



Catholic Education
Diocese of Parramatta

Leveraging systemwide data to transform approaches to school attendance

An essential companion





Catholic Education
Diocese of Parramatta

CEDP

- 42 500 students
- 56 primary schools
 - Kinder – Grade 6
- 22 secondary schools
 - Grade 7-12
- 2 Pre to Post
 - Kinder – Grade 12

cmunro@parra.catholic.edu.au
dwalker5@parra.catholic.edu.au



Attendance in Australia

School Attendance Rate
= average daily attendance

School Attendance Level
= proportion of regular attendance

Regular Attendance
= $\geq 90\%$ attendance

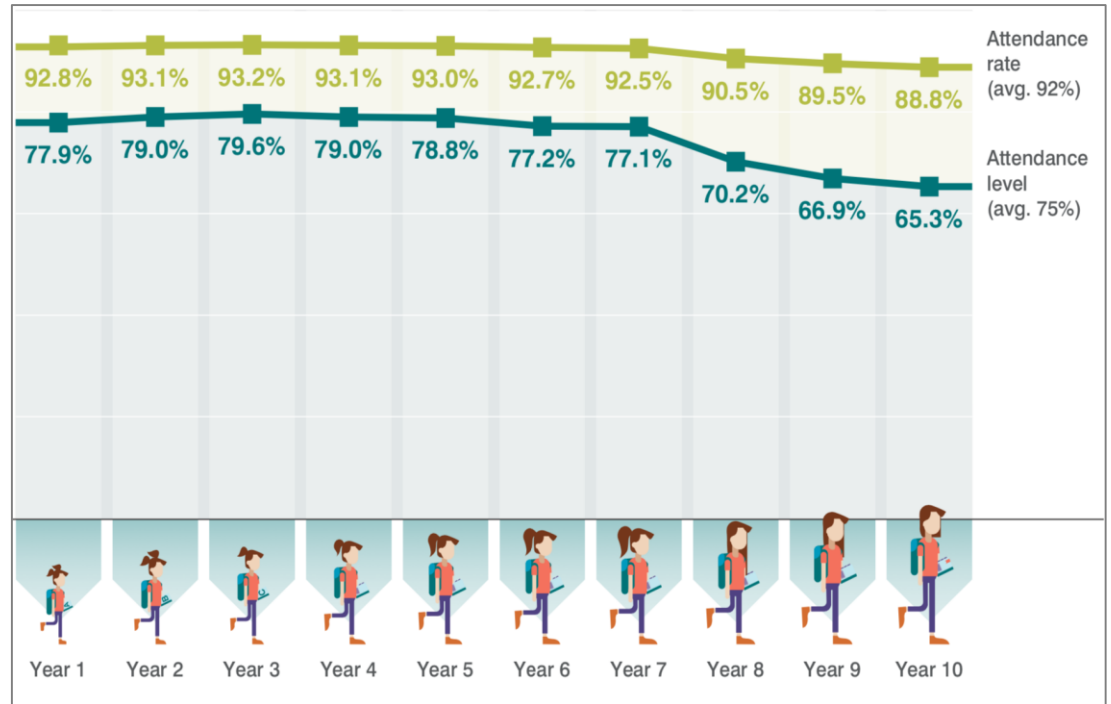
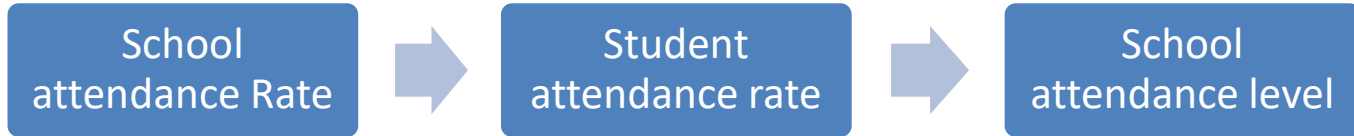


Figure 1: Attendance rates and levels by year of schooling 2018 www.acara.edu.au/reporting

Attendance at CEDP



Attendance Category	Student Attendance Rate	Risk
Regular	90%+	No or Low
Emerging	89-80%	Medium
Chronic	79-70%	High
Complex	< 70%	Extreme

