



1. Introduction

This document records the outcomes of our last School Improvement Plan, the findings of this self-evaluation, and our current Improvement Plan, including the actions we will implement to meet targets. Self Evaluation is an important means to develop and improve our organisation. We understand that this requires whole school engagement. To that end, in 2018/19, Our Lady's set up two new committees: a small committee including senior management that meets monthly to oversee the Self Evaluation process (Strategic Planning) and a larger committee to focus on the wider staff (Teaching and Learning). The aim of this latter committee will be to embed the School Self Evaluation (SSE) process in all teachers' professional practice. There are subcommittees of the Teaching and Learning committee which focus specifically on Literacy and Numeracy.

As per Department of Education Circular 0040/2016, each year the school must create a very brief summary of the Self-Evaluation Report and School Improvement Plan. In line with the Department of Education's *School Self Evaluation Guidelines 2016-2020*, this report is three pages long. To give an indication of the broader body of work that underpins findings, an appendix, (5), includes a list of surveys, reports and other documentation used to draft the report. Additionally, Appendix 1-4 contains previous School Improvement Plans. A final appendix (6) includes a mandatory checklist completed by the Board of Management.

1.1 Outcomes of our last improvement plans from September 2012 to May 2018

Our previous School Self Evaluation Plans focussed on the areas of Literacy (2012-2016), Numeracy (2012-2016), Assessment for Learning (2012-2016) and Information & Communication Technology (2016-2020).

Literacy continues to be embedded across the curriculum supported by a number of different initiatives e.g. Spelling Bee, Drop Everything & Read (see Appendix 2). A Literacy subcommittee reviews the relevant School Improvement Plan on an ongoing basis

A Numeracy Committee continues to monitor and implement our School Improvement Plan in that area (see Appendix 3). This year the introduction of an 'Estimation Week' was particularly successful. Posters emphasising numeracy are also displayed throughout the school. Permanent graphics were this year added to the staircases to highlight numeracy. The Maths department separately spearheaded 'Maths Week' which included a very popular 'Drop Everything & Soduko' initiative.

A School Improvement Plan in the area of Assessment for Learning (see Appendix 4) contributed to the use of more active learning methodologies in the classroom in recent years. The Teaching and Learning committee reviews and monitors this plan.

A School Improvement Plan in the area of ICT (Appendix 1) is being overseen by a long established school committee in that area. By facilitating more access to technology, e.g. Chromebooks, self directed learning was made more likely. To improve teachers' collaborative practice, the use of technologies such as Google Drive has allowed teachers to collaborate more easily in preparing lessons, planning assessments and reflecting on their practice.

1.2 The focus of this evaluation

Following a staff meeting in May 2018 it was decided to focus the next phase of School Self Evaluation on Wellbeing. This decision was influenced by the fact that Wellbeing is central to the new Junior Cycle course and our school's ethos.

2. Findings

2.1 This is effective / very effective practice in our school;

- *Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations.¹*
- *Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) relevant to students' learning.*
- *Teachers are aware of students' individual learning needs, and design and implement personalised interventions to help students overcome challenges.*
- *Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice.*
- *Students demonstrate very high levels of interest and participation in learning.*
- *Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.*
- *Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.*
- *Teachers integrate relevant literacy and numeracy skills into the fabric of the lesson.*

2.2. This is how we know

- Each subject faculty submits an analysis of performance in state exams.
- Each faculty produces a written record (minutes) as do various committees (Strategic Planning, Teaching and Learning, Literacy, Numeracy, ICT).
- Parents are surveyed after parent teacher meetings.
- Students are surveyed regularly.
- Teachers are surveyed regularly.
- Focus groups are conducted with students and parents.
- Teacher feedback in terms of staff surveys and engagement with new initiatives indicates that teachers collaborate with colleagues to achieve the best outcomes for students.
- Meanwhile, among the observations made in a Whole School Evaluation report by Department of Education Inspectors (Mathematics) was that;

“The standard of learning and teaching observed throughout the evaluation was consistently very high. Many examples of excellent practice were noted in all lessons.”

- One-to-one meetings with first year students as well as one-to-one monthly meetings with sixth year students and once a term meetings with third year students by senior management also inform our findings.
- The Student Council delivers further worthwhile feedback on student's views.

¹ Statements in Italic are 'Statements of Highly Effective Practice' from the *Looking at Our Schools* document.

