



Learning Excellence Care Equity

Tuart Hill Primary School Attendance Plan 2021- 2023

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 in:
<ul style="list-style-type: none"> • all students have the capacity to learn. • quality teaching is one key way to learning achievement. • a whole school approach to curriculum areas is the best way to achieve positive outcomes. • sustainability and ICT should be meaningfully 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, students and the school community 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, staff and community. 	<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 the whole child achieve. • fostering clear and open lines of communication between parents, students and teachers to provide better outcomes for everyone. • A high level of professionalism including observing a community wide code of conduct. 	<ul style="list-style-type: none"> • ensuring an equitable school that respects the individuality of all children and adapts teaching to their needs. • celebrating the rich environment of our culturally diverse school and allowing all voices to be heard with respect. • always following the professional standards in our staff code of conduct. • always abiding by the student code of conduct as outlined in the Positive Behaviour Schools process. • 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.

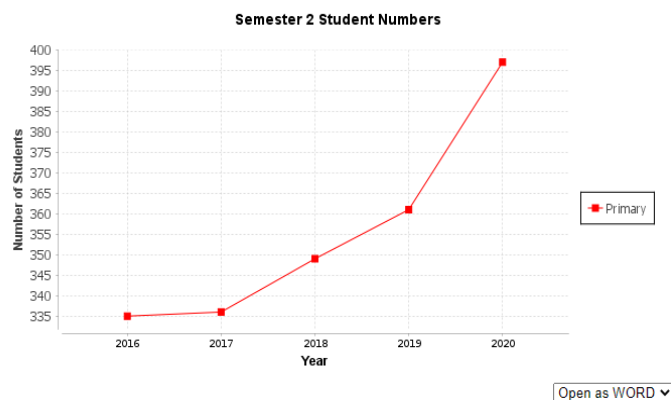
Tuart Hill Primary School was opened on the 25 April 1910 in the suburb of Tuart Hill, five kilometres north west of the Perth CBD. The main school buildings were constructed in the late 1940s and our most recent building opened in 2010. The school has a purpose-built kindergarten/pre-primary and library. 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.

ENROLMENTS



Semester 2	2016	2017	2018	2019	2020
Primary (Excluding Kin)	335	336	349	361	397

Copy Options

Tuart Hill Primary School enrolments indicate an upward trend, indicating that we are the school of choice for all within our school boundaries. The quality of all staff who support our students is matched with positive teaching of an appropriately differentiated rigorous curriculum. This is resulting in high community confidence in our school's ability to care for, support and challenge their children so that they are well-prepared to continue their learning journey on to Secondary School and beyond.

The **percentage of student transiency** remains below 2018 levels of 16.8% but has increased from 11.3% in 2019 to **currently stand at 14.0% for 2021**. Overall, families come to our school and try to stay at our school – a point that makes us very proud.

The increasing trend in enrolments predicates the consideration of increasing opportunities to employ teaching and support staff.





Strategic Links	Objective	System performance information:	
<u>Building on Strength:</u> <u>Future directions for the Western Australian public school system</u> Focus 2021	1. Provide every student with a pathway to a successful future 5. Partner with families, communities and agencies to support the educational engagement of every student. 6. Use evidence to drive decision making at all levels of the system.	<ul style="list-style-type: none"> • Create learning environments that promote resilience, optimism, confidence and self-efficacy. • Implement targeted approaches to engage students identified as being at high risk of non-achievement. Percentage of students achieving 90% or above attendance. • Increase the number of students who attend school 90% or more of the time. • Set aspirational targets for retention and attendance of students. 	
Aboriginal Cultural Standards Framework	Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential. Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.	<ul style="list-style-type: none"> • Staff are aware of the need for having clear expectations for the attendance and behaviour of all students, including Aboriginal students. • Staff and local Aboriginal community members meet routinely to identify factors that have an impact on Aboriginal student engagement and develop agreed plans for addressing concerns. 	
Tuart Hill Primary School 2021 – 2023 Business Plan	Every student will make progress and achieve across all learning areas.	<ul style="list-style-type: none"> • Student Attendance K-6 2021 – 2023 will be monitored and maintained to achieve: <ul style="list-style-type: none"> ○ Students at moderate, severe and highly severe risk of regular attendance at or above WA Public School percentages, will indicate a percentage improvement ○ The percentage of late arrivals reduced each year when monitored 2021 -2023 ○ The percentage of unauthorised absences will be reduced each year when monitored 2021 -2023 	
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	What: <ul style="list-style-type: none"> • Determine who is absent each week. • Professionally contact parents to request a reason for the absence. Why: <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 	1. School Officer Level One will monitor real time attendance data daily and weekly as part of their duties, 2. School Officer will make a phone call to the listed Student family contacts to professionally request a reason for the absence. Should one be received, School Officer will note that reason on SIS. 3. School officer will liaise with Admin who will determine the next steps as per the Attendance Process in conjunction with the class teacher.	Percentage Attendance Report printed each term indicates ongoing contacts, new contacts, weekly attendance percentages for identified students. Explanations noted. Agreed actions taken.