Table 1: CEDP attendance category framework

Analytics and Insights

- **Real time**
- **Accessible** for all
- **Visualised**
- Displayed on **dashboards**
- **Interactive**
- Blended and **analysed**



Figure 2: Catholic Education Diocese Parramatta 6 lens framework

Access to systemwide data



Attendance Summary Dashboard

Resourcing & Regulatory This dashboard shows the attendance data up until: 11-Sep-2019

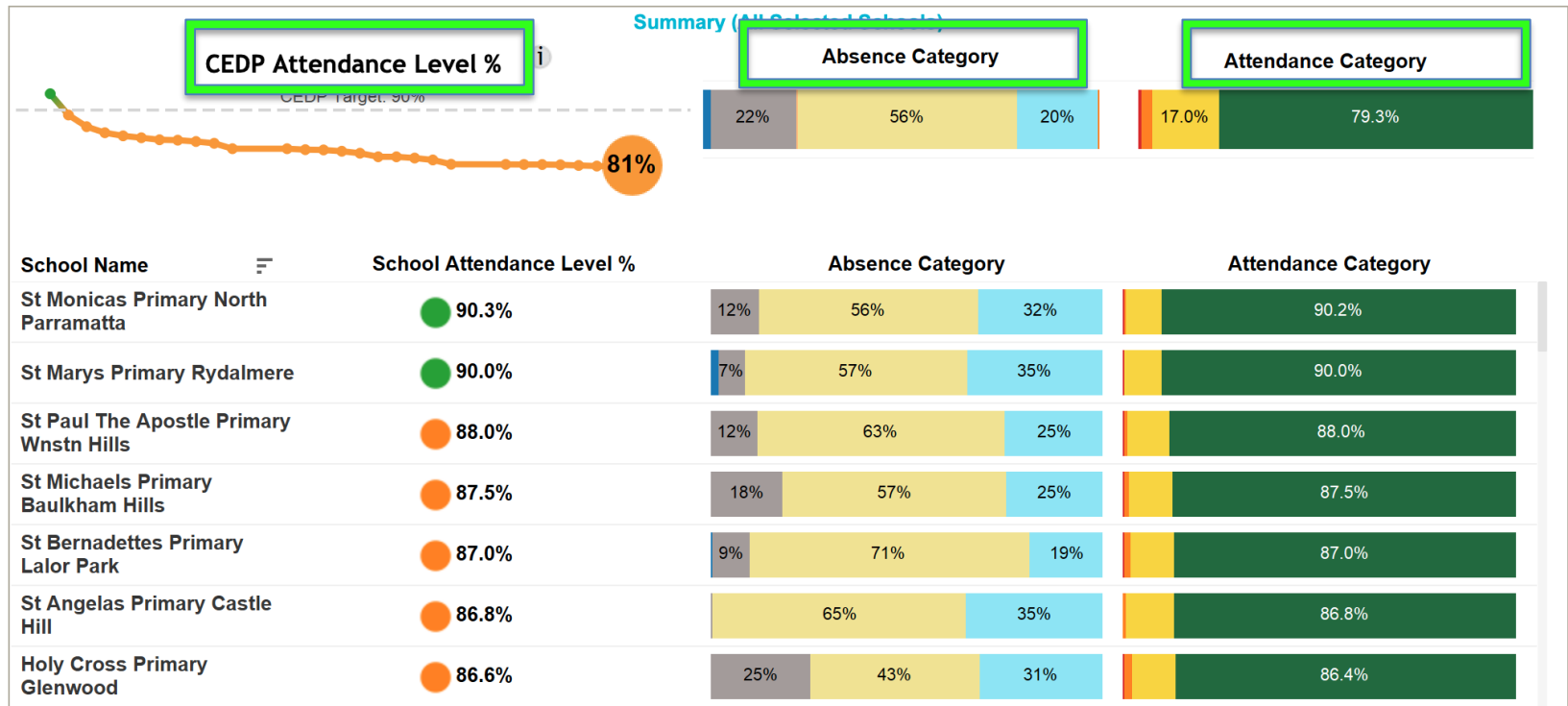
Reporting Type
 Diocesan Reporting

Attendance Level

- Above Target ■
- Below Target ■
- Well Below Target ■

Attendance Category

- Regular ■
- Emerging ■
- Chronic ■
- Complex ■



Interactive

Reporting Type

Diocesan Reporting

Enrolment Group

(All)

