Western Australian
Auditor General's Report

Follow-On: Managing Student Attendance in Western Australian Public Schools

WESTERN AUSTRALIAN AUDITOR GENERAL'S REPORT

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Report 16
August 2015

FOLLOW-ON: MANAGING STUDENT ATTENDANCE IN WESTERN AUSTRALIAN PUBLIC SCHOOLS

This report has been prepared for submission to Parliament under the provisions of section 25 of the *Auditor General Act 2006*.

Performance audits are an integral part of the overall audit program. They seek to provide Parliament with assessments of the effectiveness and efficiency of public sector programs and activities, and identify opportunities for improved performance.

This audit assessed whether the Department of Education had taken reasonable steps to improve the level of student attendance in Western Australian public schools since our original 2009 report.

My report finds that there has been no improvement in student attendance at public schools since our last audit, with 70 per cent of students attending regularly in 2014 compared with 72 per cent in 2009. These attendance figures indicate that the strategies introduced by the Department of Education since our previous report have had little overall effect.

I wish to acknowledge the staff at the Department of Education, as well as the schools and regional offices we visited and all the stakeholders we spoke with, for their cooperation with this audit.

COLIN MURPHY
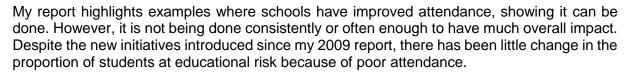AUDITOR GENERAL
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Auditor General's Overview

A good education is powerful. It gives children skills, opens up opportunities and is often a key part of overcoming disadvantage. Missing out on education by regularly missing school puts children at risk of lifelong consequences.

Parents have a legal responsibility to ensure their children go to school regularly. In practice, parents, schools, communities, the Department of Education and other government agencies share that responsibility. This broad responsibility reflects the range of influences and responses often needed to improve the school attendance of some children.

My report highlights examples where schools have improved attendance, showing it can be done. However, it is not being done consistently or often enough to have much overall impact. Despite the new initiatives introduced since my 2009 report, there has been little change in the proportion of students at educational risk because of poor attendance.

What has changed is that the Department has a much better view of the patterns and causes of non-attendance. While this is an important first step, it needs to become the basis for broad improvement.

Improving attendance is never easy or simple, and there is no 'off the shelf' 'one size fits all' solution. But 80 000 children not going to school regularly, and 10 000 of them at severe educational risk because of it, is too many. Improvement will be incremental, gradual and need concerted collaborative effort. The powerful and long lasting benefits from going to school mean we all have a shared responsibility to make that effort.

Executive Summary

Background

This report assessed whether the Department of Education had taken reasonable steps to improve the level of student attendance in Western Australian public schools since our original 2009 report. As part of the audit, we visited eight schools and three regional offices to examine their approach to addressing student attendance.

Educating our children is one of the state's most important tasks. In 2015, 293 000 children were enrolled in about 770 state schools. Attending school regularly is critical for student success, and poor attendance can have lifelong consequences. Students who regularly miss school are at the greatest risk of broader disengagement, which can affect employment, welfare dependence and likelihood of committing a crime, and even increase the risk of suicide.

Our 2009 report, *Every Day Counts: Managing Student Attendance in Western Australian Public Schools* showed that 28 per cent of students in Years 1-10 in 2008 were at educational risk because they did not attend school regularly. We found that the Department of Education (Department) did not have good attendance records, or a clear understanding of why students did not attend. We recommended that the Department should:

- ensure timely and comprehensive attendance data was available

- review its attendance strategy

- improve its understanding of the causes of non-attendance

- improve the use of attendance data as a key indicator of educational risk, including as an early signal of changes in student behaviour and academic performance

- improve processes for dealing formally with persistent failure to attend school, such as fast-tracking referral to attendance panels

- set and monitor targets for student attendance, including an overall state target

- evaluate interventions addressing attendance, to identify and share good practice.

Under the *School Education Act 1999* (the Act), parents are primarily responsible for ensuring that school-aged children are enrolled and attend school, and the Department is required to provide an education for those children. In practice, making this work is a shared responsibility. The Act and the Department's student attendance policy and procedures establish broad roles and responsibilities for student attendance. The Director General's Focus 2014 and Focus 2015 Directions for schools also specifically target improved student attendance.