Meet with families who experience persistent late arrival to affect improvement	<p>• to inform the next stage of the Attendance Plan</p> <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. Liaise with class teachers to individualise responses for students and families. • 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>1. Class Teacher will agree on the steps to take with each individual student, be that:</p> <ul style="list-style-type: none"> • A class-based student/teacher conversation and agreement eg visit the guinea pigs each morning if you are here before the bell. • Teacher/parent conversation to determine if there are school-based adjustments that might support timely/regular attendance • Determine if the School Based Liaison Officer may be the best person to contact families regarding late/irregular attendance. • Admin/parent to determine if there are school-based adjustments and / or interagency supports that might support timely/regular attendance • Admin Attendance Letter to parent/carer/family that will be a written reminder of the need for timely/regular attendance and agreed actions. 	<p>Responses to students and families who indicate at risk attendance will be adjusted to suit personal circumstances.</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>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
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 continued poor attendance by week nine of each term and request a meeting with the families to develop an Individual Attendance Plan. • 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>2. Class Teacher will agree on the steps to take with each individual student, be that:</p> <ul style="list-style-type: none"> • A class-based student/teacher conversation and agreement tailored to the student • Teacher/parent conversation to determine if there are school-based adjustments that might support timely/regular attendance • Admin/parent to determine if there are school-based adjustments that might support timely/regular attendance • Admin/parent to determine if there are inter-agency supports that may be applied that might support timely/regular attendance 	<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



Student Attendance Procedure 2021 – 2023

Standard Procedure:

1. **Communication** regarding the importance of *Attending School Every Day* and *Being On Time* is included in New Student Information Packages, is uploaded to the website and is part of every class teacher's Class Meeting Agenda. School Procedures regarding attendance are communicated through eNewsletters and the Website as well as explained individually if required.
2. **Class teachers create and maintain a supportive learning environment** that will encourage student and parent engagement
<http://ecm.det.wa.edu.au/connect/resolver/view/SATK12T059/latest/index.html>
3. **Class teachers mark attendance** twice a day and include Notes on Integris as information regarding absences is received. Notes from parents regarding absences are gathered by each class teacher and archived each year by School Officers.
4. **Late arrivals** are managed through the class teacher firstly then the school Administration. Opportunities are taken to explain that it is important for a child's education as well as their social/emotional wellbeing that they arrive at school on time, ready to learn and with enough time for the child to transition from home to school positively.
5. **Unexplained absences** are followed up. Opportunities are taken to explain that it is a DoE procedure that a medical certificate should be supplied for a child who is frequently unwell:
 - daily via phone contact from the School Officer;
 - verbally the next day by the class teacher if possible
 - verbally by school officers at opportune moments
 - at a dedicated time each week, based on Front Office coverage, to continue to seek for explanations for unexplained absences.
6. **Class teachers alert the Administration** at any time that they are concerned by any individual persistent absence or late arrival that is not remedied through the usual process. The Principal will contact the parent directly to explain the need for regular, timely attendance.
7. **Should the above procedure prove ineffective** at improving any individual student's attendance, the following procedure will be followed:

When	Principal OR Student Services Associate Action to be completed prior to Week Nine, to allow interview.
Term One week 7 or 8	<p>INTEGRIS: run a whole school Percentage Attendance Report from the start of the year.</p> <p>Note students with attendance:</p> <p>a. Below 59% - Severe Risk</p> <p>Conversation with Teacher: What has been done so far?</p> <p>Conversation with parent and/ or letter to parent. Follow steps as per Attendance Intervention 1</p> <p>b. Between 60 -79% - Moderate Risk</p> <p>Conversation with Teacher: What has been done so far?</p> <p><i>NOTE: Caution here as several days' absence in Term One can indicate moderate risk. Take action if the regular process does not improve attendance.</i></p> <p>Conversation with parent and/ or letter to parent if agreed by teacher.</p>