Calendar Date

1/28/2019 12/31/2019

Gender

(All)

Indigenous Status

(All)

School Type

Secondary

House

(All)

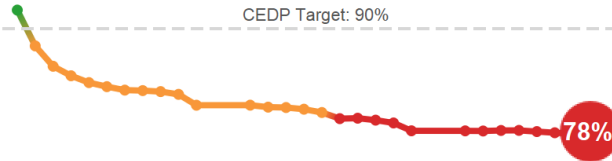
Exclude Students

(All)

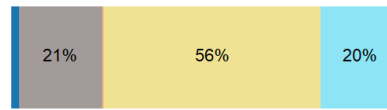
Summary (All Selected Schools)

CEDP Attendance Level %

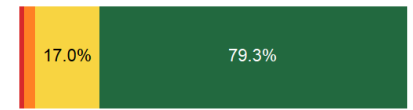
CEDP Target: 90%



Absence Category



Attendance Category



School Name	School Attendance Level %	Absence Category	Attendance Category
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St Bede Polding College South Windsor	71.3%	11% (Grey), 66% (Yellow), 23% (Blue)	21.6% (Yellow), 71.3% (Green)
Caroline Chisholm College Glenmore Park	77.7%	27% (Grey), 56% (Yellow), 16% (Blue)	18.3% (Yellow), 77.6% (Green)
Catherine McAuley Westmead	85.2%	15% (Grey), 67% (Yellow), 17% (Blue)	12.7% (Yellow), 85.2% (Green)
Meridon College Merrylands	81.8%	9% (Grey), 72% (Yellow), 19% (Blue)	13.6% (Yellow), 81.8% (Green)
Delany College Granville	64.2%	37% (Grey), 48% (Yellow), 15% (Blue)	26.0% (Yellow), 64.2% (Green)
Emmaus Catholic College Kemps Creek	70.4%	42% (Grey), 45% (Yellow), 13% (Blue)	22.5% (Yellow), 70.2% (Green)



Catholic Education
Diocese of Parramatta

Action – system level

MON TUE WED THU FRI

every learner every day

ABSENCES ADD UP!

FEBRUARY 2 DAYS A MONTH = NOVEMBER 4 WEEKS A YEAR = MISSING MORE THAN 1 YEAR OF LEARNING IN 12 YEARS

DID YOU KNOW

1 IN 4 SECONDARY STUDENTS ARE NOT ATTENDING SCHOOL REGULARLY!

WHAT PARENTS CAN DO

- BE FIRM. Send your child to school every day unless they are sick.
- Develop good sleep and morning routines.
- Schedule appointments after school.
- Avoid taking holidays during term time.

EACH DAY MISSED:

- Put your child behind and makes it harder for them to catch up.
- Can lead to lower achievement in reading, writing and numeracy.
- Can lead to gaps in learning and social connections.

IT'S NEVER TOO LATE TO IMPROVE ATTENDANCE

- Going to school more often can make a difference.
- Attendance habits will follow your child into work and life.

SCHOOLS ARE THERE TO HELP

If you're having attendance issues with your child, speak to your school about ways to address it.

every learner every day

MON TUE WED THU FRI

HELP KIDS START OFF ON THE RIGHT TRACK

Poor attendance patterns can develop as early as Kindergarten and continue throughout school. Catch poor attendance early and educate parents about the importance of attendance every day.

every learner every day

How can you promote a healthy attendance culture in your school?
Visit www.parr.catholic.edu.au/everylearnereveryday to find out more.

every learner every day

MON TUE WED THU FRI

EVERY DAY MATTERS

Missing just two days a month from school amounts to four weeks of lost learning a year. That's a whole year of lost learning from Kindergarten to Year 10. Monitor attendance trends regularly to make sure absences aren't adding up.

MTWTF

every learner every day

How can you promote a healthy attendance culture in your school?
Visit www.parr.catholic.edu.au/everylearnereveryday to find out more.

