

# Improving Attendance & Reducing Absence

Activity : Psychology (CIM/CO)			2003											
Timing : Tuesday 10:05 to 11:05			Jan				Feb				Mar			
No.	Name	Reference	28	4	11	18	25	4	11	18	25	1	8	
01	Joanne Holt	02-2	/	/	/	/								
02	Emily Petford New	02-3	/	/	A	/								
03	Daniel New	02-3	/	0	/	L								
04	Ashli Phipps	02-2	/	/	/	0								
05	Oliver Holt	02-3	/	/	0	/								
06	Dan Hunt	02-3	/	0	/	/								
07	Lucy Holt	02-3	/	/	/	/								
08	Heather Holt	02-3	/	/	0	/								
09	Gemma New	02-3	/	L	/	L								
10	Maiona New	02-0	/	/	L	T								
11	Louisa Bolton	02-3	/	/	/	W								
12	Corinna Petford	02-3	/	/	A	0								
13	Sharon Phipps	02-3	/	0	/	/								
14	Vicki Phipps	02-3	0	/	/	/								
15	Emma Bolton New	02-0	/	/	/	0								
16	Lori New	02-3	/	/	A	/								
17	Cheryl-Ann Phipps	02-3	/	/	/	/								

**Activities to use  
with whole classes  
or  
small groups of pupils**

Attendance Activities	Session 1
<p><b><u>Aims:</u></b></p> <ul style="list-style-type: none"> <li>• To raise pupil awareness about the importance of attendance</li> <li>• To explore with pupils what they like/dislike about school</li> </ul>	
<p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will understand the importance of school attendance</li> <li>• Pupils will acknowledge what they like/dislike about school</li> </ul>	
<p><b><u>Starter activity</u></b> (5 minutes)</p>	<p>Issue pupils with worksheet: <i>'Percentage Attendance v Schools Days Off'</i> Allow pupils 5 minutes to use their maths skills to work out the questions on the sheet</p>
<p><b><u>Development activities</u></b></p>	<p>In small groups, tell pupils to share with each other the two things that they really like about school and why that is ( seeing friends, lunches, lessons they like, teachers they like etc) Tell pupils that you will take feedback from groups about the things which pupils really like about schools</p> <p>In small groups, tell pupils to share with each other the two things that they really dislike about school and why that is (lunches, lessons they don't like, the fact they have to get up early etc.) Tell pupils that you will take feedback from groups about the things which pupils really dislike about schools</p> <p>In small groups, ask pupils to think of one thing they could do to feel better about coming to school every day (obviously school attendance is compulsory, so the suggestions must be reasonable) Tell pupils you will take feedback from groups about suggestions for things to do to make pupils feel better about coming to school</p>
<p><b><u>Plenary</u></b></p>	<p>Ask pupils to work out how many days they have had off themselves so far Ask pupils to work out what percentage attendance these days off work out as</p>

## 'Percentage Attendance v Schools Days Off'



A year has 365 days, 52 weeks, and 12 months.

A school year has 195 days, 39 weeks, and 6 terms.

Five days in each school years are training days for teachers  
(= INSET days)

Pupils attend school therefore for 190 days.

A school day is divided into two sessions. A pupil therefore should attend school for 380 sessions.



- One day off per school year means that a pupil has about 99.5% attendance.
- Ten days off per school year means that a pupil has about 94.7% attendance.
- Twenty days off per school year means that a pupil has about 90% attendance
- 90% attendance means 4 whole weeks off school.
- 90% attendance in Years 7 – 11 means ½ a year off school.
- 17 days off school every year means that you will probably obtain a whole grade lower in your exams than you are really capable of.

Work out what percentage or how many days off the following people have:

		= % attendance?
1	Charlie has had 16 days off school	
2	Louise has had 9 days off school	
3	John has had 23 days off school	
4	Margaret has had 31 days off school	
5	Tracey has had 2 ½ days off school	
		= days off
6	Paul's attendance is 90 %	
7	Imogen's attendance is 82 %	
8	Brian's attendance is 74 %	
9	Susan's attendance is 87%	
10	Peter's attendance is 65%	

