Attendance Action Plan

Bourke Public School

2014
# Bourke Public School

## Attendance Action Plan 2014

### School Context

Bourke Public School was erected in 1975. It is located 380km North-West of Dubbo in the Connected Communities group of schools. The Connected Communities strategy was implemented in 2013 in 15 geographically isolated schools and communities.

Bourke Public School has 220 students, 78% of whom are of Aboriginal and Torres Strait Islander descent and less than 1% ESL students. In our EYTC we have fifty 4 year old students enrolled 2 days a week. Our 55 staff members are experienced, passionate and innovative team who are committed to the ongoing enhancement of our school through a diverse range of skills and attributes.

Bourke Public School has an active Parents and Citizens committee (P&C) and Aboriginal Education Consultative Group (AECG) who both provide a partnership with our school through fundraising, consultation and support.

Bourke Public School has a focus on literacy, numeracy and technology in the 21st century to enhance students’ knowledge and skills. The school endeavours to ensure students have a healthy lifestyle by providing opportunities to engage in a variety of sporting activities and Kitchen and Garden lessons which develop skills based learning that extends across the entire school curriculum.

There is also a major focus on improving and maintaining attendance at Bourke Public School through innovative welfare programs and community partnerships so all students have an equal opportunity to an education and achieve academic growth in a supported learning environment.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>K</td>
<td>80.1</td>
<td>88.4</td>
<td>90.1</td>
<td>85.5</td>
<td>92.2</td>
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<td>1</td>
<td>85.6</td>
<td>83.2</td>
<td>92.2</td>
<td>92.1</td>
<td>88.7</td>
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<td>2</td>
<td>82.7</td>
<td>87.4</td>
<td>90.0</td>
<td>93.4</td>
<td>91.8</td>
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<tr>
<td>3</td>
<td>82.0</td>
<td>84.0</td>
<td>91.5</td>
<td>86.5</td>
<td>92.7</td>
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<tr>
<td>4</td>
<td>81.7</td>
<td>88.9</td>
<td>88.3</td>
<td>93.6</td>
<td>90.4</td>
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<tr>
<td>5</td>
<td>87.2</td>
<td>86.0</td>
<td>90.4</td>
<td>89.8</td>
<td>94.0</td>
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<tr>
<td>6</td>
<td>81.0</td>
<td>85.1</td>
<td>90.1</td>
<td>91.2</td>
<td>90.1</td>
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<tr>
<td>Total</td>
<td>82.9</td>
<td>86.3</td>
<td>90.3</td>
<td>90.2</td>
<td>90.7</td>
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<tr>
<td>School Identified Priority Area</td>
<td>Summary of Targets</td>
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<tr>
<td>Engagement and Attainment</td>
<td>• Increase the attendance rates from 91% to 92% in 2014</td>
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</tbody>
</table>

The plan has been endorsed and approved by:

Principal: Kylie Pennell
Date: 21st March 2014
Signed: [Signature]

Endorsed by School Education Director: Peter Sheargold
Date: 22/5/14
Signed: [Signature]
# Bourke Public School 2014 Attendance Action Plan