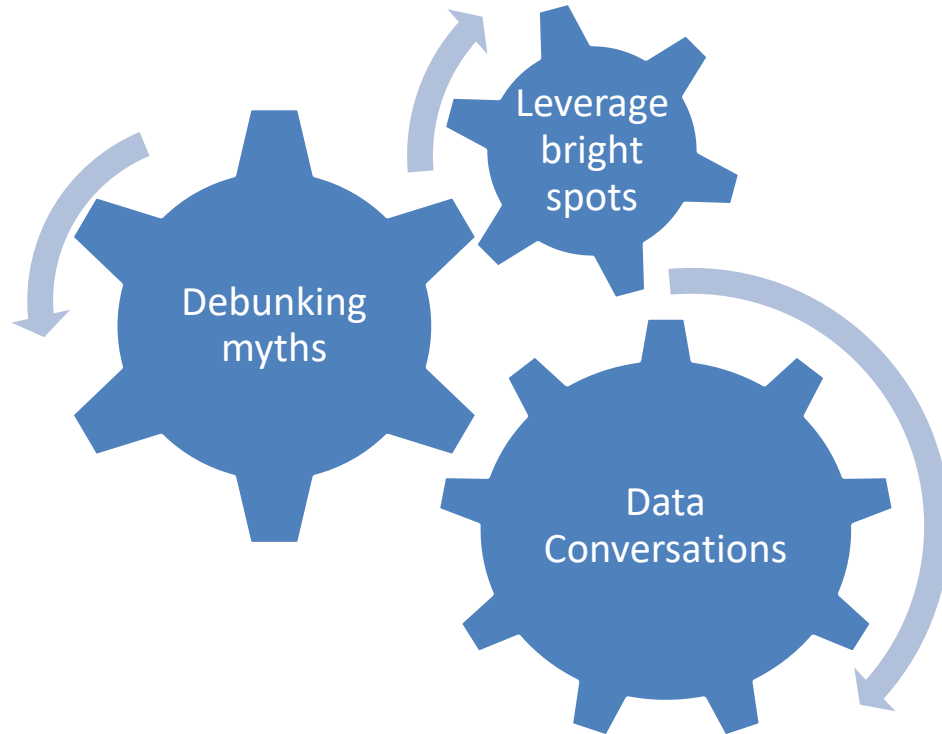
every learner every day

Strategic Resourcing

- Early intervention Family Liaison Project
- Home visiting
- Attendance Team
- Indigenous Education specialist
- Transport to school service



Curiosity and conversations

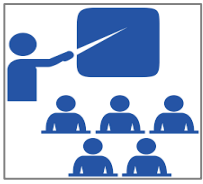




Action – grade level

School Name	School Attendance Level %	Absence Category	Attendance Category
St Antonys Primary Girraween	85.7%	34% 37% 30%	85.5%

Scholastic Year	Sch Yr Attendance Level %	Absence Category	Attendance Category
K	82.5%	535	15.8% 82.5%
01	73.5%	614	14.6% 73.2%
02	87.9%	584	87.5%
03	89.6%	418	89.6%
04	89.2%	451	88.6%
05	86.4%	433	86.4%



Problem solving approach

Scholastic Year	Sch Yr Attendance Level %
K	82.5%
01	73.5%
02	87.9%
03	89.6%
04	89.2%



Scholastic Year	Sch Yr Attendance Level %
K	90.5%
1	80.9%
2	88.3%
3	89.9%
4	82.7%





