



**OAKLANDS COMMUNITY COLLEGE**

**Sr Senan Ave Edenderry Co Offaly**

**Roll No 72540 O**

## **School Self-Evaluation PLAN**

**Evaluation Period 2013-2016**

## **1. Introduction**

**1.1** A school Self-Evaluation of teaching and learning in Oaklands Community College was undertaken in 2012/13 and will continue until 2016. The focus of the review of the review was *Students attitude to learning*

This is a report on the findings of this Evaluation.

### **1.2 School Context 2013/14**

Oaklands Community College is a co-educational, multi-denominational Secondary School under the patronage of Laois/Offalt Education and Training Board located in Edenderry, County Offaly. The School has an enrolment for 2013/14 of 543 students and projected enrolment of 600 for 2014/15.

The enrolment has increased from 272 in 2008 to 543 in 2013/14, an increase of 120% over 5 years. The school has 18 feeder primary schools, 14 rural based and 4 urban.

The school has DEIS status with a HSCL Co-ordinator and also a School Completion Programme. The school has a teaching staff of 42.66 WTE and 3 S.N.A.s. Of this allocation, 6 WTE are allocated to Special Education Needs/Resource, which reflects the proportion of students availing of these resources. A full curriculum is now on offer at both Junior and Senior Cycle. Programmes on offer include J.C.S.P. Junior Certificate, Leaving Certificate, Leaving Cert Vocational Programme, Leaving Cert Applied and Transition Year.

The school uses CAT3 and CAT4 tests together with Group Reading Test to ascertain the cognitive ability of incoming first years.

A separate test in Gaelge, produced by the school, is also administered.

The current physical infrastructure of the school is inadequate for current enrolment levels - built to cater for 400 students. We have no canteen facilities, no purpose built locker area, and very limited circulation areas for students. Recreation areas for students are totally inadequate. In addition to this, we have a shortage of classroom areas and in particular, specialist rooms for Art, Science, I.T. and Technology.

The school is currently in negotiations with the Department in relation to an extension to increase capacity to meet current and future needs.

The perception of the school in the community has changed significantly over the last 6 years. Oaklands Community College now offers a real choice in terms of Second Level Education to the community. This is due to a number of factors including:-

- Broadening of curriculum/programmes
- Increased enrolment
- Improved links with feeder primary schools
- Appointment of new staff
- Changes in school management

The changes outlined above have been our priority for the last 5/6 years.

The physical structure of the school is presently limiting our capacity to cater for our current enrolment and will limit further expansion and progression.

An Autistic Spectrum Disorder Unit (Oak Unit) for 6 students was opened in 2013 at the request of the SENO.

The school middle management consists of:

- 3 Assistant Principals
- 1 Co-ordinator of Co-ordinators
- 1 Special Duties

Consequently, we have numerous duties/positions in the school that under normal circumstances, would be covered by Posts of Responsibility

- Year Head - 3rd Year (109)
- JCSP Co-ordinator
- Literacy Co-ordinator
- DEIS Co-ordinator
- Transition Year Co-ordinator
- Examination Secretary
- House Exam Co-ordinator
- Special Needs Co-ordinator

- Book Lending Scheme Co-ordinator
- PLC Co-ordinator
- SPHE Co-ordinator

Our priority in the near future will be to secure our extension in order to facilitate and sustain these changes.

This priority will be reflected in all planning associated with the school and will be the primary focus of all such planning.

## **2. The Findings**

### **Learner Outcomes / Learning Experience and Teacher practice**

Because of the nature of the evaluation undertaken it was difficult to separate out the different sub-themes of Teaching and Learning ie

The quality of Learning outcomes

The quality of Students Learning Experience

The Quality of Teacher Practice

As part of the evidence gathering process a number of attitudinal surveys were conducted as follows.

In May 2012 staff completed a Questionnaire - *School Improvement Strategy*.

While many positive aspects of school life were identified, some of the following areas that needed to be addressed included:

- Motivation of students.
- Work ethic of students.
- Student organisation.
- Persistent non completion of homework.
- Lack of student learning.
- Weaker or disengaged students dictating the pace of the classroom.

