Administration Burden

Information Requests to Irish Primary Schools

IPPN Analysis 2014

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1   INTRODUCTION

This document was prepared by IPPN and is designed to inform the Department of Education & Skills in relation to the duplication of information requests by the DES, other government departments and Education Agencies.

1.1   SCHOOL RESOURCES

As the Department will already have gleaned from interviews with the principals of 20 primary schools and 2 special schools selected to participate in its review of administration burden in schools, many schools do not enjoy the support of a full-time administrator / secretary or a dedicated office or storage space for school records. This can have a significant impact on a school's capacity to respond to and deal with requests for information. The role of Teaching Principal, where the school leader also has full-time teaching responsibilities, is particularly difficult owing to the nature of the 'dual role'. Six out of every ten principals in Ireland teach a class full-time. Teaching Principals are least likely to have administrative support, thus reducing the administrative burden is particularly important in reducing their work overload.

1.2   DESIRED APPROACH

Moving all shared information online is one crucial way to alleviate the administration burden on schools. Schools would then be in a position to maintain their school profile/pupil/staff data online centrally. Whatever agency needs to access the information to run school-related reports, collate data for aggregate reports, to grant resources, to process payments etc. could be granted access to the level of data required. The appendices provide the details of school (Appendix 1) and pupil (Appendices 2 and 3) data requested of schools and would be the minimum level of data that any new database should accommodate.

There is considerable and justifiable concern in relation to the protection of information pertaining to individuals (pupils, parents and staff). However, if other large organisations with private and confidential information can successfully operate online systems for their administrative functions, it should be possible for the Department to do the same. It will require the DES to devise online systems with robust security features including well-managed user profiles to guard against unauthorised access.

Section 1 below lists the various sections/units of the DES as well as other education agencies that seek information from schools; the type of information sought; the timing of the request and its purpose. The list is not exhaustive. Examples of ad hoc requests for information of schools that we do not envisage be captured in an online database are captured in Appendix 3 for completeness.

Appendices 1 and 2 provide some details in relation to the level of information sought by the various agencies, which will be an important input to the design of data categories and variables in an online database.

2   INFORMATION SOUGHT FROM MULTIPLE ORGANISATIONS

There is an enormous amount of duplication of information requested of schools, in relation to general categorisation information, staffing levels and types, individual children and compliance with various guidelines.

Who	What	When	Why
HSE - Local Health Centre	Lists of students and parents for Junior Infants and 6th class - For immunisation programmes they require class lists with names, dates of birth, telephone numbers and addresses of pupils.	Throughout the year	Vaccinations, hearing and vision
HSE - Dental clinic	Lists of students and parents in specific classes	Throughout the year	Screening
Child & Family Agency	Child Protection Referrals and Case Conferences : These conferences require detailed information and reports on the child	As need arises	Child Protection
	School Attendance Returns to be made on children who have missed 20 days or more from school and the reason for each individual absence. An annual return to be made by mid- July after the school is closed.	When a child has 20 days absence	Attendance tracking
	School Completion Programme – target pupil lists, numbers	As required	Attendance tracking
	Information regarding suspension and expulsion of pupils and Section 29 appeals	As required	Suspension and expulsion of pupils
	Roll Book (Leabhar Rolla): To record the name, address and registration number of each child together with a daily attendance record, a total attendance for each quarter and a total annual attendance.	Daily Quarterly Annually	DES statistics

Who	What	When	Why
DES- Statistics	**Attendance Book (Leabhar Tinrimh**): To record the total daily, weekly, monthly and yearly enrolment and attendance for each class, the average monthly, quarterly and yearly enrolment and attendance, correct to two decimal places together with the overall average attendance for the school.	Daily Weekly Monthly Annually	DES statistics. This can now be done online cf Circular 28/13.
	Annual Statistics Form: This requires information on enrolment, age of pupils, number of pupils at each age level, number of pupils in each class, number of new entrants and their source, number of school-leavers and their destination including the names of the second level schools to which they went, number and category of teachers, number of children with SEN in mainstream classes and in Special Classes, number who are integrated and with which mainstream classes, numbers in each class attending Learning Support, number of travellers and term census	Early October – based on September 30th Data	Grant calculation, DES statistics
DES - Primary Payments	Salary Returns giving information on teacher's position in the school, teacher's status etc	Annually	Confirmation of staffing
	Returns for part-time resource teachers, language support teachers	Fortnightly	Payments
	Teacher absences, principal release days, maternity leave etc.	Weekly	Online claims (OLCS) Payment of teachers
DES - Teacher Education	Summer course certificates for teachers availing of EPV days	Annually	DES Requirement
DES - Social Inclusion/ Child & Family Agency	Applications for school meals	Annually	Breakfast and lunch clubs for children who need them
DES	Teacher allocation	End of year	To confirm numbers of teachers

