Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Kimberley Region Attendance Strategy

A culturally responsive and community-led approach 2022 - 2024

Shaping the future

D22/0630956 19 August 2022

Kimberley Region Attendance Strategy: "*A culturally responsive and community-led approach*"

Our goal is to ensure every student in the Kimberley Region has the opportunity to gain an education and achieve their full potential. Attending school or alternative learning arrangements is a critical foundation for unlocking this opportunity.

We commit to:

Working with our communities to develop and implement approaches that meet their own unique needs and aspirations, based on a shared understanding of what works and what doesn't. This includes earlier support for communities when addressing factors impacting attendance - holding ourselves and each other accountable for outcomes, in recognition that we can all benefit from improved attendance, whether that's better health, getting a job or avoiding contact with justice authorities - culturally responsive approaches that respond to the diverse needs, backgrounds, experiences and knowledge of communities - thinking differently about learning and acknowledging that it does not always take place inside the four walls of a traditional classroom. We need to explore more flexible ways for students to learn that engages and inspires them to attend school and explore a variety of endorsed learning pathways.

Factors impacting student attendance

We acknowledge that students are most likely to thrive and attend school when the following factors are met:

Student factors	Family factors	Community factors	Service factors
• school readiness and early childhood development • mental and physical health • feeling safe and a sense of belonging • positive social connections • academic achievement	• education is valued and prioritised • connected to culture and community • resilience and self determination • financial security • stable housing	• sound play areas • further education • training and employment opportunities • safe environments	• ability to engage students with diverse needs • positive relationships with students and families • monitor student attendance and provide early intervention support • consistent and clear policies

Community led approach

The regional plan is based on a **community-led approach**, as opposed to 'one-size-fits-all' interventions that may not be suitable for all schools and communities. As part of this approach we will:

- focus on the needs of the individual student and work with communities to tailor interventions that build on their strengths, and address their particular needs, challenges, constraints and aspirations
- acknowledge that schools have significant discretion around how and where they facilitate learning, including outside the traditional classroom setting - prioritise building and maintaining collaborative relationships between students, their families, schools and key service providers
- intervene early and tackle the full breadth of social and economic factors that impact student attendance
- implement approaches that are based on evidence, including ongoing evaluation, and a shared appetite to test bold interventions.

The plan seeks to improve attendance outcomes for students by:

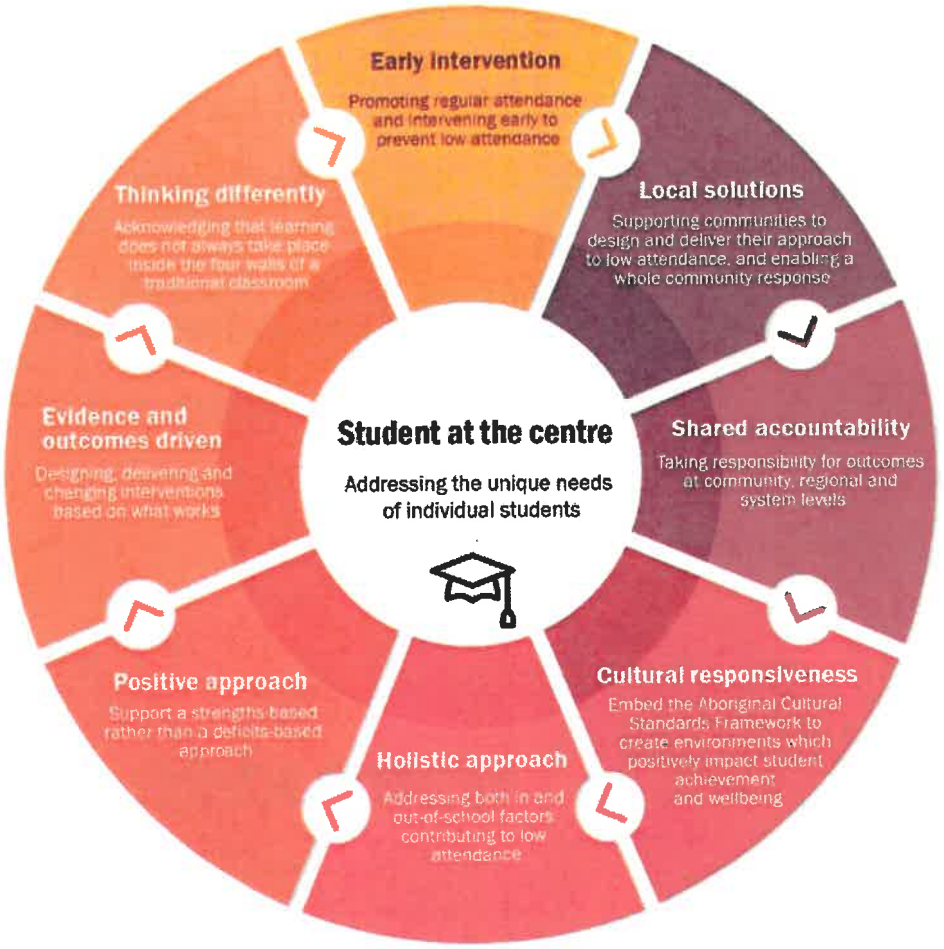
- improving accountability and coordination at a regional and system level
- aligning the support from KERO and the Kimberley School Project through the formation of a joint Attendance and Engagement team.
- strengthening the regional supports and resources provided to schools and communities - working with communities to implement actions that work for them. The plan sets out how we will work together with families, schools and communities, government agencies and service providers to strengthen student attendance

Guiding Principles we expect all Kimberley School Communities to consider in developing their plans

Community led action
Best practice research and consultation tells us that 'one size fits all' and 'top down' approaches are generally not effective. Schools and communities need to be able to design and deliver their own approaches to improve school attendance

Collaborative Approach
Best practice research and consultation also tells us that cross-agency collaboration can create the right conditions for effective community-led approaches to improve school attendance.