The Department has developed a four-part framework that schools should adopt to manage non-attendance:

- **Recognise** – every student's attendance is monitored daily and every absence is identified

- **Resolve** – every absence is investigated within three days and the reason recorded

- **Restore** – where attendance is below 90 per cent or identified as a concern, school-devised and legislative strategies are implemented to restore attendance

- **Record** – accurate records are maintained.

Students can be absent from school for many complex and interrelated reasons. These include personal and family reasons, from in-term vacations to transience to broad family problems. School-based factors can include bullying, poor relations with school staff, and losing interest in the curriculum.

Attending less than 90 per cent of the time is equivalent to being absent for more than one year of school by the end of Year 12 and puts students at educational risk. Students fall into one of four categories for attendance which are based on the educational risk resulting from how regularly they go to school:

- **'Regular'** attendance: more than 90 per cent attendance. This is understood to pose minimal educational risk. It equates to missing up to half a day a week

- 'Indicated' educational risk: 80-89 per cent attendance (missing up to one full day per week)

- 'Moderate' educational risk: 60-79 per cent attendance (missing one to two days per week)

- 'Severe' educational risk: less than 60 per cent attendance (missing more than two days per week).

Audit Conclusion

There has been no improvement in student attendance at public schools since our last audit with 70 per cent of students attending regularly in 2014 compared with 72 per cent in 2009. The proportion of students at the three levels of educational risk in 2014 were also very similar to those from 2009. Aboriginal students remain overrepresented in the at-risk group, especially those at severe educational risk. These attendance figures indicate that the strategies introduced by the Department of Education since our previous report have had little overall effect.

The Department and schools report on average attendance rates, but this is not a good indicator of performance, and relying solely on it can mask attendance problems. Of the 526 schools that achieved at least 90 per cent attendance by the measure in 2014, 210 did so despite at least 25 per cent of their students being at educational risk due to non-attendance.

The Department has comprehensive information about the patterns and reasons for non-attendance since it introduced a Student Attendance Reporting application in 2013. However, its analysis and reporting are not effective. It does not routinely assess how many children do not attend regularly, or which schools have significant attendance issues, or those that have improved performance. Nor has it reviewed recent major attendance strategies.

The Department has recently made two major changes to deal with students at high risk. In July, it restructured how it delivers attendance, behaviour management and psychologist services, in part as recognition that past practices have not delivered the desired outcomes. In addition, in 2015 it introduced student-centred funding, which provides resources to schools based on the characteristics and needs of their students. Schools now have more flexibility to tailor attendance strategies and initiatives to their needs and resources as part of increasing autonomy.

We have seen examples where schools have made changes that have improved attendance. Making broader improvements across the system will need more consistent guidance and support.

Key Findings

Since 2009, the pattern of student attendance at schools has remained stable:

- 70 per cent of students (184 303) in 2014 attended school at least 90 per cent of the time; in 2009 this was 72 per cent

- 18.8 per cent of students (49 611) attended 80-89 per cent of the time and were at indicated educational risk; in 2009 this was 18 per cent

- 7.5 per cent (19 687 students) attended 60-79 per cent of the time and were at moderate educational risk; in 2009 this was 7 per cent

- 3.7 per cent of students (9 655) attended less than 60 per cent of the time and were at severe educational risk; in 2009 this was 3 per cent.

Sixty-five per cent of Aboriginal students fall into one of the three categories of educational risk due to non-attendance. Half of all students at 'severe educational risk' are Aboriginal though they represent just nine per cent of all students.

Forty per cent of absences are unauthorised and over 30 per cent of all student absences are unexplained. Amongst Aboriginal students, 59 per cent of absences are unexplained. Understanding why children are absent is the first step in managing attendance. Unexplained absences can be a sign that families have disengaged from the education system.

Twenty-six per cent of absences are due to illness. Students who miss school for long periods because they are unwell are at educational risk, but they and their families have little control over attendance. The response to this type of absence and addressing the accompanying educational risk needs to be different to repeated unexplained absence.

More than nine per cent of all absences are due to families taking vacations during school terms. In 2014, seven per cent were authorised by school principals while the remaining two per cent were not. These are avoidable absences, which can affect the student's education.

The Department has not formally evaluated its 2010 Better Attendance: Brighter Futures (BABF) strategy or other major strategies. As a result, it does not know which strategies have been effective and it cannot identify and act on lessons learned and continuous improvement opportunities. BABF received $15 million funding and, while not formally reviewed, did not meet its main goal of improving attendance figures.

