Le Murier Improved Attendance Plan

Le Murier will monitor attendance levels that drop below 92% which is the UK national average across Schools to date. A below average percentage will trigger the schools Attendance monitoring system. The monitoring system is contingent on:

Actionable Data

Collect and report quantitative attendance, chronic absence data and qualitative analysis that can show reasons why students miss school that are accurate, accessible, timely, comprehensive and understandable. The data will inform the development of prevention and intervention strategies and allocation of resources that support student attendance. The data collection is used to activate positive supports, not punitive action.

Positive Engagement

Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centred on belonging and engagement. We try to help everyone to understand why daily attendance matters from YR7 through to YR11.

Strategic Partnerships

Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance barriers.

Shared Accountability

Absenteeism cannot be solved by any one person, department or agency. We have created systems, cross-departmental and infrastructure support for attendance, that hold students, families, agencies and community partners – responsible for helping to reduce chronic absence.

Three Tiers of intervention:

- Tier 0: Green - No concerns

Amber - Tier 1 Monitoring: 92% - 90% Attendance Boundary

- Clear, concise and consistent communication about schedules and expectations.
- Routines, rituals and celebrations related to attendance and engagement.
- Personalised positive communication to families when students are absent.
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood
- Connection to a caring adult in the school
- Every child and their family encouraged to develop a success plan that includes attention to attendance

Purple Tier 2 Interventions: 89%-86%

- Connection to a caring adult in the school
- Every child and their family encouraged to develop a success plan that includes attention to attendance
- Common community and school barriers identified and addressed
- Individualised student success plan that includes attention to attendance
- Attendance strategies added to BSP
- Family home visit from Inclusion team
- Mentors
- Success Mentors
- Peer Group Connections
- Intensive tutoring
- Check-In/Check-Out (CICO)
- Expanded learning opportunities
- Small group interventions and supports for students
- Restorative alternatives to discipline and suspension

Red Tier 3 Multi Agency Intervention: 85% and below

- Educational support champions / advocates
- Interagency case management
- Student attendance review board
- Convenor
- Individualised learning and success plan leading to Success/Exams
- Legal Intervention (as a last resort)

Each tier is to be used as a guide not as a tick list. Students are individual and will require an Individual plan.

The Three Tiers of Intervention

Foundational strategies are practices for the whole school that promote positive conditions for learning. When positive conditions are in place, students are more likely to attend and be engaged.

Tier 0: No concerns

Tier 1: Monitoring: Students Strategies are aimed at encouraging better attendance and at preventing absenteeism before it affects achievement.

Tier 2: Interventions are designed to remove barriers to attendance for students at greater risk of chronic absenteeism, such as those who missed over 10% of the school year, the standard definition of chronic absenteeism. These students and families should receive personalised attention as part of the engagement strategy.

Tier 3: Multi agency Interventions provide intensive support to students missing the most school, often involving not just schools but other agencies such as health, social services, SAS and typically requiring case management customised to individual students' challenges. Students missing 20% or more of the school year benefit from the addition of this intensive level of support