May each year</i></p>	

	<ul style="list-style-type: none"> • Booklet on subject options • Presentations by 1st years on subject options • Gift bags 					
04	<p><u>Extra-curricular activities:</u></p> <ul style="list-style-type: none"> • Sports: soccer, Gaelic football, hurling, basketball, badminton • Book club • Calm space at lunchtime • Film club • Photography club • Science club • Lego club – 1st Lego league • Chess club 	Retention Attendance Wellbeing	Students	<i>Teaching Staff</i>	<i>Daily</i>	
05	<p><u>Subject Dept Strategies:</u> These are contained in the DEIS OneNote – each subject has a page designated to their actions. A review takes place each year.</p>	Retention Attendance Examination Attainment	Teaching Staff Students	<i>All teaching staff</i>	<i>Ongoing</i>	
06	<p><u>Subject Choices in Kevin’s:</u> To review current subject options available to students. Show other possible subjects especially in Junior cycle.</p>	Retention Attendance Examination Attainment Progression	Students and Parents	<i>D/P, Principal, BOM</i>	<i>Ongoing</i>	
07	<p><u>Attendance Team</u> Introduction of an Attendance Team to devise a list of students to focus on improving their attendance. To promote overall school attendance (See Statement of Strategy for School Attendance) Weekly monitoring of late coming/absences, ensure that suitable supports are put in place or proper steps taken for named students (see Statement of Strategy for School Attendance for details)</p>	Retention Partnership with Parents Progression Attendance Examination Attainment Wellbeing	Parents and Students	<i>Attendance Secretary, HSCL, G Counsellor, Year Heads, D/P, Principal</i>	<i>Monthly Att. Meeting</i> <i>Regular informal meetings</i>	

	Attendance Secretary – will check daily late coming/absences and send a text message to inform parent/guardian Liaise with TUSLA and EWS reporting cases and working with families where referrals have been made for absenteeism We use the School Completion Programme					
08	<u>Breakfast club:</u> – Provision of breakfast available to all students in, school canteen from 8.00am-8.30am daily	Retention Partnership with Parents Attendance Wellbeing	Students and parents	HSCL, G Counsellor, Year Heads, D/P, Principal	Daily	
09	<u>School lunches:</u> Students order lunches every Thursday for following week which are delivered to school each morning. They are distributed in form class.	Retention Partnership with Parents Attendance Wellbeing	Students and parents	HSCL, Principal, FT, Glanmore Foods Teacher link - SG	Daily	
10	<u>Parents information evening:</u> <ul style="list-style-type: none"> • Programme choice for 3rd and TY students/parents • Induction evening for incoming 1st years 	Partnership with Parents	Students and parents	Principal, DP, Guidance Counsellor	Numerous events over the course of the academic year	
11	<u>Homework club:</u> available to Junior students <u>After School Study:</u> offered to 3 rd and 6 th yr. students	Retention Partnership with Parents Examination Attainment Progression	Students and parents	P and D/P and supervising teachers	Daily (except Fridays)	
12	<u>Lunchtime activities:</u> <ul style="list-style-type: none"> • Book club • Science Club • Film Club • Photography club 	Retention Attendance Wellbeing		P and D/P Teachers and SNA SEN departments, GC	Daily (except Wednesdays)	

	<ul style="list-style-type: none"> Hub is available to students with sensory needs 					
13	<p><u>Student report card:</u></p> <ul style="list-style-type: none"> to help named students focus, monitor, and improve on certain aspects of their behaviour Also Used to highlight positive behaviour 	Retention Partnership with Parents Wellbeing	Students and parents	<i>Form teachers, Year Heads, D/P, Principal (depending on level of behavioural issues)</i>	<i>Daily for student on Observation card</i>	
14	<p><u>Positive Postcards:</u></p> <ul style="list-style-type: none"> are available from office for teachers to post home to parents to update them on a student's progress, in any given area. To encourage positive communication between teachers and parents 	Retention Partnership with Parents Examination Attainment Wellbeing	Students and Parents	<i>Teaching Staff FT/YH</i>	<i>Ongoing</i>	
15	<p><u>Form Tutors:</u></p> <ul style="list-style-type: none"> To be the main point of contact for any student. Checking unexplained absence. Checking uniform and shoes daily. Checking that students have journals and are well-equipped for school. Discussing with students any rewards/sanctions they may have received in lessons as shown on VSWare. Guiding and advising students and parents on dealing with day-to-day issues and concerns. Promoting a positive ethos for their class and fulfilling the expectations set by the school mission statement. Monitoring students on Form Tutor report. Liaising with YH and SST for any matters of concern. 	Retention Partnership with Parents Attendance Attainment Wellbeing	Students and parents	<i>Form tutors, Year Head, D/P</i>	<i>Ongoing As needed – weekly, daily etc</i>	