The Department does not clearly report on the numbers of children at each level of educational risk associated with non-attendance and as such fails to meet a parliamentary committee recommendation from 2012. It only reports the average whole of system attendance rate in its 2014 Annual Report (91 per cent) which does not clearly indicate if the number of students at educational risk is increasing or for what reasons. For example, 210 of the 526 schools that achieved a 90 per cent attendance rate in 2014 had at least a quarter of children at educational risk because of non-attendance.

In 2013, the Department introduced a new Student Attendance Reporting application that drives schools to consistent recording and creates standardised reporting at local and broader levels about why students do not go to school. However, the Department needs to improve its analysis and reporting of this information so it and schools can develop and target initiatives to support students. For instance, the Department does not routinely assess or report on how many students do not attend regularly and are at levels of educational risk, or how many schools have significant non-attendance issues.

In 2015, the Department introduced student-centred funding and one-line budgeting, both of which impact on managing student attendance. The new funding model funds schools according to their individual characteristics, including socio-economic indices of the local area. One-line budgets give schools more flexibility to tailor their programs according to specific local need.

Structural changes since 2009 have increasingly devolved responsibility to individual schools, bringing challenges and possibilities. About 70 per cent of students and teachers are now in Independent Public Schools, which have more formalised autonomy. District offices, which had directorial control, have been replaced by a smaller number of guiding regional offices. Recently the Department introduced a new Student Support Services Directorate to provide centralised service support. It also introduced an executive level Aboriginal Education position, to provide guidance across the Department, including on attendance issues.

In the eight schools we visited, we saw examples of how attendance can be improved. Principals and the Department consistently told us that one key to this is being clear about what teachers, staff and administrators should do when children are absent, and following up every time. Another factor is responding to individual students and the reasons they do not come to school. Getting this right will involve tailoring resources to local circumstances.

The Department is missing opportunities to leverage effective practices across schools. Although it sees innovation and flexibility as a key driver to productive changes in schools, it does not have a comprehensive strategy for collecting information from individual schools on successful student attendance strategies, templates and processes and making this available to other schools through an easily accessible source.

In 2015, the Department determined schools should offer Attendance Advisory Panels for all high-risk students, but uptake has so far been low. These panels bring together community members, parents and the student to devise measures and strategies to restore a student's attendance. They can also be a step toward prosecution of parents or guardians for failing in their responsibility, though they are not a punitive measure and parental involvement on the panels is voluntary. At least 60 panels are expected to be in place in two of the eight regions in 2015, up from eight panels in 2013 and 14 in 2014. The Department has not yet determined how best to implement the panels, or how to assess their effectiveness.

Recommendations

The Department should:

- **regularly evaluate and report to executive management on the effectiveness of its student attendance strategies and initiatives**

- **clearly identify, communicate and provide training and assistance to schools on effective follow-up processes and procedures for managing unexplained and unauthorised absences**

- **review absence codes and guidance to schools on using them, to make sure the codes:**
  - o **are used consistently**
  - o **are mutually exclusive**
  - o **distinguish between authorised and unauthorised absences**
  - o **include all major forms of school absenteeism**

- **provide better and more transparent information on student attendance, including in its Annual Report. This should include:**
  - o **setting and reporting on targets for attendance at school level**
  - o **reporting student attendance by category of risk**
  - o **reporting the numbers of schools meeting target levels of attendance**
  - o **trends in performance**

- **provide greater assistance to schools to build and maintain partnerships in their local area that can help address student attendance issues.**

Response from the Department of Education

The Department of Education supports the key findings of the follow-on performance audit and is committed to addressing them. While the Department has a wide range of attendance support processes in place, it is evident these can be improved and better services for schools and families to address persistent absences can be provided.

The Department recognises that student attendance and engagement is a complex area that requires diverse and responsive approaches. Parents and communities play a critical role in creating attitudes and environments that promote the importance of school attendance. Schools continue to engage with families and communities and include them in local decision-making to encourage all students to attend school regularly and become successful learners.

The recommendations emerging for the audit are welcomed. They will be used to strengthen processes and support for student attendance and will inform evidence-based practices to more effectively engage every student in schooling.

Audit focus and scope

The focus of this audit was to assess if student attendance had improved since our 2009 report. We also looked at if the Department had taken reasonable steps to address the problems identified in 2009, particularly in relation to persistent non-attenders who are at severe educational risk.

