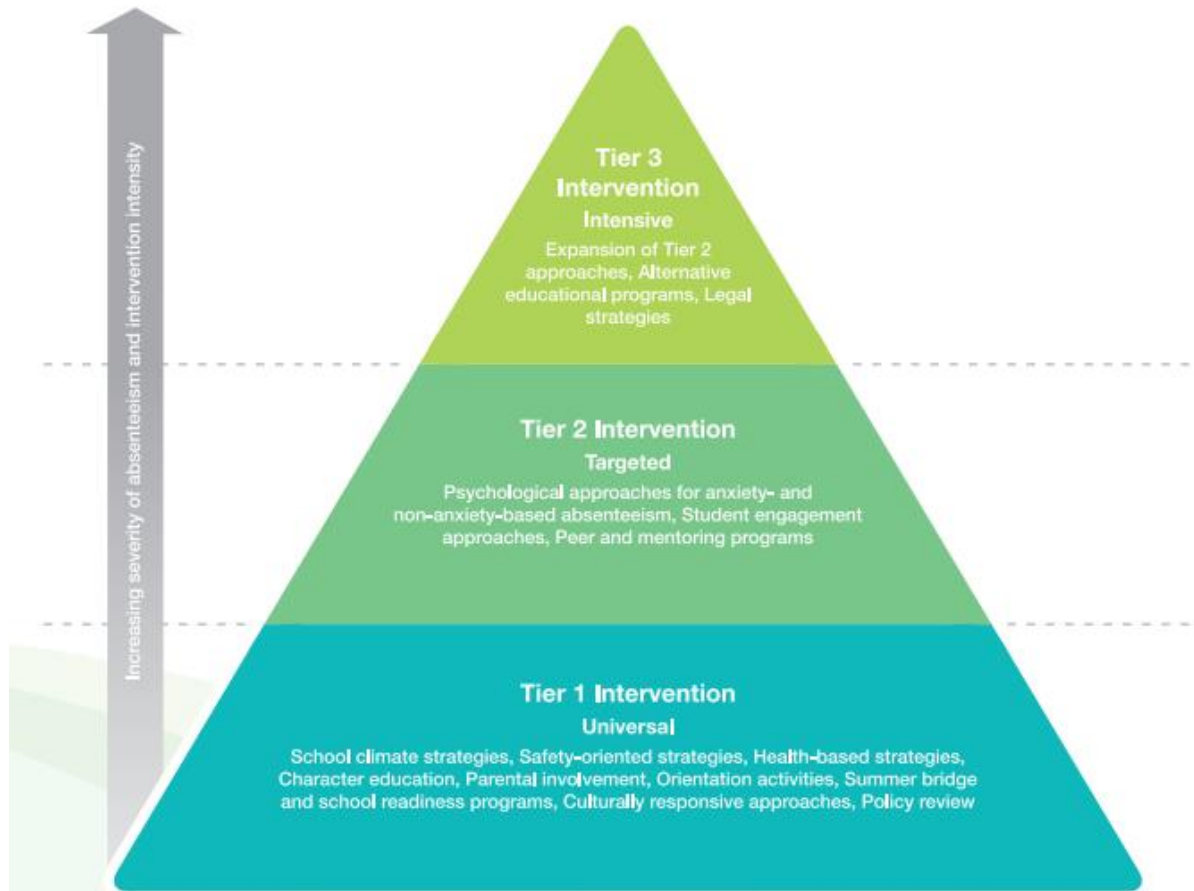


## Template for the Statement of Strategy for School Attendance

Name of school	Maynooth Post Primary School
Address	Maynooth Education Campus, Mariavilla, Maynooth, Co. Kildare
Roll Number	70700A
The school's vision and values in relation to attendance	Maynooth Post Primary's vision is built on our core values of respect, community and care & the school aims to create a school environment that supports participation and engagement for all our students, and especially amongst students who may be at risk of poor attendance.
The school's high expectations around attendance	<p>Maynooth Post Primary expects all students to be present for the full duration of each school day (where possible). Maynooth Post Primary believes that promoting a strong culture of attendance links to our high expectations for our students - attendance plays an essential role in student attainment and achievement.</p> <p>We encourage our students to take full responsibility and ownership of their own participation and attendance. Prompt and regular communication from parents/guardians is expected and requested of students that are unwell and unable to attend school on any given day. Every opportunity will be used to convey to all stakeholders the importance of regular and punctual attendance.</p>
How attendance will be monitored	<p>Attendance is monitored through our school MIS system Tyro (previously VsWare). This system is used to track attendance throughout the school day.</p> <ul style="list-style-type: none"> <li>• In the event of an unexplained absence of a student from school on a particular day, a text is sent to parents/guardians during first period (by 9.15am)</li> <li>• Deputy Principals monitor absence notes prior to first class and parents/guardians should submit any notes before 8.00am where possible.</li> <li>• Tutors monitor attendance during Tutorial 9:48-10:00 and check in with students around absence notes etc.</li> <li>• Class teachers flag any student missing from classes to who were previously in attendance, where no absence note is visible to Year Head and SMT</li> <li>• Year Heads monitor overall attendance on a daily/weekly basis and report any concerns to their DP link during regular fortnightly meetings.</li> <li>• The Attendance Officer monitors overall attendance, checks punctuality and liaises with Year Heads &amp; Deputy Principal Links around worrying trends or absentee concerns.</li> <li>• In addition, Student Support Meetings have Attendance as the sole focus point in termly (6 weekly approx.) meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Should a student miss 3 consecutive days (unexplained) the class tutor should make this known to the Year Head who will phone home.</li> <li>• Should a student miss 5 days (culminative) then an email is issued to parent/guardian.