	<p><u>Year heads:</u></p> <ul style="list-style-type: none"> • Ensure the Year group follow the code of behaviour. • Promote and facilitate the development of pupil voice and pupil participation. • Oversee the academic progress of students. • Encourage excellent attendance. • Encourage students to participate in Extracurricular activities. • Facilitate Parental contact. • Support students at risk /in difficulty and liaise with SST on matters of concern. • Meet regularly with Management team of the school to discuss and review issues concerning the year group. Meet with tutors regularly. • Conduct Assemblies 					
16	<p><u>Health and safety:</u></p> <ul style="list-style-type: none"> • To ensure St. Kevin’s College is a safe environment for students thus fostering the desire to attend school. • Teachers and management supervise corridors and yard at 8.30am, breaktime, lunchtime and the end of the school day, helping to create a safer, calmer environment • Regular fire drills 	Retention Attendance Wellbeing	Students and all staff.	<i>P, D/P, all Teaching Staff, Students.</i>	<i>Ongoing</i>	
17	<p><u>HSCL:</u></p> <ul style="list-style-type: none"> • To build a positive relationship between parents and the school by having meetings, phone calls and home visits. • Work with other HSCL in local cluster. • Run parent classes. • Compile a target list of vulnerable students. • Work with TESS. • Monitor chronic school refusal and absenteeism (20+ days) and liaise with EWS. 	Retention Partnership with Parents Attendance Attainment Wellbeing	Parents and Students	<i>HSCL, Attendance officer, Year Head</i>	<i>Ongoing</i> <i>Weekly meetings at SST</i> <i>Meetings with local cluster</i>	

18	<p><u>6th year Graduation Ceremony:</u></p> <ul style="list-style-type: none"> • Gift bags for each student • Yearbook • Student awards • Students play an active role in their ceremony 	Retention Partnership with Parents Attendance Attainment Wellbeing	Students and Parents	<i>6th year FT and YH, DP, P, 6th year class teachers, SEN department, SNAs</i>	<i>May every year</i>	
19	<p><u>Student Awards/Certificates:</u></p> <ul style="list-style-type: none"> • Student awards/certifications - For all year groups during each school term in certain subject areas, regarding school improvement and attendance. • Awards night in May for students of 1st yr., 2nd yr., 3rd yr. & 5th yr. 	Retention Partnership with Parents Attendance Attainment Wellbeing	Students and parents	<i>Class teacher, Attendance officer</i>	<i>Termly Ceremony for parents in May</i>	
20	<p><u>Class Teacher:</u></p> <ul style="list-style-type: none"> • Create an atmosphere in the classroom which is conducive to learning. • To implement the Code of Behaviour in a fair and uniform manner. • To take responsibility for the management of every class including the maintenance of good order and to deal with issues themselves. • To work closely and collaboratively with colleagues in their subject departments. • To be familiar with all the policies and procedures of St Kevin's College • To ensure that classrooms are kept neat and tidy and free from litter. • To take an attendance for every class (VS-Ware) • To ensure that the student has their journal on the desk for every class. • To maintain factual records of behaviour on VS-Ware. • To regularly set and correct homework and give feedback. 	Retention Partnership with Parents Attendance Attainment Progression Transitions Literacy Numeracy Partnerships with others Wellbeing	Students	<i>Class teacher, Attendance secretary</i>	<i>Updated every class</i>	

	<ul style="list-style-type: none"> To employ a variety of teaching and assessment methodologies whenever possible. To assess their students on a regular basis as per scheme of work. To maintain records of assessments and homework. To liaise with form tutor/year heads in any matters of concern in relation to students in their class. To encourage participation in extra-curricular activities and to acknowledge involvement. 					
21	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> Key word boards in all classrooms to record new words for each subject Drop Everything and Read (DEAR) – ran once a term Book in a Bag Library access World Book Day Grammar Gladiators – teaching skills to 2nd year English classes. Compete in challenges Exam reflection page – students asked to review spelling and grammar before submitting Teacher have displays on the doors of their favourite books 	<p>Retention Partnership with Parents Attendance Attainment Progression Transitions Literacy Numeracy</p>	Students	<p>Teaching staff English Dept</p>	<p>Ongoing Themed literacy week in March each year S&G surveys conducted in November – first to happen in 2025 Literacy survey completed yearly in April</p>	
22	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> Maths Week -Maths Quizzes and Problem-Solving sessions held by class 	<p>Retention Partnership with Parents Attendance</p>	Students	<p>Teaching staff Maths Department</p>	<p>Ongoing Themed numeracy</p>	

