Introduction

The **Attendance Grant** is a once-off payment to all schools to promote and support regular school attendance of children and young people.

Latest published school attendance data indicates that approximately one in five children and young people in recognised schools re are missing a month or more of their school year. The 2023/24 school year data indicates that while non-attendance is decreasing it is still significantly greater than pre-pandemic levels. Analysis_of_School_Attendance_Data_2023-24.pdf

This attendance grant, provided by the Department of Education and Youth (DEY), is closely aligned with the Tusla Education Support Service (TESS) school attendance campaign *'Every School Day is a New Day'* which seeks to help address absenteeism by encouraging everyone involved in the lives of children and young people – including parents, guardians, teachers, and communities – to support and prioritise regular school attendance. This campaign is part a wider body of work which TESS ,throughits Five Year Plan for School Attendance TESS_5_Year_Plan_for_School_Attendance_2023-2028.pdf and the DEY have developed to reduce non-attendance.

Further information and resources on school attendance for schools and parents may be found at https://www.gov.ie/en/department-of-education/campaigns/school-attendance/

Schools are asked to utilise this grant to reach and engage individual students and/or groups of children and young people identified as being at risk of educational disadvantage as a result of poor attendance.

Where appropriate, schools are strongly encouraged to establish local clusters (to include early years settings, primary and post primary schools) to work collaboratively to encourage regular school attendance and to provide cohesive supports at significant transition points.

Schools may use this grant in this school year (2025/26) or over a longer period.

Annual Attendance Returns

Every recognised school has a legal requirement to submit their annual student attendance returns to Tusla within six weeks of the end of the school year. By doing this in a timely fashion schools provide valuable evidence that enables

TESS and the Department to plan supports and engagement with schools, parents and students.

Student Absence Report

Every recognised school also has a legal requirement to submit student absence reports to Tusla. These reports provide data on those students aged over six and under 16 years, absent for a cumulative total of 20 or more days in the school year, by the recorded reason for their absence,

The Period 1 report should include students who have reached 20 days absence or more from the beginning of term to the Christmas break. This report should be completed and submitted as soon as possible thereafter.

The Period 2 report should include students who have reached 20 days absence or more from Christmas to the end of the school year. This report should be completed and submitted as soon as possible after the school closes for the summer break.

If you have any queries about these returns, please contact school.return@tusla.ie and a member of the TESS team will make contact as soon as possible.

Improving School Attendance: Strategies and Interventions

Deciding how to use the grant

Schools are best placed to understand the needs of their own community and identify how best to address these needs at a local level. Therefore, this funding is being provided directly to schools to allow the flexibility of utilising the funding to best suit locally identified needs of the most at-risk children and young people and developing strategies and targeted measures to improve overall levels of school attendance.

A broad understanding of attendance

In considering how best to support regular school attendance, each school has a rich data source in the information that they gather on the attendance levels of children and young people, with a particular focus on those most at risk of early school leaving. In gathering data on attendance, schools can combine data on lateness for school, morning and afternoon attendance and partial attendance

as well as absence from school for a full school day. This can be important, as lateness and partial attendance are usually precursors to more significant attendance issues and can typically be part of a pattern that leads to early school leaving.

Devising interventions for improvement

Once the attendance data has been gathered and analysed, schools should develop interventions designed to bring about improvements in attendance levels, particularly for those children and young people whose attendance levels are a cause of concern.

Root causes for any trends should be probed through engagement with families and other stakeholders. Based on these insights, schools should develop targeted interventions, such as awareness campaigns or partnership programs with parents.

These interventions should, where possible, be integrated into the School Self-Evaluation Report and Improvement Plan. In DEIS schools these interventions should be reflected in the DEIS Action Plan for Improvement and monitored for effectiveness in the normal way. Examples of initiatives that Anseo schools have implemented and evaluated, using funding, and which have demonstrated a positive impact on attendance are included in Appendix A.