	<p>c. Between 80 -89 % - indicated Risk</p> <p>Conversation with Teacher: What has been done so far? <i>Take action if the regular process does not improve Term Two attendance</i></p>
Term Two Week 7 or 8	<p>INTEGRIS: run a whole school Percentage Attendance Report from the start of the year. Note new and existing students with attendance:</p> <p>a. Below 59% - Severe Risk</p> <p>Conversation with Teacher: What has been done so far? Is this action having any effect? Admin consideration: Does the parent required interagency intervention or other support? Follow steps as per Attendance Intervention 1 If this Severe Risk attendance is persistent, review Attendance Intervention 2.</p> <p>b. Between 60 -79% - Moderate Risk</p> <p>Conversation with Teacher: What has been done so far? Conversation with parent and/ or letter to parent as student is continuing to indicate risk. Follow steps as per Attendance Intervention 1</p> <p>c. Between 80 -89 % - indicated Risk</p> <p>Conversation with Teacher: What has been done so far? Is an Indicated Risk attendance pattern emerging? Conversation with parent and/ or letter to parent. Consider steps as per Attendance Intervention 1</p>
Term Three Week 7 or 8	<p>INTEGRIS: run a whole school Percentage Attendance Report from the start of the year. Note new and existing students with attendance:</p> <p>a. Below 59% - Severe Risk</p> <p>Conversation with Teacher: What has been done so far? Is this action having any effect? Admin consideration: Does the parent required interagency intervention or other support? Follow steps as per Attendance Intervention 1 if this is a new indication. If this Severe Risk attendance is persistent, enact Attendance Intervention 2.</p> <p>b. Between 60 -79% - Moderate Risk</p> <p>Conversation with Teacher: What has been done so far? Is a persistent pattern emerging? Admin consideration: Does the parent required interagency intervention or other support? Conversation with parent and/ or letter to parent as student is continuing to indicate risk. Follow steps as per Attendance Intervention 1</p> <p>c. Between 80 -89 % - indicated Risk</p> <p>Conversation with Teacher: What has been done so far? Is an Indicated Risk attendance pattern emerging?</p>



	<p>Conversation with parent and/ or letter to parent.</p>
<p>Term Four Week 7 or 8</p>	<p>INTEGRIS: run a whole school Percentage Attendance Report from the start of the year. Note new and existing students with attendance:</p> <p>a. Below 59% - Severe Risk</p> <p>Conversation with Teacher: What has been done so far? Is this action having any effect?</p> <p>Admin consideration: Does the parent required interagency intervention or other support?</p> <p>Follow steps as per Attendance Intervention 1 if this is a new indication If this Severe Risk attendance is persistent, enact Attendance Intervention 2.</p> <p>b. Between 60 -79% - Moderate Risk</p> <p>Conversation with Teacher: What has been done so far? Is a persistent pattern emerging?</p> <p>Conversation with parent and/ or letter to parent as student is continuing to indicate risk. Admin consideration: Does the parent required interagency intervention or other support?</p> <p>Follow steps as per Attendance Intervention 1. Review Attendance Intervention 2.</p> <p>c. Between 80 -89 % - indicated Risk</p> <p>Conversation with Teacher: What has been done so far? Is an Indicated Risk attendance pattern emerging?</p> <p>Conversation with parent and/ or letter to parent.</p> <p>Ensure Attendance Interventions are noted on Transition Documents and included in Transition Conversations.</p>

