

Statement of Strategy for School Attendance

Name of school	Convent Primary School
Address	Bathview Mallow Co Cork P51D958
Roll Number	16159D
The school's vision and values in relation to attendance	<p>Vision and Values</p> <p>In keeping with the spirit of our Mission Statement, "Our school has a Catholic ethos that is inspired by the Mercy philosophy of education which is "committed to the holistic development and the achievement of the full potential of each student". At the Convent Primary School, we recognise that a direct correlation exists between regular school attendance and pupil attainment. Therefore, we endeavour to encourage and promote good attendance and punctuality and to build a culture of high expectations for each student's learning, participation and attendance.</p> <p>Aims</p> <p>The attendance strategy for Convent Primary School Mallow has the following aims:</p> <ul style="list-style-type: none"> • To foster an appreciation of learning • To promote positive attitudes to learning • To encourage pupils to attend school regularly and punctually. • To share the promotion of school attendance amongst all in the school community. • To inform the school community of its role and responsibility as outlined in the Act. • To identify pupils who may be at risk of developing school attendance problems. • To identify pupils who are regularly absent on Mondays and Fridays • To identify pupils at risk of leaving school early • To ensure that the school has procedures in place to promote attendance/participation. • To develop, subject to available resources, links between the school and the families of children who may be at risk of developing attendance problems. • To identify and remove, insofar as is practicable, obstacles to school attendance. • To comply with current legislation i.e. Education welfare act 2002 • To continue to support current good practice in relation to encouraging school attendance. • To comply with reporting procedures as laid down by educational welfare services/ child and family agency/ tusla.
The school's high expectations around attendance	<p>Expectations Around Attendance</p> <p>The Convent Primary School endeavours to enable every pupil to actively participate in all school activities. Regular attendance helps to create a stable learning environment for all pupils, and the school hopes to promote co-operation among pupils, parents/guardians and staff in maintaining a high level of regular attendance through the school year.</p> <p>The Convent Primary School aims:</p> <ul style="list-style-type: none"> • To raise awareness of the importance of regular school attendance. • To identify pupils at risk of leaving school early. • To promote and to foster positive attitudes to learning. • To ensure compliance with the requirements of the relevant legislation.

	<p>Under the Education (Welfare) Act, 2000, parents are responsible for making sure their child receives an education. In this regard, the Board of Management of the Convent Primary School has high expectations regarding attendance and punctuality. Parents are strongly advised not take their children out of school for holidays during term time. Holidays should be taken during the allocated holiday time as outlined in the school calendar.</p> <p>The Board of Management acknowledges that there are cases where a child has a genuine reason for absenteeism, including; illness, urgent family reasons, expulsion, suspension, or transfer to another school.</p>
<p>How attendance will be monitored</p>	<p>How Attendance is Monitored</p> <ul style="list-style-type: none"> • The school attendance of individual pupils is recorded on the school's online administrative system, Aladdin. • Class attendance data is recorded daily in the Leabhar Tinrimh/Attendance Book on Aladdin. • The annual attendance of each individual pupil is recorded in the Clár Leabhar/Register on Aladdin. • If a pupil does not attend on a day when the school is open for instruction, his/her non-attendance will be recorded by the class teacher or by the parent/guardian using the Aladdin Connect app. • Any pupil not present will be marked absent for the day. A note from parents/guardians is required to explain each absence. Records are kept on Aladdin by the class teacher. Alternatively, Parents/Guardians submit the absence reason on the Aladdin Connect app. • Parents/Guardians must also provide a note if a child departs early during the school day and sign the Pupil Sign Out book in the reception area. Parents/Guardians can submit the reason on the Aladdin Connect app also. • Parents/guardians are made aware of the requirements of Tusla particularly the bylaw relating to absences of more than 20 days per school year. This information is detailed in the Information Booklet, which the Parents/Guardians receive on enrolment of their child. <p>How Punctuality is Monitored</p> <ul style="list-style-type: none"> • School begins at 9am. All pupils and staff members are expected to be on time. • All pupils arriving late to school will be recorded on the Aladdin system. This will be inputted by the class teacher on their respective Aladdin system. • The school will contact parents/guardians in the event of children being consistently late. • The school principal is obliged, under the Education Welfare Act, to report children who are persistently late to TUSLA. <p>School Approach to Communicating Pupil Absenteeism</p> <p>Tusla Education Support Services (TESS)</p> <p>TESS is furnished with the total attendances in the school year through the Annual Report Form which is completed on-line.</p> <p>The Education Welfare Officer is informed if:</p> <ul style="list-style-type: none"> • A child is expelled • A child is suspended • A child has missed more than 20 days. <p>School attendance statistics are reported as appropriate to:</p> <ul style="list-style-type: none"> • The Education Welfare Board. • The Education Welfare Officer • The Board of Management

