Rosses Community School
Strategic Plan 2013-2016

ROSSES COMMUNITY SCHOOL
STRATEGIC PLAN 2013-2016

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Introductions

"Set high goals, and be positive so others who share your goals will work together to attain them." – Jody Condradt.

We are entering a new phase in the life of the Rosses Community School, a difficult time economically but an exciting time in terms of the potential to develop our school and community. Recent progress has been built on the very clear guiding principles of partnership, respect, reflective practice and positivity. Strong foundations have been put in place to provide a top quality education for the students of the Rosses Community. We now need to chart a new road map for the coming years. Our strategic plan will chart this progress, through the ideas and energy of our educational partners we will advance a new future for the Rosses educational landscape.

"By thought the thing you want is brought to you. By action, you receive it" – Wallace D Wattles

The exciting aspect of this plan is that it has tapped extensively into the thoughts and wishes of a large percentage of the partners, before embarking on the road ahead. With such a unity and a clarity of purpose there can only be exciting times ahead.

"When people combine to pull in the same direction, and a will to give unselfishly to the cause, there can be only one outcome."
– J. Wilkinson

John Gorman – Principal

"Ní neart go cur le cheile". The Rosses Community School has a long tradition of working successfully with all its partners in education. Critical to its success has been the common core motivation of enhancing both the educational experience of our students and cementing the school's pivotal role in the community. As we move forward in these difficult times the strategic plan gives a clear roadmap to further improve educational provision in the school and challenges us all to create opportunities, develop strategies and embrace the challenges that lay ahead to better overcome them.

The strategic plan is a proactive step to 'not go gentle into that
good night' but to 'rage, rage against the dying of the light.'
– Dylan Thomas

Mary Forrestal – Deputy Principal

History

The Rosses Community School was founded in 1973 with the amalgamation of the High School in Dungloe and the Vocational School in Loughanure. Mr Thomas J McGee was appointed as principal with Mr Daniel J Gallagher as Deputy Principal. In 1978 the new Rosses Community School building on the Chapel Road was officially opened by Mr Ray McSharry TD.

In 1988 Mr Daniel Gallagher succeeded Mr Thomas J McGee as Principal and Mr Hugh Gillespie succeeded Mr Daniel Gallagher as Deputy Principal. The new school gymnasium and sports field were opened in 2004. In 2007 Mr John Gorman became the new Principal with Mrs Mary Forrestal as Deputy Principal.

What gave me most pleasure as Principal of the Rosses Community School was the introduction of a wide variety of programmes which resulted in greater choice for our students. The provision of the new sports hall and the all-weather flood-lit playing field were flagship projects which clearly emphasised the importance of partnership and vision. There are many exciting projects to work on for the current cohort, particularly the replacement of the existing prefabricated buildings and the provision of truly modern classrooms. Exciting times lie ahead under the current partnerships at the Rosses Community School.

Daniel J Gallagher – Principal, 1988-2007

The object of Education is to prepare the young to educate themselves throughout their lives' – Robert M Hutchins

The School has changed and adapted throughout the five decades of its existence in accordance with best practice as advised by the Department of Education and also according to the advanced educational thinking of the Community and Comprehensive sector. The introduction in 2002 of the Transition Year Programme, The Leaving Certificate Applied and the Leaving Certificate Vocational Programme brought new elements of choice to students and ultimately brought about very positive educational social, and cultural advances to the school community and to the Rosses area.

Education in the Rosses Community School was always broader than mere classroom learning. Few students could say that they did not benefit from their involvement in the extra-curricular activities in the school which reinforced the talents of the Rosses students but also introduced young people to new experiences across sectors that included sport, music, culture and drama. For many years these activities were carried out with the most limited of resources. I feel it should be noted that the fundraising of £100,000 in 1995 through the combined efforts of the staff of the school, the students, the parents and the people of the Rosses marked a unique example of local cooperation which ultimately created the impetus which led to the building of these magnificent facilities. The school continues to flourish and develop under the present management and vibrant teaching staff. I wish them well.

'Ni heolas go haontios' – There is no knowledge without unity.

Hugh Gillespie - Deputy Principal, 1988-2007

School Demographics

ENROLMENT	2005/2006	2006/2007	2007/2008	2008 / 2009	2009 / 2010	2010 / 2011	2011 / 2012	CURRENT YEAR
Males	168	209	222	234	243	254	264	265
Females	177	201	212	214	218	215	226	227
Total	345	410	434	448	461	469	490	492

	1st Yr	2nd Yr	3rd Yr	TY	5th Yr	6th Yr
Male	44	49	40	38	54	41
Female	37	55	37	33	34	30
Total	81	104	77	71	88	71

Snapshot of
Recent Highlights

- Back to the 80's – 2012
- Senior GAA Boys County Final - 2012
- GAA All Ireland winner – Adrian Hanlon 2012
- Girls Ulster GAA Semi Final - 2012, 2011
- County athletics and cross country winners 2012, 2011, 2010
- World masters 5000m champion – Ciaran Doherty 2012
- Strictly Come Dancing – 2012, 2011, 2010
- Senior GAA Boys Ulster Final - 2011
- Mary From Dungloe 2011 – Debbie Rodgers
- U16 County Champions – 2011/10
- Store Studios opened November 2010 by Mairead Mooney and
- broadcast live on Bearrscealta, Radio Na Gaeltachta
- Hairspray - 2009
- Grease - 2008
- Young Scientist of the Year:
  - 2006 Environmental Award
  - Irish Medicine Board Special Award
  - Display Winners Award
  - 3rd Place Award
- Mary From Dungloe 2004 – Sarah Mulholland

- Euroscola in Strasburg 2002 – Martin Boyle
- Oliver - 2000
- Ulster Senior Soccer Champions - 2000
- Ulster Under 15 Soccer Champions - 2000
- Allingham Festival Short Story 1st Prize 1998 – Denis Bonner
- 1st Place in Leaving Certificate Accountancy 1998 – Donal Boyle
- County Champions - 1997/98
- Cinderella - 1997
- Ulster Schools High Jump Champion 1994 – Derek Gillespie
- CLCG 1st Yr Champions - 1994
- CLCG Senior Champions - 1994
- CLCG 1st Yr Champions - 1994/93
- CLCG Senior Champions - 1994/93
- Siptu Essay Competition 1st Prize 1993 – Tanya McGarvey
- Siptu Essay Competition 3rd Prize 1993 – John Joe Duffy
- CLCG Senior Champions - 1993/92
- Donegal U17 Champions - 1993/92
- I Remember Mama – 1992
- Past Pupils 1992 All Star – Tony Boyle, All-Ireland winners Tony Boyle and
- Declan Bonner - 1992

- Ireland & Celtic Goal Keeper – Packie Bonner
- County Music Star – Daniel O'Donnell
- UCD Scholarship Awards, John Joe Gallagher, Christine Greene and Ryan Gillespie
- All-Ireland Scholarship Award, Peader Sweeney
- Philadelphia Here I Come – 1991
- Donegal Schools 1st Yr Champions - 1991/90
- CLCG Senior Champions - 1987
- Senior Cup Winners - 1987/86
- CLCG Donegal U14 Champions - 1987/86
- GodSpell – 1986
- Ulster Schools Soccer Champions - 1986
- Ulster Senior Girls Champions - 1984
- Ulster U14 Champions - 1984
- All Ireland Vocational Schools Champions - 1984/83
- FAIS All Ireland U16 Soccer Champions - 1982
- CLCG 1st Yr Champions - 1979
- CLCG U16 Champions - 1979
- FAIS Finalists -1978

Methodology of the
Planning Process

The Rosses Community School management recognises planning as a priority and wanted to develop a plan that would provide the school with a clear roadmap for the school to continue to prosper and grow. There was an acknowledgement that although the School had been tremendously successful in the past, a new framework was required for both the management and staff if we were to continue to excel and meet the needs of our students and community.

