

Malahide Community School Pobalscoil Íosa

Principal: David Hayes

Deputy Principal: Jean-Marie Ward

Deputy Principal: Cora M. Tighe

Deputy Principal: Nicola Garvey



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Admissions Policy Malahide Community School Broomfield, Malahide Co. Dublin K36 PR28 Roll Number 91325R

School Patron(s): Dublin and Dún Laoghaire ETB and Archdiocese of Dublin

1. Introduction

This Admission Policy (the “Policy”) complies with the requirements of the Education Act 1998, the Education (Admission to Schools) Act 2018 and the Equal Status Act 2000. In drafting this Policy, the Board of Management of Malahide Community School (the “School”) has consulted with school staff, the school patrons and with parents/guardians of students attending the School.

The policy was approved by the school patrons on **[date]**. It is published on the school’s website and will be made available in hardcopy, on request, to any person who requests it. The relevant dates and timelines for the School’s admission process are set out in the school’s Annual Admission Notice which is published annually on the School’s website at least one week before the commencement of the admission process for the school year concerned.

This policy must be read in conjunction with the Annual Admission Notice for the school year concerned.

The Application Form for admission is published on the school’s website and will be made available in hardcopy on request to any person who requests it.

2. Characteristic spirit and general objectives of the school

Malahide School Community school is a co-educational, multi-denominational post-primary school under the joint patronage of the Archdiocese of Dublin and Dublin Dún Laoghaire ETB.

Community Schools provide a comprehensive system of post-primary education open to all of the children of the local community. An innovative approach to delivery of a wide-ranging curriculum contributes to the spiritual, moral, mental, physical and social well-being of students within their community. Community Schools may also provide for life-long learning within their local community through the provision of adult education programmes.

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Our school was established under the Deed of Trust and opened in 1976. In September 1953, Mrs Catherine Dowling set up the *Stella Maris School* - a secondary school for girls - in Malahide village, The school opened with 21 students at 1 Windsor Terrace, Malahide. In 1958, the Sisters of the Holy Infant Jesus (now known as the Infant Jesus Sisters) were asked by the Archbishop of Dublin to open a convent secondary school for girls at Broomfield, Malahide, the site of Malahide Community School today. The students from the Stella Maris School transferred up the hill to Broomfield and Scoil Íosa, a secondary school for girls, opened its doors for the first time to 17 female students. It was known fondly as The Holy Infant Jesus School. Mrs Dowling joined the staff and the girls' green uniforms were gradually changed to blue uniforms instead. Scoil Íosa soon outgrew its surroundings, with a junior school opening in 1959. In September 1971, the students and staff moved from the convent into a brand new building, accommodating 300 students.

As the population of Malahide grew, coupled with the success of Scoil Íosa, so too did the numbers of students increase. In 1976, Scoil Íosa Convent Secondary School for Girls, joined the Community School system and became known as Pobalscoil Íosa, Malahide Community School. Sr Kathleen Day was its first Principal. The school was officially opened by Archbishop Ryan on the 18th May, 1977. The school population at that time was just over 500. Fortunately, some of the Sisters of the Infant Jesus continued to serve as members of staff and to administrate the school for over twenty years.

Since then, Malahide Community School has grown from strength to strength, and now has over 1,200 students. Staff and students are accommodated in a bespoke new building, which was erected on the grounds in February 2007, replacing the old Scoil Íosa building. Although the Sisters of the Infant Jesus no longer have a central role in the administration of the school, it is evident that their influence is still present through the traditions and values they established.

The values of Dublin Dún Laoghaire ETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of the Archdiocese of Dublin and the congregation of the Infant Jesus Sisters are enshrined in the characteristic spirit and in the life of our school and are respected and cherished.

The core values of Malahide Community School are care, respect, community, inclusion, equality, justice and fairness. These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning. We endeavour to assist each student to reach his/her full potential in a calm, caring and creative environment.