Some of the factors identified that impact negatively on student learning included:

- Poor student expectations.
- Poor attendance.
- Students' attitude to homework and learning.
- Lack of preparation of students.
- Poor study skills.

The Leaving Cert Students also completed a questionnaire which looked at similar areas e.g motivational factors, effectiveness of different strategies etc.

Parental Questionnaires highlighted lack of student motivation, inability to study at home and lack of homework at weekends and minimum time spent on homework during the week.

**At the start of the academic year 2012 /2013, it was decided that 'Student Attitude to Learning' would be the topic for Self Evaluation and the group selected was 2<sup>nd</sup> Year Students. It was felt necessary to address this issue as the cohort of students was changing with a huge increase in numbers and a consequential increase in parental expectations.we did not ask any questions about the school infrastructure and how that impacts on Teaching and Learning.**

Staff completed a questionnaire where 2<sup>nd</sup> year classes were analysed under 4 headings:

- ability to cope with increased workload,
- attitude to school,
- academic performance,
- self image.

In January 2<sup>nd</sup> Year students completed a questionnaire where they reflected on their experiences in 2<sup>nd</sup> year.

In January 2<sup>nd</sup> year parents completed a questionnaire at the P/T Meeting which allowed them an opportunity to highlight any issues that were causing concern.

A summary of staff, pupil and parental feedback was presented to staff at a School Planning Meeting. **(Appendix 1)**  
While many positive aspects were highlighted eg.

- Students were more settled, more confident to ask questions.
- Almost all students were enjoying school.

Challenges highlighted included:

- Increased workload and more difficult work.
- More learning and studying required.
- Some students reported difficulty keeping up with some subjects.
- Dissatisfaction with Christmas test results.
- Girls spent a lot more time studying.
- Students sought more help with study plan, revision plan, revision classes, techniques to help with learning, class tests and revision notes etc.
- Girls were very concerned with their appearance, they had an image to uphold.
- Boys felt that it was important to be like their friends and peer pressure was evident.

In response a 'Study Skills Day' was organised by Ms. O Shea, Mr. Connolly, Ms. Hynes and Ms. Moriarity.

In February staff reflected on summary of feedback from parental / student questionnaires and subject departments identified strategies to be implemented in response to this feedback. ([Appendix 2](#))

March - 'Girls To- day Talk' for 2<sup>nd</sup> Year Girls by Claire Crowley Collier.

April - 'Personal Grooming - Hair & Beauty Presentation' for 2<sup>nd</sup> Year Girls.

April - Personal Development Workshop for 2<sup>nd</sup> Year Boys which addressed the issue of peer pressure.

April - Students favourably reviewed effectiveness of 'Study Skills Day'

May 30<sup>th</sup> - Students Completed A Survey which reflected on their 2<sup>nd</sup> Year Exams. Among the responses provided included the following results:

	Students' ability to identify 3 study techniques used in 'Study Skills Day delivered in February.	Use of any of study techniques learned at course.	Satisfaction with preparation for end of year exams.	Level of satisfaction with results.
2A	100%	80%	68%	72% (47% Jan.)
2B	100%	74%	64%	77% (37% Jan. )
2C	96%	77%	72%	60% (20% Jan.)
2D	92%	70%	85%	70% (34% Jan.)
Overall	97%	75%	72%	70% (34% Jan.)

### 3 Progress made on previously identified targets in School Improvement Plan

Not applicable as this is the first evaluation under SSE

### 4 Summary of School Self Evaluation Findings

#### 4.1 Our school has strengths in the following areas as identified in the surveys

- Significant increase in enrolment reflective of the changing attitude of parents and the community
- Broad curriculum with all subject areas offered
- Students very capable of identifying areas of concern in relation to teaching and learning
- Students now able to reflect on their own learning style and approach to learning
- Students beginning to track their progress and set target grades.