The School contacted PINTA, specialists in the area of strategic planning to assist them in developing a plan for the Rosses Community School. This plan would provide clear direction for the management and the staff as to the agreed priorities for the school over the next three years.

The project began with an initial meeting with the Principal to formulate an approach to develop a strategic plan for the School. It was agreed that the starting point in the exercise should be forming a steering group consisting of local business people, past pupils, current staff, primary school representatives and students.

Firstly, the steering group was formed in September 2012 to act as an advisory group for the process and added value, developed ideas and encouraged participation throughout the project. A workshop was held with the group to gather their aspirations for the future of the Rosses Community School and what they wanted to see in place in 2016. The group comprised of:

1.   Patrick Gillespie
2.   Pat Gallagher
3.   Gavin Ward
4.   Pat Connaghan
5.   Anne Boyle
6.   Charlie Boyle
7.   Patricia Graham
8.   Mark Sharkey
9.   Julia Glackin
10.   Anne Moy
11.   Agnes Cannon
12.   Brian McGonagle
13.   John Andy Bonar
14.   Mary Forrestal
15.   John Gorman

The second phase of the process was a facilitated workshop with the teaching staff, special needs assistants and the administration team, where, as a group they focused on the opportunities in the school to facilitate growth, increase student satisfaction and educational excellence. This yielded many exciting ideas that are contained in the plan.

A student's workshop also took place where the students were asked about their aspirations and what their future requirements are for the school. Innovative and challenging ideas of creating new offerings were derived by building on the current strengths of the school, whilst identifying new possibilities for students in the future.

The next phase of the consultation was to invite parents and community members to participate in a workshop to share their opinions and ideas on the future of the school. Almost a hundred people attended with parents, businesses, students, teachers, and past pupils participating. A wide range of areas were discussed at the workshop including communications, finance and fundraising, facilities, health and lifestyle and engaging with the community. An online survey was also conducted with all students participating and parents also inputting their ideas into the process.

A draft of the document was produced and was presented to the Principal and the steering group for consideration and review. This resulted in a number of additional inputs and the detail of the plan was agreed by all parties.

The plan has been completed and it outlines detailed goals and aspirations in the each of following areas:

- • Communications
- • Leadership and Management
- • Financial Planning and Advancement
- • Facilities
- • Teaching and Learning
- • Health and Lifestyle
- • Connecting with the Community

Each action item identified has a champion and an anticipated target for the action item to be completed. This will assist the school in planning and resourcing our staff and committees in the future. At the end of each year prior to the completion of the school year, the management and staff will jointly review the progress against action items contained in the plan and adjust, modify or adapt the plan as appropriate.

The plan was completed in conjunction with Pinta planning specialists.

Values

- *Respect*
- *Positivity*
- *Collaboration*
- *Achievement*

Mission

Pobalscoil na Rosann is committed to an education which reflects our Gaelic and Christian traditions, where each individual is encouraged to realise his/her full potential, in an environment of trust and mutual respect.

Strategic Priorities

Promote Student Achievement – enable students to continue to participate in higher education and facilitate all students to reach their individual potential.

01

Strengthen Academic Quality and Reputation – we will attract, retain and support the best teaching staff to enhance our teaching excellence.

02

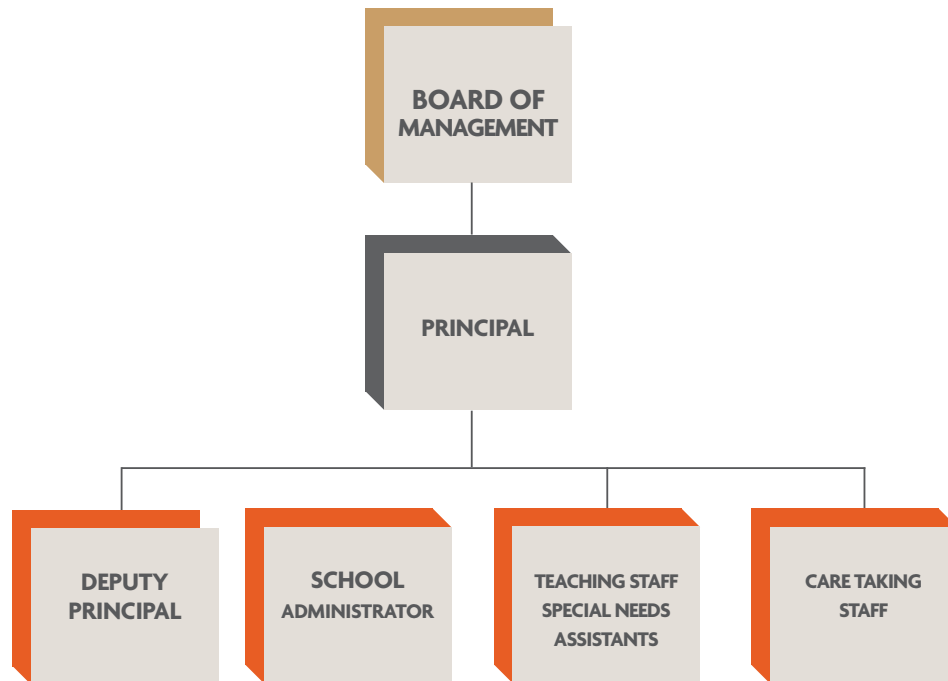**Proactively Develop Partnerships – by promoting education and our facilities**

03

Increase and Maximise Resources – we will maximise our investments to enhance our facilities and resources.
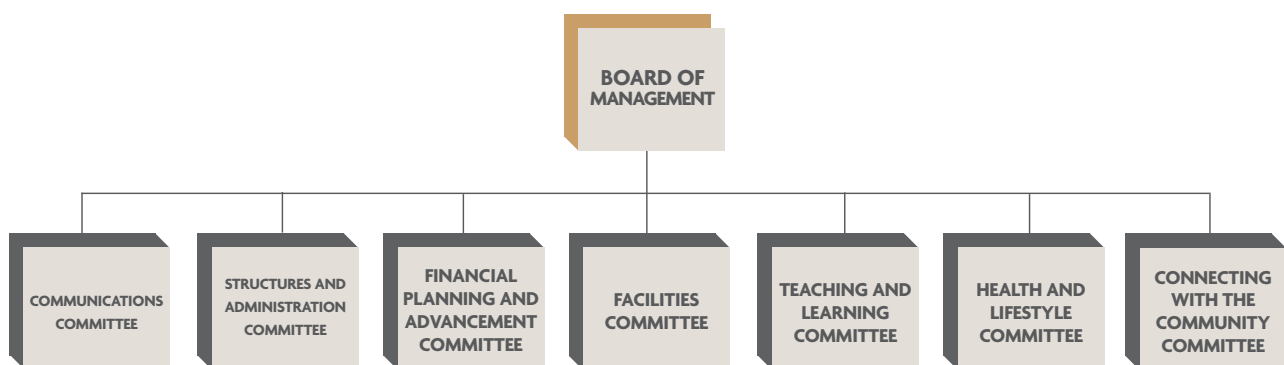
04