	<p>Parents/Guardians</p> <p>Parents/Guardians can access information about their child’s attendance on their Aladdin Connect App. They are informed in writing on the end of year report of the total number of absences during the school year. Pupils whose non-attendance is a concern are informed of the school’s concerns during parent teacher meetings.</p> <p>Parents/Guardians are contacted by the school about their child’s attendance as outlined in the table below.</p> <table><tr><th><i>Absence</i></th><th><i>Mode of Communication</i></th><th><i>Information to be communicated</i></th></tr><tr><td>10 days</td><td>Aladdin Text message</td><td><ul style="list-style-type: none">• Number days of absence reached• Reminder of school’s expectations and attendance procedures.</td></tr><tr><td>15 days</td><td>Aladdin Text message</td><td><ul style="list-style-type: none">• Number days of absence reached• Support offered• Reminder of school’s attendance expectations and procedures.</td></tr><tr><td>20 days</td><td>Aladdin Text message Letter and meeting with principal</td><td><ul style="list-style-type: none">• Number days of absence stated• Support offered• Reminder of school’s attendance expectations and procedures.</td></tr></table> <p>Pupils Transferring Schools</p> <p>In keeping with Section 20 of the Education Welfare Act, 2000, when a child transfers to the Convent Primary School, confirmation of transfer will be communicated to the child’s previous school via POD and appropriate records including attendance records will be sought from the previous school.</p> <p>When a child transfers from the Convent Primary School, confirmation of transfer will be communicated to the child’s new school via POD and appropriate records sent including attendance records to the new school.</p>	<i>Absence</i>	<i>Mode of Communication</i>	<i>Information to be communicated</i>	10 days	Aladdin Text message	<ul style="list-style-type: none">• Number days of absence reached• Reminder of school’s expectations and attendance procedures.	15 days	Aladdin Text message	<ul style="list-style-type: none">• Number days of absence reached• Support offered• Reminder of school’s attendance expectations and procedures.	20 days	Aladdin Text message Letter and meeting with principal	<ul style="list-style-type: none">• Number days of absence stated• Support offered• Reminder of school’s attendance expectations and procedures.
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<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• Responding to poor attendance	<p>Target Setting and Targets</p> <p>The following data was collected from a review of the attendance figures for the previous three school years:</p> <p>2022/2023 School Year</p> <ul style="list-style-type: none">• The average attendance in the 2022/2023 school year was 89%.• 31.7% of pupils missed more than 20 days in the school year.• The month with the lowest attendance was June (83.7%). <p>2023/2024 School Year</p> <ul style="list-style-type: none">• The average attendance in the 2023/2024 school year was 87.6%.• 33.5% of pupils missed more than 20 days in the school year.• The month with the lowest attendance was June (87.6%). <p>2024/2025 School Year</p> <ul style="list-style-type: none">• The average attendance in the 2024/2025 school year was 90.4%.• 23.8% of pupils missed more than 20 days in the school year.• The month with the lowest attendance was June (84%)												

Targets for 2026/2027 to 2028/2029

Following a review of these statistics, we have set the following targets for the next three school years:

- To increase the current average yearly attendance (90.4%) to 93% by 2028/2029.
- To reduce the percentage of pupils who miss 20 or more days in a school year by less than 2% each year for the next three school years i.e. 2026/2027, 2027/2028 and 2028/2029.
- To increase attendance in June to 90% over the next three school years i.e. 2026/2027, 2027/2028 and 2028/2029.

