

# Attendance Intervention

## Affirmation: 95%-100%

- Monitor and reinforce importance of regular student attendance with students
- Regularly promote the importance and benefits of regular attendance in school communications
- Develop positive teacher-student relationships
- Implement a range of both formal and informal methods to celebrate excellent attendance
- Monitor attendance data for signs of slippage with regard to attendance rates



## Proactive: 90%-94%

- Monitor and reinforce importance of regular student attendance with students
- Regularly promote the importance and benefits of regular attendance in school communications
- Develop positive teacher-student relationships
- Implement a range of both formal and informal methods to celebrate excellent attendance
- Regular monitoring of attendance data for signs of slippage with regard to attendance rates and make contact with student/parent if attendance level drops



## Tier 1 Intervention: 80%-89%

- Collaboratively work with student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, regular parent updates on attendance rates)
- Monitor and reinforce importance of regular student attendance with students & intervene if signs of slippage
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Develop positive teacher-student relationships – consider allocating an attendance mentor
- Implement a range of both formal and informal methods to celebrate attendance improvement
- Regular parent update on attendance rate until at or above 90%



## Tier 2 Intervention: 50%-79%

- Senior executive collaboratively works with student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, weekly parent updates on attendance rates)
- Implement an attendance contract with students and parents/carers
- Senior executive monitor and reinforce importance of regular student attendance with students and parents/carers
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Referral to learning support team (or equivalent) and allocate an attendance/learning mentor
- Implement a range of both formal and informal methods to encourage attendance improvement
- Given the individual circumstances of each child and the reasons provided for absence, consider a mandatory report regarding educational neglect
- Seek attendance support program advice or referral



## Tier 3 Intervention: 0%-49%

- Principal collaboratively works with their DEL, student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, weekly parent updates on attendance rates)
- Delivery Support team coordination: Eg. Attendance support program referral (ASLO/HSLO), NSF, Learning & Wellbeing staff, NDIS Coordinator, AP Learning & Support, ACLO, Senior Psychologist, support teachers transition, behaviour specialists, OOHc teachers, NGOs.
- Implement an attendance contract with students and parents/carers
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Referral to learning support team (or equivalent) and allocate an attendance/learning mentor
- Implement a range of both formal and informal methods to encourage attendance improvement
- Given the individual circumstances of each child and the reasons provided for absence, consider a mandatory report regarding educational neglect.

