

**Ábhar:**

**Uimhir an Chiorcláin:**  
**2210/22**

**PLEANÁIL LE HAGHAIDH FORBAIRT SCOILE-  
RIALACHÁIN & TREOIR**

**Dáta Eisiúna:**  
7 Eanáir 2011

**Spríocléitheoirí:**

- Príomhoidí agus Boird Ghobharnóirí gach scoil deontaschúnta;
- Boird Oideachais agus Leabharlann;
- Foireann Feidhmithe an Údaráis Oideachais agus Scileanna
- Comhairle na Scoileanna Caitliceacha faoi Chothabháil;
- Comhairle Thuaisceart Éireann um Oideachas Comhtháite;
- Comhairle na Gaelscolaíochta;
- Cumann na mBord Bainistíochta; agus
- Ceardchumann na Múinteoirí.

**Achoimre:**

Leagann an Ciorclán seo amach na riachtanais atá ar na Boird Ghobharnóirí i dtaca le plean forbartha scoile a ullmhú, agus athbhreithniú a dhéanamh air ó am go chéile, de réir SR 2010 Uimh. 395, Na Rialacháin Oideachais (Pleananna Forbartha Scoileanna) (Tuaisceart Éireann) 2010, a thiocfaidh i bhfeidhm ar 1 Eanáir 2011.

**Fiosrúcháin:**

Ba chóir aon fiosrúchán faoina bhfuil sa Chiorclán seo a sheoladh chuig:

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An Fhoireann um Chaighdeán agus Fheabhsú  
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**Feasacht Gobharnóirí**  
Riachtanach

**Stádas an Ábhair:**  
Eolas do scoileanna

**Cáipéisí Gaolmhara:**  
Ciorclán 2005/19

**Cáipéisí Dímholta:**  
Ciorclán 2005/19  
(le héifeacht ó Eanáir 2010)

**Dáta Éaga:**

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**Subject:**

**Circular Number:**  
**2010/22**

**SCHOOL DEVELOPMENT PLANNING –  
REGULATIONS & GUIDANCE**

**Date of Issue:**  
7 January 2011

**Audience:**

- Principals and Boards of Governors of all grant-aided schools;
- Education and Library Boards;
- Education and Skills Authority Implementation Team
- Council for Catholic Maintained Schools;
- Northern Ireland Council for Integrated Education;
- Comhairle na Gaelscolaíochta;
- Governing Bodies Association; and
- Teachers' Unions.

**Summary of Contents:**

This Circular sets out the requirements for the Boards of Governors to prepare, and periodically revise, a school development plan in accordance with SR 2010 No. 395, The Education (School Development Plans) Regulations (Northern Ireland) 2010, which come into operation on 24th January 2011.

**Enquiries:**

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**Governor Awareness**  
Essential

**Status of Contents:**  
Information for schools

**Related Documents:**  
Circular 2005/19

**Superseded Documents:**  
Circular 2005/19  
(with effect from January 2011)

**Expiry Date:**

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## **PLEANANNA FORBARTHA SCOILEANNA - RIALACHÁIN AGUS TREOIR**

### **Réamhrá**

1. Is é aidhm an Chiorcláin seo comhairle a thabhairt do scoileanna maidir le rialacháin agus treoir athbhreithnithe, ag leagan amach na riachtanais atá ar Bhoird Ghobharnóirí na scoileanna deontaschúnta plean forbartha scoile (PFS) a ullmhú agus a chothabháil.

2. Tiocfaidh na Rialacháin Oideachais (Pleananna Forbartha Scoileanna) (Tuaisceart Éireann) 2010 (arna ndéanamh faoi Airteagal 13(3) agus 90(3) den Ordú Oideachais (Tuaisceart Éireann) 1998) i bhfeidhm ar [ ] Eanáir 2010. Bainfidh na rialacháin sin le gach plean forbartha scoile arna ullmhú ón [ ] Eanáir 2011 ar aghaidh – ní gá do scoileanna athruithe láithreacha a dhéanamh ar a PFS reatha de bharr go bhfuil na rialacháin seo ag teacht i bhfeidhm. Mar sin féin, ba chóir dóibh cloí leis na riachtanais úra nuair a bheidh siad ag déanamh an chéad athbhreithnithe eile ar a PFS, ar aon dul leis na hamscálaí atá leagtha amach i Rialachán 7 (.i. i ndiaidh cigireacht scoile nó ag deireadh na tréimhse 3 bliana lena mbaineann a PFS).