We focused on three lines of inquiry:

- Does the Department of Education have comprehensive information on student attendance?

- Has the Department of Education taken reasonable steps to address the issues identified in the 2009 audit?

- Is the Department of Education addressing the needs of key high-risk groups, including Aboriginal and low socio-economic index status?

As part of the audit, we visited eight schools and three regional offices to examine their approach to addressing student attendance. We interviewed stakeholders including:

- WA Police

- Department for Child Protection and Family Support

- State School Teachers' Union of Western Australia.

We conducted the audit in accordance with Australian Auditing and Assurance Standards.

Attendance rates have remained generally stable since 2009

Seventy per cent of students attended school regularly in 2014, compared to 72 per cent in 2009

Seventy per cent of students (184 303) attended school regularly in 2014, compared with 72 per cent in 2009. There have been only minor fluctuations over that period, with no improving or declining trend (Figure 1)[1]. The increased number of children attending regularly reflects the growth in overall student numbers (Figure 2).

Students defined as regular attendees are those who attend school more than 90 per cent of the time. The Department and other researchers agree that this level allows for reasonable educational outcomes. Non-attendance of 10 per cent represents missing one day per fortnight, or more than one year of school over a student's career.
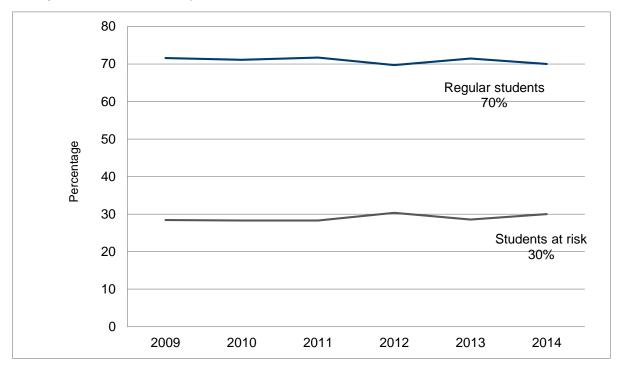

Figure 1: Student attendance rates 2009-2014

Since 2009, about 70 per cent of students have attended school regularly.

On average, each student was absent nine days in 2014, up from eight days in 2013. The Department believes one day of industrial action by teachers in 2014 largely explains the increase. While most schools remained open on the day, many children did not attend. As we discuss below, one day can make a large difference to overall figures.

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[1] In 2009, we reported on data from Years 1-10 until 2008. This report deals with all compulsory schooling, Pre-primary to Year 12. The Department has normalised data from 2009-2012 to include all compulsory years.

The proportion of students at educational risk from non-attendance has changed little since 2009

In 2014, 30 per cent of students (78 353) were at educational risk because they were absent from school for 10 per cent or more of the time. This represents a small rise from 2009 when 28 per cent of students were at risk due to non-attendance, but there is no clear trend either up or down over that period.

The pattern of educational risk due to non-attendance has also remained stable. In 2014, 18.8 per cent of students (49 611) were at indicated educational risk, 7.5 per cent (19 687) at moderate risk and 3.7 per cent (9 655) at severe risk (Figure 2). In 2009, these figures were 18 per cent, seven per cent and three per cent. The number of children in each category has increased since 2009, in line with the increase in school population, up by about 17 per cent.
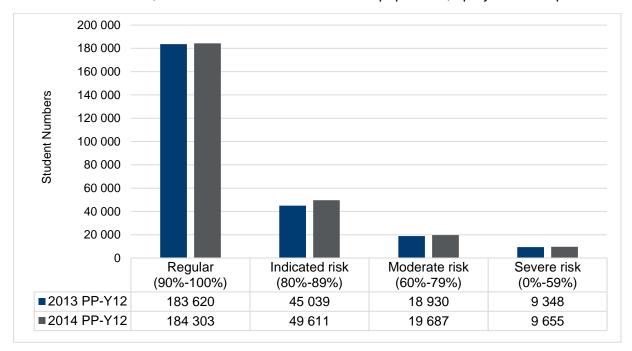
	Regular (90%-100%)	Indicated risk (80%-89%)	Moderate risk (60%-79%)	Severe risk (0%-59%)
2013 PP-Y12	183 620	45 039	18 930	9 348
2014 PP-Y12	184 303	49 611	19 687	9 655

Figure 2: Attendance by educational risk category, Semester 1 of 2013 and 2014

Aboriginal students continue to be overrepresented in all the at-risk categories. Of the almost 80 000 students at educational risk in 2014, 18.6 per cent were Aboriginal, yet they make up only nine per cent of the total student population. In the 'severe' category, Aboriginal students made up half of the 9 655 students. Sixty-five per cent of all Aboriginal students were at some educational risk due to non-attendance.