Staff Structure

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                    BOARD OF
                   MANAGEMENT
                        |
                    PRINCIPAL
                        |
        ┌───────────┬───┴────────┬────────────┐
    DEPUTY       SCHOOL      TEACHING STAFF   CARE TAKING
    PRINCIPAL    ADMINISTRATOR SPECIAL NEEDS    STAFF
                              ASSISTANTS
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Committee Structure

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                         BOARD OF
                        MANAGEMENT
                             |
   ┌──────────┬──────────┬───┴────┬──────────┬──────────┬──────────┐
COMMUNICATIONS STRUCTURES AND FINANCIAL   FACILITIES  TEACHING AND HEALTH AND  CONNECTING
COMMITTEE     ADMINISTRATION PLANNING AND COMMITTEE   LEARNING    LIFESTYLE   WITH THE
              COMMITTEE     ADVANCEMENT              COMMITTEE   COMMITTEE   COMMUNITY
                            COMMITTEE                                       COMMITTEE
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What our students would like to see in
2016

"The school would be improved by having double glazing in the second and third year assembly rooms and we would have lockers and the school would be bigger"

"Could the school have a games room for break, include a longer lunch break, host a musical ever year and include a better selection of food and drinks"

"RCS offers more languages, we are using laptops in class, there are more classrooms in the school, the line in the canteen should be improved at lunch, less people in the classes due to more teachers and the school is offering different subjects"

"RCS has a library on the grounds. There is a greater range in subjects like Spanish, Mandarin, ancient history, English literature, as well as English language. RCS should explore the idea of having no uniform - students should be allowed to express their individuality. Subjects should be more realistic and flexible to accommodate everyone".

"RCS has a sit down cafeteria, there are lockers for students, RCS overall has better resources in place, and the E-portal is in full use for students and parents. The school has better facilities with a bigger gym, more class rooms and more assembly areas".

"The school is extended. There are lockers for all students, there are new subject choices... e.g Latin, Spanish, graphic design in TY"

"I would like Spanish as a language to learn in the school. I would also like for the running track to be completed"

"The school has a better no bullying policy and the teachers are more aware of what is going on in the school and with students. There are more after school activities and RCS should improve the TY course even further for students".

"The last three classes are shorter in the school day, RCS offers a better selection of food in the canteen, we have longer PE classes, and the school should offer more work experience options for 5th years".

What we heard from our **Staff**

"Our vision for RCS is a modernised building where pupils enjoy a holistic education designed to meet the needs of the entire community"

"RCS has developed an open door policy where facilities and equipment will be made available to all community groups"

"LCA business links with Letterkenny IT to establish a partnership in enterprise to encourage students to participate and gain practical business experience"

"The parents association should be established to facilitate enhanced communications with parents"

"The Home Liaison teacher, pastoral care and community liaison officer can bridge the gap between student lives and school life"

"Introduce PLC courses for students and community members to participate in, that will open up local education opportunities – RCS could be the hub to generate employment"

"Enhance the links with the volunteer groups and charities in the area to raise the profile of the school in the local and surrounding areas"

"Open and inclusive environment where all stakeholders can participate as exemplified by the restorative justice program within the school"

"RCS has its own kitchen providing substantial food for students and staff"

"The completion of leisure facilities that will allow RCS to host musicals, social and community events as a main source of entertainment and community interaction"

"Integration of information technology, expand the e-portal system and introduce regular staff meetings to enhance staff communications"

"Training and development workshops for staff across a variety of topics assist with staff's continued professional development"

"Acknowledgement of students overall strengths, achievements and contributions will assist students to reach their full potential"

"Offer greater language courses to students, like Spanish and German"

"Enable staff to integrate technology in the classroom by introducing iPads or laptops for students"

"Introduce one on one reviews for staff to gather feedback on performance and identify training and development pathways"

What we heard from our **Parents**

"Upgrade IT facilities, have greater access to them and increase teaching of IT across all years"

"Develop a new canteen that is a proper eating area for students and the tender for supplying food should be reviewed yearly"

"More emphasis on academic work in transition year"

"Create a language lab to allow students to have a greater choice of languages"

"Look at the possibility of running PLC courses in the school"

"Introduce part time volunteers in specialised subject areas, RCS should improve the school facilities by developing a library and have lockers for students"

"Address the weight of schoolbags, preferably by adopting iPads. The insistence from teachers that students use hardback notebooks is also contributing to this problem of overly heavy schoolbags"

"Updating existing buildings and facilities to include private dressing rooms in the gym, lockers and if possible a swimming pool which could become the community pool"

"Integrate depression studies and information; self-help should be introduced into the curriculum"

"Explore the idea of volunteering instead of work experience for all students"

"Bullying prevention should be highlighted more in school life"

"Involve the community by allowing the facilities to be used at a lower cost for time or experience which can help the school"

"Introduce First Aid , CPR, and education on lifestyle choices i.e. drink, drugs, sexual health, mental health"

"RCS could be a facility to practice for driver theory and driving licence tests"

"Parents should complete a questionnaire at parent teacher meetings. Maybe distribute questionnaires to the community through the national schools to gather opinions and ideas. Hold a public meeting giving the outcome of the survey, these are all ways to enhance the parental engagement"

Strategic Framework

COMMUNICATIONS

"The Rosses Community School is recognised for having outstanding communications with students, parents, staff and the community at large"

01

LEADERSHIP AND MANAGEMENT

"The Board of Management and staff of the Rosses Community School, work together to maximise its effectiveness and efficiency in delivering high standards to its students and community"

02

FINANCIAL PLANNING AND FUNDRAISING

"The Rosses Community School is doing an excellent job working with parents, businesses, government agencies and community groups in deriving and managing the funds to continue the growth of the school"

03

FACILITIES

"The Rosses Community School has succeeded in developing their facilities to meet the requirements of the school and the community"

04

TEACHING AND LEARNING

"The Rosses Community School is recognised for achieving excellence in teaching and learning by supporting the continuous development of our staff, students and management"

05

HEALTH AND LIFESTYLE

"The Rosses Community School successfully promotes health and a positive lifestyle as a priority among students, staff and community"

06

CONNECTING WITH THE COMMUNITY

"The Rosses Community School is recognised as being at the heart of the community, a resource that facilitates individuals and businesses to reach their potential"

07

THEME|01

Communications

In 2016 we will be able to say…

"The Rosses Community School is recognised for having outstanding communications with students, parents, staff and the community at large."

