****Presentation Community College, Terenure**

**Dublin 6W**

**76092K**

**SCHOOL SELF EVALUATION REPORT FOR LITERACY AND NUMERACY AND HOMEWORK**

EVALUATION PERIOD**:** *May 2014- 2017*

REPORT ISSUE DATE: *November 2016*

1. **Introduction**

The Focus of the Evaluation

A programme of self-evaluation of the school was undertaken during the Autumn Term of 2016. Time spent on homework and attitude to homework of the First Year students and how the teaching and learning in all subjects support the setting of homework and attitudes to the completion of homework were reviewed.

School Context:

Presentation College is a post-primary school for girls under the auspices of the City of Dublin Education and Training Board. There are currently 328 students including 20 who have EAL. We have approx. 18 feeder schools for our current First Years. 44 students avail of Learning Support, 8 of those students have resource hours and we have 3 SNA who work with 5 students.

1. **Findings:**

*Learner Outcomes*

The Junior Certificate results in all subject areas were analysed on a four year cycle and against the national averages. This was done in order to indicate the existing standards and trends. The majority of subjects compare favourably with the national norms. Findings and targets are recorded in the respective subject department plans.

*Learner Experience*

*Literacy Review:*

It was determined that our Literacy Strategy would be implemented again in September 2016 for the new First Year students.

*Numeracy:*

The survey was re-administered to the students during the first term of Second Year and analysed. Based on this review it was determined that the attitude of students to the area of Numeracy and Maths is not necessarily improving. It was therefore determined that our Numeracy Strategy would be implemented again in September 2016 for the new cohort of First Year students.

*Findings from Student Survey*

From the survey, it was discovered that 56% students spend 1-2 hours on a weeknight doing homework. In the area of homework, 52% of students never feel overloaded with the amount of homework assigned. 11% of students would like to be able to access their homework assignments via a website.

*Teachers’ Practice*

Due to on-going industrial action, this survey was done by teachers in their own time. The survey was formulated to examine the teachers’ opinion on the area of homework.

*Findings from Teacher Survey*

Question Two on the survey revealed that all teachers see homework as a means to support learning. This questions also revealed that 58% of teachers feel that homework also provides an opportunity for parental support and co-operation.

1. **Summary of School Self-Evaluation Findings:**

Our evaluation identified the following strengths:

* 83% of Students feel that they are receiving the right amount of homework
* 0% feeling that there is too much
* 26% of Students rarely feel overloaded with homework

The following areas are prioritised for improvement:

* 35% of Students say homework not done because homework take down incorrectly
* 43% of students were absent when Homework tasks were given
* A phased introduction of Google Classroom will be used by First Year Teachers to address the above areas for improvement

**The following legislative and regulatory requirements need to be addressed:**

**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 | | | Yes |  |
| 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 034/2011 | | | Yes |  |
| Arrangements for parent/teacher and staff meetings | Circular M58/04 | | | Yes |  |
| Implementation of national literacy strategy | Circular 25/12 | | | Yes |  |
| Implementation of Croke Park agreement regarding additional time requirement | Circular 025/2011 | | | Yes |  |
| Development of school plan | Section 21 Education Act 1998 | | | Yes |  |
| Guidance provision  in secondary schools | Circular PPT12/05, Education Act 1998 (section 9(c)) | | | Yes |  |
| Whole-school guidance plan | Section 21 Education Act 1998 | | | No | Updating of plan required |
| Delivery of CSPE to  all junior cycle classes | Circular M12/01 Circular M13/05 | | | Yes |  |
| Exemption from the study of Irish | Circular M10/94 | | | Yes |  |
| Implementation of revised  in-school management structures | Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97 | | | Yes |  |
| Limited alleviation on filling posts of responsibility for school year 2011/12 | Circular 53/11 | | | Yes |  |
| Parents as partners in education | Circular M27/91 | | |  |  |
| Implementation of child protection procedures | Circular 65/11  Please provide the following information in relation to child protection | | | Yes |  |
| ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE  ▪ 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  ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made  ▪ 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 | | 1  0  0  0 |
| Implementation of complaints procedure as appropriate | Section 28 Education Act 1998  Please provide the following information in relation to complaints made by parents during this school year | | | Yes |  |
| 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 | | | N/A |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | | 0  0  0  0  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 | | |  |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0  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 |  | |  |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0  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 | Yes  No |  |
| Code of behaviour, including anti-bullying policy[[1]](#footnote-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 | Yes  No |  |
| Attendance and participation strategy[[2]](#footnote-2) | Circular M51/93  Section 22, Education Welfare Act 2000 | Yes  No |  |
| Health and Safety Statement | Health and Safety Act 2005  Section 20 | Yes  No |  |
| Data protection | Data Protection Act 1988  Data Protection (Amendment Act) 2003 | Yes  No |  |
| Special education needs policy[[3]](#footnote-3) | Education Act (1998)  Equal Status Acts (2000 to 2011),  Education (Welfare) Act (2000),  Education for Persons with Special Education Needs Act (EPSEN)[[4]](#footnote-4) (2004)  Disability Act (2005)) | Yes  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 | Yes  No |  |
| Substance use policy | Department of Education and Skills Directive; guidelines issued to schools in 2002 | Yes  No |  |
| Internet acceptable use policy | Department of Education and Skills Directive | Yes  No |  |
| Child Protection Policy | Circular 0065/2011 | Yes  No |  |