Patterns of attendance vary significantly across schools and for some it is a significant challenge

Levels and patterns of attendance vary from school to school, sometimes considerably. The greatest variation is in levels of regular attendance, but all risk groups also vary. This reflects that the causes of non-attendance and the challenges schools face in improving attendance also differ between schools. While schools need to understand the particular needs to effectively tailor their responses, regional offices and the Department also need to understand the broader variations to identify schools that might be struggling or need greater support. Figure 3 shows the range across schools for each category, with the lowest performance by any school, the highest by any school, and the median figure.
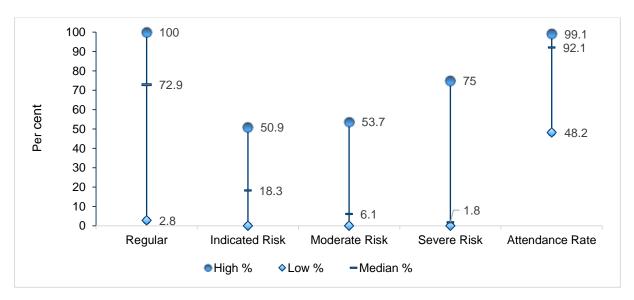
Figure 3: The range of levels of attendance achieved by schools for 2014

The proportion of students classed as regular attendees in each of the state's approximately 770 schools ranged from 2.8 per cent of students to 100 per cent of students. At one school, 50.9 per cent of students were at indicated risk; at one, 53.7 per cent were at moderate risk and at one, 75 per cent of students were at severe risk. At one school, the average attendance rate was 48.2 per cent.

Figure 3 shows that at half the schools, regular attendance was 72.9 per cent or better, but there was a wide range of performance. Few schools had very high levels of regular attendance, with only one school achieving 100 per cent regular attendance. Eighteen schools had regular attendance by 90 per cent or more of students.

Conversely, at one school only 2.8 per cent of students attended regularly. Nineteen schools had less than 20 per cent of students attending regularly, while 97 schools (13 per cent) had less than half their students attending regularly.

There is a similar variation in the three at-risk categories, although in most schools the rates are low. At 587 schools, under five per cent of students were at severe educational risk. However, in 24 schools, the figure was one in three students.

Even when schools appear broadly similar, there can be high variability in attendance, reinforcing the need to consider the specific circumstances of attendance. For instance, at 27 metropolitan high schools with more than 1 000 students in 2014:

- regular attendance varied from 83 per cent to 43 per cent of students

- indicated educational risk ranged from 13 to 30 per cent

- moderate risk ranged from three to 16 per cent

- severe risk ranged between one to 16 per cent.

We noted that three of these schools had average attendance rates of 80 per cent or better, but less than half their students attended regularly.

Forty per cent of absences are unauthorised, a third are unexplained, nine per cent are due to vacations

Knowing the reasons students do not come to school is a key part of improving attendance. Since 2013, the Department has had data that captures the reasons for non-attendance. In 2014, 60 per cent of absences were explained and the reasons accepted by the school Principal. Another 10 per cent were also explained but the reasons were not accepted. The remaining 30 per cent were unexplained. For Aboriginal students, the unexplained rate was worryingly high at 60 per cent.

Authorised absences are captured in the Department's system under five codes – 'R' for reasonable cause, 'C' for cultural reasons, 'N' for notified as sick, 'V' for authorised vacation and 'Z' where a student is suspended. Unauthorised absences are captured under codes 'U' for unexplained, 'K' for an unauthorised vacation, 'X' for an unacceptable reason and 'T' for truancy (Appendix 1). Broadly, 60 per cent of all absences in 2014 were authorised by the school principal and 40 per cent were unauthorised (Figure 4).
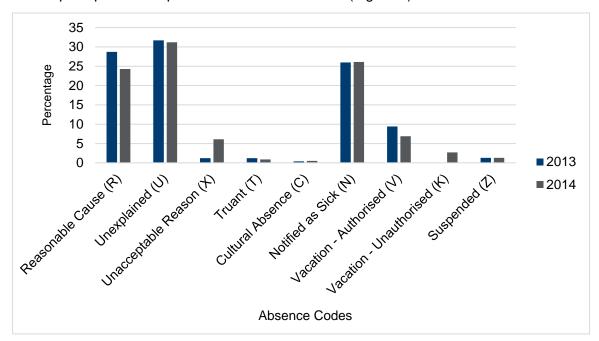

Figure 4: Absences by reported categories, 2013 and 2014

Twenty-six per cent of all absences were due to illness or other health issues, but only 10 per cent of Aboriginal student absences were recorded as due to illness.