The projects identified in this theme will be implemented by the Communications Committee:

Dáire Gillen
Raghnall Quinn
Tara Duddy
Anne Moy
Fr Nigel Gallagher
Eilise O'Hart
Bernadette Brennan
Nigel Dixon
Joanne Doherty
Bridget Marry
John Gorman
Mary Forrestal
John Broadbent (The Cope)
Mark Sharkey (The Cope)
Tony Forrestal

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
Communicating with Staff	**Year 1**	• Development of a ICT (Information/comms) committee (internal and external representatives)	• ICT Plan is developed by June 2013	
		• Transition of all staff to @ rosses email addresses	• All staff online by January 2013	
		• Develop calendar of meetings with management team	• Weekly meetings in place by January 2013	
		• Complete project plan for development of staff intranet communications via e-portal facility	• Staff e-portal communication plan in place by March 2013	
		• Develop Attendance Management Information System	• Attendance management is transferred to a technology platform by May 2013	
		• Establish quarterly staff meetings and cascade meeting schedule for departments	• Staff meetings in place by June and cascaded schedule agreed	
		• Agree staff / peer mentoring and feedback process	• Presented and agreed with staff by June 2013	

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 2	• Roll out of phase one of staff e-portal	• All staff are logging into e-portal daily for roll call, administration and calendar updates	
		• Pilot staff peer mentoring process	• Peer mentoring process in place in 4 departments	
		• Review communication processes with staff to ensure effectiveness	• All communication processes are measured and adapted as appropriate	
	Year 3	• Complete roll out of staff e-portal	• Staff are utilising the e-portal to its full capacity as an efficient tool	
		• Extend peer mentoring process to all of the team inclusive of SNA's	• Feedback process for all team members on a peer basis leading to an annual developmental plan for all staff	
		• Review communication processes with staff to ensure effectiveness	• All communication processes are measured and adapted as appropriate	
Communicating with Students	**Year 1**	• Review the role and remit of the student council to ensure that it is operating to its potential	• Develop new terms of reference operating model and selection criteria in place by June 2013	
		• Development of an internet policy inclusive of a social media plan and policy	• Internet/ Social Media Policy in place by March 2013	
		• Maximise the effectiveness of the RCS Website	• Project plan in place on website maintenance (supported by students). New look and feel for RCS Website.	
		• Develop model for student satisfaction index	• Proposal to the board of management by June 2013	
	Year 2	• Put in place new student council model	• New council with new operating terms of reference by January	
		• Complete student satisfaction pilot with first and sixth year groups	• Student's opinions are gathered and shared in the school. Pilot conducted in March	
		• Develop Rosses Electronic magazine (E-Zine)for students	• Quarterly E-Zine in place by April and distributed to student body and sit on the RCS website	

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 3	• Complete roll out of Student satisfaction index to all students	• Students opinions are gathered and shared bi-annually	
Communicating with Parents and Community	Year 1	• Develop a parents email database	• Parents email database in place by June 2013	
		• Develop community stakeholder database	• Community database in place by June 2013	
		• Expand the e-portal function to include access points for parents	• Parents access e-portal by June 2013	
		• Review existing parent teacher meeting process	• Parent teacher meetings format and schedule are revised	
		• Develop guidelines on how to conduct effective parent teacher meetings	• Guidelines established for parent teacher meetings by June 2013	
	Year 2	• Develop Community E-zine	• Community E-zine distributed bi –annually	
		• Develop annual parents satisfaction index	• Parents opinions are gathered annually	
		• Evaluate the potential of a smartphone app to enhance communication with all stakeholders	• Presentation to board of management by December 2013	
	Year 3	• Evaluate the communication processes between the school, community and parents	• Completion of an online survey with each category to evaluate the effectiveness of the communication processes	

THEME |02

Structures and Administration – Leadership & Management

In 2016 we will be able to say…

"The Board of Management and staff of the Rosses Community School work together to maximise its effectiveness and efficiency in delivering high standards to its students and community."

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
Management Structures	Year 1	• Evaluate the composition of the current management team	• Inspection Report	
		• Recruit additional administrative resource	• Defined roles and objectives for each member of the team by February 2013	
		• Develop Management review process	• Administrative resource in place by March 2013	
			• Management review process in place for management team members by June 2013	
	Year 2	• Evaluate the role and remit of positions of responsibility within the school	• Complete roles and responsibilities with the post holders	
	Year 3	• Evaluate role of management team	• Complete review of roles and responsibilities	
Committee Structure	Year 1	• Review the roles and terms of references for the Board of Management team	• Defined roles and responsibilities of the Board of Management by March 2012	
		• Establish a subgroup to monitor the implementation of strategic plan	• Strategic plan is reviewed each quarter by the plan review committee	
		• Establish a sub group to evaluate the potential of a PLC hub supported by RCS	• Terms of reference agreed with all committees by January 2013	
		• Establish an ICT committee	• ICT Committee in place January 2013	
		• Establish an advancement committee	• Advancement Committee and Alumni Network in place by March 2013	
		• Establish alumni network		

KEY FOCUS AREAS			ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 2		• Refresh committees as required	• Committees have resources to operate effectively	
			• Conduct a review of progress made versus agreed milestones for each committee	• Annual review process in place	
	Year 3		• Refresh committees as required	• Committees have resources to operate effectively	
			• Conduct a review of progress made versus agreed milestones for each committee	• Annual review process in place	
Policies & Procedures	**Year 1**		• Review existing school policies and procedures for best practice	• Review completed by June 2013	
			• Develop RSE Policy	• Policy in place by January 2013	
			• Review current attendance procedures	• Review and recommendations prepared by Jan 2013	
	Year 2		• Develop Staff Handbook to include all revised policies and procedures	• Proposal to be produced by Jan 2014	
	Year 3		• Evaluate pupil handbook best practice systems	• Proposal to be produced by Jan 2015	
Accessibility	**Year 1**		• Review the access for students to support their needs with respect to emotional support (Tutor Network)	• Complete a review of the current access points and define and promote new support structures for the student body	
			• Develop online intranet portal for inputting queries and requests for assistance online	• Proposal to be produced by April 2013	
	Year 2		• Carry out a survey amongst students to assess their satisfaction with new system	• Complete a full review of support points	

THEME |03

Financial Planning and Advancement

In 2016 we will be able to say…

"The Rosses Community School is doing an excellent job working with parents, businesses, government agencies and community groups in deriving and managing the funds to continue the growth of the school."

The projects identified in this theme will be implemented by the **Financial Planning & Advancement Committee:**

Anne Moy
Dáire Gillen
Tara Duddy
Board of Management
Principal
Deputy Principal
Mark Sharkey (The Cope)
Pat Nora Gallagher

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
Operating Budget	Year 1	• Annual budget process agreed	• Budget process in place for each department	
		• Purchasing policy in place	• Budget vs actual for each department	
		• Department Budget defined	• Each department has budget in place and issued to department co-ordinators	
		• Develop Quarterly variance reports	• Quarterly variance reports in place and issued to department co-ordinators	
	Year 2	• Every Department Budget produced	• Department budget issued to each department co-ordinator	
		• Department Variance reports developed	• Variance reports issued to department co-ordinators	
		• Forecasting model developed for 2015	• Projected budget issued to department co-ordinators	
	Year 3	• Three year operation budget developed	• Budget in place	
Capital Budget	Year 1	• Develop baseline for the previous three years	• Capital budget baseline established	
		• Complete costings for facilities and maintenance based on submission received	• Facilities and maintenance baseline costings established	

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 2	• Develop three year capital forecast based on needs analysis	• Budget in place based on the ranking and prioritisation of the facility group	
	Year 3	• Review capital forecast	• Annual review process in place	
Revenue Streams	Year 1	• Develop a Facilities revenue plan	• Benchmark current facilities utilisation and production of annual plan to maximise return	
		• Evaluate the potential of creating an Alumni Network	• Framework and revenue forecast in place	
		• Examine potential student body revenue opportunities	• Recommendation to Board of Management by January 2013	
		• Develop advancement activities calendar and targets	• Annual fundraising plan to be approved by Board of Management	
	Year 2	• Develop a program to entice local Businesses to sponsor facilities and bursaries	• local businesses program in place	
		• Develop a program to maximise the revenue accrued from various public funding bodies	• Funding targeting process agreed and in place	
	Year 3	• Benchmark the revenue streams and associated yields with similar educational organisations	• Benchmark in place	

THEME |04

Facilities

In 2016 we will be able to say…

"The Rosses Community School is continuing to develop their facilities to meet the requirements of the school and the community."