	<ul style="list-style-type: none"> Subject planning – section in department plans for promoting numeracy in their subject Common Approaches with all Subject Departments After school classes for Leaving Certificate Ordinary and Higher-Level classes All teachers encouraged to present test results in Fractions and students convert to percentages 	<p>Examination Attainment Progression Transitions Literacy Numeracy Partnerships with others</p>		<p><i>Head of Subject Department SEN Dept.</i></p>	<p><i>week in October</i></p> <p><i>Numeracy survey conducted yearly in April</i></p>	
23	<p><u>Attendance:</u></p> <ul style="list-style-type: none"> Attendance drive – students receive stamps/stickers for every day they attend school. Those who were in everyday were placed in a draw for prizes. Awards for perfect attendance given at tend of the school year 	<p>Retention Partnership with Parents Attendance Attainment Progression Transitions Wellbeing</p>	Students and parents	<p><i>HSCL, Form teachers, Year Heads, Deputy Principal, Principal</i></p>	<p><i>November Yearly</i></p>	
24	<p><u>Assemblies:</u></p> <p>Students will be addressed individually and collectively (assemblies) by Year heads, Deputy Principal and Principal to stress the importance of academic performance and the schools' expectations.</p>	<p>Retention Partnership with Parents Attendance attainment Progression Transitions Wellbeing</p>	Students	<p><i>P, DP, YH, AM, FT</i></p>	<p><i>Termly</i></p>	
25	<p><u>CTYI</u></p> <ul style="list-style-type: none"> Ensure at least five students from St. Kevin's College attend free summer schools run by local universities. Full participation at Higher Options event every September for 6th Years. 	<p>Retention Partnership with Parents Attendance Attainment Progression Transitions Literacy Numeracy Partnerships with others</p>	Students	<p><i>GC</i></p>	<p><i>End of year</i></p>	
26	<p><u>Third Level:</u></p>	<p>Retention</p>	Students	<p><i>GC</i></p>	<p><i>Ongoing</i></p>	

	<ul style="list-style-type: none"> • Visits to St. Kevin’s College by all third level providers to explain courses and apprenticeships provided on their campuses. • Encourage all 5th and 6th years to attend college open days. All in Dublin are held outside school hours. 	Partnership with Parents Attendance Attainment Progression Transitions Literacy Numeracy Partnerships with others		<i>All Teachers</i>		
27	<p><u>Past Pupils Engagement:</u></p> <ul style="list-style-type: none"> • Expand number of past students who have successfully achieved a 3rd level qualification and are on a career path to come into St. Kevin’s and speak to our students in Junior as well as senior cycle • Use wealth of information among school staff on the benefits of 3rd level and encourage participation in 3rd level. • Get local Solas officer to speak to students about opportunities in the traditional and new apprenticeships • Get companies that run apprenticeship programmes to come into St. Kevin’s and speak to students’ body regarding entry routes, salary, and jobs prospects • Get more Junior Cycle students to visit local Universities and 3rd level institutions • More precise tracking of past students in line with GPDR guidelines to get more accurate information on what they are doing • Invite unemployed students back into St. Kevin’s and help match them up with a suitable course or career • Build an alumni 	Partnership with Others Examination Attainment Progression	Students	<i>Teachers GC P/DP</i>	<i>Ongoing</i>	