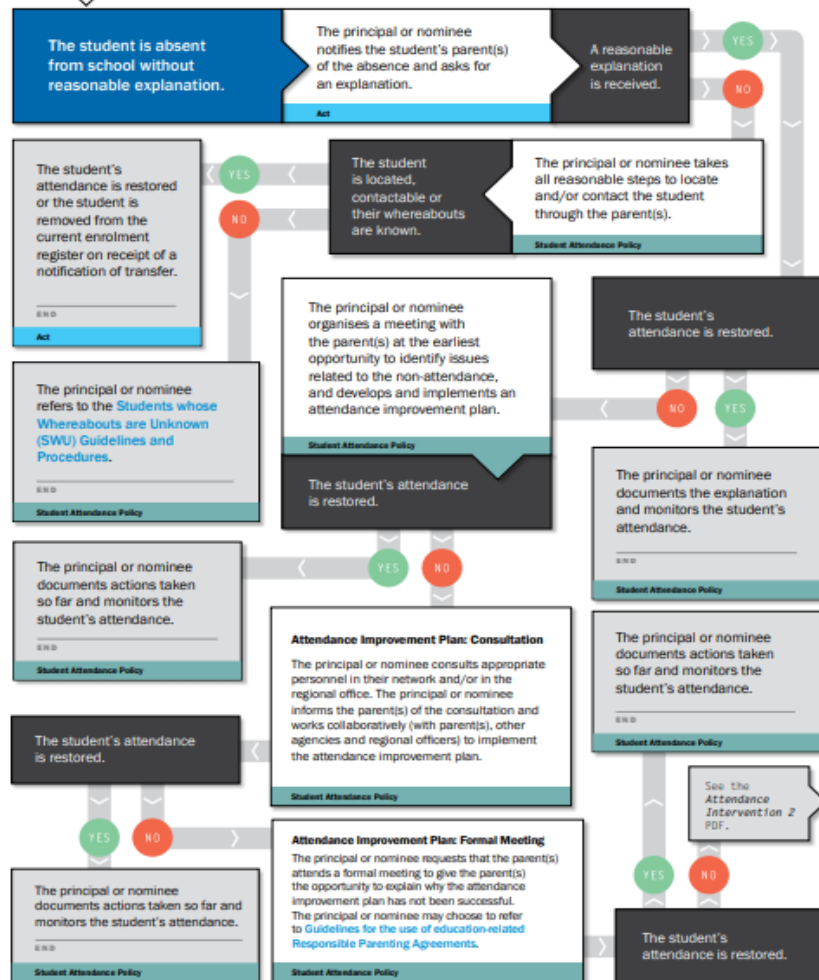


Tuart Hill Primary School

Creating Bright Futures

Learning Excellence Care Equity

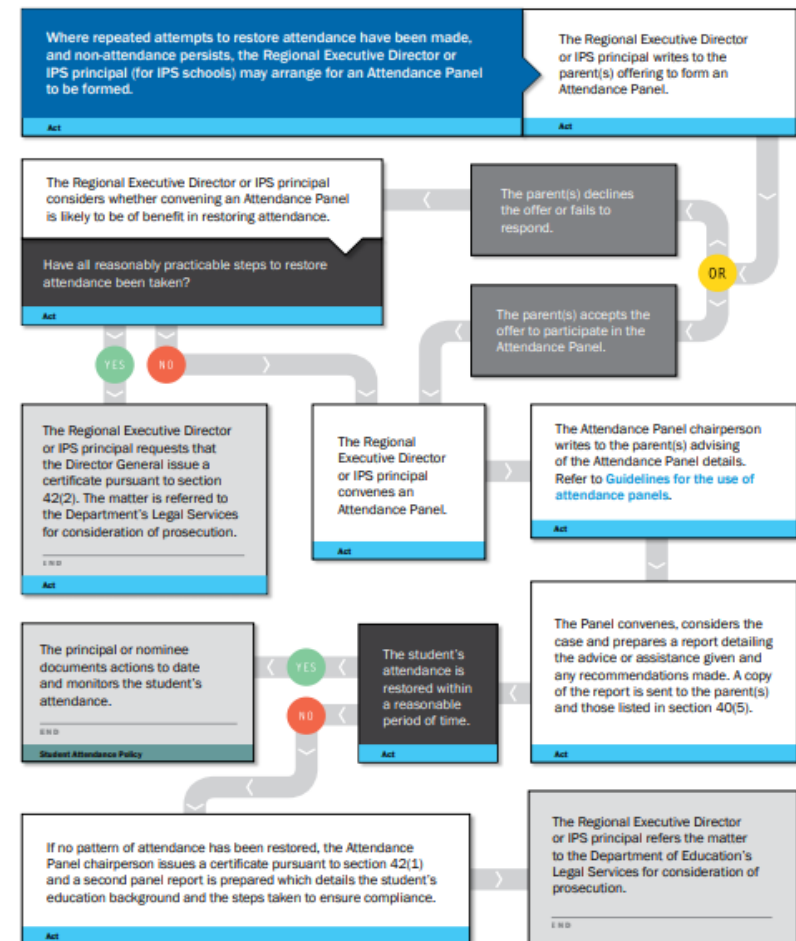
ATTENDANCE INTERVENTION 1



Act	School Education Act 1999
Policy	Department of Education Student Attendance Policy
Guidelines	Department of Education Guidelines for the use of education-related Responsible Parenting Agreements Department of Education Students whose Whereabouts are Unknown (SWU) Guidelines and procedures