The projects identified in this theme will be implemented by the Facilities Committee:

Gerry Doherty
Nigel Dixon
Martin Gibson
Tony Croke
Donnchadh MacNiallais
Lorraine Boyle
Maria Melly
Joe Kelly
Principal
Deputy Principal
Facility Management Team

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
Facilities Committee	**Year 1**	• Assemble a facilities project team to prioritise and rank the facilities requirements for the school for the next three years	• Selection criteria for group developed • Terms of reference for the group in place • Prioritisation and ranking completed	
Maximise the usage of the RCS Facilities	**Year 1**	• Evaluate the current revenue streams and establish revenue targets	• Revenue targets in place for 2013	
		• Develop a marketing plan to promote the RCS facilities	• Marketing plan in place by February 2013	
		• Develop a project plan to complete the athletic facilities i.e soccer & running track	• Project plan, timeline and budget in place by June 2013	
		• Evaluate the potential of a school theatre and swimming pool.	• Feasibility study completed	
	Year 2	• Develop plan to enhance the Gymnasium facilities and associated increased revenue model	• Submission of plan and economic justification to board of management by June 2014	
		• Validate the feasibility of theatre and pool projects	• Validation report produced for pool and theatre projects to the board of management	

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 3	• Evaluate the requirement for a dedicated resource to deliver the required business case for RCS facilities	• Present assessment to board of management	
		• If feasible, develop project plan and budget for theatre and pool development	• Project plan and budget in place	
Partnerships with Local Businesses	Year 1	• Evaluate the potential of developing shared resources with local businesses	• Meet with selected local businesses and assess potential synergies	
	Year 2	• Pilot a partnership concept with local business with respect to the provision of enhanced facilities	• Introduce new facilities concept to the board of management	
			• Pilot in place with 2 local businesses	
	Year 3	• Expand partnership with businesses in the Rosses area	• Explore potential of partnerships with third parties	
Youth Services	Year 1	• Evaluate the potential of developing RCS as a youth services centre in co-operation with national agencies (Tús program, Laureus Foundation, SOAR, Donegal Sports Partnership)	• Completed feasibility study by April 2013	
			• Youth Officer in place	
	Year 2	• If feasible, develop a youth services centre program	• Youth services centre program in place	
	Year 3	• Expand the youth program and increase the number of youth officers	• Increased participation levels in youth program and benchmark process in place	

THEME 05

Teaching & Learning

In 2016 we will be able to say…

"The Rosses Community School is recognised for achieving excellence in teaching and learning by supporting the continuous development of our staff, students and management."

The projects identified in this theme will be implemented by the **Teaching & Learning Committee:**

Nigel Dixon
Dáire Gillen
Lorraine Coyle
Agnes Cannon
Kelli Gorman
Carleen Gallagher
Mary McLoughlin
Aisling Corcoran
Patricia Graham
Frances McKay
Dearbhla Fox
Sarah Doherty
Anne Boyle (Parents Council)
Ben Boyle (Parents Council)

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
DEIS Plan	**Year 1**	• Update the current DEIS plan(appendix one) to reflect the learning's following the 2012 school inspection	• DEIS plan updated with new targets in place	
	Year 2	• Review the performance against agreed targets	• Complete review – update as required and communicate to the staff team	
	Year 3	• Review the performance against agreed targets	• Complete review – update as required and communicate to the staff team	
Curriculum Development	**Year 1**	• Evaluate the extension of the curriculum to include a second European language	• Evaluation complete by January 2013	
		• Evaluate the embracing of ICT to provide greater access for Students	• Evaluation complete by March 2013	
		• Review the curriculum information process to provide easier access to the content of each subject module	• Review complete by April 2013	
		• Conduct a curriculum review and benchmark against other school programs	• Review complete by April 2013	

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 2	• Develop a promotional campaign to attract more students to embrace subjects in decline – post junior certificate	• Campaign in place and assess participation levels versus previous years	
		• Develop a high flyers program for students	• High flyers program in place	
Technology Integration	Year 1	• Conduct a review of the current IT infrastructure and inventory of hardware	• Review complete in January 2013	
		• Conduct an analysis of the usage of e-portal with staff	• Chosen Software solution full implemented by Jan 2013	
		• Explore the alternative software solutions to engage with parents/staff/management	• Analysis complete in February 2013	
		• Conduct a needs analysis with staff to establish the powerpoint proficiency of staff	• Training Program developed and in place by March 2013	
		• Develop an advanced powerpoint & Google Docs training program for staff members	• Training program developed and in place by May 2013	
	Year 2	• Develop a differentiated learning framework to enhance student engagement and learning effectiveness	• RCS has a differentiated learning framework in place	
		• Explore the different presentation platforms to be used by staff	• Training program revised and updated accordingly	
		• Conduct a feasibility exercise to implement an electronic book system for students	• Feasibility report completed by Jan 2014	
		• Pilot an electronic book system/ open resource with TY/5th / 6th year students using laptops/ tablet devises	• Pilot conducted by Sept 2014	
		• Integrate webinars into curriculum for non-resourced subjects	• The effectiveness of the ICT programmes is measured and report issued annuall	
		• Conduct an assessment of the effectiveness of ICT in the classroom	• ICT Training and development plans are updated	
		• Conduct a training needs analysis with staff on all ICT programmes	• Training needs analysis completed by October 2014	
	Year 3	• Review and enhance the differentiated learning framework	• RCS is future proofing its differentiated learning practices and an annual report is issued to all staff	
		• Roll out electronic book system across certain student body	• Students have access to electronic books via online student software and or laptops	
		• Conduct an assessment of the effectiveness of ICT in the classroom	• The effectiveness of the ICT programmes is measured and report issued annually	
		• Conduct a training needs analysis with staff on all ICT programmes	• ICT Training and development plans are updated	

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
Continued Professional Development –	**Year 1**	• Introduce "how to manage effective meetings" program for all staff	• Training program in place by 2013	
		• Conflict management training for staff	• Conflict management training in place by May 2013	
	Year 2	• Produce a report on the differentiated learning practices within RCS	• RCS is future proofing its differentiated learning practices and incorporating these practices into the staff development plans	
		• Introduce Peer mentoring process in 4 departments	• Feedback process for all team members on a peer basis leading to an annual developmental plan for all staff	
		• Conduct a needs analysis for staff training and development	• Staff development plan in place	
	Year 3	• Produce a report on the differentiated learning practices within RCS	• RCS is future proofing its differentiated learning practices and incorporating these practices into the staff development plans	
		• Roll out peer mentoring process to all staff inclusive of SNA's	• Feedback process for all team members on a peer basis leading to an annual developmental plan for all staff	
		• Conduct a needs analysis for staff training and development	• Staff development plan in place	

THEME 06

Health & Lifestyle

In 2016 we will be able to say…

"The Rosses Community School successfully promotes health and a positive lifestyle as a priority among students, staff and community."

