

Statement of Strategy for School Attendance Joint Strategy

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| Name of school | Sunday's Well G.N.S. & Sunday's Well BNS |
| Address | Blarney Road, Cork |
| Roll Number | 02707F & 01197D |
| The school's vision and values in relation to attendance | The school proactively seeks to maintain a supportive, positive environment in which all stakeholders are aware of the personal and academic benefits of excellent school attendance. |
| The school's high expectations around attendance | The school supports all initiatives which promote and affirm excellent attendance. All stakeholders are made aware of the value which the school places on regular school attendance and the means by which school attendance is monitored on an ongoing basis. |
| How attendance will be monitored | Attendance is electronically recorded on Aladdin, on a daily basis, not later than 40 minutes after 9.10am. (Primary Circular 11/95) Late comers and early leavers are recorded on Aladdin on a daily basis |
| Summary of the main elements of the school's approach to attendance: <ul style="list-style-type: none"> • Target setting and targets • The whole-school approach • Promoting good attendance • Responding to poor attendance | <p>Target setting and targets:</p> <p>Cognisant that attendance is one of the key themes of DEIS planning in primary schools, the school regularly set targets aimed at improving pupil attendance. These targets are always clear, realistic and measurable and are based on analysis of attendance records over previous years. A variety of targets is used, as and when appropriate. The targets for the academic year 2017/2018 are as follows:</p> <ul style="list-style-type: none"> • To reduce the total number of students who are absent for 20 days or more in the school year • To reduce absenteeism by 2% • To reduce the number of pupils absent on Mondays. <p>Whole school approach:</p> |

The whole school approach around the implementation of the School Attendance Strategy is underpinned and informed by the following aims:

- To raise all school community stakeholders' awareness and understanding of the personal and academic benefits of good school attendance and the negative impact of poor school attendance.
- To ensure that all members of our school communities are cognisant of school policies and practices around curricular delivery, behaviour management, school closures and expectations re school attendance and punctuality time-keeping.
- To establish and maintain supportive school/pupil/family relationships.
- To identify, at an early stage, the pupils who are at risk of developing poor attendance patterns and to promptly implement effective, evidence-based interventions aimed at ameliorating these pupils' attendance.
- To establish and maintain a positive school climate in which pupils are actively encouraged to fully participate in the life of the school.
- To promote and establish contacts with local schools, sporting and cultural clubs, youth clubs etc. with a view to widening and enriching the range of activities offered by our schools and to grow a sense of connectedness between our school communities and the locality in which our schools are situated.
- To identify, and remove, in so far as possible, any obstacles to pupils' school attendance.
- To work collaboratively with all relevant outside agencies including SCP (School Completion Programme), TUSLA, HSE, NEPS etc.
- To affirm and reward pupils with good school attendance patterns.

- To ensure compliance with the requirements of all relevant legislation including the Education Welfare ACT 2000 and the Education Act 1998. Records are kept in line with DES circular 11/95.
- To ensure that all pupils are accurately registered in our schools' databases and that all pupils' attendance is recorded daily.
- To support the implementation of a robust recording system around pupil attendance.
- To ensure that school ethos, policies and practices work consistently together to support good attendance.
- To ensure that regular opportunities are provided to staff members to broaden their knowledge re research and best practice around promoting good attendance.

Promoting good attendance:

The school pro-actively promotes good attendance by:

- Fostering and maintaining an inclusive, supportive school climate in which all stake-holders feel valued.
- Working with all members of the school community around raising awareness with the importance of regular school attendance.
- Supporting the Parents' Association in its efforts to involve parents/guardians in school life.
- Distributing Tulsa's Educational Welfare Services' leaflet entitled *Don't let your child miss out*
- Positively affirming attendance when the roll is being taken.
- Holding attendance drives which acknowledge and award students/classes with good attendance.
- Giving regular updates on the school's attendance in the school newsletter and/or website. Rewarding good attendance through certificates, prizes, extra break time, and time off homework etc.
- Building community support for regular school attendance through links with other schools and community groups.

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| | <p>Working collaboratively with relevant professionals from outside agencies including EWB, HSE, and NEPS etc.</p> <p>School Responses to Absences: All members of the school community receive written communication on school practice around responding to absences. This communication refers to the following:</p> <ul style="list-style-type: none"> • The school’s obligation regarding reporting and referral of students to the Educational Welfare Services of Tusla-Child and Family Agency • The school will telephone and/or write to parents to advice of concerns about the child’s attendance. This is done on a case by case basis, following in-school discussion by the school’s Attendance Team which includes Principal, Deputy Principal and Home School Community Liaison(HSCL) • Appropriate interventions to support students with poor attendance are provided within the school. These pro-active and positive interventions are spearheaded by the Principal/Deputy Principal, HSCL, SCP personnel. Support from HSE, NEPS, and other outside agencies is accessed when the need arises. • Regular meetings are also held with the school Attendance Team and the Educational Welfare Officer (EWO) and members of the School Completion Programme (SCP). • The school will inform the EWO if <ul style="list-style-type: none"> -a child has missed more than 20 days -a child is suspended -a child is expelled |
| <p>School roles in relation to attendance</p> | <p><u>School roles in relation to attendance:</u></p> <ul style="list-style-type: none"> • Our Boards of Management have the overall responsibility for the preparation of our schools’ Attendance Policy/Statement of Strategy. It is the responsibility of the boards to ensure that all measures require promoting and supporting attendance, in line with the School Attendance Guidelines, are in place and set out in the Attendance Policy/Statement of Strategy. • As school leaders, it is the responsibility of the principals, under the direction of their Boards of Management to lead and guide the work involved in the implementation of the Attendance Policy/Statement of Strategy. |

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| | <ul style="list-style-type: none"> • Teachers, along with other staff members who are actively part of the school community, are encouraged to bring their professional expertise, experience and insight to bear on the implementation of our schools' Attendance Policy/Statement of Strategy. • Students are made aware of the importance of regular school attendance. They are consistently encouraged to take responsibility and ownership around their school attendance. • Parents are regularly reminded of the importance of regular school attendance and of their role and responsibility around supporting their child's attendance. • The Educational Welfare Officer (EWO) can advise our Boards of Management about their responsibilities under the Education Welfare Act 2000 and about best policy and practice in the implementation of School Attendance Policy/Statement of Strategy. |
| Partnership arrangements (parents, students, other schools, youth and community groups) | <p>The school provides support programmes geared towards the needs of the schools' students and parents. These programmes include:</p> <ul style="list-style-type: none"> • Breakfast and After-school supports through SCP • After-school Club • Art, music, drama and sports activities • Technology projects • Leadership development programmes including pupil participation in initiatives such as Green Schools, Active Schools etc. • Mentoring support • Building links with other schools, youth agencies/clubs, neighbourhood organisations and local businesses. • Working with a range of agencies including but not limited to NEPS, NBSS, NCSE, HSE, SCP, and Tusla. |
| How the Statement of Strategy will be monitored | The Statement of Strategy will be closely monitored on an ongoing basis. The principals, deputy principals and HSC teacher will work collaboratively on same. |
| Review process and date for review | <p>The review process is</p> <ul style="list-style-type: none"> - Monthly between HSC / DP/Principals to monitor attendance |

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| | <ul style="list-style-type: none"> - Quarterly through assessing returns for TUSLA - Annually in June to assess effectiveness of strategy components and set up strategy for coming academic year |
| Date the Statement of Strategy was approved by the Board of Management | 25 th September 2017 |
| Date the Statement of Strategy submitted to Tusla | 28 th September 2017 |