

Golden Grove High School Attendance Improvement Plan May 2018

Informed By-

- DECD Attendance Policy
- Attendance Strategy for Government Preschools and Schools 2017 To 2020

Purpose

The Education Act requires all young people under the age of 17 to participate in a full-time approved learning program. Golden Grove High School prioritises early identification of irregular and non-attendance as indicators of the potential for disengagement from education. Maintaining a focus on student attendance and engagement promotes improved educational outcomes and is central to the lifelong achievement, wellbeing and success of young people.

Aims

Improve attendance rates and student engagement through building family and community understanding of the importance of attendance. To provide engagement through quality education opportunities through our Pedagogical Framework.

Definitions

Habitual non-attendance: where a student has five or more absences for any reason in a term (average of one day per fortnight)

Chronic non-attendance: where a student is absent for 10 days or more in a term for any reason (average of one day per week)

Site Strategies

- Have an attendance target of 92%
- Implementation of the GGHS Pedagogical Framework
- Through ongoing professional learning support teachers to engage and support students in their education through quality teaching and learning and positive school culture – Golden Grove High School Values and SIP
- Develop and maintain positive and respectful relationships and open communication with students and their families to build trust and enhance understanding of circumstances impacting on attendance
- Regularly collect, collate and disseminate attendance and behavioural data to provide high-quality information to leaders, sub school teams and to identify students at risk and implement appropriate support strategies
- Ensure intervention strategies are shared and documented
- Access and utilise interagency support - attendance officers and engagement social workers
- Ensure intervention occurs after 10 days of absence in a term (or sooner if the child or student has a poor attendance record)

Family Responsibilities

- Advise the school when their child is absent and explain the reason. This is to be done prior to the absence (whenever possible) or as early as possible on the day of the absence.
- Support students in attending school on time day every day unless there is an unavoidable reason for not attending
- Make appointments out of school hours whenever possible
- Support students being punctual – if arriving late or leaving early, the student must sign in/out through Student Services or the front office, with parental consent
- Respond to school sent SMS messages informing parents/caregivers that the child is absent without explanation

- Apply through student services for an exemption when the child will be absent for longer than one week for family or medical reasons. The appropriate form can be obtained by contacting Student Services.
- Work with the school to improve attendance where necessary

Subject Teacher Responsibilities

- Support the Golden Grove High School Attendance Improvement Plan
- Record student attendance at the beginning of every lesson in DayMap
- Record absences according to DfE requirements using the appropriate code
- Provide a relevant and dynamic learning program that engages students and offers opportunities for success thus encouraging regular attendance
- Analyse behavioural and attendance data to identify students at risk, implement and document support strategies
- After two consecutive unexplained absences – follow up with the parent/caregiver
- Refer all students with unsatisfactory attendance to the Learning Area Leader
- Engage with parents/caregivers and other staff as necessary (e.g. teachers, Learning Area Leader, Sub School Leader, Sub School Manager and Attendance SSO)

Homegroup Teacher Responsibilities

- Encourage and support regular attendance
- Record absences in **DayMap**. **NB Do not modify existing codes**
- Check records weekly and follow up any outstanding unexplained absences with the parent/caregiver, seeking support from the Sub School Leader as required
- On the third consecutive day of unexplained absence, the Homegroup teacher must contact the parent / caregiver to ascertain the reason for the absence.
- Identify issues of chronic non-attendance/unexplained absences and refer to the Sub School Leader
- Teachers can request priority of follow-up for individual students at risk
- If teachers receive an explanation of absence by phone message, then that is sufficient. This should be recorded appropriately in **DayMap**. (NB it is advisable to also keep hard copies of any notation received / taken).
- Insist on student punctuality – set detention on the third unexplained lateness
- Monitor student daily and lesson attendance as per the Unexplained Absence Flowchart (Page 70 of Staff Handbook)
- Suspected truancy from lessons should be referred to the subject teacher for follow-up

SSO Responsibilities

- Record all parent/caregiver notifications (phone call, email, SMS) in DayMap advising of non-attendance. Ensure that a reason is provided.
- SMS parents/caregivers for unexplained student absence
 - For chronic non-attenders - SMS sent by 9.30am
 - Unexplained – 10.25am
 - Year 11/12 - recheck at 11.35am due to home studies
- Update student records when parents/caregivers provide new information
- Daily data checks for discrepancies when marking rolls
- Attendance rolls printed Weeks 3, 6 and 9 and given to Assistant Principal - Wellbeing
- Weekly export of data from DayMap to EDSAS
- Update of parent/caregiver information (Front Office)
- Provide ED175 Application for Exemption from School Attendance when students will be absent from school for more than one week for family reasons (e.g. holiday)

Outcomes

- Attendance goal is achieved
- Improvement in students' attendance and participation as presented in the data
- Improvement in learning outcomes as measured by assessment processes
- Increased understanding of the importance of regular attendance by the school community - teachers, students and parents/caregivers
- Ongoing analysis of attendance data is conducted informing the ongoing review and improvement of Golden Grove High School processes