



Moyderwell Mercy Primary School

Principal: Mr. Pat Neenan

Deputy Principal: Mrs. Máire Jones

Roll No: 13530D

School Self-Evaluation (SSE): A 6-Step Process Moyderwell Mercy Primary School, Tralee, Co. Kerry

End of Year School Self Evaluation Report 2022-2023

DEIS Plan 6 (Year 1 / 3) 2022-2023

Part A:

Explanation of the SSE Process (School Self-Evaluation) within the
DEIS Programme - Delivering Equality (Equity) of Opportunity in Schools

Part B:

Reports from Deputy-Principal and Assistant Principals on:

- Literacy (Primary Language 1 & 2)
- Numeracy
- S.E.S.E (Social, Environmental, Scientific Education)
- S.P.H.E. (Social, Personal, Health Education) & Wellbeing
- P.E. (Physical Education);
- The Arts (Music, Visual Arts, Drama)

Part C:

Reports from Principal and H.S.C.L. (Home School Community Liaison Officer) on:

- Attendance,
- Retention,
- Progression,
- Partnership with Parents/Others

Part A:

Introduction and Background

School self-evaluation is a collaborative, inclusive, reflective process of internal school review. During the school self evaluation six-step process (Appendix 1), the Administrative Principal (Pat Neenan), Teaching Deputy-Principal (Máire Jones), Assistant Principals 1 (Paula Brassil & Caroline Doody) and Assistant Principals 2 (Oonagh O' Rahilly, Laura Daly, Eoin Sayers) and school teaching staff, under the direction of the board of management and the patron, and in consultation with parents and pupils, engage in reflective enquiry on the work of the school.

The School Self-Evaluation Process is an evidence-based approach which involves gathering evidence from a range of sources and making judgements with a view to bringing about improvements in pupils' learning. Self-evaluation requires a school to address the following key questions regarding an aspect or aspects of its work:

- How well are we doing?
- How do we know?
- How can we find out more?
- What are our strengths?
- What are our areas for improvement?
- How can we improve?



Typically, most schools use the process guidelines in [School-Self-Evaluation-Guidelines-2016-2020-Primary.pdf](#) as directed by [Circular 0016/2018 Re-engaging with SSE and Wellbeing](#).

[DEIS Delivering Equality \(Equity\) of Opportunity in Schools / SSE \(School Self-Evaluation.](#)

Moyderwell Mercy Primary is an urban DEIS Band 2 school which is currently completing the first year of its 6th Evaluation Cycle (each cycle = 3 years). This 6th DEIS/Cycle will finish in June 2025.

School self-evaluation is central to school development planning. It is a way of working that contributes to both the permanent and developmental sections of the school plan. Through school self-evaluation, the staff in Moyderwell can reflect on and review their day-to-day practices and their policies, with a particular focus on teaching and learning.

'The School-Self-Evaluation Process provides all schools, including DEIS schools, with an internal process [6 STEP Process] for developing and progressing action planning for improvement' pg. 44 SSE Guidelines.

The DEIS plan is the School Improvement Plan.

‘Schools in the DEIS programme are required to develop and implement three-year improvement plans as a condition of their participation in DEIS. These plans are the school’s improvement plan for the purposes of school self-evaluation, and no additional or separate improvement plan is required’. Pg. 47-48

The DEIS Planning Documents of Moyderwell Mercy Primary School are active, live documents on the school’s G-Suite, and are accessible to all staff.

DEIS schools should, however, within their own contexts, take note of the emphasis that the school self-evaluation process places on the core activity of any school - teaching and learning. They should ensure a focus on teaching and learning wherever relevant when planning for improvement.

Since September 2019, school improvement plans (SIPs) relate to literacy (English and Irish), numeracy, attendance, retention, progression, wellbeing, and partnership with parents and others. A clear plan for targeted Improvement in Year 1, Year 2, Year 3 using the 6-Step Process is optimal for progressive development. DEIS schools use this self-evaluation process to ensure that action plans for improvement have a robust evidence base, and are clearly an improvement plan to parents and the community.

DEIS schools may choose to highlight specific actions for improvement where they consider parental awareness and involvement are particularly relevant.

DEIS 6: Year 1 of 3 / SSE End of Year Report 2022-2023

School-improvement planning and implementation of agreed plans in ‘teaching and learning’ was consolidated in Literacy (English & Irish), Numeracy, SPHE (including Wellbeing); The Arts; Attendance, Retention, Progression, and Partnerships with Parents and Others.

Wellbeing of staff and pupils is an embedded ethos in our Mercy school of compassion, care and understanding. Relationship-building and maintenance of friendships, appropriate self-regulation among staff and pupils continues to be important.

Moyderwell Mercy Primary School continued the process of individual and collective inquiry in the continuation of curriculum implementation as evidenced in individual Plan & Progress Records (Cúntaisí Míosúla) which accommodates individual Reflective Practice in improving Teaching and Learning outcomes, experiences and teacher-practice. All Plan & Progress Records were shared on the Internal School Data Network from October 2022 - June 2023, as has been the norm since 2013. The records allow Peer to Peer Planning, Discussion and Evaluation and are useful for Whole-School Tracking and Monitoring Purposes in relation to agreed yearly targets for improving Learning and Teaching.

The School's G-Suite was fully operational for the Communication of Homework through Google Classroom and the school's Databiz App for Parents was a valuable tool for school-home communication and payments.

The mainstream class teachers in Moyderwell record absences and reasons for absence on the Databiz Platform. This is also a useful tool in profiling the individual students, and the school as a whole, from analysis of standardised testing results against the national average.

Literacy (English and Irish) and Numeracy remained priority for all staff through the year. The School Completion Programme focused on Retention and Progression. The HSCL (Home School Community Liaison) was a vital link in developing Partnership with Parents and Others, which included an onsite School Completion Programme Officer, Ms Geraldine O' Halloran.

Children in Moyderwell also benefited from two weeks of Department of Education summer Camps on-site in July 2022. These were overseen by Eoin Sayers and Karen O' Connor.

Part B:

Literacy/ English: Report by Máire Jones

6-Step SSE Process for Literacy (English)

Step 1: Identifying a Focus

Target 1: Focus of Improvement : Embedding the Primary Language Curriculum: in Oracy, Reading and Writing, with emphasis on [planning](#), and teaching, as directed by the Department of Education, in line with the [Complete Revised Primary Language Curriculum \(PLC\) in September 2019](#).

Target 2: Comprehension (Jun. Infants to Sixth)

(guided by [Complete Revised Primary Language Curriculum \(PLC\) in September 2019](#) and [LAOS 2022](#) (Learner Outcome, Learner Experience, Teacher Practice and Collaborative Practice), with support from Brendan Gleeson's 'Building Bridges of Understanding'. Comprehension Improvement was chosen as a result of a democratic teacher vote in November 2023

What should be our Whole School Target for Improvement be in Literacy? Choose 1

Mentimeter


4
Phonemic Awareness in Text


3
Oral Language Development


3
Acceleration of Reading


5
Spelling Methodology


10
Comprehension Strategies


5
Implicit Teaching of Writing Genres

Target 3: Pilot: Improvement in the learning of Spelling Strategies through the individualised '[Spellings for Me](#)' Digital Programme in Third Class.

Target 4: Improvement in Motivational Reading through further piloting of [Renaissance Accelerated Reader](#) and the [Myon Digital Library](#), and sourcing AR Labelled Library Books for each class.

Step 2: Looking at Evidence

- (a) Class-Teacher Planning to Learner Outcome in the Primary Language Curriculum (Monthly Plan & Progress Reports accessed through the school G-Suite)
- (b) Class-Teacher reflection on own teaching practice and learner experience (Monthly Plan & Progress Reports)
- (c) Class-Teacher observation on Learner-Outcome in Comprehension(Infants to Sixth), regular teacher accessible Spelling Data (3rd), Accelerated Reader Teacher Login.
- (d) Regular Pupil Self-Assessment
- (e) Standardised Drumcondra Reading & Comprehension Results May 2023, and comparison with May 2022, pupil to pupil tracking / class to class tracking, school v normal distribution

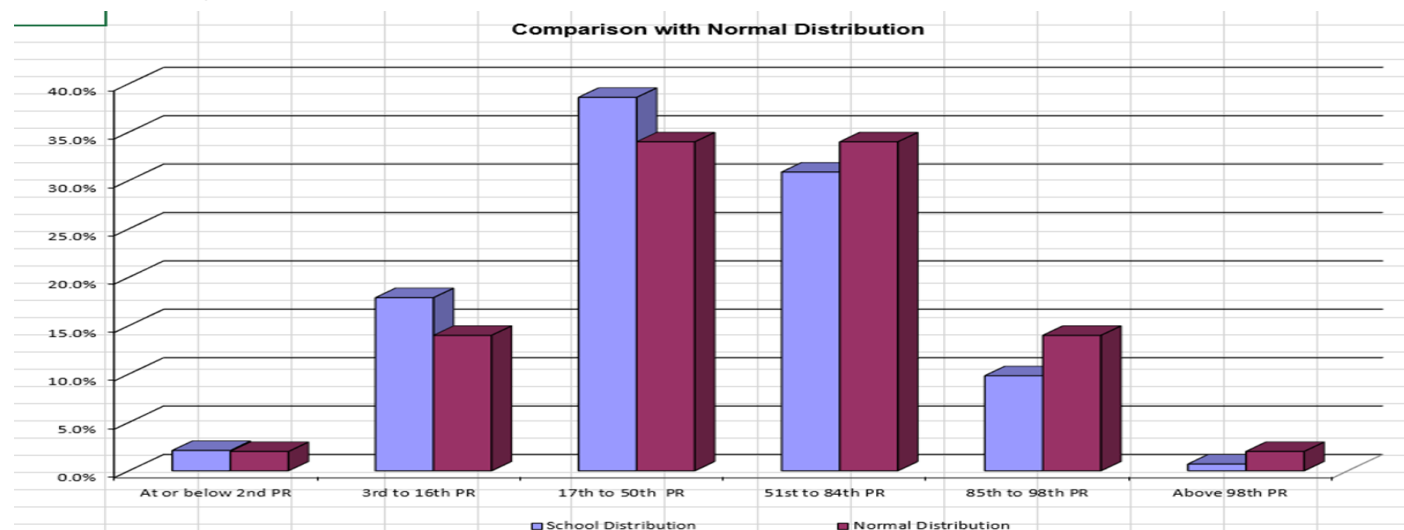
Step 3: Analysing and Making Judgments

Standardised Results in Reading / Comprehension from 1st to 6th Class

We remain happy with Overall Results of Reading, Comprehension in comparison to the national norm, but note the slight increase at the lower end (up to the 16th%ile band, and slight decrease at the higher end (85th%ile band and higher)

The school is showing results which are higher than normal distribution in Total Reading in the 17th to 50th%ile band, but lower on the high end from the 51st %ile