#### 4.2 The following are prioritised for improvement

- Parental awareness of the increase in workload associated with transition from primary to secondary school
- Review of provision of study skills/ time management/ study techniques
- Subject areas to provide strategies to help with areas identified as causing concern

- Introduction of subject Revision Plans
- All students to set targets and monitor progress in relation to same

**4.3** The following legislative requirements need to be addressed



## Appendix 1

<b>Subject Department</b>	<b>Area to be addressed.</b>	<b>Strategy to be implemented.</b>
Metalwork	<ul style="list-style-type: none"> <li>• Class Revision.</li> <li>• Test at end of chapters / units.</li> <li>• More organised notes.</li> </ul>	<ul style="list-style-type: none"> <li>• From time to time class time will be set aside for revision of recent work and areas that have proved difficult for students in the past.</li> <li>• Common exam will be given to all students which will assess progress and will lend itself to topics that revision may be required.</li> <li>• Table of contents page attached to folder and updated each year.</li> <li>• All notes divided in to sections.</li> <li>• Key word section and Exam Section.</li> <li>• Regular Monitoring &amp;</li> </ul>

		<p>Explanation.</p> <ul style="list-style-type: none"> <li>• Credit towards notes.</li> <li>• Homework Copy to be held in Folder.</li> <li>• September 2013 all first year students will have the same folder, refill pad, and dividers - teachers will purchase items.</li> </ul>
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• More use of effective sample answers.</li> <li>• Test at end of units / chapters.</li> <li>• Regular talk on homework, study and time management.</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead EDCCO Website, discussion, group work, revision books.</li> <li>• Notice before tests and various forms of assessment, e.g written test, quiz, oral test.</li> <li>• Awareness of time, how long answers should take, exam techniques etc.</li> </ul>

<p><b>Business</b></p>	<ul style="list-style-type: none"> <li>• Revision Notes &amp; More examples of answers.</li> <li>• More time to study, timetable for study, more class revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently give revision sheet at end of chapter, these will now form a booklet and a fee of 5 euro.</li> <li>• Dedicate one class per week for 1<sup>st</sup> and 2<sup>nd</sup> years.</li> <li>• As above.</li> </ul>
<p><b>MTW</b></p>	<ul style="list-style-type: none"> <li>• Exam technique.</li> <li>• Design Element.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching and Exam Terminology should be incorporated in Homework.</li> <li>• Class to be allocated to sketched.</li> <li>• More sample answers to be used.</li> <li>• Introduce more design in to 2<sup>nd</sup> YR projects.</li> </ul>

<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Timetable for study.</li> <li>• Test per unit.</li> <li>• More organised notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Tick list of topics.</li> <li>• 40 minute guide.</li> <li>• Select topic for revision.</li> <li>• Design tests for each chapter and share among department.</li> <li>• Date in copy.</li> <li>• Underline headings.</li> <li>• Highlight key words.</li> <li>• Mind maps / key words / definitions.</li> <li>• Red pen.</li> </ul>
<p><b>Tech. Graphics.</b></p>	<ul style="list-style-type: none"> <li>• More class revision, possible revision class at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>• Set one class aside from time to time to revise exams and topics recently covered and topics proved difficult in the past.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular talk on homework, study and time management.</li> <li>• More examples of good work.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectation of how long work should be.</li> <li>• Notice of exams and what should be studied and how long to spend at study.</li> <li>• Show scripts of students who have produced quality work.</li> <li>• Show examples from marking schemes.</li> </ul>
<p><b>French</b></p>	<ul style="list-style-type: none"> <li>• Talk on homework / study /time management.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicate one class in first year to highlighting type and amount of homework.</li> <li>• Organisation of homework - topic based.</li> <li>• Strategies for learning vocab.</li> </ul>

