

**Hampton Senior High School**

**ATTENDANCE IMPROVEMENT PLAN 2022**

Hampton Senior High School recognises that students need to attend school on a regular basis to gain the maximum benefit from schooling in order to optimise their life opportunities. It is also widely recognised that attendance problems are best managed by early identification and intervention.

**Statement from Every Day Matters: 10 point plan to improve attendance**: *Every day at school contributes to learning, which leads to better engagement and high academic achievement. This sets students up for life and creates better social and economic outcomes for WA families and communities.*

The **School Education Act 1999** requires compulsory aged students, as defined in the Act, to attend school, or participate in an education program of a school, on the days which a school is open for instruction unless an arrangement in writing has been entered into for a student.

1. If it is established that the student was absent from school for a legitimate reason, the school need not do anything further unless the frequency and/or number of absences give the school cause for concern. As there is no requirement in the School Education Act 1999 for the reason to be provided in writing, schools must record all details when a parent or caregiver provides the school with a verbal reason, either in person or over the telephone, that the school believes is an acceptable reason in the context of the school.
2. If a student’s attendance rate falls below 90% over a ten-week period, the school must further investigate the reason why the student is not attending school.
3. Schools are to use a case management approach for attendance issues. Schools must be mindful of consulting with all stakeholders, and accessing support from other community groups and agencies if require

**HAMPTON SENIOR HIGH SCHOOL**

**Attendance Improvement Plan**

Students considered at Educational risk (SAER) as a result of poor Attendance are those students:

* Refusing to participate in their schooling;
* Attending erratically with significant periods of poor attendance;
* Attending <90% each term without reasonable cause;
* Whose attendance has been significantly impacted by extended chronic illness.

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| **2022 Focus Targets** | **Strategies** | **Monitor and review** | **Evaluation** |
| Target Setting: for whole school; year groups or individuals  Whole School Targets 2022:   1. Regular attendance >90% is equal to or higher than 70% across all year groups. 2. Increase the percentage of authorised absences to 65% for all years. | * Use the SAR data to set no more than 3 targets for the AIP. * Targets to relate to year levels, classes or individuals of concern with clearly articulated actions, monitoring and review procedures. * Concentrate efforts on changing unexplained absences to explained absences * Information to regularly be communicated to parents regarding the importance of attendance and explained absences * Fortnightly attendance review | * SSM * SSM * YC/SSM * PR * SSM/YC |  |
| **RECOGNISE** - Every students attendance is monitored daily and every absence is identified. | * Use SMS conduit for advising parents/guardians of daily absences. * View school attendance data recorded in SIS and SAR weekly * Attendance letter process starts for any students whose attendance drops below 90% * Parents to direct contact with Attendance officer to follow up absences * Weekly SAER meeting, case conferences and development of plans for students whose absences meet the SAER criteria. * Teachers to actively monitor attendance and advise YC of attendance concerns. * External support agencies and targeted programs to assist students and families to improve attendance. | * School officer * DP * AO/YC * AO * SSM/YC * YC/Teacher * YC’s/DP/SSM * Support Staff- Psychologist, Nurse, Chaplain | * Twice daily * Weekly * As identified * Daily * Weekly * Weekly * When identified |
| **RESOLVE** – every absence is investigated and recorded | * Use of Message U-SMS to advise parents and for them to respond. * Fortnightly letter emailed to parents * Parent contact made for 3 or more unexplained/unresolved absences | * YC * AO * YC’s/AO | * Daily * Fortnightly * When identified |
| **RESTORE** – where a student’s attendance is below 90% attendance or is identified as a concern, strategies are implemented to restore attendance. | * Use of data from SAR and SIS to identify SAER students. * Case management approach to restore attendance using all attendance processes (Attendance card) attendance letters, case and formal meetings with appropriate staff. * Recognition of students’ improvement. Parent contact via email or phone call to acknowledge the improvement. * Intrinsic motivations for students identified in the students’ attendance plan. * Certificate and acknowledgement of student with 100% attendance at the end of each term. * Inclusion in reward excursion for students with attendance >90% | * DP/SSM * YC/SSM * YC/SSM * YC/SSM * YC/SSM | * Weekly * As identified/ongoing * When identified |
| **RECORD** – accurate recording of daily attendance, explanations and strategies tried are consistent and maintained.  Target – 100% attendance recorded by teaching staff each week | * All staff to record attendance in the first 15 minutes of each period. * Attendance officer monitors all lesson attendance and follows up any outstanding attendance each lesson, daily and weekly. * SMS and any explanation from parents/guardians are recorded on SEQTA * Students arriving late to school are to sign in via SS, where time and explanations are recorded on SEQTA * Individual Attendance and Support plans are documented electronically and recorded on file. | * All teaching staff * AO * AO * AO * SSM/YS | * Daily * Daily * Daily * Daily * As identified and developed |