**Analysis of Responses from Student Survey on Homework and Study**

Q1 How much time do you spend on homework and study each weekday evening?

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **None** | **0.00%**  **0** |
| **–**  **1 to 2 hours** | **56.60%**  **30** |
| **–**  **2 to 3 hours** | **32.08%**  **17** |
| **–**  **3 to 4 hours** | **1.89%**  **1** |
| **–**  **5 or more hours** | **1.89%**  **1** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **7.55%**  **4** |
| **Total** | **53** |

Q2 Over a typical weekend, many hours do you spend on homework and study?

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **None** | **11.54%**  **6** |
| **–**  **1 to 2 hours** | **46.15%**  **24** |
| **–**  **2 to 3 hours** | **19.23%**  **10** |
| **–**  **3 to 4 hours** | **1.92%**  **1** |
| **–**  **5 or more hours** | **5.77%**  **3** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **15.38%**  **8** |
| **Total** | **52** |

Q3 Do you feel you have enough time to do the things that you enjoy doing or need to do, other than study or complete homework?

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **Yes** | **44.23%**  **23** |
| **–**  **No** | **38.46%**  **20** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **17.31%**  **9** |
| **Total** | **52** |

Q4 What activities are you involved within either inside or outside of school?

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **Dance** | **13.46%**  **7** |
| **–**  **Drama** | **1.92%**  **1** |
| **–**  **Majorettes** | **3.85%**  **2** |
| **–**  **Music** | **13.46%**  **7** |
| **–**  **Sport** | **57.69%**  **30** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **34.62%**  **18** |
| **Total Respondents: 52** |  |

Q5 Homework should account for what total percentage of your overall grade?

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **None** | **1.89%**  **1** |
| **–**  **0-10 percent** | **5.66%**  **3** |
| **–**  **11-25 percent** | **22.64%**  **12** |
| **–**  **26-50 percent** | **33.96%**  **18** |
| **–**  **51-75 percent** | **18.87%**  **10** |
| **–**  **76-100 percent** | **11.32%**  **6** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **5.66%**  **3** |
| **Total** | **53** |

Q6 Complete the sentence by ticking one of the following options. I feel that I am expected to do...

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **Too little homework** | **0.00%**  **0** |
| **–**  **About the right amount of homework** | **83.02%**  **44** |
| **–**  **Too much homework** | **11.32%**  **6** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **5.66%**  **3** |
| **Total** | **53** |

Q7 Do you feel homework assignments are too hard for you to complete?

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **Yes** | **28.30%**  **15** |
| **–**  **No** | **71.70%**  **38** |
| **Total** | **53** |

Q8 In the past, if you ever felt overloaded with homework assignment did you talk with the teacher?

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **Always** | **1.89%**  **1** |
| **–**  **Mostly** | **7.55%**  **4** |
| **–**  **Occasionally** | **11.32%**  **6** |
| **–**  **Rarely** | **26.42%**  **14** |
| **–**  **Never** | **52.83%**  **28** |
| **Total** | **53** |

Q9 What could teachers do to improve the homework process? Tick the answers that apply.

