"Great oaks from little acorns grow"

Park National School,

Park, Youghal, Co. Cork.

Tel: 024 97282

email:parknationalschool@gmail.com

www.parkns.ie

Uimhir Rolla: 17794L

Name of school	Park National School
Address	Park, Youghal, Co. Cork. P36Ck76.
Roll Number	17794L
The school's vision and values in relation to attendance	Park National School seeks to promote and support all aspects of the children's wellbeing as a core value of our ethos. We strive to ensure that all our students can flourish in an environment that is nurturing, supportive and progressive. We believe that there is a clear and direct link between regular school attendance and pupil progress. We recognise the importance of parents/guardians, school staff and our school community working together to achieve optimal attendance for each child in our care.
The school's high expectations around attendance	Attendance is crucial to effective learning and the continuity of learning experiences. Therefore, the school places great emphasis on regular attendance in communications with parents and pupils. The Board of Management wishes to promote and encourage regular attendance as an essential factor in our pupils' learning. We expect children to have full attendance at school unless they are ill or have medical appointments. We fully understand that there may also be urgent family reasons why a child cannot attend school, especially in the case of bereavement and endeavour to offer our support in these instances.
How attendance will be monitored	Attendance will be monitored using the electronic Aladdin system. This is the responsibility of class teachers, the deputy principal and principal. Late attendance and early leaving will also be recorded on the Aladdin system. A sign in/sign out book will be used for recording late attendance and early leaving from school and requires completion by a parent/guardian.
Summary of the main elements of the school's approach to attendance: • Target setting and targets	The Board of Management, staff, students, parent body and wider community of Park NS work in partnership to create a school culture that is welcoming, nurturing and inclusive. The BOM directs energy and available resources towards maintaining and improving our school

• The whole-school approach • Promoting good attendance • Responding to poor attendance	building and the general school environment. This in turn creates a positive backdrop for school attendance The Parents' Association support the work of the school throughout the year and provide additional funding and opportunities for students which enhance their wellbeing. As a staff we strive to provide a supportive learning environment in which all students are respected and valued and in which cognisance is taken of their learning needs. Students in Park NS enjoy a broad and balanced curriculum. Provision is made for a wide range of co-curricular and extra-curricular activities. The Active Schools and Green Schools committee offer opportunities for students to express their views regarding enhancing the school climate. These opportunities impact positively on pupil engagement and can in turn have a positive effect on attendance. Supportive parish and community links further enhance the experience of Park students and their families which is a positive factor in school attendance. We recognise the link between regular, punctual attendance and the wellbeing of our students and engage in positive strategies such as: • Providing a safe, secure, welcoming and enriching learning environment for all students • Identifying early and responding to differing learning needs sensitively • Resourcing additional learning materials and supports for some children • Communicating openly and sensitively with parents if there are areas of concern • Staff members at each entrance to meet and greet students by name each morning and to facilitate any students experiencing anxiety leaving a parent/ guardian in a sensitive and needs-based manner. • Class teachers facilitate a calm and welcoming reception time by setting up play, reading or other activities and chatting informally to the children until formal teaching time begins.
School roles in relation to attendance	**All school staff members have an input into the implementation of the school attendance policy.** Class Teachers (supported by SET and SNAs where applicable), are responsible for daily recording of attendance on the Aladdin system. It is also the responsibility of class teachers to: • Establish a positive class environment that supports participation and engagement, being particularly mindful of pupils who may be at risk of poor attendance. • Actively use the school's Attendance Strategy • Set high expectations around attendance and punctuality using supportive, inclusive and encouraging language • Ensure attendance and punctuality data is recorded accurately and reviewed in line with school procedures

	• Alert relevant staff (Principal/ Deputy Principal) if there are concerns around student absences Support the attendance plan for students who have difficulty attending school on a regular basis • Support students on return when they have missed periods of schooling (Class teachers, SET, SNAs) • Liaise with class teachers and parents/ guardians when issues around attendance arise and introduce attendance support strategies on a case by case basis • Monitor attendance through the Aladdin system • The principal and deputy principal are responsible for making returns to Túsla Child and Family Agency • Liaise with TESS personnel when necessary Class teachers, SET and SNAs liaise to ensure that homework requirements are tailored to the capabilities of children who may struggle with independent work and therefore experience anxiety around homework • Monthly assemblies promote the importance of regular attendance and punctuality in positive and supportive language. Children also learn what is happening throughout the school and of upcoming whole-school events • Positive achievements, kind behaviour and improved behaviour are noted and celebrated at assembly • Accurate and efficient daily recording of attendance and punctuality data at designated time as a whole-class interaction (in English or as Gaeilge) • Attendance and punctuality are discussed at Parent/Teacher meetings • Matters relating to school hours, attendance and punctuality are addressed in the induction meeting for parents of new Junior Infants and published on the school website. • The school calendar for the coming year is agreed by staff as early as possible and published on the school website. This gives parents/ guardians an opportunity to plan holidays and family breaks accordingly. The school urges parents not to take holidays during term time. • The school informs parents/guardians that standardised testing requires careful timetabling and the deployment of support staff. We ask parents to avoid arranging holidays during the period of standardised testing as rescheduling tests puts a strain on available teaching resources. Standardised testing takes place early in Term 3 each year depending on where Easter break falls. Standardised testing is spread over several weeks.
Partnership arrangements (parents, students, other schools, youth and community groups)	We recognise parents/ guardians as being the primary educators of their children and their important role in ensuring attendance at school. We seek to act in partnership with parents/ guardians to promote and sustain regular attendance at school.

