



Augusta Park Primary School

Strong culture, strong relationships, strong learners

Attendance Policy

Date Reviewed: August 2020

Next Reviewed: June 2022

Our Vision

Our vision is: 'strong culture, strong relationships and strong learners'. At Augusta Park Primary School families, students and staff work together to develop collaborative relationships, expert staff, effective learning environments, challenging learning experiences, successful students and strong community connections. Our school has a diverse student population which reflects a high number of Aboriginal families representing a range of language and cultural backgrounds.

Our Mission

At Augusta Park Primary School, we work in partnership with families, students and staff to develop and promote:

- **collaborative relationships** that are based on mutual respect, trust, listening to each other and being open to other people's perspectives. We all have opportunities to provide feedback and participate in decision making. We help and support each other by working collaboratively to achieve the best outcomes for students.
- **expert staff** who continuously build their knowledge and practice through active engagement in professional learning opportunities, performance development and undertaking research into current pedagogical practices which improve student learning outcomes.
- **effective learning environments** which stimulate student learning are engaging, organised and provide opportunities for students to develop a sense of belonging and strong relationships with others. We develop clear, consistent routines and expectations in collaboration with students to set the preconditions for learning as well as to foster a positive, safe and caring school.
- **challenging learning experiences** which foster deep understanding, intellectual stretch and motivate students to learn through the use of effective questioning, open-ended tasks, multiple entry points, differentiation and effective and timely feedback. We develop students executive functioning skills and growth mindsets through learning dispositions, intentional teaching and effective task design.
- **successful students** who are curious, self-motivated, persistent, reflective and resilient learners. Students work collaboratively with teachers to set their own learning goals and are able to articulate where they are at in their learning and can identify their next steps. We support students to be successful by ensuring learning intentions and success criteria are made visible and are understood by all students.
- **strong community connections** through actively engaging in school and community events. We communicate openly and understand each other's backgrounds and perspectives. We connect and engage with services in our local community to improve outcomes for students. We continuously build on our understanding and awareness of Aboriginal culture through our languages program and working with our Aboriginal Education Team as well as celebrating and participating in events that are significant to Aboriginal people.

At APPS, Attendance data, follow ups and intervention strategies are managed collaboratively by classroom teachers, a nominated ACEO team representative and the Student Wellbeing Leader.

Daily Procedures

- All attendance is entered daily by 9:00am using Sentral on the classroom laptop by classroom teachers. In the event of any technical problems with Sentral, laptops or relief teachers being present, hard copies of class rolls are provided and sent back to the ACE Room as close as possible to 9:00am. An ACEO will enter the data into Sentral.
- All students arriving after 8:50am report to the ACE Room where their arrival is entered directly into Sentral and a late card is provided for presentation to the class teacher. Students reporting to class without a 'late card' will be directed back to the ACE Room to sign in.
- At 9:15am, on the completion of rolls, the Attendance ACEO prints absences. The attendance ACEO contacts families to identify the reason(s) for absence. These are recorded onto the unexplained absences print out.
- Printed absences are stored with absence explanations documents, in a folder which is kept in the ACE Room by the Attendance ACEO.
- This document will be emailed to staff daily.
- Changes in phone numbers are monitored by administration staff and Attendance ACEO's and altered as necessary to ensure EDSAS is up to date and phone calls can be made effectively.

Weekly Procedures

- Student consecutive day's absence warning is emailed to the Principal. This is forwarded on to the Attendance ACEO to follow up.
- Attendance data for individual classes is accessed through Student Data Warehouse weekly and published in the school newsletter by the Student Wellbeing Leader 3 times per term.
- Attendance data for the whole school attendance percentage rate is accessed through Student Data Warehouse weekly and published in the school newsletter by the Student Wellbeing Leader 3 times per term.
- Using Student Data Warehouse weekly attendance graphs will be created showing an attendance percentage of all classes by the Student Wellbeing Leader. This will be emailed to all staff members and printed to be displayed on the notice board by the ACE Room by the Student Wellbeing Leader.
- Ongoing student lateness/absence will be raised as a concern by class teachers with families in the first instance; teachers can negotiate support when needed to do this.
- An Attendance Plan will be developed and documented as a result of a meeting between the classroom teacher, the student, the family and appropriate support staff. This plan needs to include the agreed actions by all parties and a review date.
- Every Monday morning at 9:00am the ACE team, Student Wellbeing Leader and Aboriginal Education Leader meet to discuss attendance. Patterns of absence and lateness are noted and referrals are made to the Students at Risk (STAR) Committee for consideration and/or DfE as illustrated on the APPS attendance flow chart.
- Where 3 Days of consecutive unexplained absence a home visit will occur as directed by the Student Wellbeing Leader. The result of the home visit will be recorded in Sentral.