### **Féinmheastóireacht agus pleanáil le haghaidh forbairt scoile i dtreo feabhsú scoileanna**

3. Is léir go bhfuil an cháipéis *Gach Scoil ina Scoil Mhaith – Beartas um Fheabhsú Scoileanna* ag leagan béime ar fhreagracht na scoile ó thaobh feabhsú scoile de. Tá sé bunaithe ar an bhonn tuisceana gurb iad na scoileanna iad féin is fearr atá ábalta réimsí feabhsúcháin a shainaithint agus athruithe a chur i bhfeidhm atá ábalta torthaí níos fearr a chruthú do dhaltaí. Féinmheabhsú marthanach an toradh atá ar fhéinmheastóireacht agus tá sé sin ag croílár an bheartais um fheabhsú scoile.

4. Ba chóir do scoileanna tabhairt faoi dhianphróiseas machnamhach féinmheastóireachta i dtaca le tréithe na scoileanna maithe atá leagtha amach in *Gach Scoil ina Scoil Mhaith*;

## **SCHOOL DEVELOPMENT PLANS – REGULATIONS AND GUIDANCE**

### **Introduction**

1. This Circular is to advise schools of revised regulations and guidance, setting out the requirements on Boards of Governors of grant-aided schools to prepare and maintain a school development plan (SDP).

2. The Education (School Development Plans) Regulations (Northern Ireland) 2010 (made under Articles 13(3) and 90(3) of the Education (Northern Ireland) Order 1998) will come into operation on 24th January 2011. They will apply to all school development plans prepared from 24th January 2011 onwards – schools do not have to make immediate changes to their current SDP as a result of these regulations taking effect. However, they should comply with the new requirements when they next come to revise their SDP in line with the timescales set out in Regulation 7 (i.e. following a school inspection or at the end of the 3 year period to which their SDP applies).

### **Self-evaluation and school development planning leading to school improvement**

3. *Every School a Good School – a Policy for School Improvement* emphasises that school improvement is first and foremost the responsibility of the school. It is based on the premise that schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils. Self-evaluation leading to sustained self-improvement is therefore at the core of the school improvement policy.

4. Schools should engage in a rigorous and reflective process of self-evaluation against the characteristics of a good school set out in *Every School a Good School*, which align to the indicators set out in the Education and

comhfhreagraíonn siad do na táscairí atá leagtha amach in Le Chéile i dTreo Feabhsúcháin, cáipéis de chuid na Cigireachta Oideachais agus Oiliúna (COO). Ba chóir go mbeadh féinmheastóireacht bunaithe ar úsáid éifeachtach sonraí feidhmíochta agus sonraí eile, lena n-áirítear fianaise chigireachta, agus trí chomhairliúchán le daltaí, tuismitheoirí agus baill foirne, le gnéithe rathúla shaol na scoile a shainiú, agus na gnéithe úd a bhfuil feabhsú de dhíth orthu. Má mheastar go bhfuil gá le bearta ina dhiaidh sin le feabhsú a chur i gcrích, ba chóir iad a chur isteach sa PFS, uirlis úsáideach le bainisteoireacht agus monatóireacht a dhéanamh ar chur i bhfeidhm na mbeart atá pleanáilte.

### **Athbhreithniú ar riachtanais phleanála le haghaidh forbairt scoile**

5. Tá ceanglas ar scoileanna PFS a ullmhú ón bhliain 1998 agus rinneadh rialacháin cheana féin sa bhliain 2005. Thug an Roinn gealltanais mar pháirt de Gach Scoil ina Scoil Mhaith go ndéanfadh sí athbhreithniú ar na riachtanais a bhaineann le pleanáil le haghaidh forbairt scoile. D'eisigh an Roinn dréacht-rialacháin le haghaidh comhairliúcháin ón 2 Feabhra go dtí an 26 Márta 2010, ag fáiltiú roimh thuairimí ó scoileanna, ó chomhlachtaí tacaíochta oideachais, ó pháirtithe leasmhara i réimse an chomhionannais agus ón Choiste Oideachais. Fuarthas 77 freagra, agus bhí an chuid ba mhó acu i bhfabhar na moltaí. Tugadh aghaidh ar na saincheisteanna a d'ardaigh na freagróirí trí obair le hathbhreithniú a dhéanamh ar na rialacháin agus le hábhar treorach tacaíochta a ullmhú. Tá achoimre ar thorthaí an chomhairliúcháin, agus freagairt na Roinne ar na saincheisteanna a ardaíodh, curtha ar fáil in Iarscríbhinn A. Tá tuairisc ar an anailís ar thorthaí an chomhairliúcháin ar fáil trí láithreán Gréasáin na Roinne.