The projects identified in this theme will be implemented by the Health & Lifestyle Committee:

Bridget Marry
Mary Brennan
Gavin Ward
Amie Robinson
Eilise O'Hart
Aine O'Callaghan
Bridgeen Gallagher
Patricia Graham
Michelle Gallagher
Catríona McGeehan
Dearbhla Fox
Maureen Conlon
Lisa O'Donnell
Eibhlín Ní Fhearraigh
Bridgeen Doherty
Marie Gallagher
Ellen Scally
Celine O'Gara
Mary Jo McGee

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
Engaging with Local Heroes	Year 1	• Develop the concept of a Local Heroes program for RCS	• Present the local hero's program to Board of Management for approval	
	Year 2	• Pilot the Heroes program	• 5 local heroes identified and engaging with the school	
	Year 3	• Roll out the Heroes program to embrace all major impact areas	• Local hero program in place	
Healthy Eating Awareness	Year 1	• Design the Healthy eating program for RCS in conjunction with National programs (HSE)	• Healthy eating week	
		• Develop promotional plan to roll out the program	• Healthy eating awareness program in place	
		• Review the access to lunch and break time meals	• Tie in with local heroes program	
		• Establish a "fit for life" program to encourage staff and students to participate in exercise	• Review completed and recommendations produced	
			• Fit for life program in place	
	Year 2	• Introduce local supplier produce	• Local supplier market in place by May 2013	
		• Develop Nutritional clinics to educate students and staff	• Monthly nutritional clinics in place	
		• Expand the offering and selection of menu for students and staff	• New catering options in place	

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 3	• Review all Healthy Eating Initiatives and measure effectiveness	• Review completed and lessons learned developed	
Anti-Bullying	Year 1	• Develop an Anti-Bully Strategy inclusive of online Bullying	• Anti-Bullying Plan in place by March 2013	
			• Restorative Justice Personnel in place	
			• Anti-Bullying Officer in place by March 2013	
	Year 2	• Invite key speakers and Anti Bullying thought leaders to assist and update anti bullying strategy	• Revise and update Anti Bullying plan	
		• Gather feedback from Students on Parents on effectiveness of the plan and modify as appropriate	• Student and parent feedback is gathered and shared	
	Year 3	• Review plan versus milestones and update appropriately	• Updated plan in place	
Alcohol & Drug Awareness	Year 1	• Trial the concept of an Alcohol and drug awareness week within the school	• Promotional plan in place	
			• Guest speakers identified	
	Year 2	• Evaluate the effectiveness of the awareness week	• Modify the awareness week as appropriately	
Mental Health Awareness	Year 1	• Trial the concept of a mental health awareness week	• Promotional plan in place	
			• Guest speakers identified	
Establish partnerships with providers	Year 1	• Develop partnership with Irish Heart Foundation	• CPR Program in place	
		• Identify other potential Charitable trust partners	• Partnerships with other charities in place	

THEME |07

Connecting with our Community

In 2016 we will be able to say…

"The Rosses Community School is recognised as being at the heart of the community, a resource that facilitates individuals and businesses to reach their potential."

The projects identified in this theme will be implemented by the **Connecting with the Community Committee:**

Patrick O'Donnell
Aine O'Callaghan
Dáire Gillen
Anne Moy
Patricia Graham
Fr Nigel Gallagher
Aisling Corcoran
Seosamh O'Ceallaigh
Edel McLaughlin
School Completion Officer (Tony Forrestal)
JCSP (Donnchadh MacNiallais)
Bridgeen Doherty
Moira Gillespie
Suzanne Gallagher
Marguerite Bonner
Charlie Boyle (Yank)
Anne Boyle (Parents Council)
Ben Boyle (Parents Council)
PJ Sweeney (Parents Council)

KEY FOCUS AREAS		ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
Business connectivity	Year 1	• Establish an annual communication forum with the RCS business network	• Publish a list of member to the RCS Business Network by April 2013	
	Year 2	• Hold an annual TY / Business network focus team to integrate needs versus resources	• TY/ Business Network Resource plan in place by October 2013	
	Year 3	• Evaluate the concept of a loyalty card to build greater linkages/ promotion of local businesses	• School loyalty card scheme evaluated	
		• Evaluate and promote the concept of a number of themed Bursaries to be made available to graduates	• Businesses to evaluate supporting a number of themes bursaries for graduates	
Alumni Programme	Year 1	• Develop a presence on the School website/ create a designated Facebook page to facilitate registration of interest in a RSC Alumni network	• Database of interested graduates in place by May 2013	
	Year 2	• Create an event at Christmas to facilitate the inaugural event of the Alumni event – Linked to "The Gathering"	• Networking meeting in place • Development membership / affiliate model	
		• Identify role models for mentoring within the school	• Role model mentors in place	

KEY FOCUS AREAS			ACTIONS	ACHIEVEMENT MILESTONES (MEASUREMENT OF SUCCESS)	PROJECT TRACKING
	Year 3		• Develop an annual alumni day linked to a networking and advancement event	• Advancement model using the alumni model in place	
			• Designated Alumni team in place	• Sustainable model in place to support the continuation of the Alumni association	
Skill pool			• Create a skill pool register based on a two hour Voluntary concept – via Parents Council	• Database in place	
			• Development of an open day to show case the skills pool and evaluate resources versus potential curriculum enhancement opportunities	• Areas identified for Curriculum enhancement opportunities	
			• Development of a open day to show case the skillspool and evaluate resources versus potential PLC/Adult learning opportunities	• Areas identified for PLC/Adult Learning opportunities	
Folklore project	Year 1		• Develop a local history archive based on the Rosses Experience	• Develop Linkages with local history groups- Archive in Place	
	Year 2		• Develop a Community Credit project for TY students linked to promoting the Community's culture folklore and history	• Community Credit project in place	
	Year 3		• Develop a Celebration of the Rosses linked to the annual alumni gathering	• Music, Cultural and folklore event celebrating the uniqueness of the Rosses	

Implementing the Plan

The first step to implement this plan is to present the plan to the staff, Principal and Board of Management to provide them with the opportunity to approve the projects and milestones associated to those.

Once approved, the plan will be launched to students, parents, staff and community ensuring that they are informed as to priorities within the School for the next three years. We will also circulate the plan to our parents and develop an online format to assist accessing the plan via the website.

The next step will be to present the management review process to the Principal and staff which will allocate goals and objectives to the staff and Principal. These goals are streamlined with those within the plan to ensure alignment and visibility.

Once all stakeholders review each component of the plan, a representative committee will be put in place to oversee the implementation of the plan. An external resource will be allocated to the committee for the first six months of the planning cycle to assist the team in implementing the plan across each theme. The plan will be available to students, parents and the community in print and digital format.

Reviewing the Plan

The Board of Management, the Principal with the plan review committee will complete a comprehensive review with each of the committees during May of each year. This will include an assessment of progress made in each component of the plan versus the established milestones. The review will also include an analysis of the relevance of each of the targets and the inclusion of new targets and projects that are deemed appropriate by the Board of Management and the Principal.

Acknowledgements

Many people have contributed to the development of this plan over the last few months. It would be impossible to thank everyone individually; however, it is appropriate to thank a number of individuals and groups.

Steering Group:
Patrick Gillespie, Pat Gallagher, Gavin Ward, Pat Connaghan, Anne Boyle, Charlie Boyle, Patricia Graham, Mark Sharkey, Julia Glackin, Anne Moy, Mary Forrestal, Agnes Cannon, Brian McGonagle, John Andy Bonar, John Gorman.