Students who miss school because they are unwell can still be at educational risk, but they and their families have little control over attendance. When health issues keep students away for long periods, schools need to work with families and health providers to help students meet their educational needs. This may include providing formal educational programs for the child to work on at home or in hospital. For example, the Department provides this kind of support through Schools of Special Educational Need: Medical and Mental Health and Schools of Isolated and Distance Education.

In 2014, 9.6 per cent of absences were due to vacations taken during term time. This equates to 219 529 days of school missed, and is a 13 per cent increase from 2013. More than a quarter of these were recorded under a new 'unauthorised vacation' category. There are many reasons families choose to go on vacation during the school term, but these avoidable absences result in students missing school.

In 2014, six per cent of absences were recorded as having unacceptable reasons, up from one per cent in 2013. This increase likely reflects changing interpretations of the absence categories rather than different reasons for absence, taking into account the similar fall in the proportion of absences with reasonable causes. Schools told us of numerous inappropriate reasons for students not attending, often based on parental needs or wishes, including:

- attending private tutoring during school hours

- for birthdays or the last week of term

- when siblings are sick and it is easier for parents to keep all their children home

- when a parent/carer or relative visit from overseas or interstate

- to babysit or care for siblings or parents/carers

- when a student is tired from being up late or simply does not want to go to school.

Schools, the Department and the State School Teachers' Union told us they have observed declining value attached to education by some parents and that this impacts student attendance. In many cases, parents appear not to appreciate that taking children out of school puts their education at risk. Such disengagement could explain some of the high level of unexplained absence in the high-risk group.

Only 0.9 per cent of non-attendance was recorded as 'Truant' in 2014. This is defined as a student leaving school grounds or educational program without permission, and usually requires a teacher or parent to have witnessed the student doing so.

Recent strategies have not improved attendance and the Department has not evaluated them to understand why

Since 2009, the Department has introduced several initiatives and frameworks and redirected significant financial resources to improve attendance. While there is a continuing effort, the data shows that the changes have not improved attendance. Further, the Department has not reviewed these initiatives to identify what elements may have worked and why.

In 2010, the Department launched the statewide attendance strategy Better Attendance: Brighter Futures (BABF) in response to the key findings of our 2009 report. Funding of $15 million was redirected over four years towards the strategy, most of it in the area of Aboriginal attendance. The strategy aimed to increase attendance of students in public schools by providing direct assistance to those students requiring support to restore them to regular attendance.

Under a key element of the strategy, schools identified as in most need of support for student attendance had to participate in an Attendance Improvement Measure (AIM) process. AIM was a planning process at the local level involving the development of a stakeholder committee to identify issues, plan for improvement and evaluate effectiveness. Forty AIM schools across the state were included in the AIM process.

The BABF strategy was to be assessed against three key indicators:

- measurable improvement in student attendance in schools and for key at-risk groups

- improvement in the attitudes of parents of children who do not attend school regularly

- effectiveness of local community/business partnerships in addressing non-attendance.

The Department has not evaluated BABF against the three indicators. This means it cannot report on their effectiveness or efficiency. However, the overall attendance data shows that the strategy did not achieve its key outcome.

When BABF was introduced, central office had a larger role in implementing and monitoring strategic outcomes. In reality, the shift to increased school autonomy, student-based funding and one-line budgets overtook the strategy.

While the Department has not formally evaluated the strategy, we note that overall attendance figures for the 40 AIM schools remained stable over the period of the program. In about half the schools attendance improved, while in the others it dropped.

As outlined in the Department's Focus Statements, Classroom First Strategy and Strategic Plan, it expects schools and regions to assess their own performance including attendance, using available data and information. However, it is not clear what sort of analysis it expects, or how schools should report it. Clearly delineating the reporting roles of schools, regions, networks and central office will increase opportunities to improve outcomes.