Guiding Principles and examples of initiatives to improve attendance

In considering appropriate interventions, it is critical that schools see promoting attendance as centrally linked to:

- School culture and environment.
- The quality of relationships between children and young people and their peers and between children and young people and school staff.
- The extent to which children and young people find classroom experiences engaging, interesting and relevant.
- The extent to which children and young people experience success in their learning.
- The extent to which children and young people experience high-quality and inclusive teaching and learning.
- The quality of the links between home and school.

In general, therefore, this grant should be used to support the implementation of initiatives that will focus on one or more of the elements above and that have already proven successful in engaging children and young people in meaningful, challenging learning activities.

Initiatives which have the potential to link closely with the learning programmes of children and young people and which have achieved positive outcomes when used in schools before, include:

- Wellbeing focused initiatives consistent with the Department`s Wellbeing Policy Statement and Framework for Practice[1]. A range of wellbeing resources can be accessed at [gov.ie - Wellbeing in education (www.gov.ie)]
- Creating a student-led initiative to address social issues in the community.
- Family focused initiatives, involving parents/guardians on school grounds such as the establishment of a school garden or other activities involving families.
- Partnering with local businesses to offer students internships, traineeships, apprenticeships, mentorships, and guest speaker sessions. Such activities as well as encouraging attendance can help to increase industry awareness and foster academic and career aspirations, to support retention through to Leaving Certificate.
- Purchasing additional equipment or engaging a local expert to offer activities that help engage children in music, sport, art, cooking etc. Some schools have engaged organisations or individuals who work with therapy dogs to encourage school attendance. The decision to introduce such supports should be carefully considered by the Principal and Board of Management in consultation with the school community.
- Schools that offered the summer programme over the past number of years may also find that many of the learning activities that children engaged during the programme have potential to be adapted for use within the school during the year. These activities include, for example, the development of literacy and numeracy skills through cross-curricular activities.

[1] Inputs from external providers should be in accordance with Circular 0043/2018 and 0043/2017. Best practice guidelines for primary and post primary schools in the use of programmes and/or external facilitators in promoting wellbeing.

Further information on examples on interventions that have proven to be successful to support attendance are contained in Appendix B.

Consulting with children and young people

Schools should also bear in mind the importance in consulting with children and young people about their learning activities and their views should be taken into consideration in an appropriate manner, when decisions about the use of this grant are being made.

Working with other schools

Schools are encouraged to cluster locally and work together to gain maximum benefit from the grant. This could involve, for example, early years settings, primary school and post-primary schools in a locality working together. Collaboration among schools can facilitate the development of impactful initiatives that address issues relating to attendance especially among children and young people at risk of educational disadvantage. It can also help build relationships which may ease the transition from early years to primary and to post-primary for children and young people.

For further collaborative opportunities, schools may also explore other Department-funded initiatives or whole-of-government funds that are pertinent to attendance.

Recording of interventions

Schools should ensure that the use of the funding supports any targets for improvement that relate to attendance that may be set out in their School Self-Evaluation Report and Improvement Plan. Schools in the DEIS programme are asked to ensure that the use of the grant is reflected in the actions under the attendance themes in their three-year DEIS Action Plan for Improvement.

Schools have the flexibility to utilise this once off funding allocation either within the current school year or to use it over a longer time period to align to their School Self-Evaluation Report and Improvement Plan or their DEIS Action Plan For Improvement.

Monitoring the Attendance Campaign Support Grant

The DEY will gather information on the use of the funding and the effectiveness of the initiatives from schools to inform future policy in this area.

Schools are encouraged to submit best practices, case studies, or any other relevant information to TESS. These submissions will be used to inform the

development of the TESS school attendance conference to take place in September 2026. There may be an opportunity for some schools to share their practice supporting regular school attendance at the conference. Furthermore, submissions may be collated for distribution to schools in the 2026/27 school year to promote the sharing of good practice in this area.

Schools can submit examples of good practice initiatives to support regular school attendance to tessattendancecampaign@tusla.ie, including "School Attendance Initiatives 2025/26" in the subject line of the email.

Submissions should focus on strategies, interventions, and programmes that have proven effective in improving student attendance. Please include any metrics or KPIs that demonstrate the impact of the initiatives.

