



St. Peter's National School.

Strategy for School Attendance

2026-2028

of St. Peter's National School, Snugboro.

School Address: Snugboro, Castlebar, Co. Mayo F23 XY33

Roll Number: 19916J

School Patron: Archbishop Francis Duffy

Introduction

St. Peter's National School is committed to fostering a positive school culture where every pupil feels welcomed, valued, included and supported to attend school regularly. We recognise that regular attendance is essential for pupils' academic, social and emotional development and that attendance is a shared responsibility between pupils, parents/guardians, school staff, the Board of Management and relevant support agencies.

This Statement of Strategy has been prepared in accordance with Section 22 of the Education (Welfare) Act 2000, Tusla Educational Welfare Service Guidelines and the Department of Education's *Every School Day Counts* campaign.

This Statement of Strategy replaces the school's previous Attendance Strategy and will remain in effect from September 2026 until its review in 2028.

School Context

St. Peter's National School is a co-educational Catholic primary school serving the Snugboro and wider Castlebar community. The school values diversity, inclusion and positive relationships and strives to ensure that all pupils experience a strong sense of belonging and engagement in school life.

Aims

The aims of this strategy are to:

- Promote the importance of regular school attendance.
- Foster positive attitudes towards learning and participation.
- Develop strong partnerships between home and school.
- Identify attendance concerns at an early stage.
- Support pupils experiencing barriers to attendance.
- Encourage pupil wellbeing, belonging and engagement.
- Ensure compliance with statutory attendance requirements.

- Promote a whole-school approach to attendance where every school day counts.

Alignment with the *Every School Day Counts* Campaign

St. Peter's National School recognises that attendance is closely linked to a pupil's sense of belonging, participation and wellbeing. In line with the Department of Education's *Every School Day Counts* campaign, the school adopts a positive, preventative and supportive approach to attendance.

Promoting Belonging

The school will:

- Foster a welcoming, inclusive and respectful environment where every pupil feels safe, valued and supported.
- Build positive relationships between pupils, staff and families.
- Promote pupil voice and participation in school life.
- Support pupils during key educational transitions.
- Celebrate diversity and inclusion within the school community.
- Encourage all pupils to develop a strong connection to their school and classmates.

Promoting Participation

The school will:

- Provide engaging and meaningful learning experiences.
- Encourage participation in sporting, cultural, artistic and school activities.
- Recognise pupil effort, engagement and achievement.
- Promote active involvement in classroom and school activities.
- Encourage pupils to take responsibility for their learning and participation.

Promoting Wellbeing

The school will:

- Support pupils' social, emotional and mental wellbeing.
- Provide additional support where wellbeing concerns impact attendance.
- Work collaboratively with parents and relevant agencies where necessary.
- Promote positive mental health and resilience.
- Support pupils returning following illness or extended absence.

The school believes that children are most likely to attend regularly when they feel connected, supported, included and successful.

Promoting Attendance

The school promotes attendance through:

- Positive staff-pupil relationships.
- A safe, caring and inclusive learning environment.
- High-quality teaching and learning experiences.
- Effective communication between home and school.
- Attendance awareness initiatives throughout the school year.
- Promotion of the message **"Every School Day Counts."**
- Positive acknowledgement of improved attendance, participation and engagement.
- Encouraging parents to establish good attendance and punctuality habits from an early age.

Information regarding attendance expectations and supports will be shared with parents annually.

Roles and Responsibilities

Board of Management

The Board of Management will:

- Approve and review this strategy.
- Monitor attendance data and trends annually.
- Support attendance promotion initiatives.
- Ensure compliance with relevant legislation.

Principal

The Principal will:

- Lead the implementation of this strategy.
- Monitor attendance patterns and trends.
- Coordinate attendance supports and interventions.
- Ensure attendance records and returns are maintained.
- Liaise with Tusla Educational Welfare Services where required.

Teachers

Teachers will:

- Record attendance accurately each day using Aladdin.
- Promote positive attendance habits.
- Monitor attendance, punctuality and participation.
- Foster positive relationships with pupils and families.
- Raise attendance concerns with school leadership when appropriate.

Parents/Guardians

Parents/Guardians are expected to:

- Ensure their child attends school regularly and punctually.
- Notify the school of the reason for any absence.
- Maintain communication with the school regarding attendance concerns.
- Support positive attitudes towards school attendance.
- Avoid taking holidays during school term where possible.

Pupils

Pupils are encouraged to:

- Attend school regularly and arrive on time.
- Participate fully in school life.
- Take pride in their attendance and engagement.
- Seek support when difficulties arise.

Monitoring Attendance

Attendance is recorded daily using the Aladdin school management system.

The school monitors:

- Individual pupil attendance.
- Whole-school attendance trends.
- Patterns of absenteeism.
- Lateness and early departures.
- Pupils at risk of developing attendance difficulties.

Attendance data is reviewed regularly by school leadership and reported annually to the Board of Management.

Attendance Targets 2026–2028

The school will work towards:

- Maintaining high levels of attendance across the school.
- Reducing persistent absenteeism.
- Reducing incidents of lateness.
- Strengthening pupil engagement and participation.
- Promoting positive attendance habits from an early age.
- Increasing awareness among pupils and parents of the importance of attendance.

Progress towards these targets will be reviewed annually.

Early Intervention and Support

The school adopts a graduated and supportive response to attendance concerns.

Universal Supports

For all pupils:

- Positive school climate and culture.
- Attendance awareness initiatives.
- Wellbeing promotion activities.
- Strong home-school communication.
- Inclusive teaching and learning practices.

Targeted Supports

Where attendance concerns emerge:

- Attendance monitoring and review.
- Contact with parents/guardians.
- Attendance support meetings where appropriate.
- Agreed strategies to improve attendance.

Intensive Supports

Where attendance difficulties persist:

- Individual attendance support planning.
- Liaison with external support services.
- Consultation with relevant professionals.
- Referral to Tusla Educational Welfare Services where appropriate.

The school recognises that health, wellbeing, family, social or educational circumstances may impact attendance and will work collaboratively with families to address barriers to regular attendance.

Recognition of Attendance

The school will promote and acknowledge positive attendance habits through:

- Positive feedback to pupils and families.
- Class and school attendance initiatives.
- Celebration of improved attendance and engagement.
- Recognition of effort and commitment to attendance.

Recognition practices will be inclusive and sensitive to pupils with genuine medical conditions or exceptional circumstances.

Partnership with External Agencies

Where appropriate, the school will work collaboratively with:

- Tusla Educational Welfare Services
- National Educational Psychological Service (NEPS)
- Health Service Executive (HSE)
- Community and youth organisations

- Other relevant support agencies

to support pupils and families experiencing attendance difficulties.

Statutory Requirements

In accordance with the Education (Welfare) Act 2000, the school will:

- Maintain accurate attendance records.
- Submit attendance returns as required.
- Notify Tusla where a pupil has been absent for 20 days or more during a school year.
- Notify Tusla where concerns arise regarding a pupil's attendance, participation or educational welfare.
- Engage with parents and relevant agencies in supporting pupils experiencing attendance difficulties.

Review

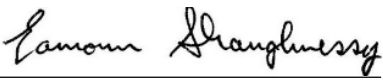
This Statement of Strategy will be reviewed annually by the Principal and Board of Management and formally reviewed in Summer 2028, or earlier if required by legislative, Tusla or Department of Education guidance changes.

Ratification

Ratified by the Board of Management:

Signed: 

(Chairperson of the Board of Management)

Signed: 

(Principal)

Date: 26/06/2026