



Statement of Strategy for School Attendance

Name of school	Moyle Park College
Address	Clondalkin, Dublin 22.
Roll Number	60121B
The school's vision and values in relation to attendance	<ol style="list-style-type: none">1. We aspire to develop a supportive, positive and welcoming school environment.2. We aim to build a culture of high expectations re: student's learning, participation and attendance.3. We adopt a whole-school approach, acknowledging how all areas of the student's experience at school impacts on their engagement and attendance.4. We adopt a holistic approach to child welfare, collaborating with external agencies and community groups in support of student wellbeing. We identify the needs of the individual child and adopt appropriate strategies to support them.5. We foster strong links with parents/ guardians to encourage high levels of attendance and work closely with parents/guardians to address issues, offer support and set targets for improvement.6. We acknowledge the importance of early intervention, offering personalised support and engagement with families and their children, both at transition points and when children are at risk of disengaging from education.
The school's high expectations around attendance	<ol style="list-style-type: none">1. We have procedures for notification of a student's absence.2. We have procedures to monitor student absence.3. We have procedures for notifying absences due to illness.4. We have procedures in place for students departing the school early/ arriving late.

	<ol style="list-style-type: none"> 5. We strive to create good links with home to encourage good attendance and foster good support from home. 6. We expect students to provide valid reasons for absence.
<p>How attendance will be monitored</p>	<ol style="list-style-type: none"> 1. Attendance is recorded and monitored on VShare by subject teachers, form tutors and year heads in collaboration with the Attendance Coordinator and Management. 2. Contact with home is recorded in the Notes section of VShare. 3. The Attendance Coordinator analyses the weekly attendance data, compiles a report and feeds back to the Year Heads and Management at the Year Head meeting. 4. Year Heads meet weekly and discuss and monitor attendance and punctuality. 5. The weekly Core Care team meetings address retention rates with target students. The Principal, School Counsellors, AEN Co-ordinator, School Completion Co-ordinator are in attendance. 6. Monthly meetings are held with the EWO, Year Heads, Attendance Coordinator, SCP Coordinator and Principal. 7. Regular discussion with parents/guardians at scheduled meetings and Parent Teacher Student Meetings.
<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 	<ol style="list-style-type: none"> 1. Rolls are taken first class each morning at 8:30 by subject teachers and in each class thereafter. 2. Form teachers check and monitor attendance at assembly at 10:30 and adjust the AM roll call where necessary. 3. Students arriving late are monitored and recorded by the DP and the main school office. 4. Notes are requested from home explaining absence. 5. Partial absences are monitored and recorded. 6. We have procedures in place to monitor patterns of partial absence e.g. appointments/ explained partial absences. 7. In school discussion with individual students following absences.

	<ol style="list-style-type: none"> 8. Parents are contacted after 3 consecutive days of absence by the Form Tutor. 9. Parents are contacted after 5 days of unexplained absences by the Form Tutor. 10. Contact is made with home by the Year Head following 10 days of unexplained absence or where a teacher/ form teacher has a concern about a student's attendance rate. 11. A letter is sent home by the Year Head requesting a meeting with parents following 15 days of unexplained absence. 12. A referral is made to TUSLA following 20 absences. 13. Parents/Guardians are requested to meet the Form Tutor/ Year Head where a student is absent for an extended period of time. 14. Meetings are facilitated with the school counsellors where necessary, to identify concerns, encourage positive behaviour, improve attendance and performance in school. 15. The EWO is informed where a student is continually/periodically absent from school. 16. The School Completion Team and the EWO attempt to initiate early intervention methods. A home visit takes place informing the family that they are aware of the number of absences and advising them of their legal obligation re: student attendance. 17. Where issues arise, a referral is made to external agencies to provide family/ individual support to the student.
School roles in relation to attendance	Form Tutors, Year Heads, the Attendance Coordinator, Management, subject teachers, the School Completion staff, the Core Care Team and ancillary staff play a vital role in the monitoring of attendance.
Partnership arrangements (parents, students, other schools, youth and community groups)	Consultation with parents/guardians, students and external agencies such as the EWO, School Completion Programme and TUSLA are central to the success of the Statement of Strategy for School Attendance.
How the Statement of Strategy will be monitored	The Statement of Strategy will be monitored and reviewed by Management, the Attendance Coordinator, Year Heads and Staff. Year Teams will monitor and review the Strategies employed.

Review process and date for review	The Attendance Strategy will be reviewed annually and ratified by the BOM.
Date the Statement of Strategy was approved by the Board of Management	
Date the Statement of Strategy submitted to Tusla	

This policy is subject to periodic review by the Board of Management