Who	What	When	Why
DES	STen scores	End of year	DES Statistics
DES Planning & Building Unit	Prefab replacements applications	As required	Replace prefabs
	Planning and Building of major schools projects, Minor Capital Works, Summer Works Scheme Application	As required	Grants for building works
	Emergency works applications	As required	Request for funding for school maintenance
	Furniture applications when granted new room (increasing enrolment)	When granted new room	Grant for furniture
	ICT Grant application when granted new room	When granted new room	Grant for ICT
DES - School Transport Section	Information including the ordering and distribution of bus passes for eligible pupils, informing the bus company of pupils leaving the school etc.	Termly	
DES/ERC	Form to establish the level of disadvantage in a school - requires information on the socio-economic profile of all pupils under the following headings: Parental unemployment, local authority housing, medical card, farm income supplement together with information on standardised test results in various classes	As required	DEIS programme
DES Governance Section	SNA Redundancy Forms	After notice given to SNA	When SNA made redundant
	Vacancy notification	When school becomes aware of vacancy	Panel operation
	Teacher appointment form	When teacher employed	Payment of teacher
	Learning support clusters	End of year	When a cluster is created

Who	What	When	Why
	Resource clusters	End of year / beginning of year	When cluster is created
	Application for part-time hours	End of year / beginning of year	If 5 base schools cannot accommodate hours in their allocation
	School calendar	Start of year	Request on OLCS
DES Schools Financial Section	Assistive Technology applications (3 quotes and application form)	As need arises	Purchase of assistive technology for pupils with special needs
	Application for Free Book Grant	Annually	
	Book Rental	Annually	DES Requirement
Inspectorate	Report on use of Croke Park Hours	End of year	Compliance
	Adoption of Children First, annual audit of policy	Annually	Compliance
	Information on teaching staff, position in the school and the number of teachers for diploma examination	September Prior to inspections	To plan inspections
	School calendar, break times	Annually	To plan inspections
	School Information Form	WSE	Gather information about the school
NCSE/SENO	Audit of pupils with SEN and the resources they receive, their psychological reports and other relevant reports together with letters of sanction from the DES	As required	SEN resources
	Audit of pupils who have the services of a Special Needs Assistant.	As required	SEN resources
	Resource Teacher/ SNA applications. Application for resources for pupils with low incidence SEN is made through the Special Education Needs Organiser (SENO)	Deadline varies	Apply for resource hours and SNA positions
	Transition of pupils to secondary Form	Feb / March	Transfer data to secondary schools

Who	What	When	Why
NEPS	Application is made to NEPS concerning pupils with SEN with a view to the pupil being assessed and being able to apply for resource teaching hours and/or the services of an SNA	As required	Assessments
	Parental consent forms	During assessment / review	For assessments
	Pupil standardised tests results, non-standardised tests results, class tests results	During review	School review to assess needs of school
	Critical Incident Plan Code of Behaviour	Annual Review	Compliance
Occupation Therapist	Referral forms	When referral made	Referral of child
Speech and Language Therapist	Referral forms	When referral made	Referral of child
Child and Adult Mental Health Service	Referral forms, review forms	When referral made	Referral of child
Teachers	Print of OLCS	Termly	Requirement of new circular
Substitute teachers	Maintenance of list of available substitute teachers	As required	DES requirement. Circular 31/2011 Section 5.1
Staff	Contracts	After appointment	Legislative requirement
Ancillary staff	Payslips	Weekly	Compliance
Parents	Confirmation of enrolment status to all parents – successful and unsuccessful applicants. Inform those who didn't get a place that they can appeal.	After enrolment process completed	Inform parents of enrolment
	Notification of 20 day absence	When child is absent for 20 days	Compliance
	Confirmation of previous enrolments	When need arises	To support planning permission applications
	Confirmation of children's enrolment	Communion / Confirmation time	Grants for Communion and Confirmation
	School Reports and standardised test results 2nd and 5th	End of year but before school closes	Parent information