</li> <li>• Should a student miss 10 days (culminative) then the Year Head will contact home to check in and discuss the pattern of concern around attendance and identify strategies to support same. (This will include a referral to Guidance)</li> <li>• Should a student miss 15 days (culminative) a registered letter addressing same is issued by the Year Head and parent/guardians are requested to attend an in-person meeting.</li> <li>• Any student absent 20 days or more are referred to TESS through the designated referral process by the Year Head – in communication with the Attendance Officer and the DP link. (If no communication from home another registered letter will be issued)</li> <li>• Any student where a concern has evolved re their lack of attendance, a referral can be made to the EWO via the TESS portal following in school interventions and strategies.</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>Maynooth Post Primary implements its attendance and participation policy as per The Education Welfare Act 2000 Section 22(1) and 22(2) and under the direction of the Minister for Education and our patron - Kildare Wicklow Education Board (Education Act 1998 section 7(1))</p> <p><b>Target setting and targets</b></p> <ul style="list-style-type: none"> <li>○ Identifying and supporting of students who have displayed poor attendance at Primary Level.</li> <li>○ Supporting and mentoring of students as they start in 1<sup>st</sup> Year and throughout each academic year.</li> <li>○ Analysis and evaluation of attendance records on a yearly basis.</li> <li>○ Review of supports and intervention strategies on an ongoing basis, in line with the needs of the students involved.</li> </ul> <p><b>The whole-school approach</b></p> <p>Maynooth Post Primary implements a tiered system of support for all students, in line with the TUSLA model below. The system is designed to support <i>'some, few and all'</i> students with a variety of strategies and interventions to help maximise student attendance and participation in school life.</p>

**Figure 2: Response to Intervention (RTI) framework**



*Source: Kearney and Graczyk (2014). Framework reproduced with permission of Prof. Christopher Kearney, University of Nevada, Las Vegas.*

(p18 *Developing the Statement of Strategy for School Attendance: Guidelines for schools – TUSLA 2015*)

Maynooth Post Primary has a framework of supports through which it promotes excellent attendance, including

- Universal supports: whole school attendance promotion and initiatives, positive and safe school environment, regular assemblies and our pastoral care support system

- Targeted supports: check and connect programme, student support team, mentoring and guidance check ins, restorative meetings and practices
- Individualised supports: personalised attendance plans, targeted goals & rewards for students at high risk of non-attendance, multi-agency involvement

**Tier 1: Whole school strategies for Promoting Attendance & Participation for ALL students**

To promote and encourage positive and full attendance, punctuality and participation among all students Maynooth Post Primary focuses on the following –