### **Tosaíochtaí pleanála le haghaidh forbairt scoile**

6. Bhí sé mar aidhm ag príomhthosaíochtaí na Roinne agus í ag athbhreithniú na rialachán agus an ábhair threoraigh na nithe seo a leanas a chinntiú:

Training Inspectorate's (ETI) *Together Towards Improvement*. Self-evaluation should be informed by the effective use of performance and other data, including inspection evidence, and by consultation with pupils, parents and staff, to identify those aspects of school life that are successful, and those where improvement is required. The resulting actions considered necessary to effect improvement should be captured in the SDP, which will provide a useful tool to manage and monitor the implementation of planned actions.

### **Review of requirements for school development planning**

5. Schools have been required to prepare an SDP since 1998 and regulations were previously made in 2005. The Department gave a commitment as part of *Every School a Good School* to review the requirements relating to school development planning. The Department issued draft regulations for consultation from 2<sup>nd</sup> February until 26<sup>th</sup> March 2010, inviting views from schools, educational support bodies, key equality interests and the Education Committee. A total of 77 responses were received, with the majority being in favour of the proposals. The issues raised by respondents have been addressed in work to revise the regulations and to prepare supporting guidance material. A summary of the consultation findings, and the Department's response to the issues raised, is provided at Annex A. A report on the analysis of the consultation findings is available via the Department's website.

### **Priorities for school development planning**

6. The Department's key priorities in revising the regulations and guidance material have been to ensure that:

- tá fócas na pleanála le haghaidh forbairt scoile ar chaighdeán a ardú, go háirithe caighdeán ghnóthachtála na ndaltaí i litearthacht, uimhearthacht agus TFC.
- trí phleanáil le haghaidh úsáid éifeachtach acmhainní airgeadais, daonna agus eile na scoile, is féidir tacú le pleanáil le haghaidh feabhsúcháin; agus
- is féidir an próiseas féinmheastóireachta agus forbartha a bhainistiú agus soláthraíonn sé solúbthacht do scoileanna lena dtosaíochtaí féin a chinntiú.
- the focus of school development planning is on raising standards, particularly standards of pupil's achievement in literacy, numeracy and ICT.
- planning for improvement is supported by planning for the effective use of the school's financial, human and other resources; and
- the process of self-evaluation and development planning is manageable and provides flexibility for schools to determine their own priorities.

### **Pleananna Forbartha Scoileanna - Rialacháin**

#### **7. Leagann na rialacháin amach:**

- nithe ar chóir deileáil leo i bplean forbartha scoile;
- an tréimhse ina mbeidh éifeacht ag an phlean forbartha scoile;
- socruithe le haghaidh foilsiú plean forbartha scoile; agus
- socruithe le haghaidh monatóireacht agus athbhreithniú a dhéanamh ar phlean forbartha scoile.

8. Agus iad ag ullmhú agus/nó athbhreithniú phlean na scoile, caithfidh an Bord Gobharnóirí leanúint le dul i gcomhairle leis an phríomhoide, breithniú a dhéanamh ar na torthaí ó aon chigireacht a rinneadh ar an scoil, agus athbhreithniú a dhéanamh ar aon treoir atá tugtha ag an Roinn, an Bord Oideachais agus Leabharlann cuí, agus i gcás na scoileanna Caitliceacha faoi chothabháil, Comhairle na Scoileanna Caitliceacha faoi Chothabháil (CCMS).

### **Treoir faoi Phleanáil le haghaidh Forbairt Scoile**

9. Le tacú leis na rialacháin athbhreithnithe, rinne an Roinn athbhreithniú fosta ar a treoir faoi phleanáil le haghaidh forbairt scoile. Tá sé mar aidhm ag an treoir cuidiú le scoileanna de réir mar a dhéanann siad iarracht próiseas machnamhach,

### **School Development Plans – Regulations**

#### **7. The regulations continue to set out the:**

- matters to be dealt with by a school development plan;
- period for which a school development plan is to have effect;
- arrangements for the publication of a school development plan; and
- arrangements for the monitoring, review and revision of a school development plan.