Action - Student level

Homeroom

2B

2R

2W

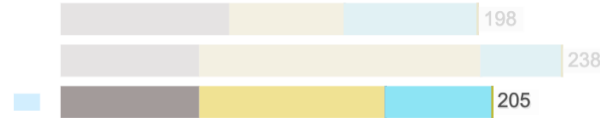
Sch Yr Attendance Level %

● 86.7%

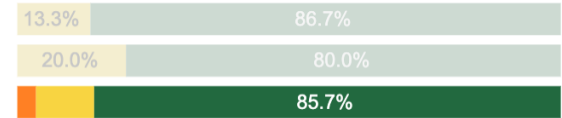
● 81.2%

● 85.7%

Absence Category



Attendance Category



Scholastic Year

Sch Yr Attendance Level %

● 85.5%

● 79.9%

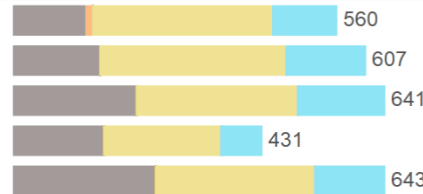
● 84.5%

● 90.2%

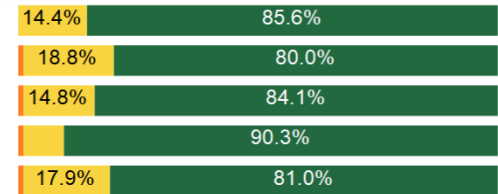
● 80.8%



Absence Category



Attendance Category






Action - Student level

Student Name HRM

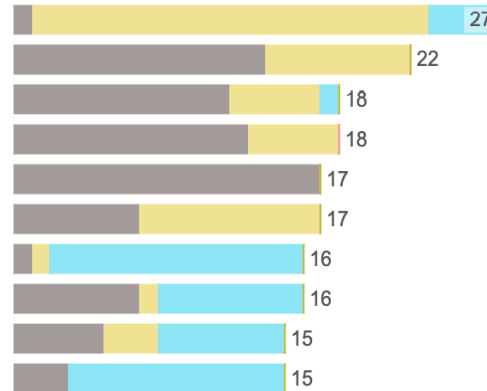


Bertie Atkins
Juan Rodriguez
Sarah Lloyd
Jesse Dooley
Andrew Banh
Tulku Prasad
Betty Dean
Judy Diego
Georgia Go
Edward Singh
Siena Pasi
Fred Finley

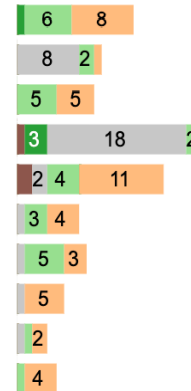
Student Attendance Rate %

- 78.9%
- 83.1%
- 85.9% 
- 86.0%
- 86.7%
- 86.7%
- 87.5%
- 87.5%
- 88.3%
- 88.3%

Absence Category



Partial Absence





Timely Support

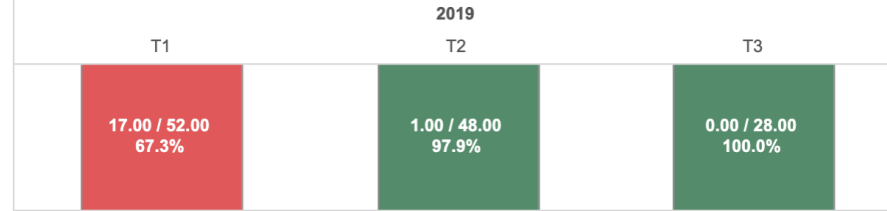
Resourcing & Regulatory

Student Name HRM

Kabigting, Ezekiel Jay...

