



COLÁISTE AN SPIORAID NAOIMH

Bishopstown, Cork.

62580U

School Self-Evaluation Report

Evaluation period: *February 2013 to May 2016*

Report issue date: *June 2014*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *Coláiste an Spioraid Naoimh* was undertaken during the period February 2013 to April 2014. During the evaluation, teaching and learning in the following area was evaluated:

- Literacy

A Literacy and Numeracy core team was established and following a number of preliminary discussion meetings, the team decided on a six-step evidence-based plan to assess the state of literacy among the target group (the second year cohort). Various members of the core group took responsibility for different aspects of the plan and for devising, administering, administering and analysing the tests and surveys. The School Improvement Plan was drawn up by the Principal in collaboration with the core group and, later, in consultation with the entire staff, Parents' Association, Students' Council and the Board of Management. The plan was published on the school website along with the findings of the Parents' Surveys. The steps in the plan to produce the School Improvement Plan were as follows:

1. Decide on what was to be evaluated (in relation to **learning outcomes, the learning experience and teachers' practice**).
2. Gather evidence
3. Analyse the evidence
4. Draw conclusions
5. Draw up a report based on the conclusions
6. Develop a School Improvement Plan for Literacy

This is a report on the findings of the evaluation.

1.2 School context

Coláiste an Spioraid Naoimh is a boys' voluntary secondary school founded in by the Presentation Brothers in 1964 and which now operates under the trusteeship of the Presentation Brothers' Schools Trust (PBST). The school is run by an eight-member Board of Management and managed on a day to day basis by the principal and deputy-principal, assisted by an active in-school management team. The principal and deputy-principal are committed to a collaborative approach to school leadership and to the development of a sense of genuine community involving students, teachers, parents and the local community. Students are encouraged to play an active role in their school through involvement in extra- and co-curricular activities and in their local community through involvement in such activities as Share and Edmund Rice Action. There is a very active Parents' Association and a Students' Council.

The teaching staff is committed to ongoing school improvement with School Development Planning well established within the fabric of the school from Board level down to subject department level. Each subject department is required to produce an updated annual plan. All teachers have received training in Assessment for Learning (AfL) and most incorporate AfL techniques in their daily teaching practices. The teaching staff is also committed to raising standards of literacy and numeracy within the school as part of the National Literacy and Numeracy Initiative and there has been a very high level of involvement (by SNAs and ancillary staff as well as by teachers) in the promotion of our chosen Strand 1 theme (Literacy). Owing to the concerns which have been extensively discussed in the

educational literature around the under-performance of students (particularly male students) from about the age of 14 years, the school decided to focus its attention on the second year cohort in the hope that intervention at this stage might result significantly improved outcomes and more positive engagement in reading and writing for enjoyment. It should be noted that even prior to the establishment of the School Self-Evaluation Initiative by the DES, the management and teaching staff had embraced the concept of school improvement and an in-school initiative was begun in 2012 to address the 'second-year dip' phenomenon and perceived under-performance by our students at junior school level. This initiative included a commitment by teachers to modify their teaching practices so as to embrace active learning techniques and also to assign more regular tests and to place greater emphasis on written daily homework. All teachers have received computer training and a new staff email system has been established. Google Drive is being used by some teachers and on-line surveying (using Google forms) has been utilised this year to survey parents on literacy and uniforms.

Great emphasis is placed on the quality of staff-student relationships in the school, with the concept of mutual respect being the cornerstone of the pastoral care system. The pastoral care structure in the school is pyramidal in shape moving upwards through class tutors, year heads, deputy principal and principal - with support provided by the two careers guidance teachers at all levels. Sixth year prefects also play an important role in the pastoral care system by alerting staff to the presence of younger students who may be experiencing difficulties.

The school operates a six-year cycle comprising of the Junior Certificate Programme, a compulsory Transition Year Programme, and the Leaving Certificate Programme. Almost all students progress to complete the Leaving Certificate and there is a very high uptake of higher level courses at both junior and senior levels in all subject areas. Nearly all students progress to 3rd level education. Results in the State Examinations exceed national averages in almost all subjects – often significantly exceeding them.

Applications for places in first year generally exceed the number of places available. Applications are welcomed from students of all faiths or none, and from students with special education needs. Over the last number of years, the religious, ethnic and socio-economic profile of the school's pupils has broadened significantly with approximately 15% of students in junior classes now coming from 'new-Irish' backgrounds. Some 10% of the entire school population has access to learning support or additional teaching support (resource teaching).

The school has a very strong tradition of involvement in extra-curricular activities – most notably in debating, Gaelic games, soccer, basketball, hill-walking, chess and enterprise education.