Please do not include any personal information related to individual students in the submissions and please ensure that all shared data is anonymised and aggregated to comply with data protection regulations.

Management and oversight of the Grant

Primary and Post-Primary Schools

In accordance with Section 18 of the Education Act 1998, schools are required to keep records of all activities undertaken and materials and resources purchased with grants. Income and expenditure accounts should be retained in the school and be made available if, and when, required by officers of the DEY and/or the Office of the Comptroller and Auditor General.

Schools must ensure compliance with Circular: 13/2014, Management of and Accountability for Grants from Exchequer Funds.[2] Schools should be aware that accounts are subject to audit. Schools should make every effort to ensure best value for money and adopt best financial practices in order to be compliant with the Act and relevant circulars. The services of the Financial Support Services Unit www.fssu.ie are available in this regard should you need their advice on such matters.

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[2] gov.ie - Government Accounting (www.gov.ie)

ETB Schools

In accordance with Section 51 of the Education and Training Boards Act 2013 the Department requests that ETBs' accounts of income and expenditure should be retained and made available from time to time to officers of the DEY.

Further Supports for Schools

School Attendance Webpage: School Attendance

A new webpage has been developed to act as a resource for schools and parents relating to school attendance, including school attendance campaign resources and webinars.

Webinar topics include:

- Evidence based strategies for promoting attendance
- Creating a culture of attendance
- Promoting Attendance to Parents

National Educational Psychological Service (NEPS)

NEPS psychologists work with both primary and post-primary schools and are concerned with learning, behaviour, social and emotional development. Each psychologist is assigned to a group of schools. gov.ie - National Educational Psychological Service (NEPS) resources and publications (www.gov.ie)

Oide

Oide, the new integrated support service for teachers and school leaders, will continue to provide comprehensive support to schools including the DEIS Action Plan for Improvement and School Self-Evaluation (SSE) leadership programmes. These incorporate the theme of school attendance, amongst others.

SSE Advisory visits

Schools that have specific attendance-related targets in their School Self-Evaluation Report and Improvement plan or their DEIS Action Plan for Improvement and who wish to seek advice from the Inspectorate on using the

school self-evaluation process effectively to support their work on the review and promotion of attendance can apply for an SSE advisory visit via SSE@education.gov.ie

Queries

Queries in relation this guidance document should be e-mailed to the DEY at the following address: social_inclusion@education.gov.ie.

Réamhrá

Is íocaíocht aonuaire í an **Deontas Tinrimh a** íoctar le gach scoil chun freastal rialta scoile leanaí agus daoine óga a chur chun cinn agus tacú leis.

Léiríonn na sonraí is déanaí a foilsíodh maidir le freastal scoile go bhfuil thart ar dhuine amháin as gach cúigear páistí agus daoine óga i scoileanna aitheanta as láthair, mí nó níos mó dá scoilbhliain. Léiríonn sonraí na scoilbhliana 2023/24, cé go bhfuil an neamhláithreacht ag laghdú, go bhfuil sé fós i bhfad níos airde ná na leibhéil a bhí ann roimh an bpaindéim. Analysis_of_School_Attendance_Data_2023-24.pdf

Tá an deontas freastail seo, arna sholáthar ag an Roinn Oideachais agus Óige (ROÓ), dlúthcheangailte le feachtas freastail scoile Sheirbhís Tacaíochta Oideachais Tusla (STOT) *'Is Lá Nua é Gach Lá Scoile'* a fhéachann le dul i ngleic le neamhláithreacht trí spreagadh a thabhairt do gach duine atá bainteach le saolta leanaí agus daoine óga – lena n-áirítear tuismitheoirí, caomhnóirí, múinteoirí agus pobail – tacú le freastal rialta ar scoil agus tús áite a thabhairt dó. Tá an feachtas seo mar chuid de chorpas níos leithne oibre atá á dhéanamh ag STOT, trína Plean Cúig Bliana maidir le Tinreamh Scoile TESS_5_Year_Plan_for_School_Attendance_2023-2028.pdf atá curtha i dtoll a chéile ag an ROÓ ar mhaith le neamhláithreacht a laghdú.