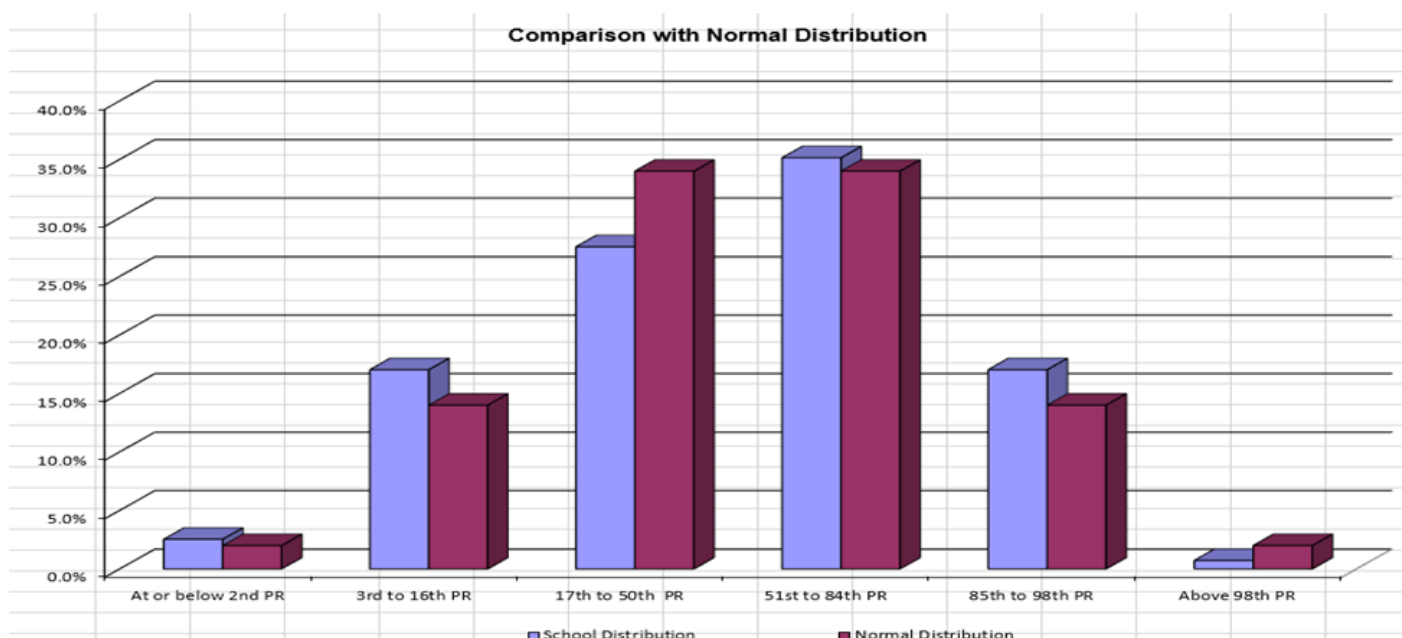
Total Reading & Comprehension



Drumcondra Reading & Comprehension	at / below 16th%ile Normal Distribution 16%	85%ile and above Normal Distribution 16%
2019	23.6%	11.3%
2020	No Testing due to National School Closures	No Testing due to National School Closures
2021	21.7%	10%
2022	19.2%	12%
2023	20%	10.5%

Standardised Results in Spelling from 1st to 6th Class

The school is showing results higher than Normal Distribution from the 51st %ile to the 98th %ile.



Drumcondra Spelling	at / below 16th%ile Normal Distribution 16%	85%ile and above Normal Distribution 16%
2019	18.3%	21%
2020	No Testing due to National School Closures	No Testing due to National School Closures
2021	21.7%	12%
2022	19.3%	17.8%
2023	19.6%	17.8%

In May 2023, there is a 1.7% increase in the percentage of children falling into the '16th% or below Band' and a decrease of 2.1% of children falling into the 85th %ile compared with the results of May 2022.

The Introduction of the differentiated, school-based 'Spellings for Me' Programme has not yielded the maintenance of improved results in the Piloted Year Group 2022 2023, compared to the year group results of the same children in May 2022. Never-the-less, this year group will continue trying to increase strategies and skills for long term spelling proficiency in the coming school year 2023 2024, and another year group will be introduced to the programme as an ongoing Pilot. Decisions will be made in May 2024 about its continuation, and a review will take place on the best approach for teaching Long Term Spelling Proficiency Support going forward.

Videos on best practice in **teaching Comprehension Strategies** were discriminated to all staff over a two week period in Spring 2023

The piloting of the **Renaissance Accelerated Reader** for 5th & 6th in 2021 2022 and its extension to 4th in 2022-2023 for targeted motivational reading at each individual child's assessed reading & comprehension level, has been beneficial. Pupils in Moyderwell Mercy Primary from 4th to 6th Class , pushed the boat out in 2022 2023, achieving placement in the **top 5 schools in Ireland in terms of number of digital books read per pupil**. The children accessed books through the Renaissance 'MyOn' Digital Library at their individual level of reading, averaging 55 per student. They completed Comprehension Quizzes after reading each book. They also read loads of Hard Book material from the classroom and the adjacent Kerry County Public Library.

Targeted Reading and Writing Instruction through **Literacy Lift-Off** has been beneficial in the Junior School, with emphasis on children reading and writing within their individual assessed instructional. Graded PM Readers go home for CAPER (Children & Parents enjoying Reading). [Reading Recovery](#) is well established in Moyderwell. The school has 3 teachers fully trained Reading Recovery Teachers.

Step 4: Improvement Plan:

The Improvement Plan for English will be AGREED on at the Whole-School Staff Meeting on August 30th 2023 and will be added to the **PIEW Plan** for English Development 2023 2024 (Pilot, Implement, Evaluate, Waiting List).

Step 6. Monitoring & Evaluation:

Everybody is key to School Improvement in Literacy...children, parents, SNAs, mainstream class teachers, Special education teachers, English Team (Máire Jones, Margaret Maxwell and Regina Rath, Helena Creagh) and Administrative-Principal. Teachers are reminded of Improvement Focus at monthly Year Group Meetings and have the opportunity to share good practice and challenges.

2022 2023 Plan & Progress of Literacy Improvement Target at a Glance

<p>2022 -2023</p> <p>DEIS SSE Plan</p> <p>English Team Leader = M. Jones</p> <p>Team Support = Mags Maxwell Helena Creagh</p>	<p>Targeted Area of Improvement:</p> <p>What are we improving?</p>	<p>Actions for Improvement within a set timeframe:</p> <p>How will we improve?</p>	<p>Who is responsible for Improvement?</p>	<p>Gaeilge Team Leader= Eoin Sayers</p> <p>Team Support = Úna Geaney Aisling Uí Laighin Regina De Rath Caroline Nic Eoin</p>
<p>Step 1:</p> <p>Identify Focus</p> <p>Pilot</p> <p>Renaissance Star Assessment, Accelerated Reading & MyOn Digital Library (children reading within their zpd) in 2x 4th Classes</p> <p>Pilot</p> <p>Spellings for Me (Individual, differentiated, self-paced digital tool) (2x 3rd Classes)</p>	<p>Result of Individual 'Focus Vote' on Mentimeter November 2022 (M. Jones)</p> <p>Comprehension Strategies in Irish & English WITH comprehension process motions and anchor charts</p>	<p>Implicit teaching practice in Irish & English</p> <p>Prediction, Connection, Visualisation, Scanning, Skimming, Paraphrasing (say that another way),</p> <p>Summarising (tell me in a sentence (or three!) what that story was about),</p> <p>Determining Importance (sieving for important words)</p> <p>Declunking and making relationships with other words of similar pattern, meaning etc</p> <p>Self-Talk</p> <p>Using resources available (Comprehension Cards, Books, Text-Books, Digital Resources such as Renaissance Accelerated Reader Quizzes</p>	<p>Deputy-Principal Máire Jones</p> <p>Assistant-Principals, MCT & SET Teachers Infants-6th</p> <p>Máire Jones (collaboration coordinator English)</p> <p>Eoin Sayers (collaboration coordinator Gaeilge)</p>	<p>Continue with all the great work on step by step learning and teaching of phonemic awareness for reading and spelling strategies for writing, as well as good quality listening and speaking activities, in our efforts to increase acceleration in reading, writing, speaking & listening.</p>

		and Myon Library Quizzes		
Step 2: Gather Evidence		<p>Plan & Progress Reports for English & Irish (uploaded to the Google Shared Drive) should reflect implicit teaching practice</p> <p>Standardised Drumcondra Reading / Comprehension & Drumcondra Spelling Assessments</p>	<p>MCT & SET Teachers Infants-6th</p> <p>Máire Jones (collaboration coordinator English)</p> <p>Máire Jones (collaboration coordinator English)</p>	
Step 3: Analyse and Make Judgements	<p>Staff Consultation May 2022 DEIS 5.3 Evaluation Google Form (M. Jones)</p> <p>August 2022 Team Meeting Outcomes reported by A.P's</p> <p>AP Led Meetings February & March (Reflection on individual practice)</p>		<p>Principal Pat Neenan Deputy-Principal Máire Jones English Team Gaeilge Team</p> <p>Individual Teachers</p>	
Step 4: Write and Share Report including School Improvement Plan	This is the School Improvement Plan		Máire Jones (collaboration coordinator English) and Eoin Sayers (collaboration coordinator Gaeilge)	
Step 5: Put Improvement Plan into Action		Scan 'Building Bridges' comprehension	Máire Jones March/April 2023 through daily	The Primary Language Curriculum

<p>Implement</p> <p>Primary Language Curriculum 2019 Full Implementation (PLC 1 +2)</p> <p>Handwriting Practice embedded in improved practice</p> <p>Core Poetry: 2 per term, per class grouping in Language 1 +2 embedded in improved practice</p>		<p>resource into G-Suite Drive for all to access, and communicate same to all teachers</p> <p>Implicit teaching practice of Prediction, Connection, Visualisation, Scanning, Skimming, Paraphrasing (say that another way), Summarising (tell me in a sentence (or three!) what that story was about), Determining Importance (sieving for important words) Declunking and making relationships with other words of similar pattern, meaning etc Self-Talk</p> <hr/> <p>Reading Recovery Training of Third Teacher (M. Jones)</p> <p>Purchase of suitable ATOS graded books for class libraries, suitable in assisting</p>	<p>videos over two weeks</p> <p>MCT & SET Teachers Infants-6th</p> <p>Croke Park AP-Led Meeting dedicated to reflecting on practice and committing to a targeted improvement Feb 23 March, April 23</p> <p>Purchase of Recommended Story Books (in Building Bridges) to assist teacher teach comprehension strategies (Margaret Maxwell May/June 2023</p> <p>Sept 2022 . - June 2023 22 full days at Limerick Education Centre</p>	<p>Materials has excellent ideas for the improvement of teaching practice and child experience in achieving a better learning outcome in Reading Comprehension</p> <p>Connect PLC 1 with PLC 2 Gaeilge</p> <p>Brendan Gleeson's 'Building Bridges'</p> <p>Also Building Bridges Activities</p> <p>Comprehension Processing Motion (CPM's) Anchor Charts And videos for teachers to watch</p>
--	--	---	--	---

		Accelerated Reading & Comprehension Quizzes.(€8,000 grant from May 2022)	May 2023, through Frank at Book Nest, Sligo (Máire Jones) Emails sent to teachers to choose, in Jan; Feb; March, April . 2023 re purchasing from May 22 Grant	
Step 6: Monitor Actions and Evaluate Impact	May 2022 DEIS 5.3 Evaluation Google Form (M. Jones) Implicit Teaching of Comprehension Strategies	Anchor Charts evident in each room Monthly Pan + Progress Reports Evidence of Improved Drumcondra Standardised Assessment Reading & Comprehension May 2023	Principal Mr Neenan Deputy-Principal and English Team Coordinator Máire Jones Gaeilge Team Coordinator Eoin Sayers Principal Mr Neenan DEIS literacy Coordinator	4th, 5th and 6th teachers will take part in a review before Christmas through a Google Form to ascertain the value for money on the Accelerated Reading Licence, with a renewed effort to raise the reading time in Term 2. Similarly, the 3rd Class teachers will take part in a review before Christmas through a Google Form to ascertain the value for money on Spellings for Me Licence to ascertain if it is worth expanding this initiative.