8. In preparing and/or revising the school's plan, the Board of Governors must also continue to consult with the principal, consider the findings from any inspections of the school, and consider any guidance given by the Department, the relevant Education and Library Board, and in the case of Catholic maintained schools, the Council for Catholic Maintained Schools (CCMS).

### **Guidance on School Development Planning**

9. To support the revised regulations, the Department has also revised its guidance on school development planning. The guidance aims to assist schools as they seek to embed a reflective, inclusive, robust and evidence-based process of:

uileghabhálach, láidir agus ar bhonn fianaise a leabú:

- éiteas, físráiteas don scoil a leagan síos;
  - féinmheastóireacht;
  - pleanáil;
  - bearta a chur i bhfeidhm le feabhas a chur ar thorthaí na ndaltaí; agus
  - monatóireacht agus athbhreithniú a dhéanamh ar dhul chun cinn.
- setting an ethos, vision statement for the school;
  - self-evaluation;
  - planning;
  - implementing actions to bring about improvement in pupil outcomes; and
  - monitoring and reviewing progress.

10. Fanann roinnt mhaith de na príomhphrionsabail gan athrú (m.sh. feidhm an PFS, ról agus freagrachtaí, tábhacht an éitis). Mar sin féin, tá sé mar aidhm ag an treoir athbhreithnithe a bheith níos sruthlínithe agus níos soláimhsithe, agus dírithe go soiléir ar phróiseas ardchaighdeán féinmheastóireachta agus pleanáil forbartha a chur chun cinn agus a fhorbairt i ngach ceann dár scoileanna.

10. Many of the key principles remain unchanged (e.g. the purpose of the SDP, roles and responsibilities, the importance of ethos). However, the revised guidance is intended to be more streamlined and user-friendly, and clearly focused on promoting and embedding in all our schools a high-quality process of self-evaluation and development planning.

11. Sa dóigh sin, tá an treoir ábalta scoileanna a thabhairt trí thimthriall na féinmheastóireachta agus na pleanála forbartha, bunaithe ar thréithe scoile maithe. Leagann sé amach roinnt tréithe pleanála le haghaidh forbairt éifeachtach scoile, ag tarraingt ar Mheasúnú COO ar *Phleanáil le haghaidh Forbairt Scoile 2007-08*. Lena chois sin, cuireann an treoir scoileanna ar an eolas maidir leis an réimse acmhainní atá ar fáil le tacú leo ina bpleanáil forbartha, lena n-áirítear na cáipéisí athbhreithnithe *Le Chéile i dTreo Feabhsúcháin*, arna fhoilsiú ag an COO.

11. The guidance therefore takes schools through the cycle of self-evaluation and development planning, referenced to the characteristics of a good school. It sets out some characteristics of effective school development planning, drawing on the ETI's *Evaluation of School Development Planning 2007-08*. The guidance also signposts schools to the range of resources available to support them in their development planning, including the revised *Together Towards Improvement* documents published by the ETI.

## Eolas Breise

12. Tá cóipeanna den Chiorclán seo, de na rialacháin, den treoir agus de chás-staidéir ar scoileanna ina bhfuarthas samplaí de chleachtas éifeachtach de phleanáil le haghaidh forbairt scoile ar fáil trí láithreán Gréasáin na Roinne [http://www.deni.gov.uk/index/85-schools/03-schools\\_impvt\\_prog\\_pg/03-schools\\_school\\_improvement\\_programme-school\\_development\\_planning\\_pg.htm](http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-schools_school_improvement_programme-school_development_planning_pg.htm) Cuirfear líon teoranta cóipeanna den treoirleabhrán ar fáil ach iad a iarraidh ón Roinn.

## Further Information

12. Copies of this Circular, the regulations, guidance and case studies of schools found to demonstrate effective practice in school development planning are available via the Department's website at [http://www.deni.gov.uk/index/85-schools/03-schools\\_impvt\\_prog\\_pg/03-schools\\_school\\_improvement\\_programme-school\\_development\\_planning\\_pg.htm](http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-schools_school_improvement_programme-school_development_planning_pg.htm). A limited number of copies of the guidance booklet will also be made available on request from the Department.