Is féidir tuilleadh eolais agus acmhainní maidir le tinreamh scoile le haghaidh scoileanna agus tuismitheoirí a fháil ag www.gov.ie/ga/an-roinn-oideachais/feachtais/freastail-scoile/

Iarrtar ar scoileanna an deontas seo a úsáid chun teacht ar scoláirí aonair agus/nó ar ghrúpaí leanaí agus daoine óga a aithnítear mar dhaoine atá i mbaol míbhuntáiste oideachais mar thoradh ar dhrochtinreamh agus dul i mbun cainte leo.

Más cuí, moltar go láidir do scoileanna braislí áitiúla a bhunú (lena n-áirítear suíomhanna luathbhlianta, bunscoileanna agus iar-bhunscoileanna) chun oibriú le cheile chun tinreamh rialta ar scoil a spreagadh agus chun tacaíochtaí comhtháite a sholáthar ag pointí suntasacha aistrithe.

Féadfaidh scoileanna an deontas seo a úsáid sa scoilbhliain seo (2025/26) nó thar thréimhse níos faide.

Tuairisceáin Tinrimh Bhliantúla

Tá ceanglas dlíthiúil ar gach scoil aitheanta a dtuairisceáin tinrimh bhliantúla scoláirí a chur isteach chuig Tusla laistigh de shé seachtaine ó dheireadh na scoilbhliana. Tríd seo a dhéanamh ar bhonn tráthúil, cuireann scoileanna fianaise luachmhar ar fáil a chuireann ar chumas STOT agus na Roinne tacaíochtaí agus rannpháirtíocht le scoileanna, tuismitheoirí agus scoláirí a phleanáil.

Tuairisc Neamhláithreachta Scoláirí

Tá ceanglas dlíthiúil ar gach scoil aitheanta tuairiscí neamhláithreachta scoláirí a chur faoi bhráid Tusla freisin. Cuireann na tuairiscí seo sonraí ar fáil maidir leis na scoláirí sin atá os cionn sé bliana d'aois agus faoi bhun 16 bliana d'aois, a bhí as láthair ar feadh 20 lá nó níos mó san iomlán sa scoilbhliain, de réir na cúise taifeadta lena neamhláithreacht,

Ba chóir go n-áireofaí sa tuairisc ar Thréimhse 1 scoláirí a bhfuil 20 lá nó níos mó as láthair acu ó thús na téarma go dtí briseadh na Nollag. Ba chóir an tuairisc seo a chomhlánú agus a chur isteach a luaithe is féidir ina dhiaidh sin.

Ba chóir go n-áireofaí i dtuairisc Thréimhse 2 scoláirí a bhfuil 20 lá nó níos mó as láthair sroichte acu ó bhriseadh na Nollag go dtí deireadh na scoilbhliana. Ba chóir an tuairisc seo a chomhlánú agus a chur isteach a luaithe is féidir tar éis don scoil dúnadh do bhriseadh an tsamhraidh.

Má tá aon cheist agat faoi na tuairiscí seo, déan teagmháil le school.return@tusla.ie agus déanfaidh ball d'fhoireann STOT teagmháil a luaithe is féidir.

Tinreamh Scoile a Fheabhsú: Straitéisí agus Idirghabhálacha

Cinneadh a dhéanamh maidir le conas an deontas a úsáid

Is iad na scoileanna is fearr chun riachtanais a bpobail féin a thuiscint agus chun aithint conas is fearr aghaidh a thabhairt ar na riachtanais seo ar an leibhéal áitiúil. Dá bhrí sin, tá an maoiniú seo á chur ar fáil go díreach do scoileanna chun solúbthacht a cheadú maidir le húsáid an mhaoinithe chun freastal ar riachtanais áitiúla na leanaí agus na ndaoine óga is mó atá i mbaol agus straitéisí agus bearta spriocdhírithe a fhorbairt chun leibhéil fhoriomlána tinrimh scoile a fheabhsú.

