

Tuart Hill Primary School Attendance Plan 2018- 2020

OUR VISION

To provide a safe and caring environment in which we are constantly striving for excellence while preparing our students for the challenges of an ever-changing world.

OUR MISSION

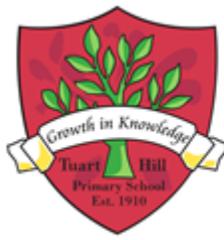
At Tuart Hill Primary School, we:

- Foster a love of learning.
- Encourage students to reach their potential with innovative teaching practices that recognise their individual needs.
- Provide a positive environment that promotes excellence and offers support in all learning endeavours.
- Promote and celebrate the cultural diversity of our school.
- Develop resilience, adaptability and critical thinking.
- Use our core values to help develop creative, connected, caring and committed citizens.



CORE VALUES

Learning We believe that:	Excellence We believe in:	Care We believe in:	Equity We believe:
<ul style="list-style-type: none"> • All students have the capacity to learn. • Quality teaching is the key to learning achievement. • A whole school approach to all curriculum areas is the best way to achieve positive outcomes. • Sustainability and ICT should be imbedded in our teaching and learning practices. • Using quality data to drive school planning helps improve student achievement 	<ul style="list-style-type: none"> • Setting high expectations for staff in all areas of teaching and learning. • Setting high expectations for students to strive to achieve the very best academic and social outcomes. • That all parents have a responsibility to support teachers and students in their pursuit of excellence. • Embracing innovative practices to enrich teaching and learning at our school. • A planning, teaching and assessment cycle. • Celebrating the achievements of our students. 	<ul style="list-style-type: none"> • Providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school. • Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve. • Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone. 	<ul style="list-style-type: none"> • An equitable school is one that respects the individuality of all children and adapts teaching to their needs. • In celebrating the rich environment of our culturally diverse school, and allowing all voices to be heard with respect. • In following the professional standards in our staff code of conduct at all times. • In abiding by the student code of conduct at all times. • In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.



SCHOOL CONTEXT

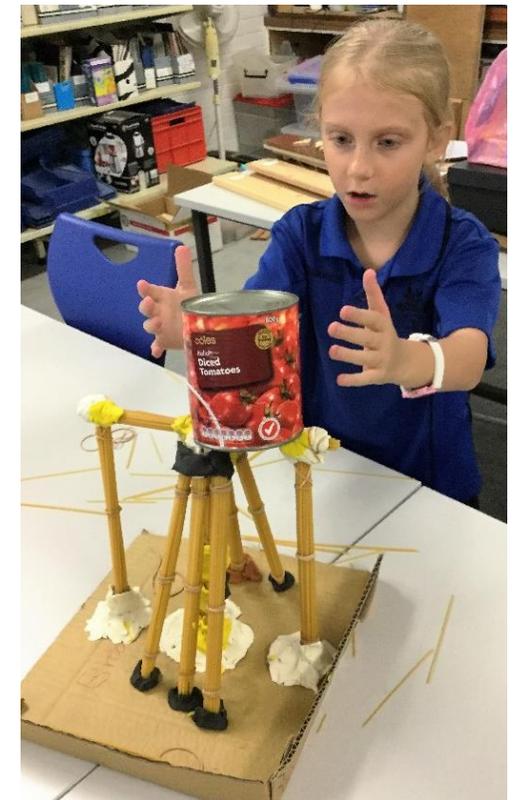
Tuart Hill Primary School is an independent public school, enabling our community to have greater flexibility and accept higher accountability when we make decisions about curriculum, student support, staff recruitment, financial management and governance.

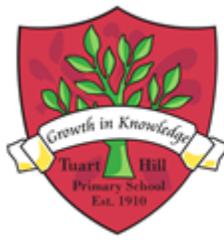
Tuart Hill Primary School was opened on the 25 April 1910 in the suburb of Tuart Hill, five kilometres north west of the Perth CBD. The main school buildings were constructed in the late 1940s and our most recent building opened in 2010. The school has a purpose-built kindergarten/pre-primary and library. Our school hosts the permanent Dental Clinic that is accessed by students from nearby schools. The Tuart Hill Community Kindergarten is located approximately 800 metres off site and is closely linked to our school.

Specialist programs currently provided to students include LOTE(Spanish), Physical Education, Visual Arts, Music and Science as well as support being provided for environmental programs and Digital Technologies. Our staff are digitally literate and use interactive whiteboards, iPads, laptop and desktop computers to enhance rigorous learning and teaching programs.

The school appreciates our three large play areas that include AFL and Soccer ovals, multipurpose refurbished hardcourts and varied playground equipment. We believe in the value of natural elements in play spaces, and strive to provide a challenging, inclusive variety of activities that inspires our diverse student population.

Approximately 38% of our students come from a language background other than English with over 34 different first languages. All staff are committed to helping students reach their full potential through the development of a curriculum that caters for the needs of all individuals. At Tuart Hill Primary School, we believe parental support is critical if students are to reach their full potential. We actively promote our school in the wider community and encourage parental input into how our school operates.