Whole School Strategies to Promote Attendance

- The Convent Primary School endeavours to create a safe, welcoming environment for our pupils and their parents/guardians.
- Parents/guardians are consulted in drafting and reviewing policies with the aim of promoting a high-level of co-operation among the school community.
- The teaching staff collaborates in the planning and implementation of the primary school curriculum, so as to provide a stimulating learning environment for all pupils.
- Teachers are vigilant with regard to early identification of “risk students”. Risk students can be categorised as those who miss more than 5 days in a 20-day period without an accompanying note of explanation from parents/guardians. Appropriate contact takes place between the school and parents/guardians either via a phone call or a message on Aladdin when this occurs.
- A meeting between Parents/Guardians and the Principal maybe set up if deemed necessary.
- Absences of more than 20 days are automatically referred to the Education Welfare Officer.
- New entrants and their parents/guardians are invited to engage in an induction process, through which the school’s policies and procedures in relation to attendance are explained.
- There is a focus on the value of regular attendance and on the importance of developing good attendance habits from enrolment onwards.
- The calendar for the coming school year is published annually in Term 2 on Aladdin along with school closures when they arise. The calendar is available on the school website. Calendar of events and school closures on Aladdin. It is hoped that this approach will enable parents/guardians to plan family events around school closures, thus minimising the chances of non-attendance related to family holidays during the school term.

Promoting Good Attendance

The following are strategies employed by the school to promote good school attendance;

- Promoting a positive learning environment
- Promoting a school culture where every child feels valued, trusted and respected facilitating children to have a voice in school matters
- Staff on duty meet and greet with families in the yard every morning
- Our school therapy dog meets and greets pupils in the morning.
- Discussion about attendance at PTA meetings, annual parent-teacher meetings, class meetings at the start of the year and information evenings with new Parents/Guardians.
- Regular updates on the school’s attendance or punctuality in the school social media/newsletter/other mediums of communication
- Positive affirmation of attendance when the roll is being taken
- Highlight the importance of attendance during school assemblies

	<ul style="list-style-type: none"> • Record of attendance in pupil's annual school report • Provision of an after-school homework club. • Provision of extra-curricular activities after school • Provision of extra-curricular activities during the school day throughout the school year, e.g. GAA training, Gymnastics, rugby, chess • Raising awareness of the importance of school attendance • Raising everyone's expectations of our school attendance • Early identification of children at risk of poor attendance • Identifying and removing, insofar as is practicable, obstacles to school attendance <p>Responding to poor attendance</p> <p>The Board of Management acknowledges that despite the best efforts of the school and of families, some pupils will need extra support to prevent patterns of poor attendance developing. The following are strategies employed by the school to respond 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/Guardians and students • Using internal school processes to provide individualised support • Using school-led, multi-agency support processes • Referral to Tusla's Educational Welfare Services
School roles in relation to attendance	<p>Parents/Guardians/Carers</p> <p>Parents/Guardians/Carers are expected to:</p> <ul style="list-style-type: none"> • 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 • 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 • Notifying the School if their children cannot attend for any reason. • Working with the Education Welfare Services/ Child and Family Agency/Tusla to resolve any attendance problems. • Making sure their children understand that parents/guardians support/approve of school attendance. • Showing an interest in their children's school day and their children's homework. • Encouraging them to participate in school activities. • Praising and encouraging their children's achievements. • Instilling in their children, a positive self-concept and a positive sense of self-worth. • Informing the class teacher in writing of the reasons for absence on their child's return to school. • Ensuring, insofar as is possible, that children's appointments (with dentists, etc.), are arranged for times outside of school hours. • Contacting the school immediately, if they have concerns about absence or other related school matters. • Notifying, in writing, the school if their child/children, particularly children in more junior classes, are to be collected by someone not known to the teacher. • To have the clear responsibility to ensure their child/children attend school regularly and punctually.