Planning Specialists
Pinta, www.pinta.ie

Staff
John Gorman, Mary Forrestal, Bernadette Brennan, Mary Brennan, Helena Cunningham, Agnes Cannon, Eilish Coakley, Maureen Conlon, Aisling Corcoran, Lorraine Coyle, Tony Croke, Nigel Dixon, Gerry Doherty, Joanne Doherty, Tara Duddy, Tony Forrestal, Dearbhla Fox, Fr. Nigel Gallagher, Carleen Gallagher, Michelle Gallagher, Martin Gibson, Daire Gillen, Kelli-Ann Gorman, Patricia Graham, Katy Herron, Joe Kelly, Donnchadh Mac Niallais, Bridget Marry, Mary McLaughlin, Caitriona McGeehan, Frances McKay, Edel McLaughlin, Anne Moy, Eibhlin Ní Fhearraigh, Bridin Ní Gallochoir, Aine O'Callaghan, Patrick O'Donnell, Eilise O'Hart, Raghnall Quinn, Amie Robinson, Gavin Ward.

Special Needs Assistants
Ellen Scally, Bridgeen Doherty, Marie Gallagher, Maria Melly, Mary Jo McGee, Lorraine Boyle, Margarite Bonner, Moira Gillespie, Suzanne Gallagher, Celine O'Gara.

School Administrator
Angela Gallagher

School Caretaking Staff
Seamus Doherty, Pius Boyle

School Cleaning Staff
Eileen McKelvey, Sally Rodgers, Ann O'Donnell, Kathleen O'Donnell

A special thank you to all our students and parents who participated in our workshops and online survey, we truly appreciate your time and input.

Finally, a special thank you to our school sponsors for your continued support.

Appendix One

DEIS Plan – Delivering Equality of Opportunity in Schools

In parallel with the Strategic Plan 2013-2016, The Rosses Community School has a DEIS Plan in place with targets and milestones to ensure our young people gain the maximum personal benefit from the education experience within our school. We want the needs of the learner and a culture of high expectations to be at the centre of all our actions. These actions must include a concentration on literacy and numeracy from an early stage; strong links between the home, school and community: strong links between schools working in a co-operative manner: and added value from links between education and other services. We must also aim to provide supports and second-chance provision for the minority of our learners who, for various reasons, leave education early without the knowledge and skills they need to support them in later life.

The following are the focus areas of the DEIS plan and the targets and milestones are associated to those.

Retention and Educational Progression

ACTION	OUTCOME SOUGHT	TIMESCALE	MILESTONES	RESPONSIBILITY
Increase number of teachers doing statements	Recruit new teachers and encourage more teachers to use statements for more subjects	2014	May 2013 – meet and prepare new teachers	JCSP Co-ord/Deis Comm. Management SCP
Increase the use of the Reading Room	Put in place a schedule whereby teachers allocate class time for the reading room in schemes of work	2013	Create roster for 2012-2013	JCSP Co-ord./Deis Comm. Management SCP
Increase use of student folders	Encourage teachers to insert one item per term into the folders	2013	Nov 2012 –Profile meeting Feb 2013 – Profile meeting April 2013 – Profile meeting	JCSP Co-ord. /Deis Comm. Management
D.E.A.R.	Pre and post testing to take place for each DEAR	2013	Nov 2012; Feb 2013; April 2013	JCSP Co-ord. Deis Comm. Management
Homework Club	Recruit TY students to act as mentors for homework club	2013	Nov 2012

Recruit and train Mentors | TY Co-ord

English and Maths teachers JCSP Co-ord SCP HSCL Deis Comm. |
| Introduce students to using a library | All first years to be taken to local library three times | 2014 | Oct 2013

Library Initiative | 1st year English Teachers

JCSP Co-ord Deis Comm. |
| Numeracy Strategies | To put in place whole school numeracy strategies | 2014 | Sept 2013

Introduce 1 strategy for whole school year | SEN Team Deis Comm.

Management |
| Initiatives | To encourage new teachers to lead initiatives | 2014 | May 2013 – prime teachers for next year

Sept 2013 – prepare new teachers | Management

SEN team

JCSP Co-ord Deis Comm. |

Attendance and Attainment

ACTION	OUTCOME SOUGHT	TIMESCALE	MILESTONES	RESPONSIBILITY
Hire Clerical admin staff	To help make the roll taking more accurate	February 2013	Appoint Clerical	Principal /Deis Comm./
Accurate Roll Call	All teachers taking roll first class of the day	February 2013	95% accurate rolls June 2013 100% June 2014	Attendance officer Admin Clerical staff Principal/ Deis Comm./ SCP
All absences and lates explained	Parental explanations in writing for late or non-attendance	By June 2013	85% accurate June2013 100% June 2014	Attendance officer Admin Clerical staff Principal SCP
Inform staff of student absences	All staff knows who should be present in their rooms for each class by placing a list of absent students on notice board and on eportal.	By June 2013	90% accurate June 2013 100% June 2014	Admin Clerical staff
Home contact	Parents are contacted on the day their child is absent. Improved attendance and punctuality	November 2012	Daily Contact	Attendance officer Admin Clerical staff Deis Comm./ SCP
Awards ceremony	Good (full) attendance and improved attendance should be given special place in awards ceremonies	November 2013	Equal to student of the year awards	Awards committee Attendance officer Admin Clerical staff Principal Deis Comm. SCP
Start with first year students	Intensive work to be put in with incoming first years and build it through on yearly basis	September 2013	Improving our attendance and reducing number of lost days	Attendance officer SCP / Admin Clerical Staff/Principal/ Deis Comm/HSL / Year Heads

Partnership with Parents and Others

ACTION	OUTCOME SOUGHT	TIMESCALE	MILESTONES	RESPONSIBILITY	MEASUREMENT
Literacy One Book Project	To improve literacy awareness within school community Increase in literacy levels Increase partnership with local library	2012 - 2013	Launch January 2012 Workshops in February/ March Celebration of work on 23rd April 2013	HSL English Dept. head. Deis Comm.	Increase in membership in local library Setting up of 3 book clubs
Partnership with Parents Monitoring attendance at Parent Teacher meeting Follow up by telephone/ home visit.	To increase participation by parents of target students	2012 -2013	First year P/T meeting 8/11/12 Sixth year P/T meeting 14/11/12 Third year P/T meeting 20/11/12 Fifth year P/T Meeting 6/12/12 Second year P/T meeting 16/1/12 TY P/T meeting 22/1/12 Review Third and Sixth P/T meeting 21/3/12	HSL Deis Comm.	Improvement in numbers attending by 10%
Partnership with Parents Provision of PLC courses and Repeat Leaving Certificate in offsite location	Provide improved skills and subsequently opportunities for parents/adults. Create better awareness of educational/academic pursuits	2013 -2014	September 2013 – start of Repeat LC and PLC courses	School Management HS Liaison Donegal VEC as partners Deis Comm.	Number of classes set up and number of participants
Partnership with Parents Provision of level 7 and Level 8 courses in partnership with accrediting third level institution	Provide third level opportunities for parents/adults in remote rural area suffering from significant disadvantage. Provide realistic opportunity to progress to third level education	2014 -2015	September 2014 – enrolment on Level 7/8 courses having identified appropriate needs/demand	School Management HS Liaison Third level institution as partner Deis Comm.	Number enrolling in classes and number of programmes available.