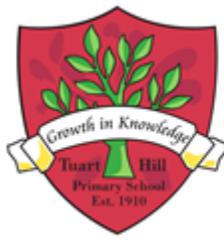




Learning Excellence Care Equity

Strategic Links	Objective	System performance information:
STRATEGIC PLAN FOR WA PUBLIC SCHOOLS 2016–2019	High expectations of success for every student in every school.	<ul style="list-style-type: none"> Percentage of students achieving 90% or above attendance.
TUART HILL PRIMARY SCHOOL 2018 – 2020 BUSINESS PLAN	Identify and work with families with student attendance rates under like school rates.	<ul style="list-style-type: none"> Student Attendance 2018 – 2020 will be monitored and maintained to achieve: <ul style="list-style-type: none"> regular attendance will improve when measured against like school using the Schools Online Attendance Report late arrivals reduced by 10% unauthorised absences reduced by 10%

Strategy Milestones	Objectives What are we doing? Why?	Strategies How will we do this? Who will do this?	Measurement How can we measure our progress?
Monitor unauthorised absences weekly and contact parents/carers	<p>What:</p> <ul style="list-style-type: none"> Determine who is absent each week. Professionally contact parents to request a reason for the absence. <p>Why:</p> <ul style="list-style-type: none"> to identify potential and real attendance risks to develop Individual Attendance Plans if necessary in a timely manner to let parents/carers know that we want their children to attend but we have noticed they are not to inform the next stage of the Attendance Plan 	<ol style="list-style-type: none"> Employ support staff 0.1 FTE (Attendance Officer) to monitor real time attendance data weekly. Attendance Officer will make a phone call to the listed Student family contacts to professionally request a reason for the absence. Should one be received, Attendance Officer will note that reason on SIS. Attendance officer will update the weekly data spreadsheet. 	<p>Data Spreadsheet updated weekly indicates ongoing contacts, new contacts, weekly attendance percentages for identified students.</p> <p>Weekly updates are saved to the schools' Administration Drive/ Students/ Attendance/ 2018 or 2019 or 2020.</p>
Develop Individual Engagement Plans for students at moderate and severe attendance risk	<p>What:</p> <ul style="list-style-type: none"> Identify students who indicate attendance rates of 90% or less for the first five weeks of each school term. Post or email a letter to those parents. Identify students who indicate continued poor attendance by week nine of each term and request a meeting with the families to develop an Individual Attendance Plan. 	<ol style="list-style-type: none"> Principal will email and/or post Parent Absence Letter 1 (see appendix) to parents of students who present with indicated attendance rate of 90% or less for the first five weeks of each Term as shown on the data spreadsheet. 	<p>The number of letters posted each term to ongoing contacts will reduce.</p> <p>The number of Individual Attendance Plans in use will lessen as the year progresses as students at moderate risk of poor attendance develop regular attendance patterns.</p>



	<p>Why:</p> <ul style="list-style-type: none"> • To clearly outline the short and long term consequences of students missing school • To clearly indicate to parents that the Principal is taking an individual interest in their child's school attendance and is concerned about the impact this will have on their child's opportunity to progress and achieve. • To intervene early when families may be experiencing difficulty in ensuring their child/ren attend school regularly. • To personalise interventions to achieve appropriately tailored solutions 	<p>2. Principal will personally request a meeting with families of students who indicate moderate and severe attendance risk to collaboratively and individually develop, action, monitor then revise an Individual Attendance Plan (see appendix).</p>	<p>Families of students identified at severe attendance risk will be:</p> <ul style="list-style-type: none"> • supported at school level to become at moderate or low attendance risk • referred to external agencies that can support them • referred to the Regional Attendance Team
<p>Meet with families who experience persistent late arrival to affect improvement</p>	<p>What:</p> <ul style="list-style-type: none"> • Identify students who consistently arrive at class after school start time to be deemed by the teacher to be Late. <p>Why:</p> <ul style="list-style-type: none"> • To lower social anxiety of students who are unsettled due to a rushed, unprepared start to their school day • To maximise learning opportunities as students who are late miss crucial instruction, engagement and prospects. • To personalise interventions to achieve appropriately tailored solutions 	<p>1. Attendance officer will update the weekly data spreadsheet to indicate students who arrive late, as deemed by the class teacher.</p> <p>2. Principal will contact parents of indicated students by email to explain that their child is missing vital social opportunities and critical learning time by arriving late regularly to school at weeks three and six.</p> <p>3. Principal will request a meeting with parents of students who indicate that regular late arrival has become persistent by Week Nine of any term to develop an Individual Attendance Plan.</p>	<p>Families of students identified as persistently late to class will be:</p> <ul style="list-style-type: none"> • supported at school level to become at moderate or low late risk • referred to external agencies that can support them if appropriate