2.2 This is what we are going to focus on to improve our practice further

Literacy & Numeracy

In the area of literacy, it is intended to focus on three things;

1. Improving the quality of feedback given to students by introducing a common marking code
2. New strategies to get students reading as habit
3. Improving oracy.

With regard to numeracy, there will be a focus on 'mental maths' in 2019/20.

ICT

In the area of ICT, the focus will be on broadening the rollout of technology to more year groups.

AFL

Faculties will now be put at the centre of the planning process with regard to AFL/formative assessment with continued liaison with senior management and the Teaching & Learning committee. This is incorporated in our new Improvement Plan for Wellbeing.

In terms of the aforementioned new plan, Wellbeing is obviously our focus. We are aiming to ensure;

- *Students' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.*
- *Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.*

(Looking at Our Schools)

3. Our Improvement Plan (Wellbeing)

On the next page we have recorded:

- The targets for improvement we have set.
- The actions we will implement to achieve these.
- Who is responsible for implementing, monitoring and reviewing our improvement plan.
- How we will measure progress and check outcomes (criteria for success).

As we implement our improvement plan we will record:

- The progress made, and adjustments made, and when
- Achievement of targets (original and modified), and when.

Targets	Actions	Persons responsible	Criteria for success	Progress and adjustments	Targets achieved
Formative assessment	Each subject department to produce a one page strategy on how to implement formative assessment practices. Departments to focus their planning in particular on how formative assessment can support the key wellbeing indicators of 'being aware' and 'respected'. Faculties to also consider how best to share best practice in the area of formative assessment.	Faculty Head	Greater engagement by teachers in formative assessment. Students reporting more formative assessment practices in the classroom.		
Achievement slips	The introduction of achievement slips . These will be completed by teachers acknowledging good conduct by students. On a monthly basis senior school management will present achievement slips to students, parents will also be notified and a record made on eportal.	SSE Coordinator	More students being recognised for their contribution to school life. A greater sense of 'connectedness' between teachers and students. Students taking action to promote their own wellbeing and that of others		
Wellbeing week	The introduction of a wellbeing week with all teachers involved ensuring reduced levels of homework on Monday and Thursday of the last week of each month.	All teachers	Students, teachers and parents noting that the workload has been reduced particularly students in exam years and those transitioning to the school.		
Wellbeing week	During wellbeing week , teachers to be involved in awareness campaigns targeted at all students in the areas of spirituality, healthy eating, being active etc. led by different departments.	Depts (Music, PE, RE, Home EC, History, Amber Flag, Wellbeing)	Increased awareness of importance of wellbeing in areas of spirituality, healthy eating, mental health, sport.		
Greeting	A policy introduced where all teachers are actively encouraged to greet students at either start or end of each class.	All teachers	More positive low level interactions between students and staff.		
One way system	Introduce a new one way system and erect signposts to alleviate congestion.	SMT, SSE Head	Students and new teachers transitioning to the school have a positive experience in corridors.		
Clubs and societies	The launch of a new Clubs & Societies day at start of year where students can sign up to join clubs/teams.	PE department	All extracurricular activities in the school attempt to recruit new members at the Club & Society day.		

Appendix 1: School Improvement Plan (ICT)

Improvement Target (s)	Action Required	Person/s Responsible	Measurable Outcomes/ Success Criteria	Timeframe for Actions	Review Date	Progress & Adjustments 2018 /2019
<p>To develop an ICT infrastructure which will promote and support the integration of technology in teaching & learning in a student centered and safe environment.</p>	<p>To establish a mentoring & coaching programme among a core group of teachers to support and promote ICT integration in Teaching and Learning</p>	<p>Management/ Subject representative from each department</p>	<p>Agenda at Faculty meetings / feedback matters arising at Faculty Meetings to ICT Co-ordinator / ICT Working Group</p>	<p>Sept 2017- January 2018</p>	<p>September 2018</p>	<p>-Digital Learning Committee established & meet regularly -Ongoing review of ICT methodologies / strategies by the Digital Learning Committee -Digital Learning Framework Developed -Application to the DES as part of the schools Digital Learning Top Up Fund</p>
	<p>To establish a group of students to support teachers interested in developing ebooks/ esupplements in their subject area</p>	<p>ICT Co-ordinator/ Nominated Students/ Nominated teachers</p>	<p>Creation of free ebooks developed from digital teacher notes and resources to support student learning</p>	<p>March 2018-March 2019</p>	<p>November 2018</p>	<p>-To be reviewed for 2019 / 2020</p>
	<p>To introduce e-portfolios as an alternative assessment strategy for TY students. This will then be extended to students as part of recording their learning experiences through Junior Cycle Reform</p>	<p>ICT Co-ordinator/ TY Programme Co-ordinator/ Microsoft Office Teachers</p>	<p>E-portfolios submitted/ Google Drive accounts for students created</p>	<p>Nov 2017- November 2018</p>	<p>November 2018</p>	<p>-ePortfolios introduced for all TY students & monitored by the TY tutors & TY Coordinator -All students</p>