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **Give less homework** | **26.92%**  **14** |
| **–**  **Make sure I have written down the homework** | **5.77%**  **3** |
| **–**  **Make sure I understand the homework** | **67.31%**  **35** |
| **–**  **Give clear instructions to students about homework** | **36.54%**  **19** |
| **–**  **Set a maximum amount of time I should work on each assignment** | **21.15%**  **11** |
| **–**  **Give assignments further in advance of the due date** | **23.08%**  **12** |
| **–**  **Give students more than one day to complete assignments** | **48.08%**  **25** |
| **–**  **Make assignments accessible from home by the use of a classroom website** | **11.54%**  **6** |
| **–**  **Let students know how homework is graded and what percentage of the grade it accounts for** | **26.92%**  **14** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **0.00%**  **0** |
| **Total Respondents: 52** |  |

Q10 What are the reasons you might not complete your homework

| **Answer Choices –** | **Responses –** |
| --- | --- |
| **–**  **Taken down incorrect homework information** | **35.85%**  **19** |
| **–**  **Didn’t have enough time** | **28.30%**  **15** |
| **–**  **Didn’t understand the task given** | **66.04%**  **35** |
| **–**  **Homework tasks were forgotten** | **7.55%**  **4** |
| **–**  **Absent when homework was given** | **43.40%**  **23** |
| **–**  [**Responses**](https://www.surveymonkey.com/analyze/W_2FY_2FN0G6_2FthNz_2B7iWdhZ7qLK7aS8EpA0HLIoEH_2BJ_2FvzOqMIdJzj00_2BBatcOPanDd)  **Other (please specify)** | **9.43%**  **5** |
| **Total Respondents: 53** |  |

**Additional Responses**

**Q1**

* 30 minutes
* 1 hour and 30 mins
* 45 to 60 minutes
* 1 to 1hour 30mins

**Q2**

* 30 minutes
* 30 minutes
* half an hour
* 1 hour
* 1 hour
* 30 minutes
* 50 minutes
* around 30 to 40 minutes

**Q3**

* Sometimes
* sometimes it depends on the amount of homework i have
* sometimes
* just depends of the day of the week
* sometimes
* sometimes
* kind of
* sometimes
* sometimes

**Q4**

* joining gymnastics in the next term
* St. Johns Ambulance
* None
* gymnastics, spikeball, gaelic football
* gymnastics
* physiotherapy
* swimming
* I'm not in any clubs but i play some sports sometimes with my friends
* I dont do any sport after school
* i don't do any sports.
* scouts
* gymnastics
* none
* scouts
* none
* gymnastics
* scouts
* horseriding

**Q5**

* For me, studing helps more.
* 50 to 70%
* 50%

**Q6**

* A balanced amount with study
* sometimes to much homework
* to do the homework work hard in class and to study heard

**Q10**

* i have an after school activity to go to and when i am home it is to late to finish it . e.g martial arts and scouts finish at 10:30
* nothing
* i have sports and im really tired
* hospital appointments
* there is so much homework that day i have no time its is night time before i finished

**Analysis of Staff Survey on Homework and Study**

**Q1 In principle, do you think students should receive homework?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  Yes | 94.12%  16 |
| –  No | 5.88%  1 |
| Total | 17 |

**Q2 In your view, what are the positive reasons for homework being set?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  Homework supports learning | 100.00%  17 |
| –  Homework extends learning | 64.71%  11 |
| –  Homework improves a student's attitude to learning | 23.53%  4 |
| –  Homework improves a student's organizational and study skills | 47.06%  8 |
| –  Homework is an opportunity for working individually | 47.06%  8 |
| –  Homework is an opportunity for parental support and co-operation | 58.82%  10 |
| –  Homework is engaging | 41.18%  7 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 11.76%  2 |
| Total Respondents: 17 |  |

**Q3 What is the most common reason as to why you give homework?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  Preparation for the next class | 23.53%  4 |
| –  Revision of work done in that day's or previous classes | 76.47%  13 |
| –  Consolidation and practice of work done in that day's class | 64.71%  11 |
| –  Extension of language knowledge | 17.65%  3 |
| –  Further skills practice | 58.82%  10 |
| –  Finishing off work started in class or to save class time for more communicative activities | 41.18%  7 |
| –  To allow students to work at their own pace. | 41.18%  7 |
| –  To allow us to check that students have understood what we have taught. | 52.94%  9 |
| –  As a diagnostic tool to identify gaps in students’ knowledge | 23.53%  4 |
| –  Exam practice | 35.29%  6 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 0.00%  0 |
| Total Respondents: 17 |  |

**Q4 What types of homework do you must commonly give?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  Exercises from the workbook or from grammar or vocabulary books. | 82.35%  14 |
| –  Controlled writing, using a model or strict guidelines. | 41.18%  7 |
| –  Free writing e.g. Compositions | 29.41%  5 |
| –  Reading or re-reading over material covered | 41.18%  7 |
| –  Pre-reading of a topic in anticipation of addressing it in class | 11.76%  2 |
| –  Memorising, vocabulary, grammar, phonemic symbols etc. for a test | 29.41%  5 |
| –  Listening task practising topics learnt and covered in previous classes. | 17.65%  3 |
| –  Speaking- practising topics learnt and covered in previous classes. | 23.53%  4 |
| –  Project work – including images or creative activities | 35.29%  6 |
| –  Preparing oral presentations. | 17.65%  3 |
| –  Organising classwork notes or vocabulary records. | 41.18%  7 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 11.76%  2 |
| Total Respondents: 17 |  |