Who	What	When	Why
Parents/Clergy	Where applicable, information on children taking sacraments and their parents	Annually	To organise ceremony/rehearsals
Patron's Office	Vacancy Notification	When school becomes aware of vacancy	Panel operation
	Appointment of a teacher	When teacher employed	Management information
	Notification to remove teacher off panel	When teacher employed	Panel operation
	Code of Behaviour Anti-Bullying Policy Enrolment Policy	When reviewed	For approval
	Garda Vetting forms	As required	Child Protection
	School statistics	Same time as Census	Statistics
	School accounts	On request	Compliance
Diocesan Advisors	Numbers of classes and names of teachers	As required	Management information
Accountant	Annual account audit	Usually in September	Legislative requirement
Revenue	RCT, P30 returns, VAT	As required	Audit of compliance
	Employers PRSI	Monthly	Payment of tax
Secondary schools	School Reports (See Appendix 2)	June	Transfer of data to secondary school
	Request for further information on children (See Appendix 2)	June	Transfer of data to secondary schools
Other Schools	Notice that child has enrolled in our school	When enrolled	Child & Family Agency (NEWB)
	School Reports of children who have transferred to another school	When enrolled	To inform new school on pupil ability
	Certificates of transfer	When child enrolled in new school	To inform old school where child has moved to

Who	What	When	Why
Local Education Centre	Teacher contact details	Start of year	So they can contact teachers about courses
	Staff lists for in-service training	Start of year	In-service training
Medmark	Referral of teacher	When need arises	Assessment of fitness to return to work
PDST	Training requirements	Annually	Professional Development
Local sporting organisations	Competition entry, student numbers in various classes	Throughout the year	Enter sporting competitions
SESS	Staff training requirements in relation to children with challenging special educational needs	When need arises	Staff training
Colleges of Education/ Third level colleges	Requests for school placement Requests from students for completion of surveys		School placement for student teachers
The Teaching Council	New Teaching Council *Guidelines for Student Placement* and the increased duration of Initial Teacher Education courses place more specific responsibilities (and information requests) on the principal and the cooperating teacher(s).	Throughout the year	School placement for student teachers

Appendix 1:   **School Information Form – developed by IPPN to enable school to manage information requests**

School Contact Details
School Roll Number
School Name
School Address (line 1)
School Address (line 2)
School Address (line 3)
School County
School Telephone Number
Official opening time
Official closing time (minimum 5h 40m after opening time)

School Infrastructure
Year of establishment of the school
Year of construction of current building
No. of non-permanent classrooms
Staffroom
Principal's Office
Administrator's Office
General Purpose Hall
PE Hall
Computer Room
Library
Medical Room
Meeting Room
No. of teachers without own teaching space

School Type
Mainstream
Special School
Mainstream with Special Classes
Types & numbers of special classes:
Autism
Speech & language disorder
Physical disability
Mild general learning disability
Other, please specify

School Classification
Scoil sa Ghaeltacht
Gaelscoil
Island School
Hospital School
Detention Centre School
Disadvantaged Status
DEIS Band 1

DEIS Band 2
DEIS Rural

RAPID area

School Structure
Vertical (Infants to 6th Class)
Junior Classes
Senior Classes

School Gender
Co-Ed
Girls
Boys
Girls with Infant Boys
Boys with Infant Girls

School Patronage
Catholic
Church of Ireland
Jewish
Methodist
Muslim
Presbyterian
An Foras Pátrúnachta
Educate Together
Multi-Denominational
Inter-Denominational (please specify)
VEC
Private
Other, please describe

Pupil Profile
No. of pupils enrolled September of last school year
Projected enrolment September of current school year
No. of Boys
No. of Girls
No. pupils with special education needs
No. Resource hours applying to pupils in Mainstream classes
No. of pupils in Special Classes
No. families in the school
No. pupils using Bus Éireann subsidised transport
No. of pupils accessing SEN transport
No. of Traveller children
No. of Newcomer/New Irish children
No. of children accessing Language Support
No. of pupils accessing Free Book Scheme
No. of pupils accessing school meals