2. The findings

Learner Outcomes:

(i) While 1st Years were not the target group of the evaluation, Cognitive Ability Test (CAT) results for 1st Years were analysed over two years by the career guidance counsellor and the findings established that the overall level of cognitive ability of students in the school was a little higher than the national average:

	CAT Group: All 1 st Year CSN students	Admin. date
2013	Overall CAT score for all 1 st Year CSN students: 106.7 (with 100 being the mean national score)	26-02-2013
2014	Overall CAT score for all 1 st Year CSN students: 107.7 (with 100 being the mean national score)	07-03-2014

(ii) The New Group Reading Test (NGRT) Version 4A was administered to all 2nd Years and it was found that the average standard score of the cohort was some way above the national average and that the average reading age of the cohort was well in excess of the average chronological age of the cohort. This established that reading ability per se is not a problem among the group – though it was recognised that the high average figures for the group as a whole might mask the reading difficulties of individual poor readers or of students with specific learning disabilities such as dyslexia.

	NGRT Group: All 2 nd Year CSN students	Admin. date
2013	Average standard score for all 2 nd Year CSN students: 107.76 (with 100 being the mean national score)	May 2013
2013	Average Reading Age of all 2 nd years: 16 years 8 months + (exceeds upper limit)	May 2013
2014	Average standard score for all 2 nd Year CSN students: 108.9 (with 100 being the mean national score)	May 2013
2013	Average Reading Age of all 2 nd years: 16 years 8 months + (exceeds upper limit)	May 2013

(iii) An 'in-house' test of grammar, spelling, punctuation and vocabulary (the 'GOK' test) was administered to all 2nd Years and it was found that the standard of written work was poorer than might have been expected given the above average findings recorded above. While it is recognised that this test is not a standardised test, the findings did tally with the evidence of what teachers had been reporting – that is that the standards of written English gave cause for concern. Note: It was interesting that while the failure rate remained consistent between the first and second administration of the test, the percentage of students who excelled on the test increased quite dramatically. This may have been attributable to the introduction of a new assessment strategy during the 2013-14 school year (the 'OLAM' strategy) which may have motivated more able students especially to put greater effort into their accurate use of grammar, spelling, punctuation and vocabulary.

'GOK' test	Failed % of cohort below 40%	Excelled % of cohort above 69%	<i>Average Score for cohort (%)</i>	
Average % score of all 2 nd Years	26.5%	7.9%	47.1%	May 2013
Average % score of all 2 nd Years	25.75%	23.75%	53.25%	May 2014

(iv) An examination of the results of the 2012 Junior Certificate Higher Level Examination revealed that while *overall* attainment at Higher Level was well above national averages, just 3% of students taking Higher Level attained an A grade.

While it was recognised that this may have been an aberration from the norm (the percentage had risen to 10% in 2013 - slightly above the national average of 8%), the teachers in the English Department recognise that there is a need to boost performance among our brightest students at Junior Cert level.

The Learning Experience

(i) A survey to assess 2nd Year students' attitudes to reading was designed by two Literacy and Numeracy core group members who were participating in a literacy project at the local Education Support Centre. This survey was administered to a random sample of 2nd Year students in March 2013. Generally, it was found that the 2nd Year learner experience of reading in our school was quite negative even though this survey and the other test results outlined above indicate that the standard of reading ability is high. Some sample findings are listed below:

CESC Survey Administration Date: March 2013			
<i>Statement:</i>	Agree	Disagree	Neither
'Reading is more for girls'	22%	65%	13%
'Reading is boring'	35%	52%	13%
'Reading is hard for me'	13%	78%	4%
'Reading is important'	87%	4%	9%
'I can't find books that interest me'	48%	43%	9%
'I read outside of school'	83%	17%	0%
'I like going to the library'	22%	78%	0%
'I would be happy if someone gave me a book as a present'	22%	70%	9%
'I do not read as well as other pupils in my class'	48%	52%	0%

By May 2014, when the same survey was administered to the following 2nd Year cohort, attitudes to reading had become considerably more positive. This may have been due to a major refurbishment of the school library, the employment of a part-time librarian and investment of a wide range of books suitable for junior readers. Teachers of all subject, but particularly teachers of English, were encouraged to make far more regular use of the library and to facilitate regular borrowing.