- The fostering of a positive, welcoming and supportive school environment, where students experience inclusion, respect and belonging
- Links with Primary Schools and Local Community Services to promote positive relationships and successful transitions
- High quality teaching and learning, with an emphasis on active participation and collaboration by students
- Student wellbeing, through our wide range of wellbeing centred subjects, modules & initiatives that help support students to develop holistically through their social, emotional and personal development. This is further supported through our Whole School Guidance Plan, Pastoral Care System, Check and Connect Programme, AEN supports, Study Skills, student mentoring programmes & themed weeks such as Stand Up Week & Anti-Bullying week etc
- Student safety is paramount here in Maynooth Post Primary and we implement this through our Bí Cineálta Anti Bullying Policy, Code of Behaviour, Child Safeguarding Statement, Risk Assessment and Acceptable Use Policies
- Breakfast Club available Monday, Wednesday and Friday from 8:15-8:30am.
- The accurate recording of attendance of students by class teachers in all classes
- Celebration and acknowledgement of students who have positive attendance. Whole school/class prizes and awards along with individual prizes and achievement awards
- Provision of a broad and balanced curriculum. Offering a wide range of subject choice to suit the various aptitudes, skills and preferences of our student body, to foster engagement in life long learning. The opportunity to do Transition Year is offered to all students. The LCA programme is offered at Senior Cycle to provide an alternative route to further education / employment. L1/L2 programmes are available to students who may have additional educational needs.
- Provision of a varied co-curricular and extra-curricular programme, designed to provide our students with opportunities to engage and participate in school life outside of the classroom.
- Clear and regular communication to students, parents and guardians on the importance of regular attendance, the incremental nature of the learning process, and the negative impact of poor attendance on student learning and student wellbeing
- Tutor and Year Head support in relation to student attendance and punctuality, as well as in relation to learning goals and positive participation.
- Maintenance of accurate attendance records, which parents/guardians can easily access using the school app TYRO
- SSE process – encouraging review and reflection of attendance practices, targets and initiatives with the aim of continuous improvement under the School Self-Evaluation Process

## **Tier 2: Strategies for Promoting Attendance and Participation for Some Students**

### ***Class teachers***

- Accurately record the roll for all their classes
- Engage in supportive dialogue with individual students around attendance, punctuality and participation in class
- Communicate concerns around student participation and attendance via the school app, email or phone call home; or in person at Parent-Teacher-Student Meetings
- Flag any concerns re attendance, punctuality or participation with the relevant Year Head and/or Deputy Principal Link
- Referral to Guidance if necessary

### ***School Admin Team***

- Communicates non-attendance for morning classes or Tutor to parents/guardians via SMS
- Contacts home relating to students who become unwell during the school day (Year Head / DP link should also be notified)
- Update TYRO roll to reflect any students signing out during the day
- Ensure that contact details are kept up to date (annual re-registration by parents/guardians allows check of contact details to occur)

### ***Tutors***

- Create a warm and welcoming atmosphere for students under their care
- Flag any concerns re attendance, punctuality or participation with the relevant Year Head and/or Deputy Principal Link
- Engage in supportive conversations with the students to ascertain potential causes for poor attendance/punctuality
- Acknowledge and affirm improved patterns of attendance / punctuality with students

### ***Year Heads***

- In conjunction with the Attendance Officer use attendance data to identify cases in which attendance and/or punctuality has become a concern
- Utilise the school procedures for repeated poor punctuality
- Engage in supportive conversations with the students to ascertain potential causes for poor attendance/punctuality
- Organise and engage in supportive meetings with parents/guardians to flag concerns and discuss solutions and to communicate targets going forward
- Acknowledge and affirm improved patterns of attendance / punctuality with students
- Liaise with parents/ guardians and outside agencies where appropriate in the support of the student
- Link with Guidance, Student Support Team and SMT to discuss appropriate interventions and referral if need to outside supports

- Communicates attendance / punctuality concerns to parents/guardians via email following 10 days' absenteeism and via registered letter following 15 days' absenteeism

***Student Support Team***

- Discusses appropriate interventions and targets
- Automatic referral to Guidance (following 10 day cumulative absence or if a pattern of non-attendance becomes apparent before then)
- Engages with appropriate external supports

***Deputy Principal/Principal***

- Supports Year Head in supportive communication with student regarding poor attendance/punctuality or participation
- Along with Year Head invites students and parents/guardians in for an attendance meeting to ascertain potential causes for poor attendance/punctuality or participation; discuss potential solutions and set targets
- DP and/or YH informs parents/guardians of mandatory referrals to TUSLA following 20 days' absenteeism
- Attends clinics/meetings with the Education Welfare Office; NEPS and other outside agencies where necessary