	Embedded Teacher Engagement in Primary Language Curriculum 2019	Monthly Pan + Progress Reports Webinar 5 & 6 May 8th 2023 Webinar 7 June 12th	Principal Mr Neenan	
	Embedded Handwriting Improvement in Learner & Teacher Practice	Class Award at Monthly Assembly	Principal Mr Neenan, MCT's & SET's	
	Knowledge of Core Poetry	Monthly Pan + Progress Reports Class Visit	Principal Mr Neenan	
	Accelerated Reading & MyOn use in 4th, 5th & 6th	Monthly Pan + Progress Reports Administration LOG-IN monitoring Preparation of 3rd Class Libraries...labelling books into ATOS zpd grades	Coordinator Máire Jones SNA Catherine W & Sabrena	
	Spellings for Me 2 x 3rd Classes	Evidence of Improved Spelling in Drumcondra Standardised Assessment May 2023, and Class Teacher observation	DEIS Literacy Coordinator Máire Jones Ruth Mulligan & Micheál Sheehan	

<p>Wait List</p> <p>2023 onwards</p>	<ol style="list-style-type: none"> 1. Renaissance Accelerated Reading Licence & Training for 3rd Extension 2. Categorising Books to ATOS Grades in two Third Class Libraries 3. Extend Spellings for Me to two 4th Classes after Pilot Evaluation 4. Purchase of ATOS Levelled Library Books from May 2022 Library Book Grant 5. Reading, especially in 3rd, 4th, 5th & 6th (Implement Accelerated
---	--

	<p>Reading 25 mins daily)</p> <p>6. Phonological Awareness into Graphing Phonemes / Whole Policy of Development ... Meeting with all infants teachers 2022-2024 concerned 08/05/23 and 09/05/23 with Helen Brick Montessorri about scheduling discussion on best practice from Primary School Perspective, as a pathway to developing phonological awareness prior to the mapping of phonemes as letters. Email sent on 8/9/23 re 2023 2024</p> <p>7. Spelling Strategies Policy Development</p> <p>8. Reading Strategies Taxonomy First to Sixth</p> <p>9. Cursive Writing as the only way forward?? from Infants to Sixth??</p> <p>10. Explicit teaching of Writing Genres</p> <p>11. Free Writing Copies</p>
--	--

Primary Language Curriculum Literacy / Irish: Report by Eoin Sayers

The Coiste Gaeilge met regularly and consisted of Eoin Sayers, Úna Geaney, Caroline Nic Eoin, Regina Rath and Aisling Ní Laighin. The Coiste set the creation of a Picture Dictionary as an achievable goal for the year while the implementation of the New School Policy for Gaeilge was the main focus of the Coiste Gaeilge. To this end, a 3-step approach was implemented to increase the use of spoken Gaeilge in the school and in the wider school community:

- Gaeilge for Teachers
- Gaeilge for Parents
- Gaeilge for Children.

Gaeilge for Teachers

All classes are now using the Bua na Cainte scheme which allows for a consistent approach to the learning of the language.

A booklet of the expected vocabulary and grammar was distributed to each class teacher at the beginning of the year. This was to allow each teacher to focus on specific language outcomes in vocabulary and grammar as part of the Primary Language Curriculum.

The entire staff partook in webinar training days in the Primary Language Curriculum. A collaborative and consultative decision was made previously to teach Physical Education as *Gaeilge* as part of CLIL. On review it was deemed by teachers not to have been a success as there was limited scope for conversation as opposed to instructions in these lessons. It was suggested by the class teachers that a variety of different subjects be trialled in class that would allow the children to work in collaborative and conversational appropriate tasks. Class teachers received an in school demonstration of a CLIL lesson from SEAI expert Catherine Daly in a workshop on Forces during Science Week.

Action Plan 2023/24

1. CLIL will be reviewed in 2023/24 and an action plan developed.
2. All teachers to receive access to the Picture dictionary

Gaeilge for Parents

Parents received a booklet called *Gaeilge for Parents*, sent by email by each class teacher. This booklet contained pictures, words, translations, phrases and phonetic pronunciations.

Action Plan 2023/24

The Coiste Gaeilge will investigate Workshops for parents during Seachtain na Gaeilge in 23/24.

Gaeilge for Children

Children's learning experiences were enhanced through the purchase of digital games and resources. The Coiste Gaeilge purchases interactive and collaborative language games for each of the Gaeilge themes as outlined in the school policy. As part of Seachtain na Gaeilge, each class took part in activities, challenges, games and events as *Gaeilge*. Each child in the middle and senior classes received *Oifig na Gaeilge*, a 8 page booklet covering grammar, vocabulary, phrases and conversation dialogue. Weekly "*Gaeilgeoir na Seachtaine*" prizes and rewards for the children who made the greatest effort to speak Gaeilge from J1 to 6th class was replaced by a monthly *Gradam Gaeilge* where the winners were recognised in front of their peers at assemblies.

A trial of a Picture Dictionary (*Pictlóir*) was conducted in 6th class. Each child received a digital copy of a booklet made by the Coiste Gaeilge. This booklet contains over 2500 words, grammar points and phrases that a child is expected to have engaged with, as per the school policy, with a picture for each word. A survey of the children indicated a much greater confidence in using the language after the introduction of the booklet.

The *Pictlóir* is easily adaptable to English for EAL pupils and can be translated into a European language for the implementation of the Modern European Language in the new Primary School Curriculum.

Action Plan 2023/24

1. Digital and booklet versions of the *Pictlóir* to be rolled out to more classes.
2. The Creation of a Children's Coiste Gaeilge to give pupils a voice in the use of Gaeilge within the school outside of formal lessons.

Numeracy: 2022 2023: Report by Paula Brassil

Since September 2023 the school community in Moyderwell Mercy has continued to improve mathematical attainment with a continued emphasis on Maths Recovery Strategies and a specific target area of **Time** being employed throughout the school.

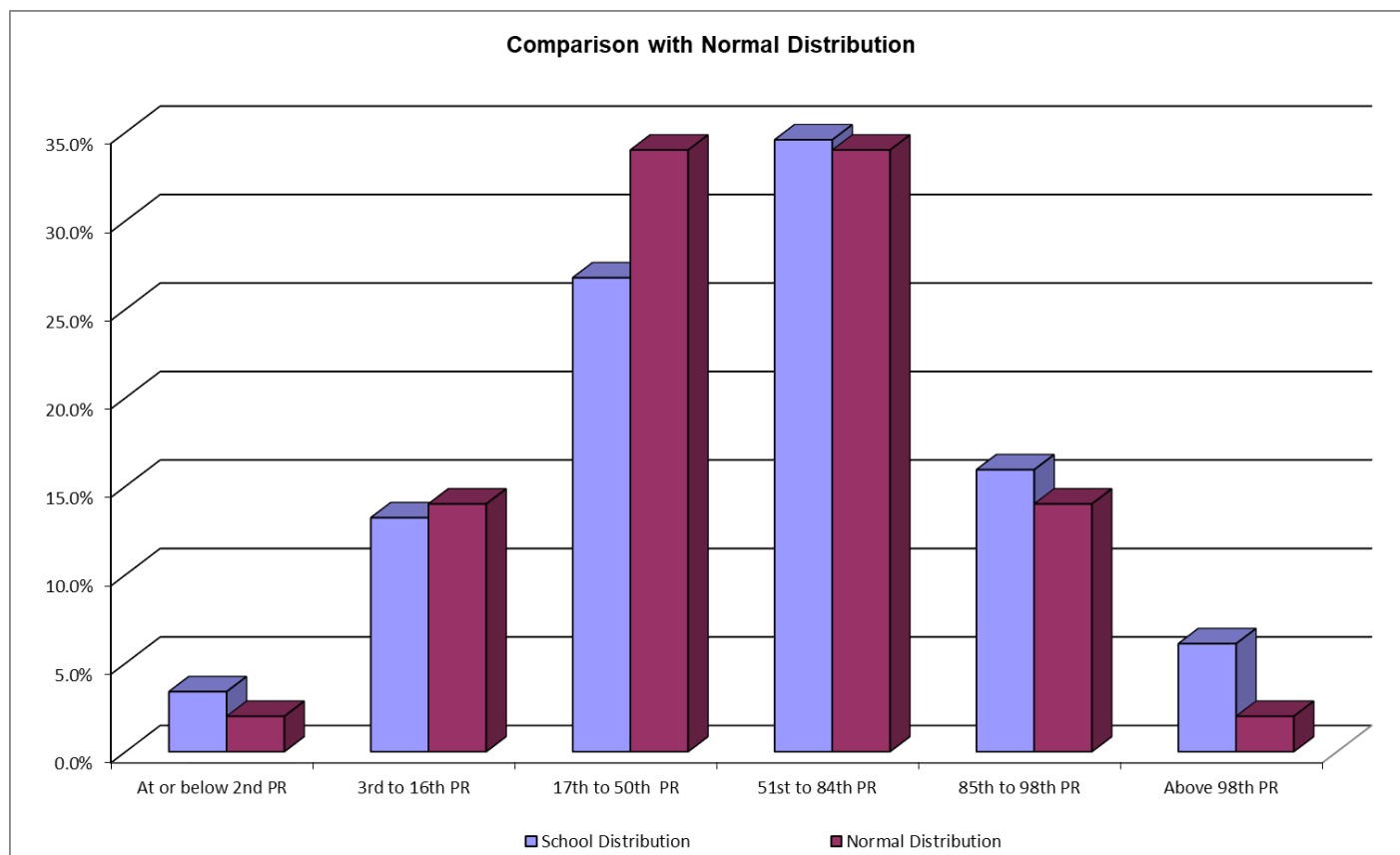
- Michelle Culloty , Advisor, Primary STEM, met with 4th Class Teachers and SETs on 12th January to discuss a targeted approach to Measure with the focus on TIME. Unfortunately a school support session scheduled for 21st February was not able to proceed following on from the email issued to all primary schools on 20th January
- We believe that active learning approaches and methodologies are crucial to the development of a child's understanding of mathematical skills and concepts. With this in mind for Maths Week 2022 (15th-23rd October) the Maths Team compiled a Maths Pack for each class group containing a Maths Trail, Activities and Maths Eyes Resources. This year's competition focussed on Measures with a 'Guess the Weight of the Pumpkin' competition. A Real Life Maths Trail was given each morning during Maths Week to make pupils aware that Maths is all around us
- **Maths For Fun** took place during Maths Week. It is a collaborative learning initiative

whereby parents are invited into the class to play simple maths games with Junior & Senior Infants.

