

## Statement of Strategy for School Attendance

Name of school	Coláiste Phobal Ros Cré / Roscrea Community College
Address	Corville Road, Roscrea, Co. Tipperary E53 V449
Roll Number	76069P
The school's vision and values in relation to attendance	The Board of Management and staff of Coláiste Phobal Ros Cré are committed to providing a positive school atmosphere which is conducive to promoting good school attendance
The school's high expectations around attendance	<p>The vast majority of students of Coláiste Phobal Ros Cré are punctual and are excellent attenders.</p> <p>The management and staff hope to promote co-operation among students, parents/guardians and staff in maintaining the current level of attendance and punctuality throughout the school year whilst endeavouring to increase it.</p>
How attendance will be monitored	<p>Procedures for recording attendance are as follows:</p> <ul style="list-style-type: none"> <li>· Each subject teacher has responsibility for recording attendance in their classes at each class</li> <li>· Class attendance is recorded daily on VSWare and/or in Teachers' Diaries</li> <li>· Attendance is reviewed weekly by Year Heads.</li> </ul> <p>The Attendance Officer / Year Head records explained and unexplained absences.</p> <ul style="list-style-type: none"> <li>· The Attendance Officer monitors attendance and             <ul style="list-style-type: none"> <li>➤ Informs parents after 5 and 10-day absences</li> <li>➤ Notify the Deputy Principal of concerns regarding the attendance of any child and/or when the child reaches 20 days absence.</li> </ul> </li> </ul> <p>Reporting to the EWS</p> <ul style="list-style-type: none"> <li>· The Attendance Officer and Principal reports to the EWS as required by Túsla and also completes an Annual Attendance Report</li> </ul>

	<ul style="list-style-type: none"> <li>• The Deputy Principal reviews annual school attendance statistics and compares them with previous years to identify patterns of poor attendance.</li> </ul>
<p>Summary of the main elements of the school's approach to attendance:</p> <ul style="list-style-type: none"> <li>• Target setting and targets</li> <li>• The whole-school approach</li> <li>• Promoting good attendance</li> <li>• Responding to poor attendance</li> </ul>	<p><b>Targets for School Attendance</b></p> <ul style="list-style-type: none"> <li>• To raise awareness of attendance among management, staff, students and parents.</li> <li>• To raise awareness of the vital role parents play in their child's school attendance.</li> <li>• To enhance the school's capacity to manage attendance data by utilising a computerised system (<i>VSWare</i>)</li> <li>• To put in place strategies to ensure the early detection and correction of patterns of poor attendance.</li> <li>• To develop suitable intervention strategies to support individual students with poor attendance and their parents.</li> <li>• To further develop working partnerships between the school and other relevant agencies and services. <ul style="list-style-type: none"> <li>- Maintain accuracy and efficiency of roll call data.</li> </ul> </li> </ul>

### **Whole School Approach**

- The Board of Management has ultimate responsibility for the promotion and monitoring of attendance in the school.
- Management and staff work as a team with consistent approach to attendance.
- Parents and students have opportunities to contribute to and take appropriate responsibility for attendance strategy.

### **Strategies for promoting good school attendance**

#### **1. Raising Awareness of Attendance**

The school recognises the importance of raising awareness about the importance of attendance.

- The Principal addresses the importance of good attendance at the initial meeting for new parents.
- Attendance is discussed at Board of Management, Staff, Parent Association and Student Council meetings and parent-teacher meetings.
- Class tutors provide positive affirmation of full attendance each month.
- Parents receive an update of their child's attendance in each school report.
- Records of attendance are provided on pupil end of year reports

#### **2. Involving Parents in Setting High Expectations for Attendance**

The school recognises that parental involvement is of paramount importance to students' well-being and success in school generally and in particular their attendance at school. Parental involvement is fostered by;

- Regular communication between parents and the school
- Parental involvement in school life e.g. attendance at concerts, school events and parent teacher meetings.
- An active Parent Association which all parents are encouraged to join
- Opportunities for parents to review proposed policies

In addition to this;

- The calendar for the coming year is published annually in June and a copy is posted to all parents with the end of year reports. Parents are encouraged to plan holidays and family events around school closures.
- The school highlights to parents how missed days can have a negative effect on the student's achievement and thus cause stress.