						provided with school google accounts
	To use Google Drive to encourage sharing and collaborating of resources to support Junior Cycle Reform	ICT Co-ordinator/ Co-ordinator of Teaching and Learning/ All Teachers	Increase in shared folders and resources amongst teachers /faculties using Google Drive Platform	Sept 2017- January 2019	December 2018	-Move away from using the school server to google drive -Increased collaboration from staff in terms of sharing of resources & using google drive / team drives for planning & collaboration -Team drives set up for increased collaboration between teachers and also between student and teachers
	To highlight the awareness of digital safety amongst our staff and students and to review ICT protocols of staff and pupils in line with current legislation.	Staff involved in the listed subjects	E-safety programme to be delivered to all students through ICT in 1 st Yr, Wellbeing in 2 nd Yr, teacher visit in 3 rd Yr/TY & in RE for 5 th & 6 th Yr Talks in ICT / Digital Media for Parents & students	Sept 2017- September 2018	October 2018	-Online safety talks delivered to all students through the wellbeing programme -Online safety talks delivered to students by our TY Webwise Safer Internet Day Ambassador

Appendix 2: School Improvement Plan (Literacy)

Improvements Targets	Required Actions	Persons Responsible	Success Criteria/Measurable Outcomes	Timeframe for Actions	Progress & Adjustments 2018 /2019
<p>Literacy</p> <p>To increase the verbal reasoning or literacy ability of all students, with an emphasis on the lower average range to meet the national norm by an increase of 2.4 %.</p> <p>To address the number of students, 44%, who stated that they would like to improve the area of spelling</p>	<p>To implement common key word strategy in all departments- use of posters on classroom wall and in copies, with a test at end of chapter, module,etc.</p> <p>To investigate greater use of dictionary including digital dictionary.</p>	<p>All teachers- departments to include keywords into subject plan</p>	<p>Keyword Tests- to be assessed, recorded and monitored for progression</p>	<p>Implement in September for 1st Years</p>	<p>-literacy promoted more through active learning methodologies e.g Spelling Bee</p> <p>-evidence of students reading for pleasure</p> <p>-key words used more extensively by subject departments</p> <p>-Literacy based initiatives like World Book Day & Drop Everything & Read promoted at Whole School Level</p> <p>-revived literacy committee Dec 2018</p> <p>-Presentation from the literacy committee at a staff meeting in January 2019</p> <p>-Literacy packs to be developed for students for 2019 / 2020</p>

<p>To promote a positive attitude to reading for leisure</p>	<p>To implement reading as a learning experience- included in class time, homework or cover work.</p>	<p>All Teachers- set of short stories to be available</p>	<p>Increase in reading age and student development in written and oral responses</p>	<p>Implement in September for 1st Years</p>	<p>-Literacy based initiatives like World Book Day & Drop Everything & Read promoted at Whole School Level -Literacy packs to be developed for students for 2019 / 2020 -Lunchtime reading club established for junior students -Sports Book Club established for senior students</p>
<p>To help encourage students confidence in all areas of literacy, a variety of learning styles to be implemented into planning</p>	<p>To implement an effective group work project once a term or more frequent.</p>	<p>All Teachers- departments to include group work, student criteria, marking scheme(AFL ideas available on school server)</p>	<p>Group Work assessment- criteria and marking scheme to be given to students prior to task.</p>	<p>Implement in September for 1st Years</p>	<p>- Focus on oral literacy with the importance of presentations in the CBA's -Link with ICT Committee & the promotion of digital literacy -On going review of strategies in class -Staff engagement with active learning methodologies in line with TL 21 & JC Reform -Literacy & numeracy plans to be reviewed in 2019 / 2020</p>