	Government of Western Australia Department of Education
Version	August 2013

ATTENDANCE INTERVENTION 2



Act	School Education Act 1999
Policy	Department of Education Student Attendance Policy
Guidelines	Department of Education Guidelines for the use of attendance panels Department of Education Guidelines for the use of prosecution Department of Education Guidelines for the use of education-related Responsible Parenting Agreements

	Government of Western Australia Department of Education
Version	August 2013



Learning Excellence Care Equity

TABLE SHOWING THE IMPACT OF MISSING SCHOOL

Period of Absence (Years 1-10)	Rate of Attendance	Equivalent School Missed	Level of Educational Risk
Average of 5 Days per term	90%	1 Year	Classified as regular attendance (but not ideal)
1 Day Per Week	80%	2 Years	Indicated At-Risk
1.5 Days a week	70%	3 Years	Moderate Risk
2 Days Per Week	60%	4 Years	Moderate Risk
3 Days per Week	40%	6 years	Severe Risk
5 Weeks per term	50%	5 Years	Severe Risk

95-100%	Attendance is excellent and conducive to best academic results.
90 – 100%	Attendance is classified as being as REGULAR
80 – 89%	Attendance is classified as being at INDICATED RISK
60 – 79%	Attendance is classified at being at MODERATE RISK
0 - 59%	Attendance is classified as being at SEVERE RISK

Reference:

Student Attendance Connect Community https://connect.det.wa.edu.au/group/staff/ui/community/summary?coisp=DomainCommunity:17311235#133990_1:381554_1

Attendance Plan presented to School Board _____ Attendance Plan presented to P&C _____



<ParSalutation1>

<ParAddress1>

Dear <ParSalutation1>

Re: Your Child's Attendance at Tuart Hill Primary School

We have noticed that <PreferredName> 's attendance rate for this year is ____% . This is just below the Department of Education's regular attendance level (90% or above). At the moment, <PreferredName>'s attendance places <him/her>

in an 'at-risk' category (see table below) for being able to meet the learning outcomes we are aiming to achieve this year.

At Tuart Hill Primary School, we are striving to increase the attendance of all students to make sure we can provide them with every opportunity to succeed. The *School Education Act 1999* requires parents to send their children to school each school day unless there is a good reason for them not to attend. Recent research from the Telethon Kids Institute also found that every day a student is away from school has a negative impact on learning. Being away from school on any day can make it difficult to catch-up on missed learning, particularly for concepts that are taught in a sequence like numeracy and literacy.

Regular attendance increases children's educational outcomes thereby increasing their lifelong and career opportunities.

Please examine the below table, <PreferredName>'s current attendance bracket is highlighted. If attendance is maintained at this current level, it is the equivalent of missing years of school from K-10.

95-100%	Attendance is excellent and conducive to best academic results.
90 – 100%	Attendance is classified as being as REGULAR
80 – 89%	Attendance is classified as being at INDICATED RISK
60 – 79%	Attendance is classified at being at MODERATE RISK
0 - 59%	Attendance is classified as being at SEVERE RISK



Learning Excellence Care Equity

TABLE SHOWING THE IMPACT OF MISSING SCHOOL

Period of Absence (Years 1-10)	Rate of Attendance	Equivalent School Missed	Level of Educational Risk
Average of 5 Days per term	90%	1 Year	Classified as regular attendance (but not ideal)
Average Of 15 days Per Fortnight	85%	1.5 Years	Classified as being at Indicated Risk
1 Day Per Week	80%	2 Years	Indicated At-Risk
1.5 Days a week	70%	3 Years	Moderate Risk
2 Days Per Week	60%	4 Years	Moderate Risk
3 Days per Week	40%	6 years	Severe Risk
5 Weeks per term	50%	5 Years	Severe Risk

Please see attached your child's attendance details for this year.

We are keen to make sure we support every family to get their children to school every day. If there is anything we can assist you with to support your child attending regularly, or if you would like more information, please contact one of the Admin Team on 9413 1500.

Yours sincerely,

Beverly Innes

Keira van der Wal

Joe Bell

Principal

Associate Principal

Associate Principal

Date:



Tuart Hill Primary School

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