

SCHOOL NAME: St. Fiacc's NS School Self-evaluation Report Attendance

1 - INTRODUCTION - Short paragraph about the school context, information on previous work undertaken in relation to SSE

The focus of this evaluation

We undertook self-evaluation of attendance during the period 1/09/2022 to 08/12/2022.

FINDINGS

This is effective / very effective practice in our school

- *We have procedures for identification of students at risk of developing attendance problems at an early stage.*
- *We have a system for tracking and monitoring attendance of targeted pupils.*
- *We have systems for reacting promptly to absences*
- *We have systems in place for acknowledging / rewarding good or improved attendance.*
- *We take a collaborative approach to tackling and improving attendance of targeted/at risk pupils*
- *Promotion of good attendance features prominently in communication with all families.*
- *Specific families, in need of additional support, are provided with that support.*
- *We have closer contact between the school and the families of the most at risk (of poor attendance*
- *We focus on school factors that may impact on attendance including: school climate; classroom climate; student-teacher relationships, teacher expectations.*
- *The curriculum is taught to allow all pupils to experience success*
- *Timetabling is varied to encourage attendance*
- *The code of behaviour and anti bullying policies support attendance*

This is how we know (based on staff survey, pupil survey)

- A detailed statement of strategy outlining a whole school approach in relation to attendance monitoring.
- Weekly tracking of unexplained absences and target list pupil attendance.
- Roll called by 10:10.
- Annual campaigns to promote good attendance eg 20 day challenge in November.
- Weekly collaboration with Principal, HSCL, AP2 for attendance with follow up with SCP and EWO where necessary.
- Sharing monthly attendance data on monthly newsletters.
- HSCL emphasises attendance and participation in her work with marginalised families
- Timetables are varied to encourage punctuality.
- Homework is kept to a minimum.
- The code of behaviour promotes a positive school climate and the antibullying policy is reviewed annually
- Assessment is a balance of child and teacher led.

This is what we are going to focus on to improve our practice further - Specify the aspects of teaching and learning the school has identified and prioritised for further improvement

- We will foster, promote and establish contact with other agencies concerned with school attendance such as Barnardos (TLC Prog; family support); St. Catherines (play therapy; traveller programmes; counselling); School Completion; parents' hub.
- We will develop programmes of activities designed to encourage the full participation of students in the life of the school in the areas of sport, debating, quizzes, gardening, music, dance, ICT, drama
- We will develop programmes aimed at promoting good behaviour among students and encouraging regular attendance at school such as the Friends' Programme, SCP initiatives.

OUR IMPROVEMENT PLAN

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

School Improvement Plan

SSE CO-ORDINATOR	Miss Mary Kavanagh
TARGETS	<ul style="list-style-type: none"> ● To improve our attendance rate by 2% per year from 86% to 92% over three years. ● To reduce the number of children who miss over 20 days per year by 10% over three years from 286 to 257. ● To improve the attendance of top 20 poorest attenders by 10% over three years.
ACTIONS	WHO IS RESPONSIBLE? Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM
<ul style="list-style-type: none"> ● Roll is called between 10am and 10.10am daily ● Unexplained absences are followed up by phonecall after 6 occurrences ● Pupils are given opportunities to collaborate and make decisions with adults through promotion of student voice ● Attendance of target list pupils and unexplained absences are 	Class teacher Class teacher Class teacher Attendance coordinator HSCL

<p>addressed at weekly care team meetings</p> <ul style="list-style-type: none"> ● Good attendance & punctuality will be promoted and rewarded in November and March 	<p>Principal</p> <p>Attendance coordinator All teachers HSCL Principal</p>
<p>MONITORING STRATEGIES AND APPROACHES</p>	<p>WHO IS RESPONSIBLE? Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM</p>
<ul style="list-style-type: none"> ● weekly monitoring of the 20 poorest attenders ● text home after 10 unexplained absences ● phonecall to parent after 20 days absence ● attendance and punctuality promotion campaigns ● Home visits to pupils on target list ● Escalation to SCP if poor attendance persists ● Organising fun activities on FRidays and Mondays in particular in consultation with pupils. ● Ensuring pupils feel safe at school through active implementation of code of behaviour, antibullying policy and SPHE programme 	<p>Attendance coordinator Attendance coordinator Attendance coordinator Attendance committee HSCL Care team Teachers</p> <p>Whole staff</p>

<p>EVALUATION - Criteria for success - Are we making progress?</p>	<p>EVALUATION TOOLS How do we know?</p>
<ul style="list-style-type: none"> ● A 2% annual improvement in the attendance rate ● A 10% reduction in the number of pupils missing over 20 days ● A 10% improvement in the attendance of the top 20 poor attenders. ● Pupil voice impacting positively at classroom levels 	<ul style="list-style-type: none"> ● Rate for year 2021-2022 was 86% ● 286 pupils missed 20 days for year 2021-2022 ● Weekly monitoring at Care meetings ● Annual survey/focus group of sample pupils.

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS: As we monitored, did we have to adjust targets? Change or adapt actions?

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TARGETS	ACHIEVED (INCLUDE DATE)			
	Yes		No	

See <http://schoolself-evaluation.ie/primary/resources/reporting-sse/> for more templates including:

- The Board of Management Annual Checklist
- A suggested template for communicating a summary report to the Whole School Community