	<p>Class Teacher The class teacher will:</p> <ul style="list-style-type: none"> • Monitor attendance in the first instance • Allocate 10 minutes on the class timetable for the Roll. • Take the roll each day at 10am. • Maintain pupil's attendance on Aladdin in accordance with correct procedure. • Record late arrivals. • Make every effort to resolve the attendance issue of a pupil. • Encourage pupils to attend regularly and punctually. • Notify the Principal of concerns they may have regarding the attendance of any pupil. • Inform a new teacher of any concerns regarding attendance when classes move on. • From September 2015 onwards-Complete Pre-Referral Checklist and Referral Form as laid down by the Education Welfare Services/ Child and Family Agency/Tusla if there are serious concerns regarding a child's attendance. • Report pupil's attendance on End of Year Report on day the report is posted. <p>School Principal The School Principal will:-</p> <ul style="list-style-type: none"> • Ensure that the school register of pupils is maintained in accordance with regulations. • The Principal has responsibility for maintaining the Leabhair Tinreamh. • The Principal makes returns to NEWB. • Inform the Education Welfare Services/ Child and Family Agency/ Tusla; • If a pupil is not attending school regularly or the school has concerns regarding a pupil's absences. • School is following TUSLA procedures in relation to school absence. Referral to TUSLA when a pupil has been absent for 20 or more days during the course of a school year. • If a pupil has been suspended for a period of six or more days. • When a pupil's name is removed from the school register. • Inform Parents/Guardians of a decision to contact the Education Welfare Services/ Child and Family Agency/ Tusla of concerns regarding a pupil. • From September 2015 onwards-Complete the Referral form to be forwarded to the Education Welfare Services/ Child and Family Agency/ Tusla once pre-referral checklist has been completed if there are serious concerns regarding a child's attendance. • Insofar as is practicable, promote the importance of good school attendance among pupils, Parents/Guardians and staff. <p>School Secretary</p> <ul style="list-style-type: none"> • To ensure that pupils are registered accurately and efficiently on Aladdin and POD. • To maintain accurate information regarding Pupils on Aladdin and POD. • To input attendance data from Class Teachers when necessary. • To administer the signing in and out of students.
Partnership arrangements (parents, students, other schools, youth and community groups)	Section 22 (2)(c) of the Education Welfare Act, 2000, requires that schools make every effort to engage with families when attendance problems emerge and work collaboratively with them to try to understand the in school and/or out-of-school factors influencing attendance.

	Families may be supported by the Class Teacher, the Principal, Deputy- Principal, Principal, SET/SEN Team and the school may offer a differentiated curriculum to certain targeted students. The school may seek the assistance of the local Education Welfare Officer, National Educational Psychological Service (NEPS), the National Council for Special Education (NCSE), the Health Service Executive (HSE), the Child and Adolescent Mental Health Services (CAMHS), Barnardo's, Túsła – The Child and Family Agency, local community groups and any other organisation which may be of assistance.
How the Statement of Strategy will be monitored	<ul style="list-style-type: none"> • This statement will be monitored and evaluated at regular Staff and BOM meetings. • Pupil attendance is monitored by the class teachers, Principal and BOM.
Review process and date for review	This statement will be reviewed in Term 2 in the 2028/2029 School Year unless an earlier review is warranted.
Date the Statement of Strategy was approved by the Board of Management	24 th February 2026
Date the Statement of Strategy submitted to Túsła	10 th March 2026