Our values are reflected in how we live as a school community. The unique and intrinsic value of each member of the school community is recognised and respected. All are treated equally, regardless of race, gender, religion/belief, age, family status, marital status, civil status, membership of the Traveller community, sexual orientation, ability, disability or socio-economic status. All students are given equal opportunity for enrolment, in line with the Education (Admissions to School) Act (2018) construed in accordance with section 3 of the Equal Status Act 2000. Once

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enrolled, our school provides all of our students with equal opportunities to engage with the curriculum, school life and the local community.

Malahide Community School provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, culture or background. Our school promotes a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded and responsible citizens with a strong sense of shared values with a view to contributing to a just and fairer society.

Our school is multi-denominational where we welcome, respect and support students of all religions and beliefs. The provision of Religious Education, religious worship and the work of the Chaplain all combine to reflect the founding intention of the school, the school's mission statement and the needs of the students within the school. The characteristic spirit of the school finds practical expression through the provision of pastoral, liturgical and social outreach activities, as appropriate, for each student.

In Malahide Community School, we celebrate the partnership, collaboration and empathy which nurtures and develops our young people in a community where the essence of our ethos is care and respect for self, others and our environment.

School Vision:

The vision of the School aspires to engage, inspire and enthuse learners. We are a school that believes in creativity, critical thinking, communication and collaboration in order to develop an understanding of the world. We encourage lifelong learning in order to prepare the whole School community for change and innovation as 21st century learners.

Student Voice:

Students should find in our School an environment that promotes all types of abilities, talents and diversity. They should also find and develop the opportunities to make a positive contribution to their own education through their involvement and support for responsible and democratic processes and systems such as Student Voice, the Prefect system and the Student Council.

3. Admission Statement

The School will not discriminate in its admission of a student to the school on any of the following:

- a) the gender ground of the student or the applicant in respect of the student concerned,

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- b) the civil status ground of the student or the applicant in respect of the student concerned,
- c) the family status ground of the student or the applicant in respect of the student concerned,
- d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
- e) the religion ground of the student or the applicant in respect of the student concerned,
- f) the disability ground of the student or the applicant in respect of the student concerned,
- g) the ground of race of the student or the applicant in respect of the student concerned,
- h) the Traveller community ground of the student or the applicant in respect of the student concerned, or
- i) the ground that the student or the applicant in respect of the student concerned has special educational needs

As per section 61 (3) of the Education Act 1998, 'civil status ground', 'disability ground', 'discriminate', 'family status ground', 'gender ground', 'ground of race', 'religion ground', 'sexual orientation ground' and 'Traveller community ground' shall be construed in accordance with section 3 of the Equal Status Act 2000.

4. Categories of Special Educational Needs catered for in the school

The School is committed, within its limited resources, to do all that is reasonable to accommodate the needs of students with disabilities or special needs. We strive to facilitate a smooth transfer from Primary to Post-Primary education and to provide supports for these students throughout their time in the School. The School is committed to helping all students reach their full potential. Support teachers work closely with parent(s)/guardian(s), other teachers, Year Heads, Management, Career Guidance, Chaplain and outside agencies.

However, there are exemptions from the general principles of discrimination under the Equal Status Act to the extent that compliance with any of its provisions in relation to a student with a disability would, by virtue of the disability, make it impossible, or have a detrimental effect on, the provision by an educational establishment of its services to other students. We are also committed to the principle of promoting equality and prohibit any forms of discrimination

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or harassment.

5. Admission of Students

This School shall admit each student seeking admission except where

- a) the School is oversubscribed (please see [section 6](#) below for further details)
- b) a parent/guardian of a student, when required by the Principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the Code of Behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student

Application Forms for school entrance are available from the School, or through the local national schools, following the school's Open Night* as per the Annual Admission Notice.
(*Covid 19 restrictions may impact on this arrangement for 2020)

Parents/guardians must note, in a particular way, the **closing date** for receipt of completed Application Forms, Acceptance Forms and any other requested documentation.

An Open Evening is held in September/October each year, during which time, the Principal will outline the enrolment procedure. It is important for prospective parent(s)/guardian(s) to attend this meeting.