28	<p><u>Parents Association:</u></p> <ul style="list-style-type: none"> • Meet regularly • Provide refreshments at open night and graduation. • Organise fundraisers for school. 	Partnership with Parents Transitions Partnership with Others Retention	Parents	<i>HSCL, DP, Principal and Year Head</i>	<i>Ongoing</i>	
29	<p><u>Outside Agencies:</u> The following are agencies we work with to the benefit of students: (See Appendix B)</p>	Retention Partnership with Parents Attendance Attainment Progression Transitions Literacy Numeracy Partnerships with others	Parents and Students	<i>All teaching staff</i>	<i>Ongoing</i>	
30	<p><u>Themed Weeks:</u></p> <ul style="list-style-type: none"> • Seachtain na Gaeilge (March) • Literacy Week (March) • Fit and Well Week (September) • Maths Week (October) • Solas Walk (March) • Languages Week (September) • Science Week (November) • College Awareness Week (November) 	Retention Partnership with Parents Attendance Attainment Transitions Literacy Numeracy Partnerships with others Wellbeing	Students	<i>Whole School and Subject Dept</i>	<i>Weeks assigned through the year</i>	
31	<p><u>Chaplain:</u></p> <ul style="list-style-type: none"> • To communicate the guiding vision for the school and lead its realisation. • To promote and celebrate the ethos of the college while fostering a commitment to Inclusive Liturgical Celebrations inclusion. 	Retention Partnership with Parents Attendance Attainment Transitions Literacy Numeracy	Students and Parents	<i>C. Keegan-school Chaplain</i>	<i>Ongoing</i>	

	<ul style="list-style-type: none"> An emphasis to be placed on developing opportunities to celebrate the ethos of the College with students, staff and parents. Part of the SST Support for students with one-one sessions 	Partnerships with others Wellbeing				
32	<p><u>LCA Programme:</u> Supporting educational inclusion, engagement, and progression. Practical, learner-centred approach that values a wide range of abilities and learning styles, helping students who may not thrive in traditional academic settings to experience success. Emphasis on continuous assessment, work experience, and real-life learning Promoting regular attendance for potential early school leavers</p>	Retention Partnership with Parents Attendance Attainment Transitions Literacy Numeracy Partnerships with others Wellbeing	Students	<i>P, DP, Programme coordinator- I. O'Mahony</i>	<i>Ongoing</i>	
33	<p><u>TY Programme:</u> Promoting inclusion, personal development, and educational engagement through experiential learning, thereby enhancing students' confidence, wellbeing, and motivation to achieve their full potential.</p>	Retention Attendance Attainment Transitions Partnership with Others Wellbeing	Students	<i>P, DP, Programme coordinator- I. O'Mahony</i>	<i>Ongoing</i>	
34	<p><u>BFL:</u> Behaviour For Learning is a proactive approach which seeks to remove and reduce the obstacles that are preventing the student from fulfilling their potential. Students who are offered support may present with a variety of challenging behaviours, including social skills deficits; low self-esteem; difficult relationships with adults/peers; literacy and numeracy issues; poor concentration and attention difficulties in most subjects. The 'Behaviour for Learning' teacher works with identified students, individually or in small groups on Behaviour for Learning programmes that are designed to meet their social, emotional, positive health & wellbeing and behavioural and academic needs, so they can achieve and succeed in school.</p>	Retention Attendance Transitions Wellbeing	Students and Parents	<i>BFL Coordinator – EK All teaching staff SNAs SEN dept</i>	<i>Ongoing</i>	

	<p>The Behaviour for Learning teacher's role also includes preventive strategies and early intervention approaches for all students.</p> <p>The following is a list of some programmes that are available:</p> <ul style="list-style-type: none"> • Check and Connect • Learning to learn • Taming anger • Alert 					
35	<p><u>Behaviour Lessons:</u></p> <p>Series of 8 lessons delivered by form tutors at the start of the school year to layout our expectations of students. These lessons foster a positive school culture that improves student engagement, attendance, and relationships, creating the conditions for better learning outcomes and personal development</p>	<p>Retention Attendance Attainment Wellbeing</p>	Students	<p><i>All teaching staff SEN dept</i></p>	<p><i>Start of each academic year</i></p>	
36	<p><u>VSWare:</u></p> <p>Provides accurate, real-time data on attendance, behaviour, and academic progress, enabling staff to identify trends, track targets, and implement timely interventions. It supports evidence-based planning, communication with parents, and monitoring of student outcomes</p>	<p>Partnership with Parents Attendance Retention Attainment</p>	Students and parents	<p><i>All teaching staff SEN dept</i></p>	<p><i>Ongoing</i></p>	
37	<p><u>Athena:</u></p> <p>Analyses students' previous performance and CAT scores to predict potential grades, allowing teachers to set realistic targets and provide tailored support. This data-driven approach helps identify underachievement early, inform teaching strategies, and monitor progress</p>	<p>Attainment Retention Literacy Numeracy</p>	Students and Parents	<p><i>All teaching staff SEN dept</i></p>	<p><i>Ongoing</i></p>	
38	<p><u>Team Teaching:</u></p> <p>Promotes inclusion, improves literacy and numeracy outcomes, and enhances engagement for all learners. It allows for differentiated instruction, targeted support and more immediate feedback, helping to reduce barriers to learning and raise overall attainment</p>	<p>Literacy Numeracy Attainment Attendance Retention Wellbeing</p>	Students	<p><i>All teaching staff SNAs SEN dept</i></p>	<p><i>Ongoing</i></p>	