Data
High-quality data collection, use and monitoring is critical to understanding how attendance is playing out at an individual, community and regional level.
Every school will be able to show progress through effective data management



The Regional Plan: Attendance and Retention

How will we measure our success?

- By the end of Semester 1, 2023 all schools' attendance will return to pre-COVID levels.
- All schools are to have set explicit school attendance improvement strategies and targets through their School Plan by November 2022.
- All schools' annual attendance data will continue to show an upward trend.
- All schools' annual retention data will continue to show an upward trend.

Outcomes	Expectations	Who	When	Resources
• Schools to develop and sustain a whole school Attendance, Retention and Community Engagement Plan.	Schools to create Schools Attendance Plans that: • clearly describe leadership roles, staff responsibilities and accountability measures • are live, working documents with a clear self-review cycle described • ensure school actions are recorded in the school's central student records system • are reviewed and updated on a term-by-term basis in collaboration with the KSP Principal, KERO Principal Advisor or Director of Schools • are monitored through ongoing analysis of system-level data provided by KERO and individual student school-based data	KERO KERO Principal Advisor, KSP Principal	2022 – Term 3 Week 2 2022 - Term 4: Week 5 (SLT)	
• Establish and monitor Individual, Family or Group Attendance Plans for all students in at-risk attendance categories.	• Build and trial an electronic monitoring and tracking application for schools to use across the Kimberley • Adopt a regular cycle of school self-assessment of school attendance plans and interventions • Students highly at-risk to be individually case-managed utilising a range of approaches including: - Individual Attendance Plans / Case Management Plans - Interagency referrals, eg CAR, YPAR etc - Referral to engagement programs eg Clontarf / STARS etc - Daily attendance alerts & data monitoring	KERO / School Performance Branch	2022 - Term 3: Week 7	***$4000***

• Increase community led consultation	• Parents and community members have been consulted around their aspirations and expectations for their children • Re-establish Aboriginal Parent and Community Advisory Groups in each school • KERO to support development of culturally responsive programs and school community partnerships in schools across the Kimberley Region • Establish a new Aboriginal Community and Staff Engagement Team	All schools KERO / KSP	2022 - Term 3: Week 7	
• Build capacity of the SBAOs, AIEOs, EAs and other support staff	• Plan and develop tailored professional learning opportunities for various staff. • SBAO Forum each term for the sharing of effective school and community strategies.	KERO / KSP	2022 – Term 4	
• Create greater collaboration and synergy between KSP leaders and KERO leaders	• Meetings with KSP Principal or Principal Advisor and the Engagement / attendance team to ensure alignment and common messaging and to review school support. • Networks & schools to monitor and evaluate performance towards achieving targets.	KSP Principal / Principal Advisor	Week 5 and 10 of each term	

School Attendance Monitoring Tool

Collaborative School & KERO monitoring of progress towards attendance targets will be facilitated through the use of the Kimberley School Attendance Monitoring Tool. Data-informed conversations will occur once per Term and will inform review and modification of School Attendance Improvement Plans.

Kimberley Education Region

School Attendance Monitoring Tool

School Name:				
Data Reflection Period	From:	To:	Reviewed by:	Signed:
Review date:				Current Target Status & Trend
		School attendance Target 1		
		School attendance Target 2		
		School attendance Target 3		

Item	Attendance Rate	Trend since last review	What's the Narrative? What is behind the data, deeper analysis of surface level data, individual / family stories, interventions attempted, success stories, meeting outcomes etc	What's the Plan? What are the next steps – interventions, process, governance, plan review etc	Who's involved? What is the current and planned resourcing response	When will we check next?
Primary Non-Aboriginal						
Primary Aboriginal						
Secondary Non-Aboriginal						
Secondary Aboriginal						
Attendance Categories	Number of children	Trend since last self-review	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
Severe – Low 0-20%						
Severe – High 20-60%						
Moderate – 60-80%						
Indicated – 80-90%						
Regular – 90 – 100%						
Individual / Family plans in place	Number of Children	Trend since last self-review	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
Primary						
Secondary						
Students with 0% attendance	Number of Children	Trend since last self-review	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
Primary						
Secondary						
Number of Students Whereabouts Unknown referrals	Number of Children	Trend since last self-review	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
Primary						
Secondary						

Yper / Car referrals	Number of Children	Trend since last self-review	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
Primary						
Secondary						

Item	Attendance Rate	Trend since last review	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
PP						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Specialist Programs	Attendance Rate	Trend since last self-review	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
Shooting Star						
Clontarf						

Community Engagement	What's the Narrative?	What's the Plan?	Who's involved?	When will we check next?
Community engagement update				
Local Aboriginal Advisory Group update				
Status of School/Community Partnership update				
Other Community Engagement Forums				
Remote School Attendance Strategy update				

Effective: 22 August, 2022
Review date: 14 October, 2022