The fully completed Application Form should be signed and submitted to the School Office by 16:00 on the closing date which is noted on the Application Form and the Annual Admission Notice and agreed by the Board of Management (BOM) each year. Applications received after that date will be considered late for whatever reason and will only be considered after all other applicants have been processed. Please note: Proof of Postage will not be accepted as Proof of Receipt. It is therefore advised that Application Forms are hand delivered. Posted Application Forms must be accompanied by a phone call in advance of the deadline, to confirm receipt of same.

Parent(s) / Guardian(s) applying for enrolment in the school must fill out the appropriate school Application Form and provide proof of address in the form of 2 original and current utility bills e.g. Electricity, Gas, Phone (landline only) etc. (please see Section 6 note 4 below). **Providing false information will automatically disqualify applicants from the process.**

6. Oversubscription

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In the event that the school is oversubscribed, the School will, when deciding on applications for admission, apply the following selection criteria in the order listed below to those applications that are received within the timeline for receipt of applications as set out in the school's Annual Admission Notice:

1. Children whose parent's / guardian's principal private residence is in the School's catchment area, who are attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II or Scoil an Duinnínigh primary schools and who have siblings currently attending the School. ("Sibling" shall be defined as "any brother or sister, or step brother or sister, of any child attending, or who will be attending the school during the proposed academic year of entry".)
2. Children of teachers (for the purposes of the Admission Policy a 'teacher' shall be defined as those registered with the Teaching Council and who are currently contracted by the Board of Management of the School, teaching in the day school, in a PWT/CID/FT or equivalent capacity), and ancillary staff (for the purposes of the Enrolment Policy, 'ancillary staff' are defined as those people who are directly paid employees of the Board of Management of the School and who are currently employed in the day school on an ongoing and non-temporary basis by the Board).
3. Subject to a maximum *25% of the enrolment figure, children whose parent's/guardian's principal private residence is in the School catchment area, who are attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II or Scoil an Duinnínigh primary schools and whose parent(s) / guardian(s) completed their post-primary education in the School to either Intermediate/Junior Certificate and/or Leaving Certificate level. If necessary, proof of attendance at Malahide Community School and/or certification will rest with the parent/guardian (*Should the number of children falling into this category exceed the maximum *25% of the enrolment figure, a lottery will be held. Children whose names are not drawn in the lottery will be placed in category 4*).
4. Children whose parent's/guardian's principal private residence is in the School's catchment area and who are attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II or Scoil an Duinnínigh primary schools.
5. Children whose parent's/guardian's principal private residence is in the the School catchment area, but who are not attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II or Scoil an Duinnínigh primary schools.

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6. Children attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II or Scoil an Duinnínigh primary schools, whose parent's/guardian's principal private residence is outside the catchment area and who have siblings currently attending the School.
7. Children whose parent's/guardian's principal private residence is outside the catchment area with siblings attending the School.
8. Any other applications received before the deadline as notified in the Annual Admission Notice.
9. Applications received after the date set out for submission of applications in the Annual Admission Notice.

Note 1: If there are insufficient places available to meet demand in a particular category, it may be necessary to allocate those places on the basis of an independently adjudicated draw. (This process will be explained at the school's Open Night).

Note 2: The Deed of Trust for Community Schools places particular emphasis on the provision for children "in the locality". With that in mind, students from the Malahide area, as specified in the map of our catchment area, are catered for as a priority, with applications from neighbouring areas being considered on the basis of the places we have available.

Consequently, we require accurate information from parent(s)/guardian(s) as to the location of their principal private residence, at the time of application. False or misleading information, up to and including the date of commencement, will invalidate an application. A map of the catchment area is available on the school's website www.malahidecs.ie and also at the school's office.

Note 3: The parent's/guardian's principal private residence must be a home owned by the parent/guardian or a rental property with a minimum 1 year Residential Tenancy Agreement.

Note 4: The Board of Management reserves the right to verify the information provided by the parent(s)/guardian(s). Where an issue arises in relation to the residence status of a child applying in any particular year, it will be the responsibility of the parent/guardian to satisfy the Principal/Board of that status to the Principal's/Board's satisfaction. Additional documentation may include, but is not limited to: Correspondence from an Irish State Agency e.g. Child Benefit correspondence, Local Property Tax correspondence, and / or Mortgage Documents, Residential Tenancy Agreements (or equivalent) etc.