CESC Survey Administration Date: May 2014			
<i>Statement:</i>	Agree	Disagree	Neither
'Reading is more for girls'	9%	91%	0%
'Reading is boring'	17%	79%	4%
'Reading is hard for me'	22%	74%	4%
'Reading is important'	96%	0%	4%
'I can't find books that interest me'	26%	65%	9%
'I read outside of school'	70%	17%	13%
'I like going to the library'	30%	52%	18%
'I would be happy if someone gave me a book as a present'	30%	44%	26%
'I do not read as well as other pupils in my class'	43%	48%	9%

(ii) Parents of 2nd Years were also surveyed on their sons' attitudes towards reading, writing and oracy. The response rate to the survey was very high and again the survey indicated rather negative attitudes (as perceived by the boys' parents) towards literacy in general. Oracy was perceived by parents to be the strongest literacy skill while writing was perceived as being the weakest. A majority of respondents reported that their sons' had a negative disposition towards both reading and writing with relatively few boys reading or writing regularly for pleasure.

Literacy skill considered strongest by parent	Percentage of total response 2013	Percentage of total response 2014
<i>Reading</i>	31%	32%
<i>Writing</i>	19%	2%
<i>Oracy</i>	47%	66%
<i>No response</i>	3%	0%

Literacy skill considered weakest by parent	Percentage of total response 2013	Percentage of total response 2014
<i>Reading</i>	22%	22%
<i>Writing</i>	58%	67%
<i>Oracy</i>	17%	10%
<i>No response</i>	3%	0%

Parent's perception of son's overall disposition towards reading	% of total response 2013	% of total response 2014
<i>Detests reading and is very resistant</i>	3%	8%
<i>Generally avoids reading but will read if encouraged or made to read</i>	50%	38%
<i>Likes reading</i>	29%	35%
<i>Loves reading</i>	18%	19%

Parent's perception of son's overall disposition towards writing	% of total response 2013	% of total response 2014
<i>Detests writing and is very resistant</i>	9%	8%
<i>Generally avoids writing but will read if encouraged or made to write</i>	41%	53%
<i>Likes writing</i>	41%	37%
<i>Loves writing</i>	9%	2%

Parent's perception of son's reading practices	% of total response 2013	% of total response 2014
<i>Only reads when he has to and rarely, if ever, for pleasure</i>	33%	29%
<i>Sometimes reads for pleasure</i>	48%	45%
<i>Reads for pleasure almost every day</i>	19%	26%

Parent's perception of son's writing practices	% of total response 2013	% of total response 2014
<i>Only writes when he has to and rarely, if ever, for pleasure</i>	81%	86%
<i>Sometimes writes for pleasure</i>	16%	14%
<i>Writes for pleasure almost every day</i>	3%	0%

Teachers' Practice

All teachers have received training in Assessment for Learning (AfL) and are encouraged to incorporate AfL techniques in their daily teaching. Despite this, the Literacy and Numeracy core group was conscious that AfL techniques were not, perhaps, as integrated in many teachers' daily practice as they might ideally be. It was decided that teachers would therefore be surveyed at a staff meeting on their regular use of AfL techniques. For each of the twenty techniques listed on the survey sheet, the teacher had to be able to state that he/she had used the stated technique during the previous fortnight.

AfL technique	Yes	No
<i>Comment only marking</i>	22	14
<i>Wait time</i>	31	5
<i>Learning intention</i>	13	23
<i>Key words</i>	10	26
<i>Homework</i>	27	9
<i>Learning outcomes</i>	0	36
<i>Self-marking</i>	21	15
<i>Peer-marking</i>	21	15
<i>Redrafting</i>	15	21
<i>Use of open questions</i>	25	11
<i>Traffic lights</i>	1	35
<i>Bouncing</i>	26	10
<i>Scene-setting</i>	20	16

<i>KWL: KNOW WANT LEARN</i>	0	36
<i>Exemplar work</i>	31	5
<i>Checklist</i>	9	27
<i>Think Pair Share</i>	18	18
<i>The hot seat</i>	4	32
<i>Speed 'dating' or speed debating</i>	10	26
<i>Listomania</i>	5	31
	308 42.9%	411 57.1%

3. Progress made on previously-identified targets improvement targets

Indicate the progress made in relation to the targets identified in the current school improvement plan

- As this is the first year of the implementation of our School Improvement Plan, there is as yet very little new data to enable us to evaluate progress made in relation to the targets identified in the current plan.
- A number of new initiatives have however already taken place – among the most important of which are:
 - the introduction of the 'OLAM' initiative to 1st and 2nd year students (this is an AFL strategy which rewards students' efforts to improve the standards of written language (language, mechanics and presentation) in all assessed work.
 - Significant investment in and use of the school library (employment of librarian, purchase of new books, new furniture etc)
 - Reading Week/Readathon/Newspaper wall
 - *Cloud of Think* (on-line creative writing magazine) and re-launch of *Spiorad Signals* (school newsletter)

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:

- Reading attainment in 2nd Years was very high with average score being 107.76 (national average 100)
- Overwhelming majority of students are self-confident readers
- Verbal skills attainment was well above national averages
- Positive attitudes towards reading as a life skill
- Extensive use of reading skills for utilitarian purposes
- Attainment in Junior Cert English examination above national averages
- High proportion of students taking Junior Cert. English at higher level
- Strong parental support of school's efforts to promote positive attitudes to literacy

4.2 The following areas **are prioritised for improvement:**

- Negative attitudes towards the school library
- Negative attitudes toward reading for pleasure and towards reading generally:
- Little use of reading skills for pleasure
- Standards of written work (especially the mechanics of writing) not in keeping with the standard of reading attainment
- Negative attitudes toward writing for pleasure and towards writing generally:
- Low percentage of students getting the highest grade (A) on Junior Cert. higher level English paper
- Relatively low use of Assessment for Learning (AfL) strategies by teachers

4.3 The following legislative and regulatory requirements need to be addressed.
(Specify the aspects that need to be addressed)

- Redrafting/updating of Whole School Guidance Plan
- Increased involvement of parent body in school planning and improved communication between school and Parents' Association
- Updating of school's Safety Statement
- Production of a School Data Protection Policy
- Extension of RSE programme into 6th Year

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 checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy strategy	Circular 25/12	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We have a Guidance Plan but recent WSE-MLL recommended redrafting/updating
Delivery of CSPE to all junior cycle classes	Circular M12/01 Circular M13/05	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	<input checked="" 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								
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No									
Parents as partners in education	Circular M27/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	But there is a need to involve parents more fully in school planning and improve school/parent communication								
Implementation of child protection procedures	<p data-bbox="437 734 1038 842">Circular 65/11 Please provide the following information in relation to child protection</p> <table border="1" data-bbox="437 887 1038 1480"> <tbody> <tr> <td data-bbox="437 887 874 972">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</td> <td data-bbox="874 887 1038 972">1 in 2012/13 0 in 2013/14</td> </tr> <tr> <td data-bbox="437 994 874 1128">▪ 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</td> <td data-bbox="874 994 1038 1128">1 in 2012/13 0 in 2013/14</td> </tr> <tr> <td data-bbox="437 1151 874 1263">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</td> <td data-bbox="874 1151 1038 1263">2 in 2012/13 0 in 2013/14</td> </tr> <tr> <td data-bbox="437 1285 874 1480">▪ 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</td> <td data-bbox="874 1285 1038 1480">2 in 2012/13 0 in 2013/14</td> </tr> </tbody> </table>	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	1 in 2012/13 0 in 2013/14	▪ 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	1 in 2012/13 0 in 2013/14	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	2 in 2012/13 0 in 2013/14	▪ 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	2 in 2012/13 0 in 2013/14	<p data-bbox="1075 763 1233 790"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p data-bbox="1098 913 1211 940"><input checked="" type="checkbox"/> Yes <input type="checkbox"/></p>	
▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	1 in 2012/13 0 in 2013/14										
▪ 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	1 in 2012/13 0 in 2013/14										
▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	2 in 2012/13 0 in 2013/14										
▪ 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	2 in 2012/13 0 in 2013/14										
Implementation of complaints procedure as appropriate	<p data-bbox="437 1494 1038 1601">Section 28 Education Act 1998 Please provide the following information in relation to complaints made by parents during this school year</p> <table border="1" data-bbox="437 1646 1038 2011"> <tbody> <tr> <td data-bbox="437 1646 874 1709">▪ Number of formal parental complaints received</td> <td data-bbox="874 1646 1038 1709">0</td> </tr> <tr> <td data-bbox="437 1731 874 1794">▪ Number of formal complaints processed</td> <td data-bbox="874 1731 1038 1794">0</td> </tr> <tr> <td data-bbox="437 1816 874 2011">▪ Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="874 1816 1038 2011">0</td> </tr> </tbody> </table>	▪ Number of formal parental complaints received	0	▪ Number of formal complaints processed	0	▪ Number of formal complaints not fully processed by the end of this school year	0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
▪ Number of formal parental complaints received	0										
▪ Number of formal complaints processed	0										
▪ Number of formal complaints not fully processed by the end of this school year	0										

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	
Refusal to enrol	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Suspension of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

Appendix to School Self-Evaluation report: policy checklist

Policy	Source	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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy ¹	Circular M33/91 NEWB guidelines Section 23, Education Welfare Act 2000 Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	But the Health and Safety Statement does need to be updated.
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	While we are, we believe, compliant with data protection legislation, we do not have a data protection policy in place.
Special education needs policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) ⁴ (2004) Disability Act (2005))	<input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	RSE programme needs to be extended to 6 th Year..
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	Department of Education and Skills Directive	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

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

³ 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."

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