Tuiscint fhairsing ar fhreastal

Agus breithniú á dhéanamh ar conas is fearr tacú le tinreamh rialta ar scoil, bíonn foinse sonraí shaibhir ag gach scoil san fhaisnéis a bhailíonn siad ar leibhéil tinrimh leanaí agus daoine óga, agus béim ar leith orthu siúd is mó atá i mbaol imeachta ón scoil go luath. Agus sonraí faoi thinreamh á mbailiú acu, is féidir le scoileanna sonraí faoi scoláirí a thagann chun na scoile déanach, tinreamh ar maidin agus um thráthnóna agus tinreamh páirteach chomh maith le neamhláithreacht ón scoil le haghaidh lá scoile iomlán a chomhcheangal. D'fhéadfadh tábhacht a bheith leis seo, toisc gur réamhtheachtaithe iad a bheith déanach ag teacht chun na scoile agus láithreacht pháirteach de ghnáth ar fhadhbanna láithreachta níos suntasaí agus is féidir leo a bheith mar chuid de phatrún a mbíonn fágáil scoile luath mar thoradh air.

Idirghabhálacha a cheapadh chun feabhas a bhaint amach

Nuair a bheidh na sonraí tinrimh bailithe agus anailís déanta orthu, ba cheart do scoileanna idirghabhálacha a fhorbairt atá ceaptha chun feabhsuithe a chur i bhfeidhm maidir le leibhéil tinrimh, go háirithe i gcás na leanaí agus na ndaoine óga sin a bhfuil a leibhéil tinrimh ina gcúis imní.

Ba cheart bunchúiseanna aon treocht a fhiosrú trí theagmháil a dhéanamh le teaghlaigh agus le páirtithe leasmhara eile. Bunaithe ar na léargais seo, ba cheart do scoileanna idirghabhálacha spriocdhírithe a fhorbairt, amhail feachtais feasachta nó cláir chomhpháirtíochta le tuismitheoirí.

Ba chóir na hidirghabhálacha seo a chomhtháthú, nuair is féidir, i dTuarascáil Féinmheastóireachta na Scoile agus sa Phlean Um Fheabhas Scoile. I scoileanna DEIS, ba cheart na hidirghabhálacha seo a léiriú i bPlean Gníomhaíochta DEIS Um Fheabhsú Scoile a Neartú agus monatóireacht a dhéanamh ar a n-éifeachtúlacht ar an ngnáthbhealach. Tá samplaí de thionscnaimh atá curtha i bhfeidhm agus a bhfuil meastóireacht déanta orthu ag scoileanna Anseo, ag baint úsáid as maoiniú, agus a léirigh tionchar dearfach ar thinreamh san áireamh in Aguisín A.

Prionsabail Threoracha agus samplaí de thionscnaimh chun tinreamh a fheabhsú

Agus idirghabhálacha cuí á mbreithniú, tá sé ríthábhachtach go bhfeiceann scoileanna an tinreamh a chur chun cinn mar rud atá nasctha ar bhonn lárnach le:

- Cultúr agus timpeallacht na scoile.

- Cáilíocht na gcaidreamh idir leanaí agus daoine óga agus a gcomhscoláirí agus idir leanaí agus daoine óga agus foireann na scoile.
- A mhéid a fhaigheann leanaí agus daoine óga eispéiris ranga atá tarraingteach, suimiúil agus ábhartha.
- An méid ratha a bhíonn ar leanaí agus ar dhaoine óga ina bhfoghlaim.
- An méid a bhíonn taithí ag leanaí agus daoine óga ar theagasc agus ar fhoghlaim ardchaighdeáin agus chuimsitheach.
- Cáilíocht na naisc idir an baile agus an scoil.

Dá bhrí sin, i gcoitinne, ba cheart an deontas seo a úsáid chun tacú le cur i bhfeidhm tionscnamh a dhíreoidh ar cheann amháin nó níos mó de na heilimintí thuas agus a bhfuil rath orthu cheana féin maidir le leanaí agus daoine óga a mhealladh i ngníomhaíochtaí foghlama bríocha, dúshlánacha.