Term Procedures

- The classes with the highest percentages are acknowledged at the final assembly of the term.
- Students with a 100% attendance rate for the term are acknowledged at the final assembly of the term. They receive a certificate and a book of their choice that they can take home.
- The Attendance ACEO, Student Wellbeing Leader and DfE Attendance and Engagement officers meet at least twice a term. The main focus of these meetings is to discuss Chronic Non-Attenders' absence explanations and discuss follow up interventions/strategies.
- Follow up may involve calling families, making home visits and repeatedly seeking out reasons for non-attendance and suggesting strategies to overcome them. For ongoing and persistent absence a referral is made to the DfE as per the APPS flow chart.
- Attendance data is reported to Governing Council at each meeting including weekly and year to date averages against the school target and DfE target of 95%.
- Students with chronic non-attendance will have a welfare check conducted by SAPOL if they have not been sighted or a valid reason has been provided.

Annual Procedures

- New staff will be inducted on appointment by the ACE Team or Student Wellbeing Leader.
- Attendance data is reported to Governing Council and the school community through the Annual Report.
- The schools targets are:
 - Increase whole school attendance rate to 95%
 - Increase attendance percentage rate of individual students currently attending between 75%-90% by 3 to 5% measured each term (approximately an improvement of 1.5-2.5 days each term).
- At the end of each year Absence Reports and documentation are given to the front office so they can be archived.

Policy Review

- The policy will be reviewed annually from the ratification date.
- All attendance strategies, procedure and protocols are guided by DfE attendance policies and requirements
- **Date Reviewed:** April 2020
- **Next Reviewed:** April 2021

AUGUSTA PARK PRIMARY SCHOOL RESPONSE TO STUDENT ABSENCES FLOWCHART

EXPLAINED ABSENCES

- ◆ Entered in Sentral by ACEO's
- Class Teachers notified of planned absences (e.g. exemptions, extended illness) by ACEOs

UNEXPLAINED ABSENCES

On the first day of unexplained absence

- ◆ Phone call is made
- ◆ Attendance ACEO prints out daily unexplained absences.

- ◆ Response is received (by SMS or phone call).
- ◆ Recorded in Sentral by Attendance ACEO.

- ◆ Response is not received
- ◆ Phone call is made and documented by Attendance ACEOs. Reasons for absence are documented if provided.
- ◆ This document is emailed to each teacher daily.

3 Days of consecutive unexplained absence

(Where there has been no response to phone calls or inadequate responses have been provided.)

- ◆ Student consecutive day's absence warning is forwarded to the Attendance ACEO by the Principal.
- ◆ Home visit to be made (two ACEO members, ACEO member and Student Wellbeing Leader, ACEO and Class teacher or two leadership members), negotiated with consideration given to established relationships.
- ◆ Details of the Home Visit to be emailed to the relevant staff members including the leadership team.

5 Days of consecutive unexplained absence

(Where there has been no response to phone calls or inadequate responses have been provided)

- ◆ A home visit is conducted if the student has not been sighted by a staff member
- ◆ Referral is submitted to DfE by the Student Wellbeing Leader and/or Attendance ACEO.
- ◆ Response managed through weekly ACE Team meetings held Monday mornings at 9:00am.
- ◆ Planned response, actions taken and results to be communicated to class teacher.
- ◆ Leadership to determine if Welfare Check by SAPOL is conducted.

8 Unexplained absences in a term

Monitored weekly by Attendance ACEOs and Student Wellbeing Leader through Sentral

- ◆ Home visit to be made (two ACEO members, ACEO member and Student Wellbeing Leader, ACEO and Class teacher), negotiated with consideration given to established relationships.
- ◆ STAR referral submitted, referral to DfE and Support Services considered.
- ◆ If appropriate, Individual Attendance Improvement Plan documented and with a review date, led by Attendance ACEO or Student Wellbeing Leader including the class teacher, parent/caregiver and student.