### 3. Providing Support Programmes to Enhance Attendance

The school endeavours to provide support programmes to promote attendance;

- Enrichment and sporting activities are provided. Enrichment and sporting activities are both co-curricular (e.g. school choir) and extra-curricular (Gaelic football, hurling, camogie, badminton and the Active Flag programme).
- Pupils are given opportunities to participate in decision making and to assume leadership roles in the school e.g. the Student Council, The Green Schools Committee.
- Individual and group programmes to support pupils in their social, emotional and personal development are

delivered, where appropriate e.g. Alert and Friends for Life programmes

#### 4. Building Linkages with other Schools, Youth Organisations and Local Organisations

The school fosters links with other schools in the area, youth organisations and any local organisations whose work could encourage participation and attendance;

- Working with local primary schools to identify pupils transitioning to our school who may need additional supports
- Working with other post-primary schools to support attendance in transition from one post-primary to our post-primary school.

#### **Responding to Poor Attendance.**

##### 1. Monitoring attendance

- The attendance rates of individual pupils will be monitored by the Attendance Officer in consultation with the class tutor in the first instance.
- Parents will be informed when their child has been absent for 5 days.
- Parents will be informed when their child has been absent for 10 days.
- Emerging patterns of poor attendance are monitored by the Deputy Principal/Attendance Officer, weekly and annually to identify class-groups or sub-groups of students in need of support.

##### 2. Tailoring whole-school approaches to group or individual needs

The school identifies and supports students who may need additional support including pupils with special educational needs, students with health needs, students who have

experienced bullying, students experiencing emotional or behavioural difficulties.

- Internal communication procedures are in place to inform teachers of pupils who may need additional support.

- The school curriculum, insofar as is practicable, is flexible and relevant to the needs of the individual child.

- The school promotes development of good self-concept and self-worth in the children.

- Support for pupils who have special educational needs are in place in accordance with Department of Education & Skills guidelines.

### 3. Engaging in early dialogue

- School staff make every effort to engage in early dialogue with parents and students on attendance both informally and formally e.g. highlighting attendance patterns during Parent Teacher meetings.

- Parents are informed by the school when their child has been absent for 5 and then 10 days.

- Parents are invited to meet with the Principal/Deputy Principal/Year Head to formally discuss concerns about pupil absences and to put in place strategies to improve pupil attendance.

- Pupils with a poor attendance record will, insofar as is practical, be supported in an effort to improve their attendance.

- The school will, insofar as is practical, respond to underlying reasons for non-attendance e.g. sickness, bullying, inappropriate curriculum.

### 4. Using school-led multi-agency support process

- The school consults with the National Educational Psychological Service (N.E.P.S.) and relevant external personnel who have a particular expertise to support students, families and the school with poor attendance.

	<ul style="list-style-type: none"> <li>· The school works with social and child support services including Tusla – Child and Family Agency and the Child and Adolescent Mental Health Services (CAMHS) as well as child welfare organisations such as Barnardos and North Tipperary Parent Support group</li> <li>· The school fosters strong links with local and community organisations that provide support to young people and their families in the area including Limerick Youth Services, Pieta House.</li> </ul> <p>5. Referral to Tusla’s Educational Welfare Service</p> <ul style="list-style-type: none"> <li>· The school complies fully with reporting procedures to TUSLA and liaises with the education welfare officer when necessary. Details of reporting procedures are set out in the school Attendance Policy.</li> </ul>
<p>School roles in relation to attendance</p>	<p><i>The Board of Management will</i></p> <ul style="list-style-type: none"> <li>· Play an active role in reviewing and developing the Statement of Strategy.</li> <li>· Ensure that all the measures required to promote and support attendance, in line with the School Attendance Guidelines, are in place and set out in the Statement of Strategy.</li> <li>· Approve the Statement of Strategy and submit it to Tusla’s Education Welfare Service</li> </ul> <p><i>The School Principal will</i></p> <ul style="list-style-type: none"> <li>· Lead and guide the work on the Statement of Strategy.</li> <li>· Promote the importance of good school attendance among pupils, parents and staff.</li> <li>· Ensure that the school register of pupils is maintained in accordance with regulations.</li> <li>· Make every effort to ensure that school identifies and supports students who may need additional support e.g. pupils with Special Needs.</li> <li>· Engage in early dialogue with parents and students on attendance, both informally and formally, e.g. by</li> </ul>

highlighting attendance patterns during Parent Teacher meetings.