Appendix 3 Numeracy Plan

Improvement Target	Action Required	Person/s Responsible	Measurable Outcomes/ Success Criteria	Timeframe for Actions	Review Date	Progress & Adjustments 2018 / 2019
<p>To increase the percentage from -61% to 71 % by December 2014 -71-81% by December 2014 -81-91% by December 2016 of all current first year students who will demonstrate competency in measurement and estimation by Sept 2016</p>	<p>Staff agree on common measuring unit</p>	<p>All teachers</p>		<p>March 2014</p>	<p>May 14/15/16</p>	<p>-Numeracy Committee re-established in Dec 2018 -Ongoing review of strategies in class -Presentation from the numeracy committee at a staff meeting in January 2019 -Estimation week held in April 2019 Literacy & numeracy plans to be reviewed in 2019 / 2020</p>
	<p>To generate awareness of whole school numeracy, focusing on measuring & estimation.</p>	<p>Numeracy core team</p>	<p>An increase in teachers & 1st Yr students who refer to estimation in subject area</p>	<p>Classroom posters circulated to all classes March 2014.</p>	<p>May 14/15/16</p>	

	Students to be retested using the Maths Competency Test	Numeracy Core Team	An increase in percentage from 61% to 80+ %	In Sept 2015		
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Appendix 4: School Improvement Plan (Assessment for Learning)

Improvement Target (s)	Action Required	Person/s Responsible	Measurable Outcomes/ Success Criteria	Timeframe for Actions	Review Date	Progress & Adjustments 2018 2019
To increase the range of AFL approaches to evaluate students understanding, progress and achievement of teachers stated learning outcomes by an increase of 5%	All staff to write lesson objectives/outcomes on the board at the start of each class.	All staff	Improvement by 5%	August 2016	Aug 2016	<p>-increased use of sharing learning intentions across subject areas</p> <p>-teacher comments on reports are more constructive</p> <p>-more teachers engaging in professional dialogue (formal & informal) in the areas of AFL</p> <p>- On going review of AFL strategies with the teaching & learning committee & at whole staff level</p> <p>-Survey carried out by DCU to assess how embedded Assessment for Learning Practices are.</p>

						-Survey finding & review by Teaching and Learning Group that AFL is not embedded in school practice. This will be incorporated in School Improvement Plan for Wellbeing.
	CPD for AFL	All staff	Increase in AFL practices in teachers planning and assessing.	August 2016	Dec 2015	-In House CPD at staff meetings & through the monthly meetings of the Teaching & Learning Committee
	Subject teachers in 1 st & 2 nd Yr to agree on a common test and common marking that incorporates one alternative assessment method other than written form.	All staff	Recording of students achievements of an alternative assessment practices in Christmas and summer reports	August 2016	Aug 2016	-Developed by subject department areas in line with changes in assessment as part of JC Reform

	To incorporate the agreed alternative form of assessment and shared marking criteria into subject plans.	Head of Dept	Updated plans	August 2016	August 2016	
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Appendix 5

List of Sources Informing School Self Evaluation Report

Minutes

Teaching and Learning Committee
Literacy Committee
Numeracy Committee
Strategic Planning Committee
Faculty Minutes

Internal Reports

Report on First Year Students Based on *Growing Up in Ireland* Survey
Staff Report on Junior Cycle Wellbeing Training day
Report on School Attendance
Subject reports on Performance in State Exams

Surveys

DCU Survey on 'Assessment for Learning' for teachers
Student Surveys 1st & 3rd Year
Parents Survey 1st-6th year

Focus Groups

Student Council Focus Group
Parents Focus Group
1st, 4th, 6th Year study focus group (Ms Murray)