Staff Numbers
No. of Whole-time Teaching Posts (Permanent & Temporary)
No. of Permanent Teachers
No. of Temporary Teachers
No. female teachers
No. male teachers
No. of Mainstream Class Teachers
No. of Special Class Teachers
No. of Resource Teachers for Special Education Needs (RTSEN)
No. of Learning Support Teachers (LST)
No. of Language Support Teachers
No. of shared teachers based In this school
No. of Supply Teachers
No. of Early Start Teachers
No. of Special Needs Assistants (SNA)
Secretarial Support (Full Time)
Secretarial Support (Part Time)
Secretarial Support - no. of hours per week
Caretaker/Cleaning Support (Full Time)
Caretaker/Cleaning Support (Part Time)
Caretaker/Cleaning Support - no. of hours per week
Principal / Príomhoide
Name
Mobile Tel No.
Preferred e-mail
Principal Type
Administrative Principal
Teaching Principal
Principal Status
Permanent
Acting
Year of appointment to Principalship in this school
Total no. of years experience as Principal
Deputy Principal / Príomhoide Tánaisteach
Name
Mobile Tel No.
Preferred e-mail
Deputy Principal Type
Admin Deputy Principal
Teaching Deputy Principal
Permanent Deputy Principal
Acting Deputy Principal
Year of appointment to Deputy Principal role in this school

Number of years experience as Deputy Principal	
In-School Management Team	
No. of Assistant Principals	
No. of Special Duties Teachers	

Other Useful Information
Date of last inspection / WSE by the Inspectorate
BoM Chairperson
Name
Address
Telephone
Parents' Association Chairperson
Name
Address
Telephone
Special Education Needs Organiser (SENO)
Name
Address
Telephone
Education Welfare Officer (EWO)
Name
Address
Telephone
NEPS psychologist
Name
Address
Telephone
Designated Education Centre
Name
Address
Telephone
Roinn Cigire
Name
Address
Telephone
Cigire Ceanntar
Name
Address
Telephone

Appendix 2:   NCCA Draft Transfer Materials to support the sharing of information between primary and post primary schools.

The final NCCA transfer materials and a schedule for their phased introduction are subject to approval by the Council in March 2014. The NCCA materials include:

- 6th Class Report Card (standard version) – for use from 2013-2014
- My Profile & My Child's Profile – for use from 2014-2015 (optional for 2013/2014)
- SEN Summary Form. The NCCA expect that this will not be available to schools until 2015/2016. This timing parallels the introduction by the DES of a new model for SEN support allocation in schools.

For the purposes of this Administration Burden report, the relevant forms are the 6th Class Report Card (standard version) and the SEN Summary Form.

1.   Draft 6th class report card (standard version)

Child's details	Name		Home language
Date of birth		Parent(s)/Guardian(s)	
Four reporting areas	Your child as a learner		- Interested in learning - Listens attentively - Works well independently - Works well with other children - Keeps trying even when tasks are difficult - Homework is completed to his/her ability
Your child's social and personal development			- Behaves well in class - Behaves well in the playground - Mixes well with other children - Manages and expresses own feelings well - Is sensitive to others' feelings
Your child's learning during the year	English		- Communicates with others in a clear and effective way - Understands what is said by others - Reading - Writing

Gaeilge	- Communicates with others in a clear and effective way - Understands what is said by others - Reading - Writing
Maths	- Understands and recalls facts and - procedures - Solves problems - Explains procedures and answers clearly
Science	No specified headings
History	
Geography	
Music	
Drama	
Visual arts	
PE	
SPHE	
Religious/Ethical education	
How you can further support your child's learning	Space for teacher comment
Gaeilge exemption	Yes/No
Certification date / certificate	
Standardised test score	STen score only: - Maths - English reading - Irish reading (Irish medium schools only)
Name of test used	
Attendance	….days absent out of….
Punctuality	Space for teacher comment
Teacher comments	'How you can further support your child's learning' - General comment box

2. NCCA Draft SEN Transfer Form

A revised Summary SEN Transfer Form will be made available by the NCCA when the new model of SEN allocation is introduced by the Department. They expect this to be 2015/2016. These data categories are indicative only.