I measc na dtionscnamh a bhfuil an cumas acu nascadh go dlúth le cláir foghlama leanaí agus daoine óga agus a bhfuil torthaí dearfacha bainte amach acu nuair a úsáideadh iad i scoileanna roimhe seo, tá:

- Tionscnaimh atá dírithe ar fholláine agus atá comhsheasmhach le Ráiteas Beartais Folláine na Roinne agus le Creat Cleachtais[3]. Is féidir rochtain a fháil ar réimse acmhainní folláine ag gov.ie - Folláine san oideachas
- Tionscnamh faoi stiúir scoláirí a chruthú chun aghaidh a thabhairt ar shaincheisteanna sóisialta sa phobal.
- Tionscnaimh atá dírithe ar an teaghlach, ina mbíonn tuismitheoirí/caomhnóirí páirteach ar thailte na scoile amhail gairdín scoile a bhunú nó gníomhaíochtaí eile a mbíonn teaghlaigh páirteach iontu.
- Comhpháirtíocht le gnólachtaí áitiúla chun intéirneachtaí, cúrsaí oiliúna, printíseachtaí, meantóireachtaí agus seisiúin aoichainteora a thairiscint do scoláirí. Is féidir le gníomhaíochtaí dá leithéid, ní amháin tinreamh a spreagadh, ach cabhrú le feasacht sa tionscal a mhéadú agus mianta

[3] Ba cheart go mbeadh ionchuir ó sholáthraithe seachtracha i gcomhréir le Ciorclán 0043/2018 agus 0043/2017. Treoirlínte dea-chleachtais do bhunscoileanna agus iar-bhunscoileanna maidir le húsáid clár agus/nó éascaitheoirí seachtracha chun folláine a chur chun cinn.

acadúla agus gairme a chothú, chun tacú leis na scoláirí céanna a choinneáil suas go dtí an Ardteistiméireacht.
- Trealamh breise a cheannach nó saineolaí áitiúil a fhostú chun gníomhaíochtaí a chur ar fáil a chabhraíonn le páistí a bheith ag gabháil do cheol, spórt, ealaín, cócaireacht etc. Tá eagraíochtaí nó daoine aonair a oibríonn le madraí teiripe fostaithe ag roinnt scoileanna chun tinreamh scoile a spreagadh. Ba chóir don Phríomhoide agus don Bhord Bainistíochta, i gcomhairle le pobal na scoile, machnamh cúramach a dhéanamh ar an gcinneadh tacaíochtaí den sórt sin a thabhairt isteach.
- Ina theannta sin, d'fhéadfadh scoileanna a thairg an clár samhraidh le blianta beaga anuas fáil amach go bhfuil acmhainneacht ann go leor de na gníomhaíochtaí foghlama a raibh páistí páirteach iontu le linn an chláir a oiriúnú lena n-úsáid laistigh den scoil i rith na bliana. Áirítear leis na gníomhaíochtaí seo, mar shampla, forbairt scileanna litearthachta agus uimhearthachta trí ghníomhaíochtaí traschuraclaim.

Tá tuilleadh eolais faoi shamplaí d'idirghabhálacha a bhfuil sé léirithe go raibh rath leo cruthaithe chun tacú le tinreamh le fáil in Aguisín B.

Comhairliúchán le leanaí agus daoine óga

Lena chois sin, níor chóir do scoileanna dearmad a dhéanamh ar an tábhacht a bhaineann le dul i gcomhairle le leanaí agus daoine óga faoina ngníomhaíochtaí foghlama agus ba chóir a dtuairimí a chur san áireamh ar bhealach cuí agus cinntí á ndéanamh faoin úsáid a bhainfear as an deontas seo.

Ag obair i dteannta scoileanna eile

Moltar do scoileanna bailiú le chéile go háitiúil agus gníomhú as lámha a chéile chun an leas is mó a bhaint as an deontas. D'fhéadfadh go mbeadh, mar shampla, socruithe luathbhlianta, bunscoileanna agus iar-bhunscoileanna i gceantar áitiúil ag obair le chéile a bheith i gceist leis seo. Is féidir le comhoibriú i measc scoileanna tionscnamh a fhorbairt a mbeadh tionchar acu a éascú a dhíríonn ar shaincheisteanna a bhaineann le tinreamh go háirithe i measc leanaí agus daoine óga atá i mbaol míbhuntáiste oideachais. Is féidir leis cabhrú freisin le caidrimh a chothú a d'fhéadfadh an t-aistriú ó na luathbhlianta go dtí an bunscoil agus go dtí an iar-bhunscoil a éascú le haghaidh leanaí agus daoine óga.