- **Matific**- an online digital resource is being used by 3rd class children giving them the opportunity for more engaging maths that lead to improved outcomes and increased positivity
- 4th Class children got involved with **Times Tables Rock Stars**- an online sequenced programme of daily times tables practice. The Times Tables Rock Stars helps to create confident and competent maths learners.

Having analysed the Sigma-T results of June 2023 we are happy to report that the school is showing results which are **higher than normal distribution in the 3 bands from the 51st%ile.**

We have a higher percentage of pupils than the normal distribution in the At or below 2nd %ile band, and lower percentages of pupils than the normal distribution in the 3rd to 16th%ile and in the 17th to 50th%ile band. A possible reason for this may be that we are a DEIS Band 2 school.



- Results for all classes from 1st to 6th show that the school has a **6% higher number of pupils than normal distribution in the 85th%ile band** and is **on par with the percentage of pupils in the 16th or Below band**

Percentage of Pupils in Each Percentile Band

	At or below 2nd PR	3rd to 16th PR	17th to 50th PR	51st to 84th PR	85th to 98th PR	Above 98th PR	16th or Below	85th or Above
School Distribution	3.4%	13.2%	26.8%	34.6%	15.9%	6.1%	16.1%	22.0%
Normal Distribution	2.0%	14.0%	34.0%	34.0%	14.0%	2.0%	16.0%	16.0%

2022 2023 Plan & Progress of Numeracy Improvement Target at a Glance

2022 -2023	Targeted Area of Improvement: What are we improving?	Actions for Improvement within a set timeframe: How will we improve?	Who is responsible for Improvement?	Team Leader= Paula Brassil Team Support = Niamh Griffin Paul Culhane Joanne Ryan Siobhan Moriarty
Step 1: Identify Focus	Result of Individual 'Focus Vote' on Mentimeter November 2022 (M. Jones) Time Continue focus on Functional Maths in the World Around Us	Request visit from PDST Advisor, Michelle Culloty to plan the focus of support (11/11/22) 12/01/23 PDST meeting with <ul style="list-style-type: none"> Infant Teachers & SETs re Ready SET Go Maths Team Teaching Preventative approach to Measures-TI ME TIME- 4th Class ASD Teacher & DLD Teacher 	Deputy-Principal Máire Jones Assistant-Principals , MCT & SET Teachers Infants-6th Paula Brassil (collaboration coordinator Mathematics)	https://pdst.ie/sites/default/Measures%20Final.pdf TIME pages 216 - 265

		<p>meeting - TIME in special Classes</p> <p>Email the link to PDST Measures Manual to MCTs & SETs</p> <p>hands on approach / active learning</p> <p>using the environment as prompt /resource</p> <p>play based</p>		
<p>Step 2: Gather Evidence</p>		<p>Class Teacher Planning for Learner Outcome in Measures - TIME recorded in monthly Plan & Progress Reports</p> <p>Class Teacher reflection on own teaching practice & learner experience recorded in recorded in monthly Plan & Progress Reports</p> <p>Class Teacher observation on Learner Outcome</p> <p>Pupil self - assessment Pupils engagement in Maths Week 2022</p> <p>Monitoring 2nd & 3rd Class pupils engagement with Matific</p> <p>Standardised</p>	<p>MCT & SET Teachers Infants- 6th Paula Brassil (collaboration coordinator Mathematics)</p>	

		SIGMA T Assessments Drumcondra Early Numeracy Assessment		
Step 3: Analyse and Make Judgements	<p>Staff Consultation May 2022 DEIS 5.3 Evaluation Google Form (M. Jones)</p> <p>August 2022 Team Meeting Outcomes reported by A.P's</p> <p>AP Led Meetings february & March (reflection on individual practice)</p>	<p>Notable challenges for teachers included -</p> <p>a lack of resources, not enough for a whole class</p>	<p>Principal Pat Neenan Deputy-Principal Máire Jones Assistant-Principal led Teams Paula Brassil (collaboration coordinator Mathematics)</p>	
Step 4: Write and Share Report including School Improvement Plan	This is the School Improvement Plan		<p>Deputy-Principal Máire Jones</p> <p>Paula Brassil (collaboration coordinator Mathematics)</p>	
Step 5: Put Improvement Plan into Action	Functional Maths in the everyday world around us ...Maths Trails in Action & Maths for Fun with Parents	<p>Order for maths equipment from Michael Doherty School Supplies www.mdss.ie before Christmas '22 .</p> <p>Visit from PDST Advisor, Michelle Culloty to plan the focus of support (11/11/22)</p> <p>12/01/23 PDST meeting with</p> <ul style="list-style-type: none"> • Infant Teachers & SETs re Ready SET Go Maths • Team Teaching Preventative approach to Measures-TI 	MCT & SET Teachers Infants-6th Maths Team & Coordinator Paula Brassil	

		<p>ME TIME-4th Class</p> <ul style="list-style-type: none"> ASD Teacher & DLD Teacher meeting - TIME in special Classes <p>Sample Learning experiences and teaching notes available</p> <p>Emailed the link to PDST Measures Manual on TIME to</p> <p>TIME Maths Posters/MATHS EYES Problems displayed throughout the school</p> <p>4th Class signed up to Times Tables Rock Stars an online carefully sequenced programme of daily times tables</p>		<p>https://pdst.ie/sites/default/Measures%20Final.pdf</p> <p>TIME pages 216 - 265</p>
<p>Step 6: Monitor Actions and Evaluate Impact</p>	<p>May 2022 DEIS 5.3 Evaluation Google Form (M. Jones)</p> <p>Embedded Numeracy Skills improvement in Learner & teacher Practice</p>	<p>Summary analysis of SigmaT Results in May '23 of skills and strands and compare results with 2022'</p> <p>Class award at Monthly Assembly</p>	<p>Principal Mr Neenan, Deputy-Principal Máire Jones, and Maths Team Coordinator Paula Brassil</p> <p>Principal Mr Neenan, MCT's & SET's</p>	

2022 2023 Plan & Progress of SESE Improvement Target at a Glance

2022 -2023	Targeted Area of Improvement: What are we improving?	Actions for Improvement within a set timeframe: How will we improve?	Who is responsible for Improvement?	
Step 1: Identify Focus	<p>Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plant and Animal Life</p> <p>Strand: Energy and Forces</p> <p>Strand Units: Forces, Heat</p> <p>History</p> <p>Strands: Early People and Ancient Societies</p> <p>Continuity and Change over time</p>	<p>Science</p> <p>Update Science Plean Scoile – with changes to seeds grown from 3rd to 6th to include vegetables from AgriAware’s Incredible Edibles programme.</p> <p>Purchase of more science equipment to include more magnets, torches, stopwatches, pooters, gardening tools, watering cans, compost, flower pots.</p> <p>Purchase of Wild Flowers signage for the school garden.</p> <p>Invite Ian McGrigor from Gortbrack Organic Farm to work with classes from 3rd-6th (6 days under Heritage In Schools).</p> <p>Source native trees from Kerry County Council for planting within school grounds for National Tree Week.</p> <p>Science Week – focus on Green Flag for Marine Life Awareness and Care.</p> <p>Invite SEAI expert Catherine Daly to facilitate a workshop on Forces in each mainstream class during Science Week.</p> <p>History</p> <p>Discuss with Board of Management the hiring of artist Mike O Donnell to paint a mural of a timeline (Stone Age to Modern Ireland) on</p>	<p>Laura Daly (collaboration coordinator SESE Team)</p> <p>SESE Team Support = Ciara O Sullivan Val Doughty Micheal Sheehan Peter Holly Karen O’ Connor</p> <p>Mainstream Class Teachers</p> <p>Pat Neenan and Board of Management for funding</p> <p>Ian McGrigor (Gortbrack Farm)</p> <p>Mike O Donnell (Artist)</p> <p>Catherine Daly (SEAI)</p> <p>Kerry County Council (National Tree Week)</p>	

		school playground wall.		
Step 2: Gather Evidence	<p>SESE team meeting – October 2022</p> <p>Little signs of various classes working/planting in the school garden</p> <p>Little signs of bulbs and seeds growing in classrooms (As stated in Science Plean Scoile)</p> <p>Some Science Equipment lost or broken</p> <p>Teacher subject knowledge would be increased by observing experts in the area (Catherine Daly SEAI, Ian McGregor Gortbrack Farm)</p> <p>Visually there is a lack of History rich posters/murals around the school.</p>		<p>Laura Daly</p> <p>Ciara O Sullivan</p> <p>Val Doughty</p> <p>Micheal Sheehan</p> <p>Peter Holly</p> <p>Karen O' Connor</p>	
Step 3: Analyse and Make Judgements	<p>Heritage in School specialist Ian Mc Grigor – Very knowledgeable, hands on experiences for children, Improved teacher knowledge, Excellent value for money</p> <p>Incredible Edibles – Hands on experiences for children, improved teacher knowledge, Made the garden more accessible for 3rd to 6th classes, No cost to the school</p> <p>Purchase of extra science equipment for planting and flower signage – value for money as they are being used</p> <p>Green School Initiative – suitable for all classes, guided beach trips under Sea Synergy – very</p>		<p>Principal Pat Neenan</p> <p>Laura Daly (collaboration coordinator SESE Team)</p>	

	<p>informative, little cost to the school</p> <p>SEAI facilitator Catherine Daly - excellent demonstration activities in each class (Forces). No cost to the school.</p> <p>Timeline Mural - very professional finish, a visual resource accessible for all children, long lasting.</p>			
Step 4: Write and Share Report including School Improvement Plan		This document is the School Improvement Plan.	Laura Daly	
Step 5: Put Improvement Plan into Action	<p>SESE team meeting to discuss focus for the year and Science Week and email to all staff – Oct 2022</p> <p>Meeting with Mainstream Class Teachers 3rd – 6th to update Living Things section of Science Plean Scoile and discuss Incredible Edibles project (Feb 2023)</p> <p>Email to Mainstream Class Teachers J1-2nd to update Living Things section of Science Plean Scoile (April 2023)</p> <p>Updated Science Plean Scoile emailed to all staff (May 2023)</p> <p>Visual displays around school with an emphasis on Marine Life</p> <p>Book Ian McGrigor, Catherine Daly, Mike O Donnell</p>		<p>MCT Teachers Infants- 6th</p> <p>Laura Daly (collaboration coordinator SESE Team & Team</p>	

Step 6: Monitor Actions and Evaluate Impact	<p>Visibly more children active in the school garden – shared ownership</p> <p>Increased biodiversity - Introduction of Native Tree area, composting area and pond in the school garden</p> <p>Awarded Green Flag for Marine Life Awareness and Care</p> <p>Gold Award for our Incredible Edibles project</p> <p>More use of science equipment</p> <p>Positive feedback from staff regarding SEAI workshops and History Timeline/Mural, Green school, Work in the garden</p>		Principal Mr Neenan, SESE coordinator Laura Daly	Wait List
--	--	--	--	------------------

S.P.H.E (Social, Personal, Health Education) / Wellbeing: 2022 - 2023

TEAM MEMBERS : Linda O'Halloran, Brenda Coughlan, Sarah Keane, Niamh Hanafin, Siobhan Clifford, Trisha O'Malley, Michelle Kerins, Oonagh O'Rahilly

Report by Oonagh O' Rahilly



Wellbeing is a key enabler of the DEIS Action Planning for Improvement Process for all pupils but in particular for pupils at risk of educational disadvantage. Schools should integrate key actions relating to Wellbeing into their existing DEIS Plans.