<table>
<thead>
<tr>
<th>Key Areas of Improvement</th>
<th>Expected Outcomes</th>
<th>Strategies</th>
<th>Timeframe</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| Data and Monitoring      | Overall absences decreased by 2% | - Monitoring of rolls, absences and explained notes  
- Short term positive reinforcement  
  - tickets, awards and prizes  
- Long term positive reinforcement  
  - end of year attendance excursion  
- Class daily absences recorded on an interactive program that graphs results  
- 100% attendance per week, term and year rewarded  
- School daily and weekly absent percentages recorded  
- Targeted Attendance Mentor position continued – Follow up on attendance daily through home visits and phone calls  
- Mobility Tracker completed each term | Term 1 – 4 2014 | Exec P  
DP  
AP’s  
CRTs  
SASS  
AEO’s  
TAM  
HSLO  
ASLO | 14.3.14 |
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<tr>
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<th>EXPECTED OUTCOMES</th>
<th>STRATEGIES</th>
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<th>IMPLEMENTED</th>
<th>RESOURCE ALLOCATION &amp; FUNDING SOURCE</th>
</tr>
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</table>
| **Community Involvement** | Improve community involvement and relationships by working hand in hand with the community through the Connected Community Strategy | • Work together with the local police to encourage school attendance  
• TAM work with community groups, committees, Elders and Businesses to encourage students to attend school  
• Work with the Junior Rugby League Club to improve attendance  
• Attendance has become a community focus  
• Provide students with negotiated leave form that is used by all local schools  
• Attendance updates in weekly newsletter and local paper | Term 1 – 4 2014 | Exec P  
DP  
AP’s  
CRT’s  
SASS  
AEO’s  
TAM  
Police  
Junior Rugby League Club  
SLCE | 14.3.14 |  |
| **Rewards / Reinforcers** | 2% improvement on 2013 attendance rate K-6 | • Roll marking procedures update  
• Attendance data and reminders into newsletter and local paper  
• Targeted Attendance Mentor position continued – Follow up on attendance daily through home visits and phone calls  
• Daily, weekly, fortnightly, term and yearly attendance incentives | Term 1 – 4 2014 | Exec P  
DP  
AP’s  
CRT’s  
SASS  
AEO’s  
TAM | 14.3.14 | 5,000 – Global Budget |
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<td>and achievements.</td>
<td></td>
<td>• Announcements made for classes and students who get 100% attendance daily, weekly, each term or yearly • Incentives for teachers</td>
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<tr>
<td>Late Arrivals</td>
<td>Late attendees decreased by 10%</td>
<td>• Home visits by TAM to encourage students to attend school on time • Monitor late arrivals by recording daily • Record reason why student are late • Daily class incentives to encourage students to be on time and ready for learning</td>
<td>Term 1 – 4 2014</td>
<td>Exec P DP AP’s CRT’s SASS AEO’s TAM</td>
<td>14.3.14</td>
<td></td>
</tr>
<tr>
<td>Return from Absence</td>
<td>Days lost to suspension decreased by 10% Increase overall attendance rate by 2%</td>
<td>• Continued early resolution of suspensions • Continue to put supports in place for students struggling to attend school • Personalised Attendance Plans • Visual Graphs created by TAM for parents/carers</td>
<td>Term 1 – 4 2014</td>
<td>Exec P DP AP’s AEO’s TAM</td>
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| **Professional Learning**     | Quality teaching and learning | - Develop staff knowledge and understanding of:  
  - Personalised Learning Plans (PLP's)  
  - ICT  
  - Roll marking – new procedures EBS4  
  - Attendance data  
  - Personalised Attendance Plan’s  
  - ASLO/HSLO roles  
  - Reflecting on students with attendance issues | Term 1 – 4  
 2014 | Exec P  
DP  
AP's  
ASLO  
HSLO  
AEO's  
CRT's  
TAM | 14.3.14 | Tied & Global budget funds |
| **Students with poor attendance**  
(pattern of absenteeism) | Overall absences decreased by 2%  
Increase number of absences explained by 10% | - Targeted Attendance Mentor follow up on attendance daily through home visits and phone calls  
- Prepare a negotiated attendance plan to help the students slowly integrate back into school  
- Put in place a Personalised Attendance Plan  
- Discuss at Stage meetings  
- Class/school incentives  
- Pick up students  
- Principal have a meeting with the families | Term 1 – 4  
2014 | Exec P  
DP  
AP's  
ASLO  
HSLO  
AEO's  
CRT's  
TAM | 14.3.14 |
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| Truancy and unexplained absences | Decreased truancy rate | • Visual Graphs created by TAM for parents/carers  
• HSLO/ASLO liaise with home  
• Interagency collaboration  - PCYC  
- Police  
- DOCS  
• Home visits by TAM to encourage students to attend school | Term 1 – 4 2014 | Exec P  
DP  
AP’s  
CRT’s  
ASLO  
Interagency staff  
AEO’s  
HSLO  
TAM | 14.3.14 |  |
| Partial absences | Partial attendees decreased by 10%  
Roll accuracy improved | • Roll marking procedure presentations  
• Checking rolls daily  
• Home visits by TAM to encourage students to attend school all day  
• TAM introduce personal attendance plan to help decrease partial attendance  
• Visual Graphs created by TAM for parents/carers | Term 1 – 4 2014 | Exec P  
DP  
AP’s  
CRT’s  
HSLO  
ASLO  
TAM | 14.3.14 |  |
| OASIS | OASIS up to date and accurate | • Employ an Attendance Administrator  
• Update attendance every Friday onto | Term 1 – 4 2014 | Exec P  
SASS | 14.3.14 |  |
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<td>HSLO</td>
<td>ASLO</td>
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<td>Unexplained Student lateness</td>
<td>Unexplained student lateness decreased by 10%</td>
<td>• Monitor unexplained student lateness by recording daily</td>
<td>Term 1‒4 2014</td>
<td>Exec P</td>
<td>DP</td>
<td>AP's TAM</td>
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<td>Aboriginal student attendance</td>
<td>Overall absences decreased by 2%</td>
<td>• Monitoring of rolls, absences and explained notes</td>
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<td>Increase number of absences explained by 10%</td>
<td>• Short term positive reinforcement - tickets, awards and prizes</td>
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<td>• Long term positive reinforcement - end of year trip away</td>
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<td>• Class daily absences recorded on an interactive program that graphs results</td>
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<td></td>
<td></td>
<td>• Targeted Attendance Mentor position</td>
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|                          |                   | continued – Follow up on attendance daily through home visits and phone calls
|                          |                   | • AEO’s do regular home visits with TAM to discuss attendance with Aboriginal families
|                          |                   | • TAM provides Aboriginal families with a coloured visual graph that displays absences and days at school
|                          |                   | • Personalised Learning Plans for all Aboriginal students |           |                           |                                     |

| Senior students with poor attendance | N/A |                   |           |                           |                                     |

<p>| Year 12 sign in procedures | N/A |                   |           |                           |                                     |</p>
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<th>Key Areas of Improvement</th>
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</table>
| Roll marking procedures  | Roll accuracy improved | • Roll marking procedure presentations  
• Checking rolls daily  
• HSLO & ASLO roll checks  
• Staff familiar with EBS4 procedures | Term 1 – 4 2014  
Exec P  
DP  
AP’s  
CRT’s  
HSLO  
ASLO  
TAM | 14.3.14 |