Chun teacht ar dheiseanna comhoibritheacha breise, féadfaidh scoileanna tionscnaimh eile atá maoinithe ag an Roinn nó cistí uile-rialtais a bhaineann le tinreamh a iniúchadh freisin.

Taifead a dhéanamh d'idirghabhálacha

Ba chóir do scoileanna a chinntiú go dtacaíonn úsáid an mhaoinithe le haon sprioc feabhsúcháin a bhaineann le tinreamh a d'fhéadfadh a bheith leagtha amach ina dTuarascáil Féinmheastóireachta Scoile agus ina bPlean Um Fheabhsú Scoile. Iarrtar ar scoileanna atá sa chlár DEIS a chinntiú go léirítear úsáid an deontais sna gníomhartha faoi na téamaí tinrimh ina bPlean Gníomhaíochta DEIS Um Fheabhsú Scoile a Neartú trí bliana.

Tá an tsolúbthacht ag scoileanna an leithdháileadh maoinithe aonuaire seo a úsáid laistigh den scoilbhliain reatha nó thar thréimhse níos faide chun é a ailíniú lena dTuarascáil Féinmheastóireachta Scoile agus lena bPlean Um Fheabhsú Scoile nó lena bPlean Gníomhaíochta DEIS Um Fheabhsú Scoile a Neartú.

Monatóireacht a dhéanamh ar an Deontas Tacaíochta um Fheachtas Freastail

Baileoidh an ROÓ a faisnéis faoi úsáid an mhaoinithe agus faoi éifeachtacht na dtionscnamh ó scoileanna chun eolas a chur ar fáil do bheartas amach anseo sa réimse seo.

Moltar do scoileanna dea-chleachtais, cás-staidéir, nó aon fhaisnéis ábhartha eile a chur faoi bhráid STOT. Úsáidfear na haighneachtaí seo chun eolas a sholáthar don fhorbairt atá a dhéanamh ar chomhdháil tinrimh scoile STOT a reáchtálfar i Meán Fómhair 2026. B'fhéidir go mbeadh deis ann do roinnt scoileanna a gcleachtas maidir le freastal rialta scoile a roinnt ag an gcomhdháil. Ina theannta sin, féadfar aighneachtaí a bhailiú chun iad a dháileadh ar scoileanna sa scoilbhliain 2026/27 chun comhroinnt dea-chleachtais sa réimse seo a chur chun cinn.

Is féidir le scoileanna samplaí de thionscnaimh dea-chleachtais a chur isteach chun tacú le tinreamh rialta scoile tessattendancecampaign@tusla.ie, agus "Tionscnaimh Tinrimh Scoile 2025/26" a chur san áireamh i líne ábhair an ríomhphoist.

Ba chóir go ndíreodh aighneachtaí ar straitéisí, idirghabhálacha agus cláir a bhfuil deá-éifeacht léirithe acu maidir le feabhas a chur ar thinreamh scoláirí. Cuir san áireamh aon mhéadrach nó PTF a léiríonn tionchar na dtionscnamh.

Ná cuir aon fhaisnéis phearsanta a bhaineann le scoláirí aonair san áireamh sna haighneachtaí agus cinntigh go ndéantar na sonraí comhroinnte go léir a anaithnidiú agus a chomhbhailiú chun cloí le rialacháin um chosaint sonraí.

Bainistíocht agus maoirseacht an Deontais

Bunscoileanna agus Iar-bhunscoileanna

De réir Alt 18 den Acht Oideachais 1998, tá sé de dhualgas ar scoileanna taifid a choinneáil ar na gníomhaíochtaí uile a dhéantar agus ar na hábhair agus na hacmhainní uile a ceannaíodh le deontais. Ba chóir cuntais ioncaim agus caiteachais a choinneáil sa scoil agus iad a chur ar fáil más gá sin d'oifigigh an ROÓ agus/nó d'Oifig an Ard-Reachtaire Cuntas agus Ciste.