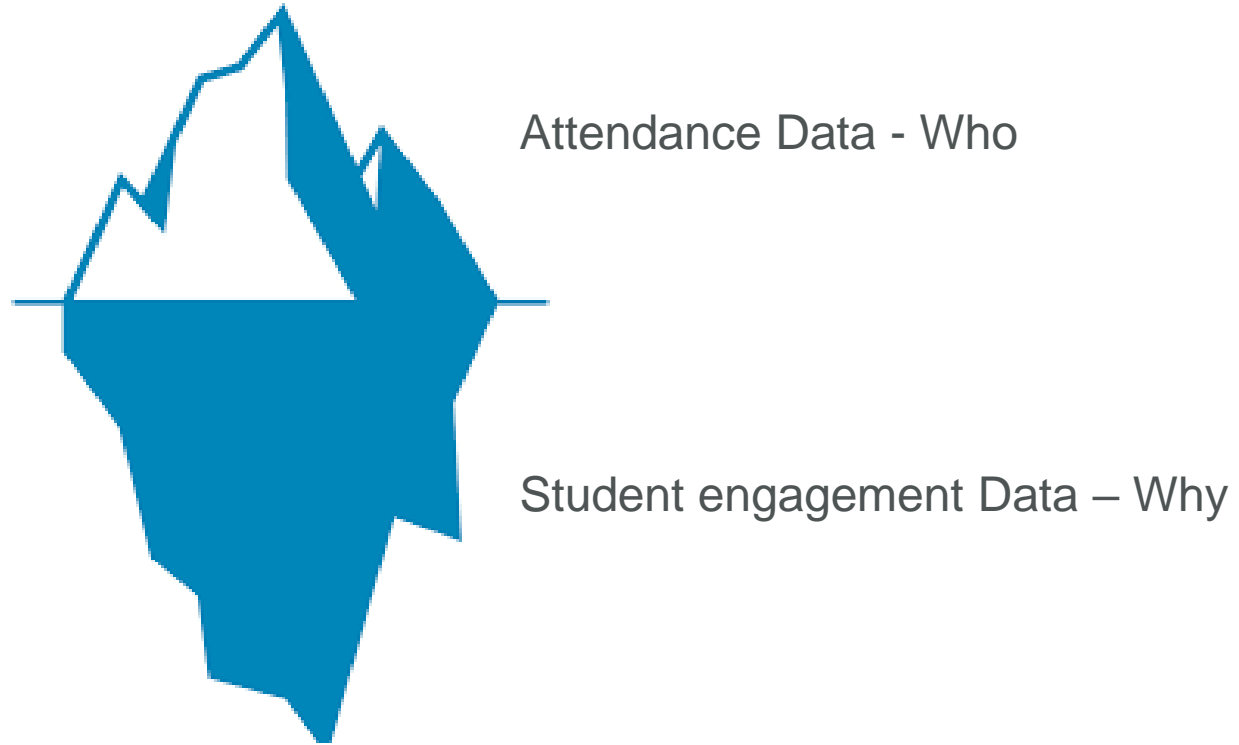
Leave Description

- Early Departure-Leave
- Early Departure-Sick
- Leave
- School Business
- Sick
- Unexplained



Intervention

What's next?

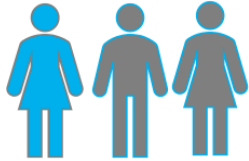


Student Engagement Data

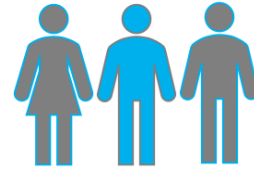
- Student online survey - **Tell Them From Me**
- Data sets for 2018 and 2019
- 14,700 secondary students - grades 7-12
- 8, 200 primary students - grades 4 to 6
- **Focus Measures**
 - Belonging
 - Relationships
 - Emotional health
 - Sense of Safety



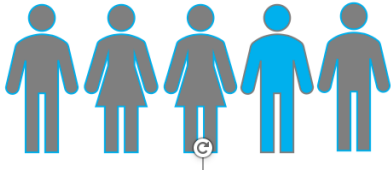
Headlines - Secondary student responses



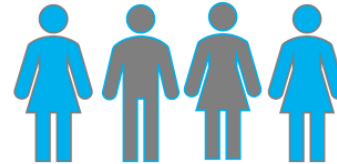
1 in 3 students don't feel like they **belong** at school