	<ul style="list-style-type: none"> <li>• Independent learning a-Review and Recycle.</li> <li>• Negative image of subject within weaker groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Time management regarding homework and study for exams.</li> <li>• Dictionary / grammar reference book.</li> <li>• Regular small tests reviewing old vocabulary.</li> <li>• More effort to promote civilisation / living language.</li> <li>• Organise European Languages Day.</li> <li>• Fun Based Language.</li> </ul>
<p><b>Gaeilge</b></p>	<ul style="list-style-type: none"> <li>• Revision Notes / Worksheets and Oral Booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a booklet with all relevant vocab. and phrases including worksheets and exam questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sample answers / Show what higher level answers look like.</li> <li>• Tests at end of chapter and more feedback on progress.</li> <li>• Negative self esteem of 2D.</li> </ul>	<ul style="list-style-type: none"> <li>• Read through answers and explain.</li> <li>• Teachers complete a particular section of paper and review together before handing out.</li> <li>• Get tests signed.</li> </ul>
<p>Maths</p>	<ul style="list-style-type: none"> <li>• Revision / study.</li> </ul>	<ul style="list-style-type: none"> <li>• More positive affirmations.</li> <li>• Positive slips and notes to be signed by parent / year head.</li> <li>• Written notification of test in journal well in advance.</li> <li>• Study tips.</li> </ul>

<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• More feedback on progress.</li> <li>• More time to study.</li> </ul>	<ul style="list-style-type: none"> <li>• Move to putting class results on a portal with facility for parents to check students' progress.</li> <li>• Linked to homework, homework helps students to learn.</li> </ul>
<p><b>Art / Craft / Design.</b></p>	<ul style="list-style-type: none"> <li>• Revision notes / worksheets / booklet.</li> <li>• Homework / Research.</li> <li>• Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• To be provided as long as we can continue to photocopy.</li> <li>• A strong emphasis is placed on using an active approach to learning. Practical homework exercises.</li> <li>• The graphic quality of art can be explained in the making of books / posters /</li> </ul>

		<ul style="list-style-type: none"><li>• Examples.</li><li>• Length of time spent on questions.</li><li>• A revision timetable for Christmas / summer tests to be given to students.</li><li>• Use marking schemes look like.</li><li>• Give out sample answers.</li><li>• Test will be given at the end of chapters.</li></ul>
<b>Home Economics.</b>	<ul style="list-style-type: none"><li>• Timetable for study.</li><li>• More examples of what a good example looks like.</li><li>• Test at the end of chapters / units.</li></ul>	

	<ul style="list-style-type: none"><li>• Visual.</li></ul>	<p>greeting cards / calligraphy.</p> <ul style="list-style-type: none"><li>• Responding to advertisements and a variety of media.</li><li>• Written and visual artists</li></ul> <p>Research Support Studies.</p>
--	---	---

## (Appendix 1)

### School Self Evaluation - Staff Update.

Staff Questionnaires 2011 / 2012 / highlighted the following areas to be addressed:

- Motivation of students.
- Work ethic of exam students.
- Student organisation.
- Non engagement of students.
- Weaker students dictate the pace of classes.
- Poor student expectations.

Various Parental and Exam Student Questionnaires 2011 / 2012 highlighted the need for:

- More study skills meetings.
- Revision Notes / Tests.
- More time to study.
- Question and answer revision.
- Sample answers.

**Selected 2<sup>nd</sup> Year as Target Group.**

**Questionnaires administered to parents / pupils / teachers.**

### Main Findings

#### **Students**

- Workload has increased.
- Increased amount of learning.
- Homework more difficult.
- Varying levels of dissatisfaction with Christmas Tests - lack of time studying, inability to remember notes, difficulties studying, lack of motivation, lack of study techniques - learning vocab, remembering facts, absorbing information.
- Students sought revision timetable, revision notes / handouts, class revision, study techniques, regular revision, more tests.