The six step SSE process is used to analyse available baseline data and identify SMART Targets. These targets inform the work of every teacher, in every classroom, every day and provide a mechanism at annual review for schools to evaluate whether improvements are evident for all pupils as well as those pupils most at risk of educational disadvantage.

Moyderwell Primary School is continuing to adopt a whole-school, multicomponent and preventative approach to Wellbeing as recommended in *The Wellbeing Policy Statement and Framework for Practice -Revised (2019)*.

ACTION POINTS : SEPT. 2022- JUNE 2023

1) *Wellbeing initiatives*

During the school year 2022-2023 we carried out a number of Wellbeing initiatives and programmes . The focus was to strengthen school-based protective factors and involve all members of the school community. We focused on prioritising '**Student Voice**' and established a student Council with representatives from 3rd to 6th class. Other initiatives linked and integrated with PE, SESE, SPHE and Religion and are noted in respective reports.

- Dec 2022 : Whole school target of '**Kindness**' incorporating Advent, Kindness Notice board, Kindness tokens to each class, Santa's Beard.
- Feb Affirmation Calenders to each class.
- Feb : Internet Safety and Awareness (Student Council survey and video for school community)
- Active School committee : linkage PE
- School Garden/ Incredible Edibles : Linkage SESE
- Staff surveyed re RSE/SPHE teaching and also re Wellbeing in School.

STAFF WELLBEING

- Social Committee reviewed and members added to represent all school community. Terms of reference decided.
- Staffroom affirmations and positive thoughts
- Staff emailed re Staff Wellbeing supports : Employee Assistance support and App.
- Mindfulness : Staff informed and given resources around mindful activities.
- Staff emailed and informed re Men's Health and Awareness
- Termly celebrations for staff eg ; flowers, scones, staffroom treats

2) *Building Professional Capacity*

- 'Zippy's Friends' Training , 08/11/22, Mallow. Attended by Oonagh O'Rahilly
- 'Trauma-informed Practice', 6 week programme, facilitated by Education centre ,Lucy Mannion.(08/02, 22/02, 01/03, 08/03, 15/03).Attended by Oonagh O'Rahilly
- RSE Training Day, Education Centre, 22/05/23. Attended by Regina Rath and Sarah Keane.

3) *Teaching and Learning*

- Dec 2022 : surveyed staff and 5th and 6th class re Healthy Eating with a view to revising policy. Action paused as hot lunches to be introduced in Sept 2023 and this will need to be surveyed again.
- Implemented new booklets and monitoring system for SPHE (STAY SAFE) teaching and learning in Senior Infants, second, fourth and sixth.
- Invested in new resources (anatomical dolls) for teaching of RSE.
- Implemented first year of cyclical teaching of SPHE and RSE. Alternate years.

- PDST facilitation (Fiona O'Callaghan) on Wellbeing for Croke Park hour, 31/01/23. 36 staff attended. Survey and gathering of information.
- Internet Safety Awareness promoted in all Classes infants to 6th, Feb 2023.

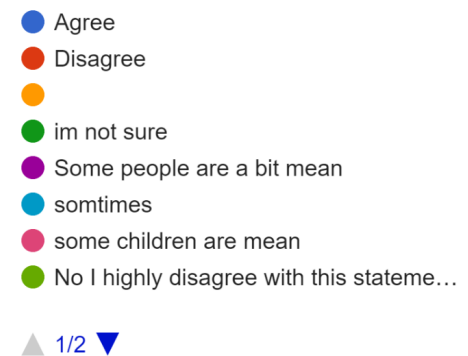
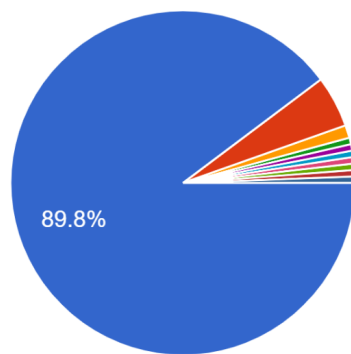
We used the SSE process with the Wellbeing Framework For Practice. This involved the whole school community looking at the four key areas of Wellbeing Promotion. We identified **Wellbeing and Key Area 1. Culture and Environment** as our target area. We gathered data through staff, parent and pupil surveys. We analysed data and are currently putting a plan into action.

PUPIL SURVEY

PUPIL RESULTS

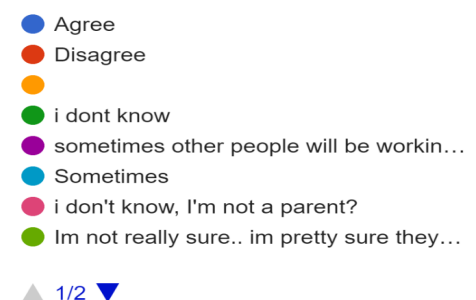
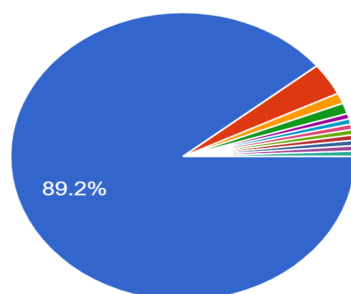
1.The school is friendly and welcoming to all PUPILS.

166 responses



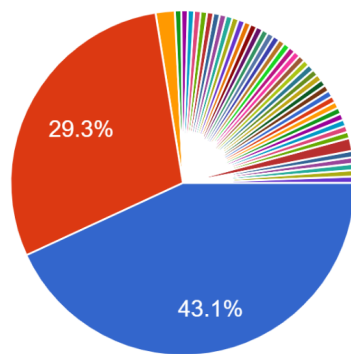
2.The school is welcoming to all PARENTS.

166 responses



3.The school looks tidy and bright.

167 responses

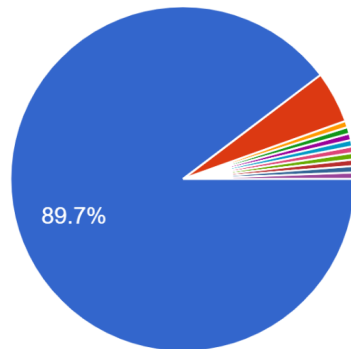


- Agree
- Disagree
-
- kind of
- a bit
- idk
- it's fine but it's kind of dirty clean and...
- its not that tidy but it is bright

▲ 1/6 ▼

4.I can take part in activities at school, like sport, art, dancing, drama and music.

165 responses

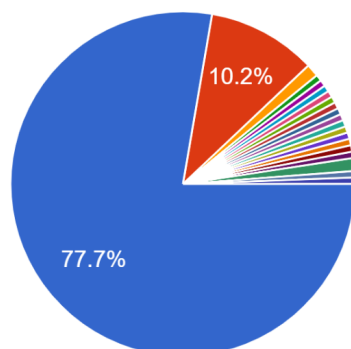


- Agree
- Disagree
- not in dancing
- yes but not dancing music drama
- if i want to obviously
-
- Not a lot of drama dancing & music
- Sports and art but not drama, dancing...

▲ 1/2 ▼

5.I feel safe at school.

166 responses

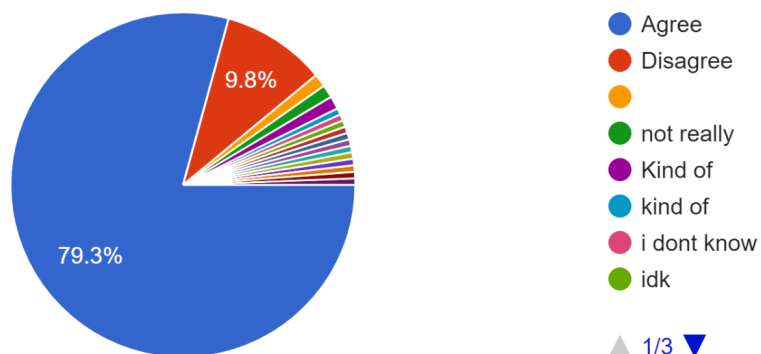


- Agree
- Disagree
- kind of
- kind of but not much
- i feel normal
- Some times cause gate is open anyon...
- Only because I'm in ms raths class an...
- I feel safe mostly when im with my frie...

▲ 1/3 ▼

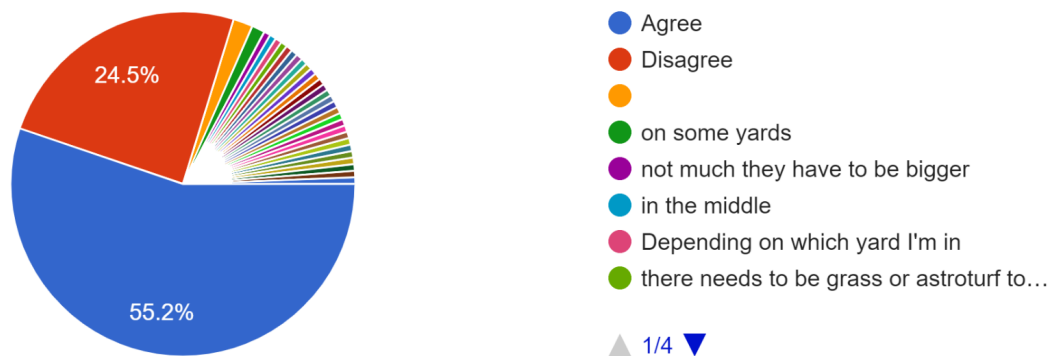
6.I feel part of the Moyderwell school family.

