



An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency

Statement of Strategy for School Attendance

Name of school	St. Mary's Boys' National School
Address	Ferrybank, Waterford
Roll Number	18235D
The school's vision and values in relation to attendance	Our vision for our school is that children will develop a sense of personal responsibility and an appreciation of the importance of punctuality and regular attendance in achieving their full potential as learners and individuals.
The school's high expectations around attendance	St. Mary's Boys' National School recognises the importance of high attendance and the positive impact it has on teaching, learning and on enabling pupils to reach their full potential. Our school encourages a culture of high expectations among all staff, students and parents around attendance.
How attendance will be monitored	<p>St. Mary's Boys' National School uses "Aladdin" (an electronic on-line system) to monitor attendance records in our school.</p> <p>Attendance will be taken on a daily basis in accordance with Rule 55 ("School Hours, School Meetings, Roll-Call") in the Rules for National Schools 1965. "Roll-call shall be completed not later than 60 minutes after the time fixed for the commencement of formal instruction at the school meeting".</p> <p>The school will keep accurate records for all student absences and failure to attend.</p> <p>Through the Aladdin System our school can capture, measure and analyse school wide attendance and also track individual patterns.</p> <p>The principal and the class teachers share the responsibility for monitoring and analysing attendance patterns.</p>
<p>Summary of the main elements of the school's approach to attendance:</p> <ul style="list-style-type: none"> • Target setting and targets • The whole-school approach • Promoting good attendance 	<p>Target setting and targets:</p> <ul style="list-style-type: none"> • To monitor attendance levels and patterns. • To ensure accurate and consistent approach to recording attendance. • To reduce unnecessary absences due to family holidays.

<ul style="list-style-type: none"> • Responding to poor attendance 	<ul style="list-style-type: none"> • To reduce unnecessary absenteeism. • To clarify all matters regarding attendance for all the school community (parents, pupils and staff). <p>The Whole School Approach</p> <ul style="list-style-type: none"> • School ethos, policies and practices work consistently together to support good attendance. • Attendance is a regular part of development planning. • There is a consistent approach to attendance by management and staff. • Parents and students have opportunities to contribute to and take appropriate responsibility for attendance. • Staff are given opportunities to focus on attendance to update their knowledge about effective practice and share expertise. <p>Promoting good attendance</p> <ul style="list-style-type: none"> • General awareness raising and setting high expectations e.g. discussion at parent-teacher meetings, highlight the importance at school enrolment meetings, positive affirmation when roll is being taken, records of attendance in student's school reports, records of attendance in a student's Education Passport. • Involving parents in high expectations e.g. high levels of parental involvement in all aspects of school life, involving parents in decision making. • Providing support programmes to enhance attendance e.g. art, music, drama and sporting activities, Green Schools initiatives, SPHE programmes. • Reward Systems e.g. Attendance certificates. • Building community support for attendance through links with other schools and community groups e.g. local secondary schools, local GAA club, Green Schools Programme, Swimming Pool, local principal's network to share practice and experience, joint school holiday planning to support attendance from families with children attending different local schools. <p>Responding to poor attendance</p> <ul style="list-style-type: none"> • Working with groups or individuals who may need additional support. • Tailoring whole school approaches to group or individual needs. • Engaging in early dialogue with parents and students. • Using internal school processes to provide individualised support. • Using school led multi agency support processes.
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	<ul style="list-style-type: none"> • Referral to Tusla’s Educational Welfare Services. • Re-engaging students.
School roles in relation to attendance	<p>School Principal</p> <ul style="list-style-type: none"> • Provides leadership for the creation of a school ethos and climate that is supportive of high levels of engagement and attendance. • Leads on the review and implementation of the school’s Attendance Strategy. • Puts arrangements in place for monitoring and evaluating the implementation of the school’s Attendance Strategy. • Provides opportunities for staff to engage actively with the development and monitoring of the school’s Attendance Strategy. • Initiates links with other schools and relevant bodies on school attendance issues. • Notifies Tusla’s Educational Welfare Services and the relevant EWO of particular problems in relation to attendance. • Furnishes pertinent attendance documentation to officers of relevant government departments. <p>Teachers</p> <ul style="list-style-type: none"> • Provide a classroom climate and classroom management that support participation and engagement especially with students who may be at risk of poor attendance. • Actively use the school’s Attendance strategy to promote attendance. • Set high expectations for punctuality and attendance in their classrooms. • To agree punctuality and attendance standards with students as part of classroom rules. • Set example by their own punctuality. • To ensure attendance data are recorded accurately and reviewed in line with school procedures. • Alert relevant staff if there are concerns about student absences. • Support the attendance plan for students who have difficulty in attending school on a regular basis. • To support students on return when they have missed periods of schooling. <p>Parents</p> <ul style="list-style-type: none"> • To set high standards for their child in relation to attendance and punctuality. • Engage with the school if there is a problem about their child’s attendance and support plans to address the problem.

	<ul style="list-style-type: none"> • Ensure that their child regularly attends and arrives at school on time. • Avoid taking their child out of class unless there is a serious reason. • Avoid taking their child on holidays during term time.
Partnership arrangements (parents, students, other schools, youth and community groups)	The school maintains communication with local pre-schools and second-level schools in order to make the transition for pupils as easy as possible. Dialogue between St. Mary's and Our Lady of Good Counsel National Schools takes place annually to plan the school calendar.
How the Statement of Strategy will be monitored	The Statement of Strategy will be monitored on an annual basis by principal and staff. Formal end of year review of the Statement of Strategy by Board of Management. An update on attendance will be included at each Board of Management Meeting.
Review process and date for review	The Statement of Strategy on School attendance will be reviewed annually.
Date the Statement of Strategy was approved by the Board of Management	26 th November 2019
Date the Statement of Strategy submitted to Tusla	27 th November 2019.