Appendix (6) to School Self-Evaluation Report: legislative and regulatory checklist (Post-Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
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	Yes Yes	
Standardisation of school year	Circular 0009/2017	Yes	
Procedures for submission of data returns to the Department	Circular 0038/2014 DTR returns procedures information, updated annually on education.ie Pod and PPOD	Yes	
Repeating a year – conditions to be met	M2/95	Yes	
Annual returns to Tusla on attendance, suspension and exclusion	Section 21 Education (Welfare) Act 2000	Yes	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25	Yes	
Development of school plan	Section 21 Education Act 1998	Yes	
Engagement with school self-evaluation process	Circular 0040/2016	Yes	
Whole-school guidance plan	Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017	Yes	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017	Yes	
Exemption from the study of Irish	Circular M10/94	Yes	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	Yes	
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	Yes	
In-school management structures	Part V Education Act 1998, 0003/2018	Yes	
Approved allocation of teaching posts for 2018/19	Circulars 0007, 0008, 0009/2018	Yes	
Leadership and management posts	Circular 0003/2018	Yes	
Parents as partners in education	Circular M27/91	Yes	
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0001/2017 and 0011/2018 Digital Learning Plan Use of the Digital Learning Framework	Yes Yes Yes	
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board	Yes	
	Child Protection Oversight Report presented at each board meeting	Yes	
	Number of reports submitted by the DLP to Tusla and reported to the board	5	
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made	1	
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP	0	
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection Procedures 2017	Yes	
Implementation of complaints procedure as	Section 28 Education Act 1998	Yes	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed										
appropriate	Please record the following information in relation to complaints made by parents during this school year <table border="1" data-bbox="725 252 1467 376"> <tr> <td data-bbox="725 252 1301 284">Number of formal parental complaints received</td> <td data-bbox="1301 252 1467 284">0</td> </tr> <tr> <td data-bbox="725 284 1301 316">Number of formal complaints processed</td> <td data-bbox="1301 284 1467 316">0</td> </tr> <tr> <td data-bbox="725 316 1301 376">Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="1301 316 1467 376">0</td> </tr> </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						
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Number of formal complaints processed	0												
Number of formal complaints not fully processed by the end of this school year	0												
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year <table border="1" data-bbox="725 480 1467 778"> <tr> <td data-bbox="725 480 1283 539">Number of section 29 cases taken against the school</td> <td data-bbox="1283 480 1467 539">0</td> </tr> <tr> <td data-bbox="725 539 1283 587">Number of cases processed at informal stage</td> <td data-bbox="1283 539 1467 587">0</td> </tr> <tr> <td data-bbox="725 587 1283 635">Number of cases heard</td> <td data-bbox="1283 587 1467 635">0</td> </tr> <tr> <td data-bbox="725 635 1283 699">Number of appeals upheld</td> <td data-bbox="1283 635 1467 699">0</td> </tr> <tr> <td data-bbox="725 699 1283 778">Number of appeals dismissed</td> <td data-bbox="1283 699 1467 778">0</td> </tr> </table>	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	Yes	
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 record information in relation to appeals taken in accordance with Section 29 against the school during this school year <table border="1" data-bbox="725 999 1467 1337"> <tr> <td data-bbox="725 999 1283 1058">Number of section 29 cases taken against the school</td> <td data-bbox="1283 999 1467 1058">0</td> </tr> <tr> <td data-bbox="725 1058 1283 1106">Number of cases processed at informal stage</td> <td data-bbox="1283 1058 1467 1106">0</td> </tr> <tr> <td data-bbox="725 1106 1283 1153">Number of cases heard</td> <td data-bbox="1283 1106 1467 1153">0</td> </tr> <tr> <td data-bbox="725 1153 1283 1217">Number of appeals upheld</td> <td data-bbox="1283 1153 1467 1217">0</td> </tr> <tr> <td data-bbox="725 1217 1283 1337">Number of appeals dismissed</td> <td data-bbox="1283 1217 1467 1337">0</td> </tr> </table>	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	Yes	
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	Yes											

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
	Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	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 (Post-Primary)

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 Circular M51/93	Yes	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education (Welfare) Act 2000	Yes	
Code of behaviour, including anti-bullying policy ³ Dignity in the Workplace Charter	Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> 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 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	Yes	
Child Protection Procedures and Child Safeguarding Statement	Circular 0081/2017	Yes	
Annual attendance report to Tusla and Parents' Association	Section 21, Education (Welfare) Act 2000	Yes	
Health and Safety Statement	Health and Safety Act 2005 Section 20	Yes	
Critical Incident Management policy	Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016	Yes	
Data protection	General Data Protection Regulations (GDPR) May 2018: see www.dataprotectionschools.ie	Yes	
Special educational needs / Inclusion policy ⁴	Education Act (1998) Equal Status Acts (2000 to 2011),	Yes	

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

³ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

	Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁵ (2004) Disability Act (2005)) Circular 0014/2017		
Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, 0027/08	Yes	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	Yes	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 (www.webwise.ie)	Yes	

⁴ 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.”

⁵ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.