164 responses



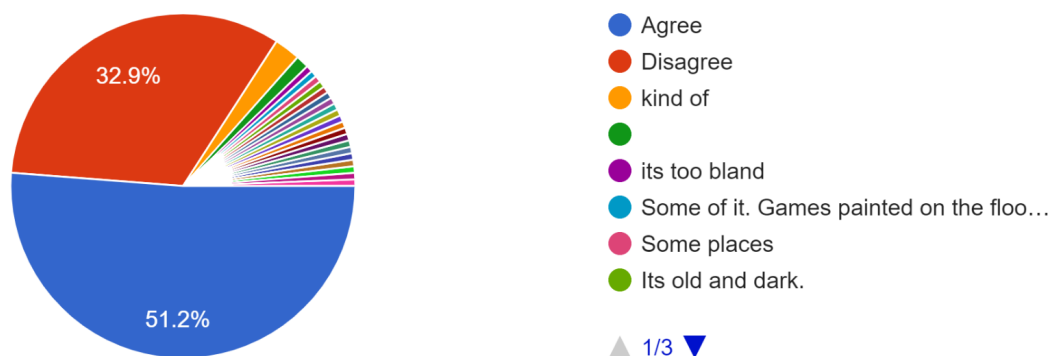
7. There is enough space outside for playing and doing sports.

163 responses



8. The outside of the school building is bright and cheerful.

164 responses



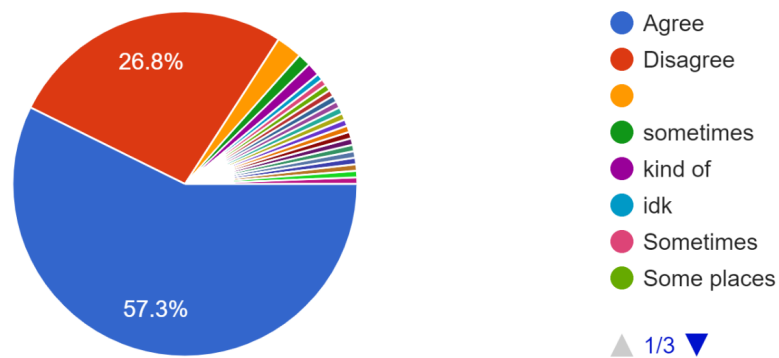
9.The school grounds are clean and everyone can move around.

164 responses



10.There is space outside if I want somewhere quiet to play and talk to my friends.

164 responses



11.Our school bathrooms are nice and clean and bright.

165 responses



[PARENT SURVEY](#)

Click on the link to see results

[TEACHER SURVEY](#)

Click on the link to see results

Log of Actions

The following is a list of actions that our school has taken to initiate and engage in this cycle of wellbeing promotion review and development:

Action	Date	Additional Information
Wellbeing in Education Seminar attended	Oct 2022 Jan 2023	Brenda Coughlan and Siobhan Clifford Oonagh O’Rahilly and Sarah Keane
Webinars viewed by all staff	Croke Park Session : Tuesday 18th Oct 2022	Webinar 1: Explored the rationale, background and structure of the Wellbeing Policy Statement and Framework for Practice document as well as the roles and responsibilities of schools in Wellbeing Promotion. Staff reflected on current understandings as well as current practice of Wellbeing Promotion in their schools. Webinar 2: Explored how to begin the process of Wellbeing Promotion in schools and set out how the Framework and the SSE Process can support schools initiating a Wellbeing review.
Core team established	September 2022	Members of core team are: Oonagh O’Rahilly, Niamh Hanafin, Sarah Keane, Siobhan Clifford, Linda O’Driscoll, Michelle Kerins, Trisha O’Malley, Brenda Coughlan
Application for PDST sustained support in the area of Wellbeing in Education submitted	September 2023	Application submitted by: Oonagh O’Rahilly

PDST advisor facilitated in-school support	31/01/23 Fiona O'Callaghan	<p>Visit 1- The following were the topics/areas explored:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employee Assistance Service: Poster, registration, employee guide <input type="checkbox"/> Reflection/ exploration of school context <input type="checkbox"/> Revision of key messages from seminar <input type="checkbox"/> Clarity on questions of team re: Wellbeing Policy Statement and Framework for Practice provided <input type="checkbox"/> Clarity on questions of team re: SSE Process and Wellbeing provided <input type="checkbox"/> Reminder of resources available given <input type="checkbox"/> Useful Infographics explored <input type="checkbox"/> Planning Prompts explored <input type="checkbox"/> Action plan for the review of wellbeing promotion in our school collaboratively created and agreed <input type="checkbox"/> Roles and responsibilities discussed and agreed <input type="checkbox"/> Timeframe for implementation discussed and agreed
Staff Surveyed	31/01/23	<p>Qualitative information gathered from group discussion on key areas.</p> <p>Quantitative information gathered through Staff survey (QR code/Google form)</p>
Parent Survey	02/03/23	Parent Survey compiled by Oonagh, Niamh and Sarah.(reviewed Staff data/feedback).
Pupil Survey	13/03/23	Pupil Survey for classes 2nd -6th.
Area of Focus Identified	April 2023	WELLBEING : CULTURE AND ENVIRONMENT

Action Plan SPHE & Wellbeing:

The following is an outline of actions to be taken during the SSE process with wellbeing as a focus.

Clarity about responsibility for the implementation of the agreed actions and timeframe for implementation are also outlined:

Step	Action	By Whom	When	Recorded in log of actions?	Additional information/ Resources required

1. Identify focus	Wellbeing- Inform staff	Wellbeing Team	September 2022	yes	
2. Data Gathering	During Croke Park hours PDST facilitator used qualitative and quantitative means of gathering data - Wellbeing Visualisation Chart -Survey : an exploration of WPSFP (Key Areas, Statements of Effective Practice) -Focus Groups : Key Areas Data was collected from staff (Working Well, Possible area of future focus x 4 (1 per key area))	PDSTfacilitator (Fiona O'Callaghan) supported by Wellbeing Team.	Jan 31st 2023	yes	Resources required: Statements of Effective Practice for each Key Area (min. 1 between 2) Flip Chart Paper Markers Survey online (Wellbeing Promotion in Schools, Staff questionnaire
	Questionnaires given to staff	PDSTfacilitator (Fiona O'Callaghan) supported by Wellbeing Team	Jan 31st 2023	yes	mobile phones
	Questionnaires /survey given to pupils	Oonagh O'Rahilly	March 2023	yes	whiteboards, chromebooks, tablets
	Focus group of Student Council	Linda O'Halloran	March 2023	yes	group discussion, Brainstorm. Qualitative.

	Questionnaires sent to Parents	Compiled Survey Questions (Oonagh, Niamh, Sarah)	02/03/23	Yes	Google Forms
3. Analyse and make judgements	Feedback from staff meeting and all questionnaires were analysed and judgements made	Wellbeing Team	April 2023	yes	<p>Staff Questionnaire : Wellbeing promotion in Moyderwell primary school : Multiple choice format : 37 responses</p> <p>Pupil Questionnaire : Wellbeing Promotion in Moyderwell Primary School : Multiple Choice format : 2nd-6th class : 167 responses</p> <p>Parent Questionnaire : wellbeing promotion in Moyderwell Primary School : Multiple choice format : 168 responses.</p>
	<p>Area of focus : Wellbeing : Culture and Environment</p> <p>Indicators of Success : Children, young people and staff experience a sense of belonging and feel safe, connected and supported.</p>	<p>Wellbeing Team</p> <p>Establish Student Council</p>	April 2023	yes	Wellbeing in Education Framework for Practice.

	<p>Systems are in place so that the voice of the child, teacher and parent are heard and lead to improvements in school culture and ethos.</p> <p>Statements of Effective Practice :</p> <p>Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement</p> <p>The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment</p>				<p>Student Council</p> <p>Surveys</p> <p>Discussion groups</p>
	<p>Actions required to meet targets</p> <p>Establish Student Council to provide system through which</p>	<p>Oonagh O'Rahilly</p> <p>Linda O'Driscoll</p> <p>Brenda Coughlan</p>			

	<p>Student Voice heard.</p> <p>Focus on upstairs bathrooms (paint and refurbish with mirrors and cabinet) as priority environment (May/June 23).</p> <p>Discuss with student Council</p> <p>Pick colours, liaise with colour consultant.(May 23)</p> <p>Price painter and liaise with management. Principal to follow-up on costing.</p>	Student Council			
<p>1.</p> <p>Integration of analysis into DEIS plans</p>	<p>Wellbeing team established and meetings held : 30/01/23, 09/03/23, 21/04/23, 25/05/23</p> <p>Surveys of pupils, parents and staff carried out</p> <p>Priority area identified ; Wellbeing , Culture and Environment</p> <p>Student Voice : Student council established through democratic</p>				

	process				
2. Put Improvement Plan into Action	Improvement plan ongoing				
3. Monitor Actions and Evaluate Impact	Monitor actions ongoing				
	Evaluate impact ongoing				

PE Report on page 35

P.E. (Physical Education) Report by Caroline Doody

The PE team: Caroline Doody, Una Geaney, Ciara O' Sullivan, Ruth Mulligan, Val Doughty

Moyderwell acknowledges the vital role P.E. has on the positive wellbeing of children and adults. Inclusivity and differentiation is promoted throughout the strands.

Class Teachers have overall responsibility for ensuring that the following strands of the curriculum are covered:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and Adventure

The Aquatics strand is taught by trained swimming tutors at Tralee sports and Leisure Complex. Classes from 1st- 6th are given six weeks instruction.

Academic Year: 2022-2023

Whole School Events :

- June-Active Schools Week , various, inclusive activities organised every day.
- June-Sports -Junior & Senior Infants in Tralee Town Park
- June-Sports Day 1st-4th in Kerins O' Rahilly's GAA Grounds.
- June-Sports Day 5th-6th in An Riocht A.C., Castleisland
- Whole school Flash Mob (June 2023)

Staff Events:

- Staff Balance Challenge as part of ASW, (June)
- Staff v Pupils Basketball Challenge Match (June)
- Staff/Senior Classes CYCLING the GREENWAY - one per term

External Coaching:

- GAA- Football Skills 1st to 3rd class (term per class) coached by Tom Joy
- Hurling Coaching- Mr Culhane (Wednesday afternoons)
- MTU Student PE Teachers -10 weeks Jan-April (various classes)
- TY Mercy Mounthawk Spikeball coaching- 6th Class x 2
- JUNIOR FOOTBALL ACADEMY ,basic football and fundamental movement skills- coached by Adrian Doody, SNA and 4 pupils from Senior Classes

Tralee & Kerry School Sports:

- School trials for Relay Teams (2nd, 4th and 6th) in March/April
- Tralee SS in May (Harriers)
- Kerry SS in June (An Riocht, Castleisland)

Before School Activities:

- Basketball- pupils from 4th-6th Class
- Wake Up Shake Up- 15 minutes of dance, led by pupils from 6th class-open to all pupils.