Ní mór do scoileanna a chinntiú go bhfuil riachtanais maidir leis an gCiorclán á gcomhlíonadh: 13/2014, Bainistíocht agus Cuntasacht Deontas ó Chistí an Státchiste.[4] Ba chóir do scoileanna a bheith ar an eolas go bhfuil cuntais faoi réir iniúchta. Ba chóir do scoileanna gach iarracht a dhéanamh chun an luach is fearr ar airgead a chinntiú agus na cleachtais airgeadais is fearr a ghlacadh chun go mbeidh siad i gcomhréir leis an Acht agus leis na ciorcláin ábhartha. Tá seirbhísí an Aonaid um Sheirbhísí Tacaíochta Airgeadais Eolas - FSSU ar fáil maidir leis seo má bhíonn a gcomhairle uait ar nithe den sórt sin.

Scoileanna BOO

De réir Alt 51 d'Acht na mBord Oideachais agus Oiliúna 2013, iarrann an Roinn go gcoinneofaí cuntais ioncaim agus caiteachais na mBord Oideachais agus Oiliúna agus go gcuirfí ar fáil iad ó am go ham d'oifigigh an ROÓ.

Tacaíochtaí Breise do Scoileanna

Leathanach Gréasáin Tinreamh Scoile: Tinreamh Scoile

Tá leathanach gréasáin nua forbartha chun feidhmiú mar acmhainn le haghaidh scoileanna agus tuismitheoirí a bhaineann le tinreamh scoile, lena n-áirítear acmhainní agus seimineáir ghréasáin d'fheachtais tinrimh scoile.

Áirítear ar na topaicí seo a leanas do na seimineáir ghréasáin:

- Straitéisí bunaithe ar fhianaise chun tinreamh a chur chun cinn
- Cultúr tinrimh a chruthú
- Tinreamh a Chur Chun Cinn i measc Tuismitheoirí

[4] gov.ie - Cuntasaíocht Rialtais (www.gov.ie)

An tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNSO)

Oibríonn síceolaithe SNSO i dteannta bunscoileanna agus iar-bhunscoileanna araon agus bíonn foghlaim, iompar, agus forbairt shóisialta agus mhothúchánach á bplé acu. Sanntar síceolaí ar ghrúpa scoileanna gov.ie - An tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNSO) Acmhainní & Foilseacháin (www.gov.ie)

Oide

Leanfaidh Oide, an tseirbhís tacaíochta comhtháite nua le haghaidh múinteoirí agus ceannairí scoile, de thacaíocht chuimsitheach a sholáthar le haghaidh scoileanna, lena n-áirítear Plean Gníomhaíochta DEIS le haghaidh Feabhsúcháin agus cláir cheannaireachta Féinmheastóireachta Scoile (FMS). Cuimsíonn siad seo téama an tinrimh scoile, i measc nithe eile.

Cuairteanna Comhairleacha FMS

Is féidir le scoileanna a bhfuil spriocanna sonracha a bhaineann le tinreamh acu ina dTuarascáil Féinmheastóireachta Scoile agus ina bPlean Um Fheabhsú Scoile nó ina bPlean Gníomhaíochta DEIS Um Fheabhsú Scoile a Neartú, agus ar mian leo comhairle a lorg ón gCigireacht maidir le próiseas féinmheastóireachta na scoile a úsáid go héifeachtach chun tacú lena gcuid oibre ar athbhreithniú ar thinreamh a chur chun cinn, iarratas a dhéanamh ar chuairt chomhairleach FMS trí SSE@education.gov.ie

Ceisteanna

Ba chóir ceisteanna maidir leis an treoircháipéis seo a sheoladh ar ríomhphost chuig an Roinn Oideachais agus Eolaíochta ag an seoladh seo a leanas: social_inclusion@education.gov.ie.