1 in 3 don't feel **safe** at school



1 in 5 student don't have positive **relationships** with peers



1 in 4 students experienced moderate or high levels of **anxiety**

Belonging

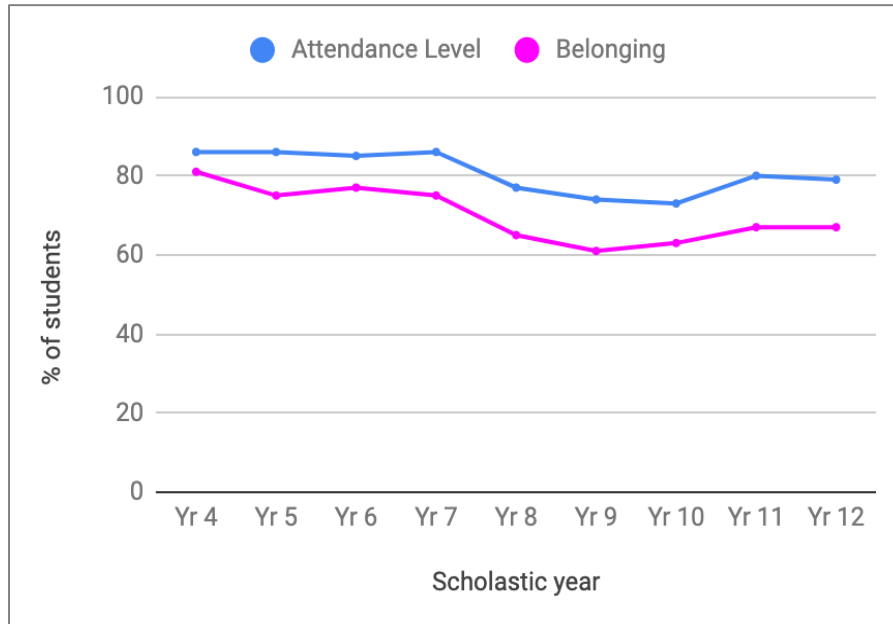


Figure 4: Positive sense of belonging and TTFM 2018

Wide difference between schools

Within schools concentrated in marginalised groups

Components of belonging vulnerabilities

- “School is place I belong”
- “I feel accepted for who I am”

Analysis Belonging and Attendance

Select a School

Bede Polding College South Windsor

Scholastic Year

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Question types

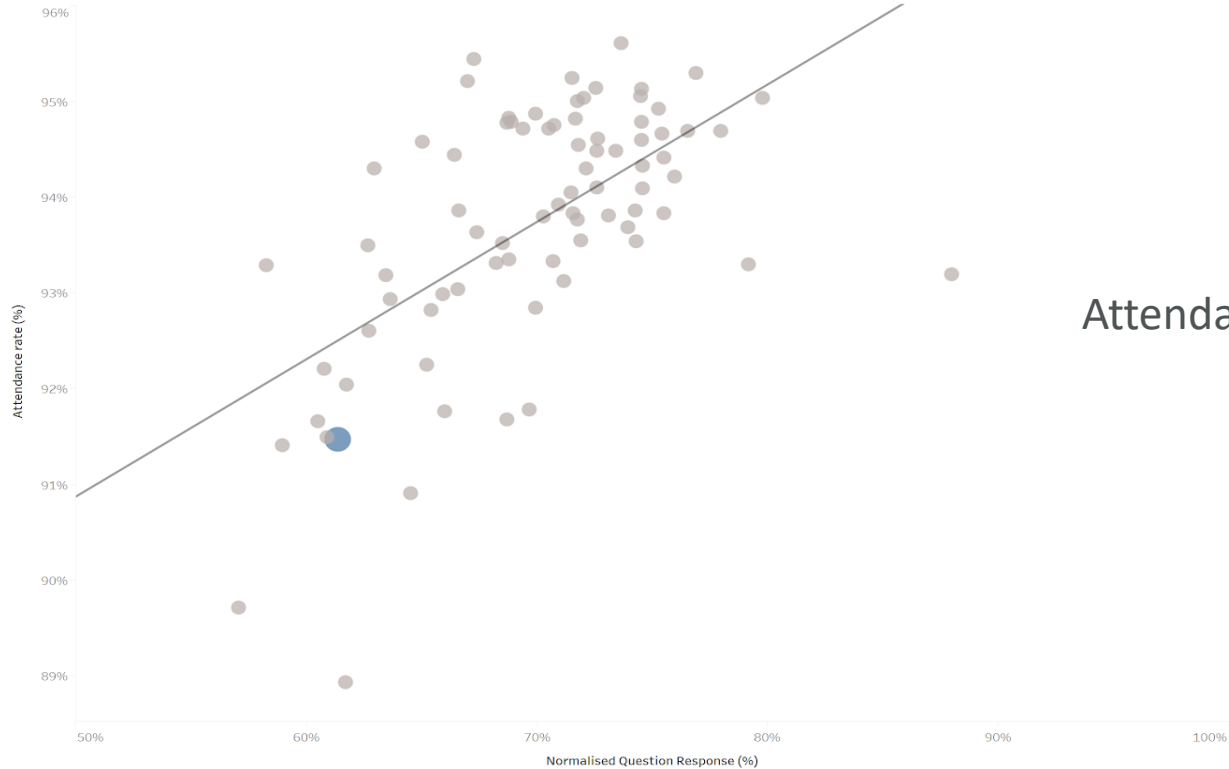
- Anxiety
- Depression
- School Safety
- Sense of Belonging

School Type

All

Question responses normalised by dividing the average score by the maximum positive response to return a percentage.