Attendance Activities	Session 2
<p><b><u>Aims:</u></b></p> <ul style="list-style-type: none"> <li>• To make pupils aware of their own levels of attendance</li> <li>• To explore with pupils appropriate targets for their own attendance</li> </ul>	
<p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will know what their current level of attendance is like</li> <li>• Pupils will acknowledge what their target for attendance should be</li> <li>• Pupils will undertake some action points for themselves to improve their attendance and reach their target</li> </ul>	
<p><b><u>Starter activity</u></b> (5 minutes)</p>	<p>Issue pupils with their own official registration certificate. Ask pupils to highlight all their days off with a highlighter. This will visually show pupils the number of sessions they have not attended school</p>
<p><b><u>Development activities</u></b></p>	<p>Issue pupils with their own copy of an attendance action plan (attached) In groups get them to talk to each other about the things they do not like about school (as per last session) 'Ask pupils to give each other advice about what to do to avoid their dislikes leading to absence from school. Pupils write their own action plan so that they may improve their attendance over a 6 week period</p>
<p><b><u>Plenary</u></b></p>	<p>‘Who knows goes’ Ask pupils what their % attendance is in turn and state one action they will undertake to improve their own attendance</p>

## INDIVIDUAL PUPIL ATTENDANCE ACTION PLAN

Name		Tutor Group		Date	
Current % attendance		Number of days lost		Attendance target	
				To be achieved on	
Reasons for absence:	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
What I dislike about school :	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
What I'll do to improve my attendance	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				
Help I need to reach my target	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
Signed by pupil:		Signed by tutor:			

Attendance Activities	Session 3
<p><b><u>Aims:</u></b></p> <ul style="list-style-type: none"> <li>To get pupils to express the importance of attendance in art form</li> </ul>	
<p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Pupils will have produced an attendance poster, which carries the message that school attendance is important.</li> <li>Pupils will have entered their posters in a city-wide attendance poster campaign</li> </ul>	
<p><b><u>Starter activity</u></b> (5 minutes)</p>	<p>Explore with pupils the importance of message in the media (media could be TV, Radio, posters etc.) by looking at some examples of adverts seen on TV, in the papers, on the back of magazines) Provide some examples and in small groups get them to say which one is the most ‘catchy’ example and why</p>
<p><b><u>Development activities</u></b></p>	<p>Pupils design a poster, aimed at primary school pupils to let them know that school attendance is really important. They might want to explore the reasons why it is important and see if they can capture this in the poster</p>
<p><b><u>Plenary</u></b></p>	<p>Ask some pupils to show their poster (so far) and explain why they have chosen their design</p>



## WINTER STORYTIME SCHEDULE 2006

**MONDAY & TUESDAY  
JANUARY 9, 10 – MARCH 13, 14**

**INFANTS - 2 YR OLDS      10:30 A.M.  
OLDER 2'S AND 3'S      11:15 A.M.**

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**THURSDAY  
JANUARY 12 - MARCH 16**

**4 YEARS AND OLDER    10:30 A.M. & 1:30 P.M.**

**THIS IS A STORYTIME FOR CHILDREN  
PARENTS REMAIN IN THE LIBRARY**

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**SATURDAY – JANUARY 14 - MARCH 18  
INFANTS – 3 YRS.      10:30 A.M.  
4 YEARS AND OLDER    11:15 A.M.**

**FOR ADDITIONAL INFORMATION, CALL GINGER MAY, CHILDREN'S LIBRARIAN, 610-666-6640, EXT. 5.**

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Attendance Activities	Session 4 (to be done 6 weeks after session 2)
<p><b><u>Aims:</u></b></p> <ul style="list-style-type: none"> <li>• To review with pupils their own levels of attendance</li> <li>• To explore with pupils appropriate new targets for their own attendance</li> </ul>	
<p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will know what their current level of attendance is like</li> <li>• Pupils will be able to express how their attendance targets were met/not met</li> <li>• Pupils will undertake some action points for themselves to improve their attendance and reach their new target</li> </ul>	
<p><b><u>Starter activity</u></b> (5 minutes)</p>	<p>Issue pupils with their own official registration certificate. Ask pupils to highlight all their days off with a highlighter, starting from the date of session 2 This will visually show pupils the number of sessions they have not attended school</p>
<p><b><u>Development activities</u></b></p>	<p>Issue pupils with their own copy of an attendance action plan as filled in during session 2 In groups get them to talk to each other what they did to meet their target Those pupils who did not meet their target to explain what was a hindrance to meet their target Pupils write their own new action plan so that they may improve their attendance over a 6 week period</p>
<p><b><u>Plenary</u></b></p>	<p>‘Who knows goes’ Ask pupils what their % attendance is in turn and state one action they will undertake to improve their own attendance</p>



## INDIVIDUAL PUPIL ATTENDANCE ACTION PLAN – 6 weeks later

Name		Tutor Group		Date	
Current % attendance		Number of days lost		Attendance target	
				To be achieved on	
How I achieved my target	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
What stopped me achieving my target or doing even better :	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
What I'll do to improve my attendance (even more)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				
Help I need to reach my target	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
Signed by pupil:			Signed by tutor:		