	In line with Túsla's guidelines for school (p.44), parents/ guardians are expected to: • Display positive attitudes towards school and the school community • Set high standards for their children in relation to attendance and punctuality • Engage with the school if there is an issue around attendance and work in partnership with the school to achieve a solution that supports the wellbeing of their child • Discuss planned absences with the school • Avoid taking family holidays during term time if possible • Arrange for non-essential appointments to take place outside of school hours • Notify the school if their child, particularly in junior classes, is to be collected by a person not known to the teacher • Note the reasons for absence from school using the Aladdin Connect system. This will replace the previous system of emailing/ telephoning the school.
Punctuality	Park NS is open to receive pupils from 8.50am. Formal instruction begins at 9.00am. This period is known as Reception Time. It is very important that children arrive in to class before 9.00am as reception time allows children to settle in, interact with their teacher, SNA and friends, and to engage in play, drawing or reading activities. While we recognise the challenges around punctuality and that exceptional circumstances may arise, in general the school expects that: • Pupils and staff members are punctual for school • Class teachers record late arrivals through the Aladdin system • Class teachers contact parents/guardians in the case of a pupil who is consistently late • Class teachers notify the Principal/ Deputy Principal of their concerns
Recording and reporting attendance	Roll call is taken by class teachers at 9.30am and recorded on the Aladdin system. A child who is not present by this time will be marked absent. If a pupil arrives after roll call the teacher will record it on Aladdin. The parent/guardian of an absent child will receive a text when their child has missed a total of 10 or 15 days of absence. The reason for the child's absence can be provided through a written note in the pupil's school journal or through an email or written note • Attendance data is monitored by the Class Teacher, Principal and Deputy Principal and submitted to Tusla annually. • Parents/ Guardians are made aware of the requirements of the Education Welfare Act, particularly the byelaw relating to absences of more than 20 days per year. • Parents/ Guardians of a child whose attendance is of concern are invited to meet with the principal to discuss the issue and to work in partnership to find a solution which prioritises the wellbeing of the student.

	• The school is obliged to inform the Education Welfare Officer in writing of any child who has been absent for 20 days or more in a school year, where attendance is irregular, where a child has been removed from the school register or where a child has been expelled or suspended from school for a period of 6 days or more. • Each child's attendance record is documented on their annual summer report. Punctuality is also included.
Role of Tusla/EWO	Túsla Child and Family agency is informed if: • A child is expelled or suspended for 6 days or more • A child has been absent from school for 20 days or more
Communication with other schools	Under section 20 of the Education (Welfare) Act 2000, the principal of a child's current school must inform the principal of the child's previous school, via POD (Primary Online Database), that the child is now registered in their school. • When a principal receives notification that a student has been registered in another school they must notify the principal of the new school of any problems regarding attendance and of such matters relating to the student's educational needs as considered appropriate. This applies to students who transfer between primary schools and to those who transfer from primary to second-level education. • When a student transfers into Park NS, confirmation of transfer will be communicated to their previous school via POD, and appropriate records sought
Communication with parents/guardians	• Parents/Guardians are made aware of the requirements of Túsla Child and Family Agency, particularly the by-law relating to absences of more than 20 days per school year. • When a child has been absent for 10/15 days within a school year, parents/guardians will receive a notification via Aladdin alerting them to the fact and that their child is approaching 20 days absence. • Class teachers and the principal communicate directly regarding absence rates of concern • Parents/Guardians are responsible for communicating the reason for their child's absence in writing through the journal or email/note.
How the Statement of Strategy will be monitored	The success of the Strategy for School Attendance will be measured through: • Accurate data including absence reasons available to the principal and deputy principal on Aladdin • Children's positive dispositions toward attendance and punctuality • Positive working relationships between home and school in finding solutions to problems around attendance and punctuality • Teacher observations and reports
Review process and date for review	Every 2 years or as required if sooner
Date the Statement of Strategy was approved by the Board of Management	Pat Curran 11-3-25

Date the Statement of Strategy submitted to Tusla	