39	<p><u>Check and Connect:</u> Students who are struggling with aspects of their schooling are paired with a mentor teacher. Through regular mentoring and relationship-building, the programme helps identify challenges early, promotes consistent school engagement, strengthens student-teacher connections and fosters a sense of belonging.</p>	Attendance Retention Attainment Partnership with Parents Wellbeing	Students	<i>Check and Connect Mentors SEN dept SENCO</i>	Ongoing	
40	<p><u>MindOut programme:</u> Promotes positive mental health, emotional resilience and coping skills among students. By helping young people manage stress, build self-esteem and develop supportive relationships, it enhances engagement and wellbeing</p>	Attendance Retention Attainment Partnership with Parents Wellbeing	Students		<i>Ongoing</i>	
41	<p><u>The Hub:</u> The Hub provides a safe, calm, and inclusive space for students with sensory needs or those experiencing emotional or behavioural difficulties. It helps students regulate, re-engage and feel supported in school.</p>	Attendance Retention Attainment Wellbeing	Students	<i>SEN dept SENCO</i>	<i>Ongoing</i>	
42	<p><u>Green Schools:</u> The committee promotes student leadership, environmental awareness and active participation in school life. Through teamwork, responsibility, and community projects, it fosters a sense of belonging and pride in the school, strengthens student voices and encourages collaboration with parents and the wider community.</p>	Attendance Attainment Partnership with Others Partnership with Parents	Students	<i>Green Schools Committee and Co-Ordinator BF</i>	<i>Ongoing</i>	
43	<p><u>Student Councils:</u> This is a group of students elected to voice the student body's opinions to school administrators, staff, and parents. Its primary functions include improving school life through events and initiatives, enhancing communication, promoting school spirit, and contributing to school policies and planning. They typically meet regularly and can organize a wide range of activities, such as fundraising events, social gatherings, and mentoring program</p>	Attendance Retention Attainment Partnership with parents Partnership with others Wellbeing	Students		<i>Ongoing</i>	

44	<p><u>Open Night:</u> Promotes parental involvement, improves attendance and retention through early engagement. It an opportunity to showcase our learning and wellbeing initiatives and strengthen our partnerships with families and the community to create a welcoming, inclusive school environment.</p>	<p>Transitions Partnership with parents Partnership with others</p>	<p>Prospective students and parents</p>	<p><i>P/DP All teaching staff SEN dept SNAs Students</i></p>	<p><i>Sept. each year</i></p>	
45	<p><u>School Newspaper:</u> The school newspaper is written and published by the TY class as part of their Journalism module. It promotes literacy, celebrates student achievement, encourages student voice and participation and strengthens the link between school, home, and community.</p>	<p>Literacy Partnership with others Partnership with parents Attendance Attainment Retention</p>	<p>Students and Parents</p>	<p><i>TY module teachers – MM and AG Students</i></p>	<p><i>Ongoing</i></p>	
46	<p><u>Creative Schools Programme:</u> The Creative Schools Programme (2023 -25) aims to create a vibrant and inclusive environment where arts and creativity are central to students learning. Through projects (like the school mural), partnerships with local organisations and artists, and an active Student Creative Council, the programme fosters well-being, engagement, and academic achievement while enhancing the visual and cultural life of the school. A grant was provided by the arts council to run the creative schools program. It spans over 2 year in school. You must apply with a rationale and a plan. Only a small number of schools are picked each year. It took 4 years of applying before St. Kevin's was chosen.</p>	<p>Literacy Numeracy Partnership with others Partnership with parents Attendance Attainment Retention Wellbeing</p>	<p>Students</p>	<p><i>GL – Head of Art Dept</i></p>	<p><i>Ongoing</i></p>	