**Tier 3: Strategies for Promoting Attendance and Participation for a FEW students**

These can include:

- Prompt identification of students who are at risk of early school-leaving through regular monitoring of attendance records by Year Heads and Attendance Officer
- Establishment of closer contacts between the school and the families concerned
- Organisation of Attendance Support Meetings attended by the student, parents/guardians, Year Head and/or Deputy Principal link and/or other appropriate staff member e.g. SENCO, Guidance etc, with a view to further target setting
- Seeking advice from the Education Welfare Service and/or Education Welfare Officer
- Seeking advice/support from TUSLA and/or JLO
- Reporting absences in excess of 20 days to TUSLA, as per the Education Welfare Act
- Seeking advice from NEPS in cases of school refusal
- Liaising with CAMHS and/or other outside agencies where appropriate
- Possibilities for tailoring and differentiating curriculum offerings to the needs of individual students (e.g. L1/L2 Learning Programme)
- A reduction in timetable if absenteeism is related to school refusal or stress (This decision must only be taken in conjunction with the intervention of NEPS and/or in consultation with EWO)

<p>School roles in relation to attendance</p>	<p><b>Board of Management’s Responsibility:</b></p> <ul style="list-style-type: none"> <li>○ The BOM of Maynooth Post Primary will ensure that that statutory obligations of the school with regard to school attendance and participation are adhered to.</li> <li>○ The BOM of Maynooth Post Primary directs SMT or a designated staff member (e.g. the Attendance Officer) to submit a report on attendance levels to TUSLA (and the EWO) not later than 6 weeks after the end of the school year.</li> <li>○ Maynooth Post Primary shall ensure that all information is collected and issued in accordance with the Data Protection Act (1988)</li> <li>○ Maynooth Post Primary shall ensure that an evaluation of the effectiveness of the process, strategy and policy regarding attendance is carried out at regular intervals.</li> </ul> <p><b>School Management Team (SMT)</b> The school management team will:</p> <ul style="list-style-type: none"> <li>○ Promote the importance and benefit of good school attendance to all stakeholders of the school.</li> <li>○ Ensure that operation systems for recording attendance are provided and maintained annually.</li> <li>○ Inform parents/guardians and students of procedures for the notification of absences of students from the school</li> <li>○ Support class teachers, Tutors and Year Heads in their roles supporting student attendance and participation</li> <li>○ Refer to the Educational Welfare Officer – if a student has missed 20 days or more in an academic school year <ul style="list-style-type: none"> <li>– if a student has been suspended for a period of six days or more</li> <li>– if a student is presenting as a school refusal case</li> </ul> </li> <li>○ Engage with other relevant support services such as CAMHS, NEPS, TUSLA, Meitheal as appropriate</li> </ul> <p><b>School Admin Staff</b></p> <ul style="list-style-type: none"> <li>○ Update the TYRO records relating to attendance of the students as applicable</li> <li>○ Ensure the “absence text” is sent out to parents/guardians each morning in a timely fashion</li> <li>○ Monitor and edit records of students signing out during the school day</li> <li>○ Place the correct code beside an absent student relating to the reason for absence e.g. ill, school activity etc</li> <li>○ Ensure contact details of parents/guardians are accurate and up to date</li> </ul> <p><b>Year Head</b> The Year Head will:</p> <ul style="list-style-type: none"> <li>○ Create a welcoming atmosphere for students under their care</li> <li>○ Monitor emerging patterns of poor attendance / punctuality by regularly reviewing students’ attendance on TYRO</li> </ul>

- Set targets for their year group in conjunction with the Attendance Officer and DP link
- Engage in positive and supportive conversations with students around attendance and punctuality
- Apply the school Code of Behaviour and consequences of same
- Contact home when there is no communication from home regarding absences after 3 days
- Contact home via email (letter template available), copying in the DP link when there are 5+ **unexplained absences** with no or insufficient explanations for same
- Set up Attendance Support Meetings with students who are displaying a pattern of poor attendance or punctuality, to

#### **Class Tutor**

The Class Tutor will:

- Record the daily attendance of their tutor group each morning at 9.48am
- Contact home following 3 consecutive “unexplained” absences
- Alert the Year Head to any concerning absentee trends/patterns as per the school’s Attendance and Participation Policy
- Encourage students to attend regularly and punctually to each class
- Engage with whole school initiatives around Attendance and Participation