Introduction of New Activities:

- Badminton Coaching for 4th/5th Class- six weeks , coach from Badminton Ireland
Follow on from above: Badminton Coaching 4th/5th class with Ms Una Geaney, Junior Infant teacher.
First badminton team took part in a blitz in Mercy Mounthawk, May 2023
- Boxing - bag erected in the balcony section of the gym,
- Table Tennis- introduced during ASW
- Equine Therapy- for Autism Class

Action Plan 2022/2023 and OUTCOMES:

- DST Support : review school policy- despite numerous communications from PDST that we would receive support, that didn't happen.
- Games strand to be prioritised- introduction of games using striking (hand) VOLLEYBALL, striking (implement) BADMINTON/TABLE TENNIS
- Reintroduction of playground leaders using Playworks : games to be taught to senior pupils who in turn lead younger groups during breaktime. CARAS from Active School Committee rostered for this.
- Equipment Area to be reorganised for ease of access- ongoing challenge

Action Plan 2023/2024:

- PDST Support : teacher training and new school policy essential.
- GAMES- consolidate the work begun in 22/23 with Badminton and Table Tennis, as inclusive sports in our school
- Parents Council to help raise funds for the purchase of Table Tennis tables
- The Active School Committee (Staff) to organise elections of pupil body to ASC.
- The ASC to coach and roster CARAs for break time.
- GYMNASTICS- Trained coach requested by most teachers to assist the delivery of this strand
- Survey regarding the number of pupils involved in clubs outside of school to be administered in Term 1, 2023 (71% not involved in clubs in school survey last year)

The Arts (Music, Visual, Drama): 2022-2023 report by Máire Jones

The Arts Team consisted of Máire Jones, Karen O' Connor, Anna-Marie O' Shea, Ruth Mulligan Maura Murphy, and Siobhán Clifford

Music

Moyderwell continues its partnership with Music Generation Kerry. Children in First, Second and 3rd Classes benefited from a free *Get Into Strings* Music Programme September to May 2023 Lucy Tanner, Deirdre Johnson and Joel Reid. Music Generation and the school partnered in the provision of all lessons across the 3 Terms . 10 cellos were provided by Music Generation and the school used its own bank of violins (built up since 2012). Performances were videos and shared with parents and the wider school community on the school FaceBook Platform.

Children in 4th, 5th and 6th Classes had 3 Terms of Ukulele Training with Chris Ledwidge from Music Generation Kerry.

The Music Curriculum is the responsibility of all Mainstream Class Teachers. Teachers were strongly encouraged to follow a scheme such as Folens 'Into Music' (Infants to Second Class) <https://www.folens.ie/books-and-programmes/primary/into-music> OR 'The Right Note' <https://www.folens.ie/books-and-programmes/primary/the-right-note> (Third to Sixth) or <https://dabbledoomusic.com/>, in order to support them in covering all strands of the Music Curriculum for 2022 2023 1. Listening & Responding 2. Performing 3. Composing

Experiential Music was provided by Chris Ledwidge from Music Generation Kerry to children in the Autism Unit and children in the Developmental Language Disorder Unit. The school and Music Generation shared the cost of these weekly 15 minute sessions from January 2023.

Visual Arts

The Visual Arts Policy was updated and teachers were encouraged to reflect on their coverage of all six strands of the Visual Arts Curriculum and concentrate on planning and implementing at least one strand which needed more attention. In the summer Term the Arts Team challenged each teacher to explore one visual arts strand from the list below , giving 50% /50% balance to Looking & Responding, and making/creating a product (Theme = A summer flower)
1.Drawing 2.Clay 3. Print 4. Paint and Colour 5. Construction 6. Fabric and Fibre .

From September 2023, the Visual Arts Policy will become the focus for improved parallel class collaboration between classes, perhaps thinking about 'Plan once/teach twice' and swapping expertise in Looking and Responding and Making/Creating across all Strand Units

Drama

The Drama Policy was not updated as intended. Other than being a tool for in-class integration of Drama with other subjects, the Christmas Concert for all classes (with a little Drama in places) and the Drama BLAST Project below, no other obvious whole-school dramatic experiences were evident in 2022 2023.

StrandUnits for development of Dramatic aptitude in each classroom are

1) Exploring & Making Drama

2. Reflecting on Drama,
3. Cooperating and Communicating in making Drama

BLAST (Bringing Live Arts to Schools and Teachers) 2022 2023

The Arts-in-Education Residency Initiative gives students in schools all over the country the opportunity to work with a professional artist on unique projects which are planned and developed between the artist, the teacher and the school under the coordination of the Education Support Centres of Ireland ESCI network. The school was successful with the BLAST application made on behalf of The Arts Team by Karen O' Connor, in September 2022, and Karen O' Connor and Siobhán Clifford worked with Drama Teacher Sharon Costello to bring Drama Skills and Strategies to life in one 1st Class and one 4th Class.

BLAST Drama Schedule of Work (February to April 2023)

Thursday 2/2/23	Initial Meeting with Sharon- Sharon will work with Karen's 4th class and Siobhan's 1st class on a drama piece based on Roald Dahl Novels. 23 1st class children and 14 from 4th. Sharon will plan and put a few pieces together and will be in contact with Karen, Ruth & Siobhan.
Halla Thursday 23rd Feb 1.40-2.30	1st class Ice breaker games Vocal warm-up activities Group game- pupils were given a number and re-grouped once the music stopped playing. Pupils were asked to create different objects/animals using their bodies. Brief chat about Roald Dahl books and what they will be working on. Pupils were given the opportunity to say some lines from the script they will be working on. 'Fantastic Mr Fox'
Friday 24th 1.40-2.30	4th class Ice Breaker games..pass on the clap game. <ul style="list-style-type: none"> • Group "family" games- Greedy family, rich family, scared family,happy family-Freeze Frame of "family" with each child posing as a member of that family. • Then children were asked to create a scene from their families to highlight which family they were depicting. They then performed for each other on stage.

Thursday 2nd March 1.40-2.30	<p>1st class</p> <p>-Circle work- The children were numbered 1-4 and had to move across the circle using different movements eg: move as sly foxes, swimming, crawling, walking, tip toeing</p> <p>-The children learned the poem 'There ain't no flies on us'</p> <p>-The children performed this poem in groups on the stage. They had to perform it in a certain character's voice and the rest of the class had to guess what kind of voice was being portrayed eg: a witch voice, an old woman voice, a grumpy voice etc</p> <p>-Finally we closed the drama session by making our drama circle and playing '1,2,3 look'. If you make eye contact with someone when you look up you are both out of the game and sit down.</p>
Friday 3rd March 1.40-2.30	4th class
Thursday 9th March 1.40-2.30	<p>1st class</p> <p>(-I had Wellbeing team meeting at this time but I was there for the following warm up's)</p> <p>-Pair work - the children were 'cat and mouse' and had to make a freeze frame portraying these two characters. The children then changed character to 'garda and robber' and created a freeze frame to portray these characters.</p>
Friday 10th March 1.40-2.30	<p>4th class</p> <ul style="list-style-type: none"> • Ice Breaker Rhyme. • Children worked in pairs to work on the rhyme. • Children worked in pairs to perform freeze frames as different characters. Sharon played music and every time the music stopped the children would find a new partner & freeze frame the characters called out by Sharon. Sharon would press "play" on one pair and the children would speak to each other as their characters. • Children then worked in groups to perform a scene of their choice with dialoguer, from a classic fairytale

Thursday 23rd March 1.40-2.30	<p>1st class</p> <ul style="list-style-type: none"> -Children formed a circle and played the game 'Boom Chica Boom' . Each time they changed their voice and posture to act our a character from the story 'Fantastic Mr Fox'- eg: Mrs Fox, Bunce, Boggis etc -The children then played a game based on the idea of "What time is it Mr Wolf". The wolf was one of the Farmers. The children chose the character Bunce. The children had to sneak up on Bunce acting as sly foxes and freeze everytime Bunce turned around. -The children acted out a scene from the story 'Fantastic Mr Fox' on the stage in groups. One group were the foxes coming out of the den and the other group were the farmers who shot his tail. -Finally the children acted out the following scene in groups, where Mrs Fox and the baby foxes are taking care of Mr Fox's wound.
Friday 24th March 1.40-2.30	4th class
Thursday 30th March 1.40-2.30	<p>1st class</p> <ul style="list-style-type: none"> -Cat and mouse themed game where the cat is the role of the farmer and the mice are the foxes -Moved on with making drama using the following chapter of Fantastic Mr Fox as our inspiration.
Friday 31st March 4th class 1.40-2.30	4th class
Thursday 20th April 1st class 1.40-2.40	<ul style="list-style-type: none"> -Warm up- Chant in two groups- Where are you from? -In two groups, the children then acted out characters from Fantastic Mr Fox in a chosen location ie: McDonalds, a hotel, a restaurant, a train station. The other group had to guess the location. -Moved on with drama based on the next scene in our story 'Fantastic Mr Fox'

2022 2023 Plan & Progress of The Arts Improvement Target at a Glance

2022 -2023	Targeted Area of Improvement: What are we improving?	Actions for Improvement within a set timeframe: How will we improve?	Who is responsible for Improvement?	Arts Team Leader = Máire Jones Team Support = Karen O' Connor Maura Murphy Ruth Mulligan Anna-Marie O' Shea Siobhán Clifford
Step 1: Identify Focus	Regular Quality Music Lessons on strands 1. Listening & Responding 2. Performing 3. Composing with resourced Percussive and Pitched instruments stored inside the old main door (Covid Isolation Area)	Curricular Classroom Music supplemented with support from Folens ' Into Music' Infants-Second Pilot (Licences bought by school) DabbleDoo Music & Drama Pilot 3rd to 6th or continue using Folens The Right Note (Folens)...Licences / resources bought by the school as per Music Policy	MCT's	
Implement	Appreciation for the Arts	Within the school Within the local community (Access to Siamsa Tíre Shows)	Máire Jones (Deputy-Principal & Arts Arts Coordinator Arts Team Principal Mr Neenan	
Implement	Instrument Introduction Violin, Cello, Ukulele, TinWhistle	Professional Music Generation Tutors School based staff as musicians	Máire Jones (Deputy-Principal & Arts Arts Coordinator)	
Implement	Quality exposure to in-class music curriculum strands	Timetabled, planned lessons ... ' Plan once/Teach twice ' encouraged between parallel year group classes	MCT's Máire Jones (Deputy-Principal & Arts Arts Coordinator)	
Implement	Performance Whole-School Christmas	Regular in-school practice	Whole School Community coordinated by Máire Jones	

