SEAFORD RISE PRIMARY SCHOOL

Attendance Improvement Plan

At Seaford Rise Primary School, regular attendance is essential for student success. Students are expected to attend school every day it is open. We believe that when students feel included, valued, respected, and supported, they are more likely to attend regularly and achieve their full potential.

Our Vision

We believe that every student has the right to an education, providing them with the best opportunity to reach their full potential. Our school offers a safe, welcoming, and inclusive environment where students can learn and grow. Families are key partners in this process.

We monitor students at risk of falling behind and work with families to understand the reasons behind absences, providing tailored support as needed.

Attendance Concerns

The attendance policy identifies the following groups of students as at risk due to frequent absences:

- **Habitual Non-Attendance:** Missing 5 to 9 school days in a term, for any reason.
- **Chronic Non-Attendance:** Missing 10 or more school days in a term, for any reason.

For students in these categories, we assess the level of risk to their learning and wellbeing. We engage with families to address and resolve the issues impacting attendance.

Follow-Up Process for Absences

The following is an overview of our process for following up on student absences. We may adapt these steps to meet a family's needs, ensuring timely intervention to manage risks and reduce absences.

1. **Recording Absences:** We record the student's absence and the reason provided by the parent or carer i.e. I – Illness, IC – illness with certificate, F – family, social, cultural, E – exemption approved by the Principal.
2. **Follow-Up:** If no reason is given, (U – unexplained) we contact the parent or carer, usually by phone or SMS.
3. **Continued Absences:** For ongoing absences or concerns, we persist with follow-ups through phone calls, emails, meetings, or letters. We support families in addressing issues that prevent attendance and connect them with additional services if needed.

Using Data to Improve Attendance

At Seaford Rise Primary School, we use attendance records to plan and improve school attendance. We routinely analyse data for patterns, such as attendance rates by year level and individual student attendance, to inform our strategies.

Attendance Improvement Strategies

Our attendance strategies align with the South Australian Department for Education's policy and involve our governing council, staff, students, families, and the local community.

Promote Regular Attendance at Seaford Rise Primary School

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Promote

We will promote the importance of education from early childhood through all school years, valuing it as a top priority.

Actions:

- Communicate the significance of daily attendance and its impact on learning, wellbeing, and future success.
- Establish and share attendance expectations with families, leading by example.
- Include attendance information in school reports.
- Highlight the importance of attendance during significant changes in a student's life.

Assess

We assess patterns and circumstances of non-attendance to develop targeted, intensive, and coordinated interventions.

Actions:

- Accurately record daily absences and import data into the department's reporting system.
- Establish a consistent process for recording and following up on absences.
- Analyse attendance data for trends and patterns.
- Review data with staff to discuss at-risk students.
- Identify and support students with habitual and chronic non-attendance.

Engage

We actively engage and include all students and their families in education and interventions that support attendance.

Actions:

- Create a welcoming and inclusive school environment.
- Engage and challenge students, catering to different abilities and needs.
- Build relationships with parents and carers through various activities.
- Implement programs that support student wellbeing and school connections.
- Support students in building resilience and relationships.
- Provide an inclusive, relevant, and engaging curriculum.
- Address habitual and chronic non-attendance early, possibly through home visits.
- Encourage staff to communicate with families and students about attendance.
- Ensure safe and supportive learning spaces.
- Involve student voices in school decision-making.

Support

We address barriers to attendance, learning, and wellbeing, ensuring inclusive support so students can be present and engaged in education.

Actions:

- Provide early support for students with attendance and wellbeing issues.
- Collaborate with Student Support Services on attendance issues.
- Develop attendance improvement or learning plans for students with attendance issues.
- Work with families to understand the reasons for absences and provide tailored support.
- Support Aboriginal students with attendance issues, considering individual and cultural needs.
- Establish a process for following up on attendance issues reported by students and families.

Monitor

We continuously monitor attendance to identify risks, implement supports, and track progress.

Actions:

- Regularly check on supported students and share progress with their families.
- Ensure staff understand their duty of care in monitoring and addressing attendance issues.
- Establish escalation procedures for attendance issues.

Evaluate

We assess the need for further interventions, external support, and mandatory notifications.

Actions:

- Work with the Social Work Duty Line - Truancy for additional support.
- Staff and volunteers understand mandatory reporting requirements of attendance issues.
- Working together, to can ensure that every student at Seaford Rise Primary School can thrive through regular attendance and engagement in their education.

Next review: May 2028

Government of South Australia
Department for Education