The Department now has good attendance data, but needs to improve how it uses the data

The new Student Attendance Reporting application (SAR) introduced in 2013 means that the Department now has better access to data on student attendance, and improved capacity to understand why students do not attend school regularly. However, the Department does not make good use of this information when reporting on attendance in its annual report. The overall average attendance rate it reports potentially masks serious levels of poor attendance. The Department has also not yet addressed a 2012 Education and Health Standing Committee recommendation to improve its public reporting on student attendance.

The Department has implemented a new attendance reporting system providing better data

SAR collects and reports useful data on student attendance from individual schools, including reasons for student absence (Appendix 1). The system it replaced only reported student absences as either authorised or unauthorised.

The take-up of SAR has been strong, with good basic records available for all public schools. All the schools we looked at noted non-attendance and reasons given using the nine attendance codes. The schools also used their Student Information System to record when staff made formal contact with parents/carers.

Since its introduction, the Department has improved and upgraded aspects of SAR. It introduced a new 'Unapproved Vacation' code in 2014, and in March 2015 added a drop-down box relating to Attendance Advisory Panels, which schools must complete for each student in the 'severe' category. This improves the transparency of activity, and makes it more difficult for cases of persistent absence to go untreated or unnoticed.

Schools also use the Student Achievement Information System to compare student attendance and behaviour data with academic achievement over time. This lets principals develop improvement plans based on real data. We note that this also helps educate parents and students about the link between attendance and academic achievement.

The average attendance rate that the Department and schools measure is inadequate and can mask underlying attendance concerns

The Department and schools mainly report attendance against an averaged 'attendance rate' in line with national reporting standards. The average attendance rate measures the number

of students attending against the number of available school days to provide an overall average rate for the system or each school. The figure included in the Department's 2014 annual report for attendance across the entire system was 91 per cent.

The danger of using an average attendance rate in isolation is that it can give false comfort. For instance, 526 schools (or 68 per cent) achieved or exceeded a 90 per cent 'attendance rate' in 2014. However, at 210 of these schools at least a quarter of students were at educational risk due to non-attendance.

Setting targets for how many students attend at least 90 per cent of the time would provide better information on performance at individual schools and regions as well at a system level. Routinely reporting on the proportion and number of children at each level of educational risk due to non-attendance would also increase focus and accountability.

Some schools set targets for 'unexplained' absences to drive change. We also note that schools and the Department run SAR reports of attendance against the risk categories, and by the nine codes for non-attendance. This kind of monitoring and reporting allows more targeted action to improve attendance.

The Department is not making best use of its improved attendance data to identify and target attendance problems

SAR is delivering more comprehensive and timely data on non-attendance and the reasons for it. However, the Department and regional offices are not yet using that data to develop a more sophisticated understanding of attendance and to target solutions.

The Department provides briefings for the Director General and Corporate Executive based on first semester attendance data at a statewide and regional level. It includes some analysis over time, noting significant changes for student groups or regions. This analysis does not use the capacity of SAR to provide more frequent and comprehensive information to support more timely monitoring and decision-making.

While not exhaustive or prescriptive, we identified four types of analysis the Department could find useful in identifying problems:

- At 454 schools (or 59 per cent) in Semester 1 of 2015, at least 25 per cent of students did not attend regularly. Monitoring school performance against these or similar figures could help the Department target effort.

- About three per cent of students in 2014 missed the regular attendance category by one day. This suggests that small changes to student's habits and school processes could reduce educational risk. Experience from schools we visited show this could be achieved at little or low cost to schools.

- Our analysis suggests that about 25 000 students in 2014 were only at risk because they had been unwell. Further detailed work in this area could help identify trends and approaches for the smaller but still significant number of students for whom attending school is the actual issue to manage.

- Better understanding of the apparently low level of reported illness for Aboriginal students might assist in addressing the very high level of unexplained absence for Aboriginal students.

In 2012, the Education and Health Standing Committee recommended that, from 2013 the Department should collect and present in its annual report statistics for school non-attendance with a uniform coding for causes, and that these statistics should be broken down into categories of educational risk. To date the Department has not addressed this recommendation.

Greater school autonomy creates both opportunities and challenges in improving attendance

The Department's new funding and services model gives schools more flexibility in managing attendance

In recent years, there has been a significant shift of responsibility to individual schools for managing many parts of their business, including attendance issues. This has given schools more autonomy, but getting the right balance between school autonomy and Departmental oversight continues to pose some challenges.