## Appendix 3

### Appendix to School Self-Evaluation Report: legislative and regulatory checklist

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Valid enrolment of students	M51/93	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Time in school - Length of school year (minimum of 167 days for all year groups) Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for making September returns to the Department	Circular 56/2009, and instructions issued annually regarding return deadlines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 25/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 40/2012		
Whole-school guidance plan	Section 21 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Education Act 1998 (section 9(c)), Circular PPT12/05, Circular 09/2012, section 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Delivery of CSPE to all junior cycle classes	Circular M12/01, Circular M13/05	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy strategy	Circular 25/2012	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Section V Education Act 1998, Circular 04/98, Circular M29/02, Circular 22/2009, Circular 08/2013	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in education	Circular M27/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Implementation of child protection procedures	Circular 65/2011 Please record the following information in relation to child protection	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> <li>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE <input checked="" type="checkbox"/></li> <li>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed <input type="checkbox"/></li> <li>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made <input type="checkbox"/></li> <li>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed <input type="checkbox"/></li> </ul>		
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> <li>▪ Number of formal parental complaints received <input type="checkbox"/></li> <li>▪ Number of formal complaints processed <input type="checkbox"/></li> <li>▪ Number of formal complaints not fully processed by the end of this school year <input type="checkbox"/></li> </ul>		
Refusal to enrol	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	N/A	
	<ul style="list-style-type: none"> <li>Number of section 29 cases taken against the school <input type="checkbox"/></li> <li>Number of cases processed at informal stage <input type="checkbox"/></li> <li>Number of cases heard <input type="checkbox"/></li> <li>Number of appeals upheld <input type="checkbox"/></li> <li>Number of appeals dismissed <input type="checkbox"/></li> </ul>		

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed							
Suspension of students	Section 29 Education Act 1998  Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year									
	<table border="1"> <tr> <td data-bbox="512 528 796 629">Number of section 29 cases taken against the school</td> <td data-bbox="796 528 1083 629" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 629 796 730">Number of cases processed at informal stage</td> <td data-bbox="796 629 1083 730" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 730 796 797">Number of cases heard</td> <td data-bbox="796 730 1083 797" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 797 796 887">Number of appeals upheld</td> <td data-bbox="796 797 1083 887" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 887 796 972">Number of appeals dismissed</td> <td data-bbox="796 887 1083 972" style="text-align: center;"><input type="checkbox"/></td> </tr> </table>			Number of section 29 cases taken against the school	<input type="checkbox"/>	Number of cases processed at informal stage	<input type="checkbox"/>	Number of cases heard	<input type="checkbox"/>	Number of appeals upheld
Number of section 29 cases taken against the school	<input type="checkbox"/>									
Number of cases processed at informal stage	<input type="checkbox"/>									
Number of cases heard	<input type="checkbox"/>									
Number of appeals upheld	<input type="checkbox"/>									
Number of appeals dismissed	<input type="checkbox"/>									
Expulsion of students	Section 29 Education Act 1998  Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year									
	<table border="1"> <tr> <td data-bbox="512 1173 796 1274">Number of section 29 cases taken against the school</td> <td data-bbox="796 1173 1083 1274" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 1274 796 1375">Number of cases processed at informal stage</td> <td data-bbox="796 1274 1083 1375" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 1375 796 1442">Number of cases heard</td> <td data-bbox="796 1375 1083 1442" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 1442 796 1532">Number of appeals upheld</td> <td data-bbox="796 1442 1083 1532" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="512 1532 796 1612">Number of appeals dismissed</td> <td data-bbox="796 1532 1083 1612" style="text-align: center;"><input type="checkbox"/></td> </tr> </table>			Number of section 29 cases taken against the school	<input type="checkbox"/>	Number of cases processed at informal stage	<input type="checkbox"/>	Number of cases heard	<input type="checkbox"/>	Number of appeals upheld
Number of section 29 cases taken against the school	<input type="checkbox"/>									
Number of cases processed at informal stage	<input type="checkbox"/>									
Number of cases heard	<input type="checkbox"/>									
Number of appeals upheld	<input type="checkbox"/>									
Number of appeals dismissed	<input type="checkbox"/>									

### Appendix to School Self-Evaluation report: policy checklist

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	xx <input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy <sup>1</sup>	Circular M33/91 NEWB guidelines Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy <sup>2</sup>	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs policy <sup>3</sup>	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> (2004) Disability Act (2005))	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

<sup>3</sup> Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.