#### **Attendance Officer**

The School Attendance Officer will:

- Monitor morning lates by running weekly report
- Monitor daily attendance records to ensure that teachers are keeping accurate records on TYRO
- Liaise with Year Heads to target and support students who have poor attendance or punctuality
- Set targets and strategies for the ‘some, few and all’
- Organise and establish whole school attendance targets, strategies and campaigns
- Compile the twice termly reports on attendance for TUSLA
- Ensure that Year Heads and/or Deputy Principal links have submitted referrals to EWO and TESS where necessary

#### **Student Support Team**

- Discuss and implement suitable interventions and strategies for students who have been identified as having poor attendance
- Engage outside agencies and supports, as appropriate

#### **Subject/Class Teacher**

The subject/class teacher will:

- Create a warm and welcoming atmosphere for students under their care
- Accurately record the attendance in each of their classes

- Use TYRO to support roll call in each class
- Alert the relevant Year Head (and DP link) to any student absent from class but marked present earlier in the day
- Encourage students to attend regularly and punctually to each class
- Record late arrivals accurately on TYRO and add a LATE Behaviour note to student file if student is late to class repeatedly
- Engage in supportive conversations about absenteeism, punctuality and participation with students, where necessary
- Discuss students' attendance records with parents/guardians at PTSMs
- When organising games or events that result in students being absent from lessons, ensure accurate records are maintained by updating TYRO with "SCH" (School Activity)

### **Parents / Guardians**

Parents and Guardians will:

- Ensure that students regularly attend and arrive at school in good time for classes
- Set high standards in relation to attendance and punctuality
- Notify the school of absences using the TYRO app, in advance if a scheduled apt and/or before 8am on the day of absence; notify the school immediately following an absence
- Avoid taking students out of class unless there is a serious or urgent reason
- Avoid taking students on holidays during term time
- Adhere to the school's sign in / sign out procedures
- Notify the school as soon as possible if the student is suffering from a contagious/infectious illness
- Monitor student attendance date on the TYRO App
- Ensure push notifications are enabled for the TYRO app, to allow notifications of absences etc to be flagged
- Acknowledge and, where necessary, reply to communications from the school in relation to attendance issues.
- Attend any meetings scheduled by the school in relation to absence concerns

### **Students**

Students will:

- Take responsibility for presenting to school, punctually, every day
- Be on time in the morning and for each lesson
- Attend all classes throughout the school day
- Adhere to the procedures set out for the withdrawal of students from school during the school day, e.g. sign in / sign out procedures
- Participate fully in the curricular and extra-curricular programme of Maynooth Post Primary and school policies associated with same
- Alert a member of staff (Tutor / Year Head / Student Support Team) to any difficulty they may be having that could impact on attendance at school
- Catch up on work missed if an absence has occurred
- Engage fully in attendance meetings organised by the school
- Avail of the supports and pastoral care systems on offer throughout the school when offered and when needed
- Talk to parents/guardians if they are having trouble with attendance

Partnership arrangements (parents, students, other schools, youth and community groups)	<p>The school attendance strategy will be shared with parents/guardians, students and staff for review and consultation</p> <p>The school will regularly engage with parents/guardians and students in the promotion of good school attendance and participation practices</p> <p>The school works with outside agencies, including the EWS, NEPS, CAMHS, MEITHEAL to support student attendance</p>
How the Statement of Strategy will be monitored	<p>The Statement of Strategy will be monitored first and foremost by the Board of Management and also in accordance with all other stakeholders of the school.</p> <p>The Attendance Officer, as part of their Assistant Principal Duty has responsibility for the school attendance strategy.</p> <p>They, along with School Management and Support Team will regularly evaluate the strategy; with a view to providing feedback at the annual review</p>
Review process and date for review	<p>Statement will be reviewed by Staff Working Groups; Senior Leadership Team; Student Support Team, and School Management annually</p> <p>Statement will be reviewed in consultation with BOM, PTA and the Student Council</p> <p>Next review to be completed: by June 2027 (or earlier if necessary)</p>
Date the Statement of Strategy was approved by the Board of Management	<p>Presented for approval to the BOM</p> <p>Date: 05/02/2026</p>
Date the Statement of Strategy submitted to Tusla	<p>Date: February 2026</p>