- Inform parents when their child has been absent for 5 and 10 days.
- Make every effort to implement support strategies for pupils with poor attendance in conjunction with class teachers, support staff and other agencies.
- Consult with the National Educational Psychological Service (N.E.P.S.) and relevant external personnel who have a particular expertise to support students with poor attendance, when appropriate.
- Consult welfare organisations such as Barnardos, when appropriate.
- Comply with reporting procedures to TUSLA and liaise with the education welfare officer when necessary
- Inform parents of a decision to contact the Education Welfare Officer of concerns regarding a pupil's attendance and/or when a pupil has missed 20 days.
- Foster links with other schools in the area, youth organisations and any local organisations whose work could encourage participation and attendance.

*The Principal/Deputy Principal will*

- Meet with parents to formally discuss concerns about pupil absences and to put in place strategies to improve pupil attendance, when a child has been absent for 10 days.
- Compile absences for entry into the Tusla's computerised returns.
- Work closely with the Year Head in monitoring attendance and in devising ongoing strategies to promote good attendance.
- Monitor the compilation of the monthly attendance record in pupil homework journals.
- Investigate and promote strategies to minimise the transmission of common illnesses within the school.



- Investigate and distribute guidance for parents and staff on school absences arising from common illnesses.

*Class Teachers will*

- Bring their professional expertise and insight to bear on the preparation of the Statement of Strategy.
- Maintain accurate class attendance records and record late arrivals and early departures.
- Keep a record of explained and unexplained absences.
- Encourage pupils to attend regularly and punctually.
- Engage in early dialogue with parents and students on attendance, both informally and formally, e.g. by highlighting attendance issues during Parent Teacher meetings.
- Inform the Principal of concerns they may have regarding the attendance of any pupil.
- Make every effort to implement support strategies for pupils with poor attendance in conjunction with the school principal, deputy principal and other support staff.

*Parents will*

- Ensure regular and punctual school attendance.
- Make sure their children understand that parents support and approve of school attendance.
- Ensure, insofar as is possible, that children's appointments (dentist etc.), are arranged for times outside of school hours
- Notify the school if their children cannot attend for any reason.
- Inform the school in writing of the reasons for absence from school.

	<ul style="list-style-type: none"> <li>· Show an interest in their children’s school day and their children’s homework.</li> <li>· Encourage children to participate in school activities.</li> <li>· Praise and encourage their children’s achievements.</li> <li>· Instil in their children a positive self-concept and a positive sense of self-worth.</li> <li>· Contact the school immediately if they have concerns about absence or other related school matters.</li> <li>· Work with the school and Education Welfare service to resolve any attendance problems.</li> </ul> <p><i>Pupils will</i></p> <ul style="list-style-type: none"> <li>· Attend school regularly and punctually.</li> <li>· Inform staff if there is a problem that may lead to their absence.</li> <li>· Show absence notes from parents to their class teacher promptly.</li> <li>· Pass school correspondence to their parents on the specified day.</li> </ul>
Partnership arrangements.	<p>This strategy was developed and approved by the management of Coláiste Phobal Ros Cré.</p> <p>Staff, pupils and parents/guardians were consulted in the process of devising the Strategy for Attendance.</p>
How the Statement of Strategy will be monitored	<ul style="list-style-type: none"> <li>· Attendance figures will be analysed at the end of each term/ annually and compared with attendance of previous school years</li> <li>· The number of pupils referred to the Education Welfare Officer will be monitored and compared to previous years.</li> <li>· Attendance for individual pupils with poor attendance, will be monitored and compared to previous years.</li> <li>· The number of absences due to pupil illness will be reviewed.</li> </ul>

	<ul style="list-style-type: none"> <li>The average number of absences per pupil will be compared to previous years.</li> </ul>
Review process and date for review	The Strategy will be reviewed annually at the May meeting of the Board of Management.
Date the Statement of Strategy was approved by the Board of Management	25 January 2018
Date the Statement of Strategy submitted to Tusla	26 January 2018