	Concerts			
Implement	Performance Peace Proms	Performance at UL Peace Proms Jan. 2023	Arts Team, coordinated by Karen O' Connor	
Implement	Performance Mission Mass Choir 2/3/23 Confirmation Choir 21/2/23 Communion Choir 13/2/23	Rehearsals in school & performance at St John's Parish Church	Arts Team	
Implement	Performance St John's Parish Schola	12 Noon Mass on Sundays Christmas Eve 6.10 pm Mass Easter Sunday 12 Mass	Máire Jones	
Pilot	Performance Group Theatre Drama Process from 27/2/23 to Performance 27/4/23	BLAST Drama Initiative Assigned Tutor = Sharon Costello (Term 2, 3) Theme Roald Dahl Books	Karen O' Connor Máire Jones (Deputy-Principal & Arts Arts Coordinator)	Anna-Marie & Karen will support one 4th class Siobhán and Ruth will support one 1st class
Implement	Performance Group Theatre	Neilus Carr Bursary Additional Spend for <i>Brian Carr School of Musical Theatre</i> Competition Placement in June 2022, for 2022 2023	Máire Jones (Deputy-Principal & Arts Arts Coordinator)	
Step 2: Gather Evidence	Performance Displays Christmas Concerts	Plan & Progress Reports Visual Evidence Public Performance videoed for viewing through Google Classroom	MCT's	
Step 3: Analyse and Make Judgements	Value for Money (Music Generation) Quality of balanced Arts Learning & Teaching	Mentimeter or Google Forms for Teachers, Children and Parents	Máire Jones (Deputy-Principal & Arts Arts Coordinator) The Arts Team	

	throughout the school			
Step 4: Write and Share Report including School Improvement Plan		This document is the School Improvement Plan	Máire Jones	
Step 5: Put Improvement Plan into Action Implement		<p>Term1 Get Into Strings 2nd, 3rd Ukulele 5th, 6th Tin-Whistle 4th, 5th</p> <p>Term 2, 3 Get Into Strings First with ½ 2nd, ½ 3rd Ukulele 2x 4ths and ½ of 5th, 6th</p> <p>After-School Trad-Shed 4th -6th for violins and tin-whistles 4th, 5th</p> <p>St John's Parish Scola Welcome to all interested (Sun 12 Noon Mass)</p> <p>Choir 4th -6th</p> <p>Whole School Christmas Concerts for all children</p> <p>BLAST Drama Project / one 1st and one 4th class</p> <p>Whole School Process Driven Visual Arts Exploration ... A flower</p>	<p>MCT Teachers Infants-6th</p> <p><u>Music Generation Tutors</u>= Deirdre Johnson, Lucy Tanner-White, Ben Glavin, Chris Ledwidthe, Joel Reed</p> <p><u>Blast Drama Tutor</u>= Sharon Costello</p> <p>Máire Jones + Arts Team Múinteoir Caroline</p> <p>Ruth Mulligan & Siobhán Clifford to drive this process in a 'strand' not frequently covered</p>	
Step 6: Monitor Actions and Evaluate Impact	Evaluate the Pilots and Implementations above Evaluate	Plan & Progress Reports across the school (Access)	Deputy-Principal & Arts Coordinator Máire Jones Arts Team	

	Implementation of all strands of the Visual Arts Curriculum	Policy Update (March 2023) and Consultation with all staff (May 2023)		
--	---	---	--	--

Wait List 2023/2025	<ol style="list-style-type: none"> 1. Whole School CPD on Implementation of The Visual Arts Curriculum, cross-curricularly, (PDST Support materials/videos , built into Croke Park hours (Strands = 1.Drawing 2.Clay 3. Print 4. Paint and Colour 5. Construction 6. Fabric and Fibre) 2. Evaluation of Drama Curriculum throughout the school (Exploring & Making Drama, Reflecting on Drama, Cooperating and Communicating in making Drama) 3. Blocks of in-class support with a trained Speech & Drama Professional such as Sharon Costello through The BLAST Initiative 2023 2024 Term 1 (Karen O' Connor organiser) 4. Consultation on feasibility of regular, quality implementation cross-curricularly. 5. Interschool Ensemble Opportunity
------------------------	---

Part C:

Attendance (2022 2023): Mr Pat Neenan and Caroline Doody

Whole school attendance strategies were resumed in the academic year 2022/2023. Strategies were explained to teachers and pupils by HSCL and reinforced at Assembly. The importance of attendance was relayed to parents at parent/teacher meetings, on the school facebook page, school website and on a daily basis via interactions with the principal, HSCL and school staff. Teachers link with the principal and HSCL with attendance concerns. HSCL followed up with home /school visit .

FOCUS: improved attendance,punctuality

TERM 1 :

EVERY SCHOOL DAY COUNTS INITIATIVE: involved classes from Senior Infants-Sixth Class

- Class tracker sheets were recorded every month with the best Junior Class (Senior-Infants- 2nd) and Senior Class(3rd-6th) being acknowledged by the principal(intercom announcement)
- Different incentives for full week attendance.(e.g homework pass, playground time etc) Whole class effort.Trophy and treat at end of month for best class attendance overall.
- Photo of best classes displayed on 'Attendance Wall of Fame' and school Facebook Page
- On-going support and home-visits to target homes by HSCL
- Thumbs Up Text sent to parents(14) in acknowledgement of improved attendance
- Attendance vouchers (8) for Smyths/Lifestyle Sports/Dunnes Stores etc given to parents in acknowledgement of significantly improved attendance.

- Junior Infant attendance monitored by class teacher, HSCL and principal teacher.
- Individual Attendance Trackers in place where necessary with class teachers.
- Certificates of full attendance: Term 1: Number of pupils: 50

TERM 2 : CLASS RAFFLE INITIATIVE(all classes)

- A raffle ticket given each Friday to individual children who have attained full-week attendance. Monthly class raffle with prizes for pupils
- Parent incentives and encouragement as per term 1.
- Certificate of full attendance Term 2: Number of pupils: 57
- letters sent to 61 parents of pupils with 20+ days absence on Jan., 19, 2023
- ATTENDANCE CLINIC : Principal, HSCL and EWO meeting with 7 parents on Decd., 5th , 2022

TERM 3: GENERAL MONITORING

Due to the nature of Term 3 with pupils leaving early etc..general and more individual monitoring is in place.

Teacher/HSCL involvement with parents

- Certificate of full attendance Term 3: Number of pupils: 66
- CERTIFICATES FOR FULL ATTENDANCE for the ACADEMIC YEAR 2022/2023 : 7 pupils
- WHOLE SCHOOL ATTENDANCE 2022/2023: OVERALL PERCENTAGE: 88.1%

PUNCTUALITY:

Parents reminded of start of school day and pick up times by class teacher, principal and HSCL and also the anxiety this may cause for children if this is a regular occurrence.

Progression: (2022 2023): Report by Mr Pat Neenan and Caroline Doody

Incoming Junior Infants September 2023

- Welcome packs and Parent Information Booklet given to 50 Junior Infants (Sept. 23.) families. HSCL met parents at school and also on home visits, depending on circumstances. School Video emailed to parents, added to school website and on youtube to introduce pupils and families to the school.
- Booklet designed for each Junior Infant class for incoming pupils, to help them become familiarised with their new classroom and the school (included in welcome pack).
- Induction Day in-school meeting with parents and incoming Junior Infants (25th & 26th May 2023). Parent information meeting with principal & HSCL, Parents Council representative and after school manager.
- NCCA “Mo Scéal” passport from pre school to Primary school given to parents, to be returned to school before the 28th June 2023.

6th Class pupils to Secondary June 2023

- Transition to Secondary Transition Programme facilitated in school by HSCL, SEN and class teacher .
- Pupils & parents informed of Open Days and registration deadlines by HSCL & class teacher & follow up by HSCL for some families .
- Ukrainian families supported by HSCL and interpreter form T.I.R.C to ensure placement in Post Primary Education.
- Class Teachers and SET Teachers liaise with Secondary School Personnel about individual children and their extra educational needs (academically ,socially & emotionally) .
- Transition meetings held with Post primary school, NEPS, class teacher and parents for 5 pupils.
- 6th Class Passports are forwarded to local secondary schools.
- Graduation celebration in school for 6th class June 23rd. Parents invited to attend.

Retention: (2022 /2023): (Inclusion, Integration, Belonging)

Report by Mr Pat Neenan & Caroline Doody

- Engagement with the After-School Club
- Engagement with SCP Project Worker to improve participation and engagement of “at risk “ pupils.
 - Identifying pupils to work with SCP Project worker
 - Establishing the need and the possible outcomes
 - Engagement with SCP appointed Art Therapist and Behavioural Therapist
- Providing parents in need with financial assistance for the education of their children
- Requesting and liaising with Family Support Worker to enhance pupils’s learning experience at school and improve home life. Currently FSW and HSCL are working with 10 families in our school community to improve outcomes.
- Creating an ongoing open, inclusive dialogue and relationship with parents through Principal, HSCL and teachers.
- RELAX KIDS programme delivered to two classes in October/November 2022, funded by NEWKD
- One psychological assessment for Ukrainian pupil funded by NEWKD
- Application submitted to NEWKD for RELAK KIDS programme for academic year 2023/2024
- SOUND BATHS one day Workshop for parents and pupils
- Application submitted by HSCL for Intercultural day/week , funding from NEWKD , May 2023 for academic year 2023/2024

Partnership with Parents and Others: (2022 2023):

Report by Mr Pat Neenan and Caroline Doody

HSCL has a very positive, proactive role in school and links in with the Principal, teachers, SNAs and parents on a continuous basis. Home visits, organising parent courses, liaising between school and home (on attendance and other issues) and linking in with external agencies are all part of the role.

Partnership with Parents/Community:

- ONLINE STORYTIME-Parent participation Initiative for Junior Infants . 30 parents Very positive feedback
- Maths For Fun:Junior & Senior Infants parent participation in school activities: 45 parents
- Coffee Morning Welcome Back ,September 2022 to parents of Moyderwell Mercy/Presentation Primary and Tralee Educate Together and Ukrainian families at St John's Parish Centre
- "From Chaos to Calm" workshop for parents from Moyderwell Mercy P. S., Tralee Educate Together N.S and Presentation Primary, Tralee (14 parents)
- Christmas Craft Workshop offered to parents from Moyderwell Mercy/Tralee Educate Together/Presentation Primary- 12 parents
- Walking Group (January-April) and Coffee time -7 parents
- Contact with all incoming Junior Infant parents (50) school/home visits to give welcome and information packs
- Link consolidated with Shanakill Resource Centre regarding shared courses and work with family support.
- Contact with 9 preschools regarding incoming pupils
- Link established with S.H.E.P and KETB regarding parenting course (application submitted) for September 2023
- Webinars and online courses offered to parents via school Facebook Page/Whatsapp regarding anxiety management , emotional regulation and wellbeing.
- Achieved- 40% target attendance on courses overall.
- Partnership with St. Brendan's Basketball club .
- See Music, SESE and SPHE Reports for related Links with Others in the community.



Coordinator of SSE Documentation

Deputy-Principal 28/06/23

