



Wyndham District High School Attendance Plan 2020-2021

Project Definition

To improve regular student attendance, by improving school procedures to manage attendance. Create a parent culture that views regular school attendance as imperative and understanding that it is important to communicate student absences to the school.

Aboriginal Cultural Standards and Framework

RELATIONSHIPS

STANDARD:

Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

LEADERSHIP

STANDARD:

Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

TEACHING

STANDARD:

Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.

LEARNING ENVIRONMENT

STANDARD:

Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

RESOURCES

STANDARD:

Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.

Targets

- To decrease severe percentage by 20% and decrease the 'drop off' rate of year 10, year 11 and year 12s
- To increase KIN to 75% and PPR/YR01/YR02 to 90%
- Maintain the Semester 1 whole school regular attendance target of 36% in semester 2.
- Increase whole school attendance to 75% by end of semester 2
- Move our 'moderate' attenders to regular attenders

Improvement Targets	Key Strategies	Resources	Who	Assessment
1. Ensure all children are enrolled at school.	AIEO team daily visits and liaison	School Vehicle	AIEO Team	Ongoing observations How many students are in the community unenrolled? (Every 4 weeks)
2. Ensure strong support and action in the early years.	AIEO team daily visits and liaison Partnership with WELA, Community Health and Kindilink (Early Years Network) EA and classroom teachers build strong relationships with families – attempt to make contact as soon as absent occurs 'Engaging First Time Parents' – Triple P and workshops such as Dads Workshops	School Vehicle 600 – catering	AIEO Team + Dani Amber + Christine Early Childhood Team Amy and Dani	Attendance rate of Early Years – KIN target 75% PPR/YR01/YR02 90%
3. Recognising initiatives that encourage student attendance and parent participation.	Meet and Greets in term 1 'Deadly Days' – encouraging whole school increase in percentage 80% Incursions such as Musica Viva + Spare Parts Leadership Camps- in lower secondary Big Breakfasts Develop Student Council Kimberley Cup School Ball Annual Athletics School Assembly Attendance Draws Engagement classes	Morning Teas - \$500 Deadly Day Rewards \$600 Incursions \$1000 Excursions \$4000 Big Breakfasts \$1500 Kimberley Cup Vouchers \$1000	All staff Outside agencies – Boab Health, WYAC, NAAC, Community Health	% of parents attendance at events such as Meet and Greet Number of students participating in events such as Kimberley Cup
4. Supporting parents to take responsibility for their children's attendance.	Documented Plans and support meetings with principal		AIEO Team Dani	The number of documented plans

5. Establishing partnerships with local businesses and agencies to improve attendance.	<p>Leadership Camps– outside agencies such as Boab Health, Anglicare, WA Police, NAAC supporting program</p> <p>ST Joseph's partnership – AIEO team and St Joes principal support one another with pick ups</p> <p>Local businesses have adopted the policy of not serving school age students without leave pass.</p>		<p>Boab Health, Anglicare, WA Police, NAAC, WYAC</p> <p>AIEO Team + ST Joe principal</p>	Anecdotal observation of attendance and participation at community meetings
6. Providing professional learning for school staff on how to improve student attendance.	<p>Each staff meeting staff to look at attendance data with support from admin using case management sheets develop strategies to support students.</p> <p>Each fortnight teachers need to put aside one DOTT to meet with a member of AIEO team to discuss plan and set time to make home visit.</p> <p>Participate in the PBS effective teaching training</p>	PBS team	All staff	Staff survey

RESPONSIBILITIES

All Staff

Promote student attendance through clear statements of expectations and procedures to all sections of our school community at every relevant occasion. This is to include the impact absences have on students' learning.

Principal

- Meet daily with AIEO team and deputy to discuss attendance and liaison needs
- Daily check Integris and record unexplained absences for AIEO tem follow up and daily meeting
- Liaise with agencies such as Boab Health to support families
- Commit to providing an attendance focus at least twice a term within the school's newsletter (weeks 2 and 6).
- Ensure that staff are recording student attendance accurately
- Ensure attendance is monitored by teachers across the school and teachers liaise with support staff to investigate when a student's attendance drops below 90%, or is a concern.
- Each staff meeting provide data to all staff and support case management
- Contact parents, teacher and student to convene an attendance focused meeting when a student's attendance pattern is of concern to the school. The outcome of the meeting should

lead to the development of a plan to improve the student's attendance. These plans to be communicated with teachers.

- Provide ongoing intensive support for students if communication with parents/carers has not been possible and in any case, where the student's attendance continues to be a concern after the initial student support group meeting.
- Consult with Kimberley Education Regional Office and external agencies for cases where the cause of absence has been difficult to identify and/or strategies in addition to school-based strategies are required to meet the student's needs.

AIEO Team

- Support the Principal in monitoring and investigating attendance issues within the school.
- Meet with admin team daily and follow up unexplained absences and concerns
- Liaise with St Jospeh staff and meet when needed
- Supprt teaching staff with family liasion and student support – meeting with each teacher once a fortnight and encouraging each teacher to make a home visit (positive first ☺)
- Communicate attendance data in the Bastion Bulletin

Teaching Staff

- Record attendance in a timely manner. Primary staff to record daily attendance by 8:30 and check at the end of the day to check if updates need to be made. Secondary staff endeavour to record in first 15 minutes of lesson and check whole day at the completion of the day.
- Every staff meeting use data to set plans, reflect on progress
- At least once a fortnight meet with a member of AIEO team to discuss case management and plan home visits.
- Make contact with parents (liaise with AIEO team and/or princiapl so everyone is on same page)
- Contact admin and/or AIEO team with concerns
- Ensure provide students with motivatiing and relevant curriculum and develop a safe, inclusive classroom environment.
- Follow the whole school stratgies

Family

- Ensure that their child attends school at all times when the school is open for instruction (see School Education Act, 1999)
- promote and provide organisational support to their child for full attendance and participation at school on all designated school days
- ensure that their child is on time for school each day – before 8:00 am
- notify the school of their child's absence as soon as possible on the first day of the child's absence
- notify the school in advance if an absence of any period is planned.
- Inform the school office if you are going on vacation prior to it occurring.
- work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school
- ensure that contact details for the child are correct and up to date

REVIEW

Target Set	Evidence/Data Summary	Analysis Summary	Recommendations for future planning
To decrease severe percentage by 20% and decrease the 'drop off' rate of year 10, year 11 and year 12s			
To increase KIN to 75% and PPR/YR01/YR02 to 90%			
Maintain the Semester 1 whole school regular attendance target of 36% in semester 2.			
Increase whole school attendance to 75% by end of semester 2			