13. Is féidir le scoileanna comhairle agus

13. Schools can also seek advice and

tacaíocht a lorg fosta maidir lena bpleanáil le haghaidh forbairt scoile óna mBord Oideachais & Leabharlann agus, i gcás scoileanna Caitliceacha faoi chothabháil, CCMS. Is féidir le scoileanna tacaíocht agus cúnamh a iarraidh ó C2k maidir le sonraí a bhainistiú agus is féidir le ceannairí scoile úsáid a bhaint as cláir forbartha cheannaireachta de chuid RTU.

support in their school development planning from their Education & Library Board and, in the case of Catholic maintained schools, CCMS. Schools can seek support and assistance from C2k on managing data and school leaders can avail of RTU's leadership development programmes.



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**LISA BOAL**

An Fhoireann um Chaighdeáin agus Fheabhsú  
Standards and Improvement Team

## Freagairt na Roinne ar Shaincheisteanna a Ardaíodh sa Chomhairliúchán

D'eisigh an Roinn dréacht-rialacháin le haghaidh comhairliúcháin ón 2 Feabhra go dtí an 26 Márta 2010 agus fuarthas freagairtí ó 77 eagraíocht agus duine aonair. Den chuid is mó, bhí na freagairtí go mór i bhfách leis na rialacháin athbhreithnithe agus d'aithin siad ról lárnach an PFS ó thaobh phleanáil na scoile uile agus fheabhsú na scoile.

Baineann na príomh-shaincheisteanna a tháinig aníos le (a) inbhainistitheacht; (b) tacaíocht agus (c) cuimsiú riachtanas úr le forbairt inbhuanaithe a chur chun cinn. Tá achoimre ghairid ar na saincheisteanna a ardaíodh agus freagairt na Roinne curtha ar fáil thíos.

### (a) Inbhainistitheacht an phróisis PFS

#### Aiseolas

Dúirt roinnt mhaith freagróirí gur gá an próiseas pleanála le haghaidh forbairt scoile a bheith simplí, soláimhsithe agus gan a bheith ró-shaintreorach nó trom. Lena chois sin, dúirt roinnt freagróirí gur chóir an Sceideal do na dréacht-rialacháin a dhéanamh ní ba shoiléire agus ba chóir iad a cheangal le *Gach Scoil ina Scoil Mhaith - Beartas le haghaidh Feabhsú Scoileanna*.

#### Freagairt

Rinne an Roinn athbhreithniú breise ar na rialacháin lena chinntiú go mbeadh ní ba mhó soiléireachta ann, le solúbthacht a thabhairt do scoileanna a gcuid tosaíochtaí féin a leagan síos, bunaithe ar a bhféinmheastóireacht, agus ceangailte le *Gach Scoil ina Scoil Mhaith*, fad is go bhfanann an fócas ar chaighdeán. Tá an liosta roimhe seo, mar a bhí leagtha amach sa Sceideal, de shaincheisteanna áirithe ar gá aghaidh a thabhairt orthu níos gairide anois agus ceangailte níos mó leis na 4 réimse in *Gach Scoil ina Scoil Mhaith*, .i. ceannaireacht, soláthar páistelárnach, teagasc agus foghlaim ar ardchaighdeán agus naisc éifeachtacha le tuismitheoirí agus

## Department's Response to Issues Raised in Consultation

The Department issued draft regulations for consultation from 2<sup>nd</sup> February until 26th March 2010 and responses were received from 77 organisations and individuals. In general, responses were broadly supportive of the revised regulations and recognised the central role of the SDP in driving whole-school planning and improvement.

The main issues arising related to (a) manageability; (b) support and (c) the inclusion of a new requirement to promote sustainable development. A brief summary of the issues raised and the Department's response is provided below.

### (a) Manageability of the SDP process

#### Feedback

Many respondents commented that the school development planning process needs to be straightforward, user-friendly and not overly prescriptive or burdensome. Some also commented that the Schedule to the draft regulations could be made clearer and should align with Every School a Good School – a policy for school improvement.

#### Response

The Department has revised the regulations further to ensure greater clarity, provide flexibility for schools to set their own priorities, based on their self-evaluation, and alignment with Every School a Good School, while retaining the focus on standards. The previous list, as set out in the Schedule, of specific issues to be addressed is now shorter and more closely linked to the 4 areas in Every School a Good School, i.e. leadership, child-centred provision, high quality teaching and learning and effective links with parents and communities.

pobail.

## **(b) Tacaíocht do ghobharnóirí agus do cheannairí scoile**

### Aiseolas

Dúirt roinnt mhaith freagróirí go raibh tacú de dhíth orthu agus iad ag ullmhú a PFS, lena n-áirítear treoir agus aiseolas do scoileanna, tacaíocht do ghobharnóirí agus tacaíocht do cheannairí agus múinteoirí scoileanna ó thaobh úsáid éifeachtach sonraí.