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7. What will not be considered or taken into account

In accordance with section 62(7)(e) of the Education Act, the school will not consider or take into account any of the following in deciding on applications for admission or when placing a student on a waiting list for admission to the school:

- a) a student's prior attendance at a pre-school or pre-school service, including naíonraí, other than in relation to a student's prior attendance at: (I) an early intervention class, or (II) an early start pre-school, specified in a list published by the Minister from time to time;
- b) the payment of fees or contributions (howsoever described) to the school;
- c) a student's academic ability, skills or aptitude;
- d) the occupation, financial status, academic ability, skills or aptitude of a student's parents;
- e) a requirement that a student, or his or her parents/guardians attend an interview, open day or other meeting as a condition of admission. (Please note that the Assessment Day is held in January each year, details of which will be published on the School's website. It is strongly recommended, but not obligatory, that students attend the Assessment Day);
- f) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school; (other than, in the case of the school wishing to include a selection criteria based on (1) siblings of a student attending or having attended the school and/or (2) parents or guardians of a student having attended the school.

In relation to (2) parents and guardians having attended, a school may only apply this criteria to a maximum of 25% of the available spaces as set out in the school's annual admission notice).

- g) the date and time on which an application for admission was received by the school, (this is subject to the application being received at any time during the period specified for receiving applications set out in the Annual Admission Notice of the school for the school year concerned).

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8. Decisions on applications

All decisions on applications for admission to the School will be based on the following:

- Our school's Admission Policy
- The school's Annual Admission Notice (where applicable)
- The information provided by the applicant in the school's official Application Form received during the period specified in our Annual Admission Notice for receiving applications

(Please see [section 15](#) below in relation to applications received outside of the admissions period and [section 16](#) below in relation to applications for places in years other than the intake group.)

Selection criteria that are not included in our school Admission Policy will not be used to make a decision on an application for a place in our school.

9. Notifying applicants of decisions

As soon as is practicable, the Board of Management will make a decision in respect of the applications concerned and inform parent(s)/guardian(s), in writing, to the address specified on the Application Form, within the timeline outlined in the Annual Admissions Notice.

Due to the large number of applications received, we regularly have to disappoint some applicants. To ensure fair distribution of places, we require parents/guardians to act with integrity. **Parents/Guardians who provide false or misleading information (e.g. use an address which is not their principal private residence at the time of application) will render their applications null and void.**

If a student is not offered a place in our School, the reasons why they were not offered a place will be communicated in writing to the applicant, including, where applicable, details of the student's ranking against the selection criteria and details of the student's place on the waiting list for the school year concerned.

Applicants will be informed of the right to seek a review/right of appeal of the School's decision (see [section 18](#) below for further details).

10. Acceptance of an offer of a place by an applicant

In accepting an offer of admission from the School, you must indicate:

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- a) whether or not you have accepted an offer of admission for another school or schools. If you have accepted such an offer, you must also provide details of the offer or offers concerned and
- b) whether or not you have applied for and are awaiting confirmation of an offer of admission from another school or schools, and if so, you must provide details of the other school or schools concerned.
- c) Parents/guardians who accept a place in the School must familiarise themselves with our Admission Policy and our Admissions Criteria as well as the school's Code of Behaviour. Parents/guardians must sign that they have read our Code of Behaviour and support the school in its implementation. The Code of Behaviour can be found on the school website www.malahidecs.ie. A copy will be sent to all parent(s)/guardian(s) when a place is being offered.

11. Circumstances in which offers may not be made or may be withdrawn

An offer of admission may not be made or may be withdrawn by the School where:

- a) it is established that information contained in the application is false or misleading.
- b) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the Annual Admission Notice of the school.
- c) the parent/guardian of a student, when required by the Principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the Code of Behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student; or
- d) the parent/guardian has failed to comply with the requirements of 'acceptance of an offer' as set out in section 10 above.

12. Sharing of Data with other schools

Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of certain information between schools in order to facilitate the efficient admission of students.