47	<p><u>GSA</u> Promotes inclusion and wellbeing, fosters a safe and respectful school environment, encourages student voice and participation and builds positive relationships that enhance attendance, retention, and overall student engagement.</p>	Wellbeing Attendance Retention Transitions	Students	<i>G.Counsellor</i> <i>GSA mentors</i>	<i>Weekly meeting at break time</i>	
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Appendix A:

Surveys completed in 2025-2026

<i>Survey</i>	<i>Target group</i>	<i>Date</i>	<i>Link</i>
1st year Transition - Moving from Primary to Secondary School	1 st years 2025	Last week before October midterm 2025	Moving from primary to secondary school - 1st year 2025 – Collaboration
Programme Choice	5 th years 2025	First week of November	Programme and Subject Choice - 5th years 2025 – Collaboration
Grammar Survey	2 nd years	After Christmas	
Attendance Survey	Whole school	Last week before October midterm 2025	Attendance and Punctuality – Results
VSWare Survey	Parents – whole school	October 2025	Do you use VSWare? – Collaboration

Appendix B:

List of agencies 2025-2026:

*This list is fluid and agencies will be added throughout the year

<ul style="list-style-type: none">• Technological University Dublin (TU Dublin)• National College of Art & Design (NCAD)• Royal College of Surgeons in Ireland (RCSI)• National College of Ireland (NCI)• Marino Institute of Education• Maynooth University• IDAT• DCU• Trinity• UCD• City of Dublin FET College (umbrella name) cityofdublinitb.ie+1<ul style="list-style-type: none">○ Ballsbridge Campus (formerly Ballsbridge College of FE) cityofdublinitb.ie○ Cathal Brugha / North Strand Campus cityofdublinitb.ie○ Liberties College (FE) cityofdublinitb.ie○ Rathmines College of Further Education cityofdublinitb.ie○ Coláiste Íde, Finglas (FET) cityofdublinitb.ie+1○ Dhúlaigh Colleges (Coolock / Kilbarrack / Raheny) cityofdublinitb.ie○ Ballyfermot College of FE cityofdublinitb.ie+1○ Crumlin College of FE cityofdublinitb.ie○ Inchicore College of FE○ Pearse (Crumlin) FE College• Junior Achievement Programme• Siemens• Glanmore Foods• Men's Development Network• Irish Heart Foundation• Paula O'Connor – Cyber Safety• Education publishers	<ul style="list-style-type: none">• ISPC• Beneavin Nursing Home• Criminal Courts• Dáil Éireann• Irish Defence Forces• WRC• SOAR• CCPC• St. Francis Hospice, Raheny, D.5• National Educational Psychology Service• Child and Adult Mental Health Service• Primary Care• The National Council for Special Education• ERST Schools AEN support• Visiting Teachers for the Deaf and visually impaired• St. Michael's House• Scoil Chiaran• Occupational Therapists• Speech and language therapy• Bank of Ireland (Money Smarts)• Revenue• Enterprise (Student Enterprise Competition)• BITC• BPF (Money Quiz)• BSTAI• AMGEN Biotech Experience for Leaving Certificate Biology Microbiology/DNA Profiling Practical• Supergeneration
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<ul style="list-style-type: none"> ○ Folens ○ Gill ○ Educate ● AIB ● Young Enterprise Ireland ● BT Young Scientist ● ROD Engineering ● BelongTo ● Jigsaw ● Shout Out ● Caith amach é, High Rock Productions ● Ballymun Library ● Lighthouse Cinema ● Fighting Words ● MOLI – Museum of Literature of Ireland ● Fold Housing ● Colm Dawson Magic ● Five Lamps ● Glasnevin Cemetery ● RSA ● St Vincent dePaul ● St. John’s Education Centre, Glasnevin ● Ballymun youthreach ● Ballark Community Training Workshop ● Tulsa – School Completion Programme ● Pieta House 	<ul style="list-style-type: none"> ● Rayse the Game ● Caith Amach É ● Conradh na Gaeilge ● Fibín ● FAI ● Shelbourne FC ● Finglas United FC ● Better Finglas ● Finglas Youth Service (The Den) ● Finglas Youth Resource Centre (FYRC) ● Finglas Addiction Support Team ● Finglas/Cabra Local Drug and Alcohol Task Force ● Finglas Counselling Service (FCS) ● Stephen Moylan (counselling for young people) ● BRACE ● Aisling Project ● Poppintree Youth Project ● Embrace Autism ● ASIAM ● HADD ● Dublin North West Partnership ● DCU Educational Disadvantage Centre Hub ● The Finglas Centre ● Pobal
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