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1. Assessments

(a) School assessments. Screening and/or diagnostic tests were administered. No ___ Yes ___

(b) External assessments *Consult with child's parent to access reports*

Assessment	No	Yes	Date	Assessment	No	Yes	Date
Educational psychologist				Occupational Therapy			
Clinical psychologist				Physiotherapy			
Speech and Language				Psychiatric			

2. Identified learning need(s)

(a) Special Educational Needs *Please tick where appropriate*

High Incidence:
Borderline Mild General Learning Disability ___ Specific learning disability e.g. dyslexia, dyspraxia _____

Mild General Learning Disability ___
Low Incidence:
Physical disability ___ Severe emotional disturbance __ Assessed syndrome ___ _____
Deaf/Hard of hearing ___ Moderate General Learning Disability __ Specific speech and language disorder ___

Blind/Visual impairment ___ Severe/Profound General Learning Disability __ Multiple disability __
Emotional disturbance ___ Autism/autistic spectrum disorders ___

(b) Other learning needs *Please provide details below*

While needs listed here are not categorised by the DES under either High or Low incidence, the school has provided support for the child during in-class Learning Support hours.
Literacy ___ Mild speech and language difficulties __ Exceptionally able ___
Numeracy ___ Mild social or emotional difficulties __ Other _____

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3. In-school supports *Please complete where applicable*

(a) Special Educational Needs					
High incidence		**Low incidence**		**Assistive technologies**	
Learning support		**Resource teaching**		**Special Needs Assistant**	e.g. laptop, braille, FM system, screen reader software
Purpose	**Hours**	**Purpose**	**Hours**	**Purpose**	**Hours**
Literacy Numeracy EAL __ Other* _____		Literacy Numeracy Other* _____		Significant care need arising from a: Medical condition _ Sensory impairment _ Behaviour that is a danger to the child or others _	
*e.g. Communication skills, social skills, behaviour development, life skills.					
(b) **Other learning needs** *Please provide details below.* In-class differentiation strategies ____ Other support					

Appendix 3:   Ad hoc Requests

In addition, there is a significant number of ad hoc or one-off requests for information from various agencies. It is not envisaged that these information categories be included in a central database. The information is included to provide a more rounded picture of the administration burden in primary schools.

Who	What	When	Why
Courts	Section 20 Appeal – considerable paperwork for the principal if parents bring an appeal		Parents appeal a decision to not enrol their child
Parents	Annual Report on school activities	End of year	Education Act Section 20. Optional.
Parents	Consultation on policies	As required	Partnership
Parents	School Self Evaluation Report	End of year	To keep parents informed on school priorities
Inspectorate	School Improvement Plan School Self Evaluation Report All school policies and Procedures School Register Leamhar Tinreamh monthly print offs Roll books Teacher timetables Teaching Principals – fortnightly plans, Termly/yearly plans School accounts In-school Management Meeting minutes Board of Management Meeting minutes Staff meeting minutes	Prior to WSE	Compliance
Electoral Returning Officer	School key-holder for elections	Elections	Use of school
BoM	Record of bullying incidents	As required	Bullying Reports
Student teachers	School Placement requests. Filling in of related documents. Arranging and monitoring of student placement. Meeting and reporting to visiting supervisors.	Various times	Facilitate teaching practice

Transition Year Students	Requests from students for Work Experience Placements. Supervision, monitoring and reporting on the placements.	As required	Work experience
Health and Safety Authority	Annual Audit by BoM on health & safety	Annually	Compliance
Insurance company	Record of pupil injuries	Daily	Health and Safety / Accident Reports
Discipline Reports	Record of serious misbehaviour	As required	
Juvenile Liaison Officer	Specific information about individual pupil(s)	As required	
Immigration	Confirmation of past enrolment from Foreign National Parents	As required	Verification requests
Department of Foreign Affairs	Passport Office	As required	Verification requests
Parents Council	Fundraising approval etc.	Annually	Requires BoM approval
Bus Éireann	School Calendar	End of year	

As well as the above specific requests for information, schools provide information to the following organisations on an ad hoc basis:

Education Agencies
- National Council for Curriculum & Assessment (NCCA)
- Educational Research Centre (ERC)
- Substance Misuse Prevention Programme
- Léargas, The Exchange Bureau
- National Centre for Technology in Education (NCTE)
- National Safety Council
- The Teaching Council
- The Equality Authority
- The Commission on School Accommodation
- Irish Primary Principals' Network (IPPN).

Other Parties
- Courts
- Solicitors
- Insurers
- Local authorities
- Local partnership groups
- Local churches
- Relocation facilitators
- Sporting organisations
- Media
- Returning officer
- Multiple commercial enquiries
- TDs enquiring about the enrolment of specific children.