13. Waiting list in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to the School were

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unsuccessful due to the School being oversubscribed will be compiled and will remain valid for the school year in which admission is being sought.

Placement on the waiting list of the School is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

Offers of any subsequent places that become available for and during the school year in relation to which admission is being sought will be made to those students on the waiting list, in accordance with the order of priority in relation to which the students have been placed on the list.

14. Late Applications

All applications for admission received after the closing date as outlined in the Annual Admission Notice will be considered and decided upon in accordance with our School's Admission Policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

15. Procedures for admission of students to other years and during the school year

The Board of Management will make every reasonable effort to facilitate a student seeking a transfer to the School. The School will consider requests for admission in other years and during the school year, subject to the maximum number of places prescribed and ratified by the Board of Management for each year group.

In the event of oversubscription to other years and during the school year, priority will be given to applicants as per our Selection Criteria (see section 6) and, if necessary, should a place become available, a lottery will be used to separate applicants of equal standing.

Where a place is not available, a waiting list is maintained based upon our Selection Criteria. This waiting list ceases at the end of each academic year. Unsuccessful applicants are required to reapply at the beginning of the next academic year.

As soon as possible after enrolling a student from another second-level school, we will inform the Principal of the previous school of the enrolment.

16. Declaration in relation to the non-charging of fees

The School or any persons acting on its behalf will not charge fees for or seek payment or

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contributions (howsoever described) as a condition of:

- a) an application for admission of a student to the school, or
- b) the admission or continued enrolment of a student in the school.

17. Arrangements regarding students not attending religious instruction

Malahide Community School offers Religious Education in all year groups as it promotes the holistic development of students and can contribute positively to their wellbeing in line with the principles of the Junior Cycle and Senior Cycle Frameworks and in the spirit of the Deed of Trust. It facilitates the intellectual, social, emotional, spiritual values and moral development of students and encourages respect for all members of our school communities. In addition, Religious Education supports the 'multi-denominational' aspect of our school's ethos as it provides opportunities for students to engage with questions around their own religious or non-religious beliefs and those of their peers.

In this context, it is important to understand the distinction between '*Religious Education*' and '*Religious Instruction*':

- *Religious Education* is open to all students regardless of their commitment to any particular religion or worldview. It seeks to contribute to the spiritual and moral development of all students equally.
- *Religious Instruction* is instruction in accordance with the rites, practices and teachings of a particular religion or denomination for students of that religious tradition.

Given that Religious Education, as distinct from Religious Instruction, is timetabled across our school at all levels, the legal requirement to advise of the option to opt-out of Religious Instruction does not arise.

(We are providing this clarification with regards to section 17, *Arrangements regarding students not attending Religious Instruction*, of the Department of Education and Skills Template Admissions Policy because Malahide Community School offers Religious Education as distinct from Religious Instruction.)

18. Reviews/appeals

The parent(s)/guardian(s) of the student, or in the case of a student who has reached the age of 18 years, the student, may request the Board to review a decision to refuse admission. Such requests must be made in accordance with Section 29C of the Education Act 1998.

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The timeline within which such a review must be requested and the other requirements applicable to such reviews are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

The Board of Management will conduct such reviews in accordance with the requirements of the procedures determined under Section 29B and with section 29C of the Education Act 1998.

Note: Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998.

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998.

Right of appeal

Under Section 29 of the Education Act 1998, the parent(s)/guardian(s) of the student, or in the case of a student who has reached the age of 18 years, the student may appeal a decision of this school to refuse admission.

An appeal may be made under Section 29 (1)(c)(i) of the Education Act 1998 where the refusal to admit was due to the school being oversubscribed.

An appeal may be made under Section 29 (1)(c)(ii) of the Education Act 1998 where the refusal to admit was due a reason other than the school being oversubscribed.

Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the Board of Management **prior to making an appeal** under section 29 of the Education Act 1998. (See Review of decisions by the Board of Management.)

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998. (See Review of decisions by the Board of Management.)

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Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education and Skills.

The timeline within which such an appeal must be made and the other requirements applicable to such appeals are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.