### Freagairt

D'ullmhaigh an Roinn treoir athbhreithnithe le tacú leis na rialacháin, a áiríonn liosta ábhar breise tacaíochta. Bhí na Boird Oideachais & Leabharlann (mar pháirt den phlean soiléir tacaíochta), ag comhoibriú, i gcás na scoileanna Caitliceacha faoi chothabháil, le CCMS, agus shainithin siad tacaíocht do phleanáil le haghaidh forbairt scoile mar pháirt lárnach dá dtacaíocht do scoileanna le haghaidh feabhsú scoileanna. Áiríonn an tacaíocht sin an caidreamh leis an Oifigeach Ceangail atá ábalta comhairle agus tacaíocht a sholáthar ó thaobh an PFS a fhorbairt, ag cinntiú an tsoláthair d'aon fhorbairt ghairmiúil agus aon riachtanais tacaíochta eile atá sainaitheanta sa phlean, agus cé a thabharfaidh aiseolas ar an PFS, go háirithe ar na spriocanna atá leagtha síos ag an scoil.

## **(c) Oideachas le haghaidh Forbairt Inbhuanaithe**

### Aiseolas

Chuir formhór na bhfreagróirí i gcoinne an mholta gur chóir riachtanas reachtúil a bheith ar scoileanna cur chun cinn na forbartha inbhuanaithe a bheith mar pháirt dá PFS. Ina áit sin, mhol freagróirí gur chóir an t-ábhar sin a fhágáil faoi na scoileanna iad féin.

### Freagairt

Tá na nithe seo a leanas curtha san áireamh ag an Roinn: na saincheistanna a ardaíodh sa chomhairliúchán, réimse na leasuithe atá á gcur i bhfeidhm ag scoileanna cheana féin, ár bhfócas soiléir ar chaighdeáin agus an dóigh a bhfuil cúrsaí airgeadais faoi láthair. Chinn an Roinn, mar sin, leanúint ar aghaidh ar bhonn neamhreachtúil – seachas

## **(b) Support for governors and school leaders**

### Feedback

Many respondents raised the need for support in preparing their SDP, including guidance and feedback for schools, support for governors and support for school leaders and teachers in the effective use of data.

### Response

The Department has prepared revised guidance in support of the regulations, which includes a list of further supporting materials. The Education & Library Boards (as part of the coherent support plan), working, in the case of Catholic maintained schools, with CCMS, have identified support for school development planning as central to their support for schools for school improvement. That support includes the relationship with the Link Officer who can provide advice and support in developing the SDP, securing the provision of any professional development and other support needs identified in the plan, and who will also provide feedback on the SDP, particularly on the targets set by the school

## **(c) Education for Sustainable Development**

### Feedback

A majority of respondents opposed the addition of a statutory requirement for schools to include the promotion of sustainable development in their SDP. Respondents instead suggested that this should be left to schools to decide.

### Response

The Department taken account of the issues raised in the consultation, the range of reforms schools are already implementing, and our clear focus on standards, and the current financial climate. The Department has therefore decided to proceed on a non-statutory basis – rather than create a statutory requirement, the Department, through the

riachtanas reachtúil a chruthú. Tríd an treoir phleanála le haghaidh forbairt scoile, tá an Roinn ag spreagadh scoileanna le breithniú a dhéanamh ar an dóigh a bhféadfaidís forbairt inbhuanaithe a chur chun cinn agus iad ag ullmhú a PFS. Sa dóigh sin, faoi na scoileanna atá sé, ag brath ar a gcuid tosaíochtaí féin, breithniú a dhéanamh ar an dóigh ar mian leo an t-ábhar sin a thabhairt ar aghaidh, ag tógáil ar an soláthar d'Oideachas le haghaidh Forbairt Inbhuanaithe (OFI) sa churaclam athbhreithnithe agus ag tarraingt ar thuairisc na COO agus ar threoir na mBord faoi chleachtas éifeachtach i dtaca le OFI a chur chun cinn.

school development planning guidance, is strongly encouraging schools to consider how they might promote sustainable development when preparing their SDP. It is therefore a matter for schools, depending on their own priorities, to consider how they might wish to take this forward, building on the provision for Education for Sustainable Development (ESD) in the revised curriculum and drawing on the ETI report and the Boards' guidance on effective practice in promoting ESD.