**Q5 How often do you think homework should be set?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  After every lesson | 58.82%  10 |
| –  Once a week for each subject | 11.76%  2 |
| –  Once a fortnight for each subject | 0.00%  0 |
| –  Once a month for each subject | 0.00%  0 |
| –  Once each half term for each subject | 0.00%  0 |
| –  Once for the current project | 0.00%  0 |
| –  Never | 0.00%  0 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 29.41%  5 |
| Total | 17 |

**Q6 How long should first years spend on homework each week?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  15 minutes per subject per week | 0.00%  0 |
| –   20 minutes per subject per week | 0.00%  0 |
| –   30 minutes per subject per week | 35.29%  6 |
| –  1 hour per subject per week | 47.06%  8 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 17.65%  3 |
| Total | 17 |

**Q7 How often do you mark homework given?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  Every time it is set | 58.82%  10 |
| –  Every other time it is set | 11.76%  2 |
| –  Once a half term | 11.76%  2 |
| –  Never | 0.00%  0 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 17.65%  3 |
| Total | 17 |

**Q8 Which consequence do you think is most effective for students who don't do homework?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  Detention | 5.88%  1 |
| –  Contact home | 5.88%  1 |
| –  Note in journal | 64.71%  11 |
| –  Nothing | 0.00%  0 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 23.53%  4 |
| Total | 17 |

**Q9 Homework should account for what total percentage of a student’s overall grade?**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  None | 17.65%  3 |
| –  0-10 percent | 35.29%  6 |
| –  11-25 percent | 35.29%  6 |
| –  26-50 percent | 5.88%  1 |
| –  51-75 percent | 0.00%  0 |
| –  76-100 percent | 0.00%  0 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 5.88%  1 |
| Total | 17 |

**Q10 What are the reasons you think as to why students might not complete their homework**

Answered: 17

| Answer Choices – | Responses – |
| --- | --- |
| –  Taken down incorrect homework information | 52.94%  9 |
| –  Didn’t have enough time | 5.88%  1 |
| –  Didn’t understand the task given | 29.41%  5 |
| –  Homework tasks were forgotten | 64.71%  11 |
| –  Absent when homework given | 47.06%  8 |
| –  [Responses](https://www.surveymonkey.com/analyze/O435ceISi4K3nGMHltKvTB_2Baup1692e_2B5byVj9n7pGg_3D)  Other (please specify) | 23.53%  4 |
| Total Respondents: 17 |  |

**Additional Responses**

Q1

* To re-enforce learning, to revise at a pace suited to individual, to acknowledge gaps in learning without embarrassment
* Homework reinforces learning.

Q4

* Practicing questions on topic we are covering
* Worksheets guided formats

**Q5**

* Prescribed twice for 2 out of 3 classes, once to allow for students to consolidate own learning
* In Art, it is dependent on themes/topics covered
* Not necessarily after every lesson but after a topic is finished
* Twice a week, small tasks and one big task
* Depends on the topic and year group

Q6

* At least five hours per week
* With Art, it doesn’t fit a daily basis
* Depends on the gap between classes and subject

Q7

* Comprehensions corrected as class activity, any questions requiring personal input-corrected individually
* Depends. Sometimes verbal checks and sometimes I look at copies
* 'Mark' as in give a mark or grade , every two weeks, but most homework is corrected in class, students sharing answers and I as teacher feeding back advice, guidance

Q8

* Note in journal initially, if little outcome-contact home
* Extra assigned work
* Note in journal to parents, but it must be read and acknowledged by parent/guardian...(note signed by parent/guardian). Most important, however, is that the student understands the value of completing the task. This might have to be teased out in a conversation between student and teacher, the most desired outcome being that the student identifies the 'answer' him/herself.
* Teacher records patterns of behaviour

1. Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated. [↑](#footnote-ref-1)
2. Under the provisions of the Education (Welfare) Act (2000) (section 22) the school’s attendance strategy should conform with the provisions stipulated. [↑](#footnote-ref-2)
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.” [↑](#footnote-ref-3)
4. 1Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated.

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

   3Section 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.”

   The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs. [↑](#footnote-ref-4)