Higher normalised response indicates better wellbeing.



Attendance Rate

Responses to belonging questions

Relationships

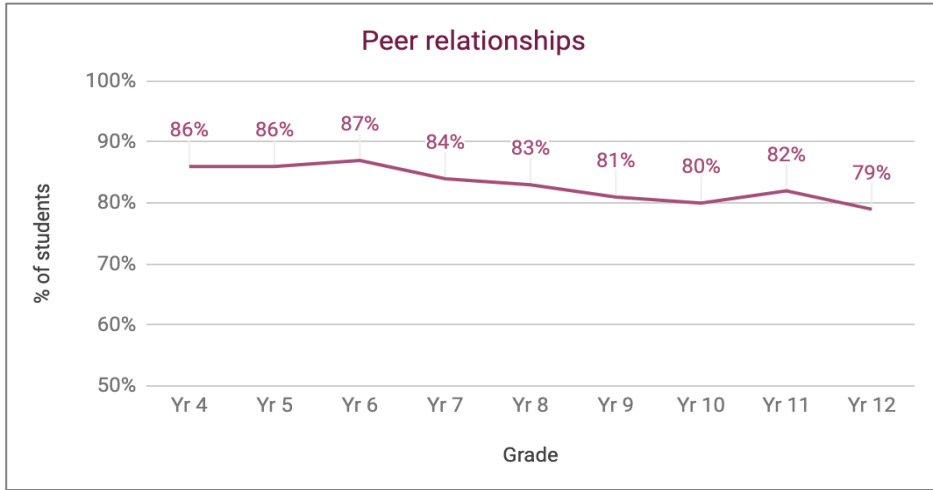


Figure 6: Positive peer relationships at school by grade at school TTFM 2018

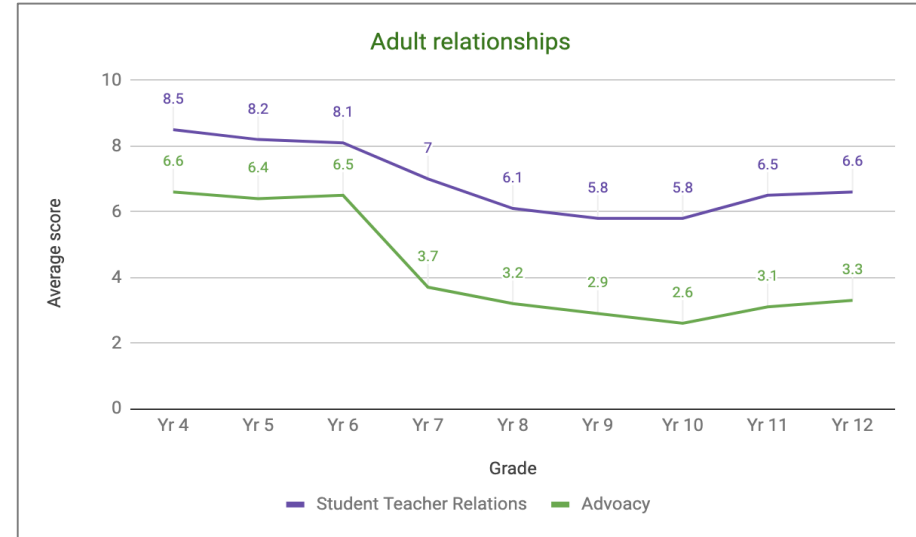


Figure 7: Advocacy at school and student teacher relations average score by year of schooling TTFM 2018

What we have learned

- ✓ Common language and **measure for absenteeism**
- ✓ Access to system wide data
- ✓ Data **analytics broadens the view** and extends the reach
- ✓ Curiosity, Connection and Collaboration
- ✓ Engaging students is **more than** promoting academic engaged time



Challenges

- Shared **culture and understanding** of data
- Balance accountability with **leveraging change**
- Systemwide structures and environments to **meet the needs of all**

