

Koonibba Aboriginal School – Attendance Improvement Plan 2017

Site Priorities: *Increase student attendance.*

DIAF Area: Focus on Learning

- Strategic Priority: Increase student attendance from 85% to 90%.

<p>Priorities</p> <p><i>These are the agreed “big picture” results that have been identified through analysis of data</i></p>	<p>Targets</p> <p><i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</i></p>	<p>Strategies</p> <p><i>The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets</i></p>	<p>Evaluation Measures</p> <p><i>The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)</i></p>
<ul style="list-style-type: none"> • Increase student attendance and on task learning behaviours. • Provide a safe, fun, inclusive learning environment 	<ul style="list-style-type: none"> • In 2017 school attendance to increase from 85% to 90%. • Raise Preschool attendance from 65% to 80% by the end of 2017. • Reduce number of incidents of student disruption, harassment and violence. • Reduce patterns of non-attendance from identified families • Ensure students access medical and health services 	<ul style="list-style-type: none"> • Provide engaging programs that build on individual strengths. EG Student Voice Opportunities, Restorative Justice • Utilise DIAF tool to review and address Student Learning and attend to culture to build an effective learning community. • Utilise the Lit Practices Guide (PALL obs tool) and observational scales to analyse learning environment. • Utilise support agencies from the regional office to help ensure students are at school (inclusion officers, RSAS, Wellbeing officers, AFSS, ATAT, FAYS, Police). • As an initial tool ask students of whereabouts of students who are not at school. • Reduce home visits to collect students for school. • Do home visits using RSAS staff to ask parents why their child is not attending and any time frames they can give about their child’s return. • Get parents to come to school and fill out absence slips. • Take data to parents who are not supporting their child’s attendance and show them how many days they have been absent and discuss ramifications. • Students who are choosing not to come to school randomly are 	<p>Weekly to termly comparisons of data to look for patterns and changes.</p> <p>Look at how many absences are now explained compared to non-explained.</p> <p>Assess behavioural data EDSAS data regarding behaviour termly.</p> <p>DiAF review of student learning and school culture by all staff.</p> <p>Discussions with RSAS officers to identify patterns, improvements and concerns daily and reports at staff meetings.</p> <p>General happiness and willingness to be at school, engaged and behaving.</p>

	<ul style="list-style-type: none"> • Higher involvement of parents getting students to school and parents coming to school to be involved in learning. • Less reliance on agencies to support students to get to school. Empower parents and caregivers to take responsibility. 	<p>monitored and informed if they continue being truant they will miss out on excursions, camps and extra curricular activities.</p> <ul style="list-style-type: none"> • Document all non-attendance and reasons why for quick access and for validation for staff, support agencies, parents and students. • Continue to report and record absences and reasons why at staff meetings using RSAS officers. • Monitor who is missing out on excursions, etc and find out why. Create individualised approaches to support regular attendance which include parents, RSAS and staff. • At the beginning of term 3 announce that Sports Day is coming up and students can again earn tokens for 100% weekly attendance and then use these tokens as money to buy goods after Sports Day. • Ensure there are excursions happening termly to give students goals and reasons to always be at school. • Thank parents face to face, via newsletters and provide incentives for their support ensuring their child attends everyday. • Celebrate and acknowledge students who have 100% attendance each week in the newsletter and assemblies. • Celebrate 100% termly attendance at end of term assembly (prizes for students and parents). • Working Closely with Remote Schools Attendance Strategy staff to implement strategies to encourage 100% attendance. Strategies include: Bacon and Egg breakfast (Monday and Friday to boost numbers on these days). Remote control cars, unicycles, hair styling products, drums and guitars all accessed by students on Friday who have 100% attendance for the week. \$50 vouchers for students with 100% attendance as a reward. \$50 voucher for parents to thank them for supporting their child(ren)'s 100% attendance. Friday morning sport after breakfast for an hour. End of term class parties for students with good attendance and behaviour. Recruit local community member to provide musical instruction 	
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