Literacy & Numeracy

ACTION	OUTCOME SOUGHT	TIMESCALE	MILESTONES	RESPONSIBILITY
Literacy-Keywords	To ensure that students identify subject specific vocabulary and to support the teaching & learning of new language or key words across all subject areas. There are wall charts, keyword book marks, key spelling book marks and keyword notebooks which should be used in all rooms by all teachers to increase a print rich environment.	2012/2013	Have a pilot group of students and teachers by May 2013 Have regular testing of Keywords with recorded progress reports and Keywords booklets & posters in all rooms.	All teachers JCSP co-ordinator SEN team Deis Comm.
Literacy-D.E.A.R.	To encourage student s to read independently for pleasure. This initiative serves to develop their vocabulary and creative writing skills also and to increase their word bank.	2012/2013	Have regular slot for D.E.A.R. incorporated into our timetable to ensure that students develop a better appreciation of reading and so it becomes a regular feature of their day.	JCSP co-ordinator Selected teachers Deis Comm.
Literacy- One Book, One Community	Aims to encourage reading by inviting everyone to read the same book, in the same place in a collective reading conscious which can help community and literacy. It is an imaginative project that can take you anywhere you want to go in your imagination, that is. Based on the worldwide 'One Book, One community' it aims to bring local people together through reading and discussing the same book.	2013	Have a pilot group of students, parents and teachers by May 2013. Have the community made aware of the project and its benefits.	HSLO English teachers Literacy & Numeracy teachers Parents Student council Deis Comm.
Literacy-Paired Reading	To improve reading levels and interest of JCSP students by peer reading over a course of six weeks.	2013	Have a pilot group of students and teachers by May 2013	Teachers of JCSP classes, Literacy and Numeracy Co-ordinators Deis Comm.
Literacy-Word Millionaire	Students will read the required number of books for the Word Millionaire and then be able to recount the main points of each book / reading material and give a flavour of what it was about. They will be able to give three reasons why they liked each book or disliked each book. They will be able to recommend the reading material and write up reviews on what they have read. This will encourage them to read independently for pleasure.	2014	Have a pilot group of students and teachers by Feb 2013. Make links with The Ionad to borrow books and to encourage students to visit the library outside of school.	Teachers of JCSP classes Literacy & Numeracy teachers The Ionad Deis Comm.
Literacy-Penpal	This initiative encourages schools to link/ twin with JCSP students in another school. Letters can be prepared in class and forwarded to their pen pals via post or email. Teachers can refer to English Statement No 8 and the new Letter Writing student workbook to assist in their planning of this initiative. It is anticipated that this will be a short-term intervention and perhaps consideration should be given to the number of letters that your students write. As with all initiatives schools are required to evaluate the activities undertaken in the running of the initiative and are also invited to upload any relevant photographs.	2015	Have a pilot group of students and teachers by Feb 2015	Teachers of JCSP classes, Literacy and Numeracy Co-ordin Deis Comm.
Numeracy-Paired Maths	This initiative provides opportunities for participating schools to plan and develop a framework for linking Fifth Year/Transition Year students with JCSP students in order to support the development and enhancement of mathematical and numerical competencies among JCSP students. A research dimension is included in this initiative, which invites schools to pre and post- test and to maintain of a project journal throughout the duration of the initiative. Schools can be supplied with a copy of Keith Topping's guidelines on the implementation and development of a Paired Maths programme.	2012/2013	Have a pilot group by Feb 2013 Have Maths club incorporated into Mentor programme.	Teachers of JCSP classes, Literacy and Numeracy Co-ordinators Mentors Deis Comm.
Numeracy-Flashmaster maths	This initiative introduces a new piece of maths equipment that has been used successfully in the USA for a number of years. The Flashmaster is a handheld device that looks rather like a calculator but does much more. It allows students to practice their maths facts - multiplication tables, division tables, addition tables and subtraction tables - in a fun way. Students can set goals for speed and accuracy at different levels in any of the 4 table areas.	2013/2014	Have equipment and pilot group by May 2014	Teachers of JCSP classes, Literacy and Numeracy Co-ordinators Deis Comm.

ACTION	OUTCOME SOUGHT	TIMESCALE	MILESTONES	RESPONSIBILITY
Numeracy- Handheld Gaming Device	The teacher is asked to explore and choose the most suitable handheld device available on the market and then choose the most suitable software. You are invited to try out two pieces of software. Titles include Challenge Me Maths Workout, Personal Trainer Maths, Brain Age Express Maths, Maths Play, Maths Blaster etc. Teachers are invited to buy a class set and use it with their JCSP students. As part of the initiative they are required to evaluate the impact of the activity as well as the software chosen Make Your Own Opoly Initiative Maths Games Initiative Maths Laboratory Initiative General Numeracy Initiative School Based Numeracy Initiative	2014/2015	Have equipment and pilot group by May 2015	Teachers of JCSP classes, Literacy and Numeracy Co-ordinators Deis Comm.
Number Millionaire Initiative	This initiative involves the running of a numeracy quiz. Schools are provided with a suite of numeracy quiz questions. Each "contestant" is presented with a choice of four answers to each quiz question, three of which are incorrect. The correct answer can be identified by per forming mental computation or by applying logic and deduction. The remaining "Lifelines" may be used by the student to makes his / her task easier. To acquire the maximum number of points (One Million) in the quiz and be awarded a "Number Millionaire" certificate, the student must correctly answer each of the 13 consecutive quiz questions. This initiative can develop confidence in performing numerical and arithmetical operations, enhance mental computation, strengthen cognitive reasoning, improve pace of response and revise and activate existing mathematical knowledge	2015	Have a pilot group by Feb 2013 Have Maths club incorporated into Mentor programme.	Teachers of JCSP classes, Literacy and Numeracy Co-ordinators Mentors Deis Comm.

Exam Attainment and Educational Progression

ACTION	OUTCOME SOUGHT	TIMESCALE	MILESTONES	RESPONSIBILITY
LCA 5th & 6th past pupil progression story	Students learn through experience of past LCA students. Variety & possibilities of progression routes.	2012/2013		Guidance LCA Co-ordinator Deis Comm.
Full L Cert student body / parents – finance workshop	Students / parents are aware of all possible sources of finance for further and higher education	Dec 2013	Local Community Credit Union Banks LYIT	Guidance Deis Comm.
JCSP Career Leafs for 3rd year students	Students learn basic research skills in relation to careers	2013/2014	Present their findings – parents day	Guidance Deis Comm. JCSP Co-ordinator
TY / 5th Year careers fair	TY students organise careers talks day for themselves and 5th years	Spring 2013 / 2014	1 day Local / national speakers/ Past pupils	Guidance Deis Comm. TY Co-ordinator 5th year head

Appendix Two – Glossary of Terms

DEIS   - Delivering Equality of Opportunity in Schools
HSCL   - Home School Liaison
ICT   - Information and Communication Technology
JCSP   - Junior Certificate School Program
LCA   - Leaving Cert Applied
LYIT   - Letterkenny Institute of Technology
RSE   - Relationships and Sexuality Education
SCP   - School Completion Program
SEN   - Special Educational Needs
SNA   - Special Needs Assistant
TY   - Transition Year

Rosses Community School
Dungloe
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www.rossescommunityschool.ie