In 2015, the Department introduced a major change to its funding model that in part attempts to improve the ability of schools to locally manage student attendance (and the linked issue of behaviour management). Resource allocation to schools is now determined on student-centred funding and one-line budgets. Student-centred funding in principle takes into account the characteristics of schools and their students, including the socio-economic index of the local area. One-line budgeting means that schools have increased freedom to use their total resource allocation to best meet their needs. The Department informed us that these two funding changes are central to giving schools more autonomy to manage student attendance.

The increasing number of Independent Public Schools (IPS) is another aspect of increased autonomy. These schools have more flexibility in setting strategies and allocating funds. However, the practical differences between IPS and non-IPS schools is decreasing with the new funding models. In 2015, there were 441 IPS, meaning 57 per cent of schools and 70 per cent of students and teachers were in IPS.

IPS principals and their boards can decide how to address many issues, including student attendance, and are required to include performance in their annual reports. They also have greater scope to seek new funding. For example, Medina Primary School received $20 000 from a corporate sponsor in 2013 to help address student attendance. We note that Medina's attendance rate has improved from 87.8 per cent in 2013 to 90.4 per cent in early 2015.

There have also been several changes in how the Department supports schools, both centrally and regionally. In July 2015, the Department created a Student Support Services Directorate to provide central oversight and coordination of these important services. It includes attendance and behavioural management groups, and will act as a type of service broker for schools. There has also been considerable change in how the Department sets out to manage Aboriginal student attendance issues, with the creation of an executive level Office of Aboriginal Education. The intent is to provide leadership and strategic direction, rather than direct support for individual schools.

These changes follow earlier devolutionary moves at the regional level. In 2009, there were 14 district education offices in Western Australia with a staff of 662. Their role was to direct and oversee school administration including attendance. They have been replaced by eight regional education offices with 150 staff. Their role is now to guide and facilitate local schools to meet their responsibilities, such as providing training on running Attendance Advisory Panels (we discuss AAPs further at page 23). The role of central office is high level monitoring of attendance and strategies specifically initiated by central office such as AAPs.

We found that the Department has work to do to ensure that schools, principals and staff are clear about their roles and responsibilities in the new system, and what they can expect in support from regional and central offices.

There is inconsistent sharing of support material, tools and skills

The Department is not consistent in how it collects and shares better practice strategies, templates and processes for schools. The Department sees innovation and flexibility as a key driver to achieving productive changes in schools. However, it is not clear how it expects this to be shared across schools. This risks missing opportunities to leverage best practice and schools duplicating approaches already tried elsewhere.

It is important that principals, staff and teachers involved in managing student attendance are supported in their roles. This involves knowing where to access information, guidance and examples of documents and processes. We observed specific examples of this at the regional offices we visited, and in the Department. However, there was no consistency in the way each Regional Education Office collated student attendance strategies, templates and processes to be used in schools. Further, the Department did not collect or provide centralised links to this information. Key sections on the Departmental website intended to help schools address student attendance were still under construction.

We noted some sharing of information and support by the regional offices. For instance, the Midwest Regional Director made regular trips visiting various schools to speak directly to principals, staff and students in the region.

However, only the North Metropolitan Regional Office has developed a comprehensive toolkit of hands-on resources, ideas and strategies that is available online. The Wheatbelt Regional Office has some resources and there is a Wheatbelt Combined Network Project underway to collate best practice and a comprehensive toolkit.

Other regional offices do not have any web-based student attendance support. The South Metropolitan Regional Office had developed a toolkit for student attendance, but it is not on their website. The central office web site is still under construction and does not have a comprehensive toolkit of hands-on resources, ideas or strategies. However, there is a new online forum known as the 'Connect Attendance Community' that allows ideas and strategies to be shared by schools.

Schools can improve attendance by making it a priority, having good processes and using flexible approaches

Student attendance can depend on personal, family, societal and school factors. Managing these issues is not simple, and there is never one solution. However, as we saw in a number of schools, good processes persistently applied and innovative flexible approaches can lead to improved student attendance. These enable a school to understand the student and their situation and to work collaboratively with the family and other agencies to resolve attendance issues.

Track, act and record

To be in a position to improve student attendance, schools, regional offices and central office consistently told us that it is critical that staff clearly understand what is expected of them each time a student does not attend, and that they meet those expectations every time. This consistent effort should also include good recordkeeping. Together they allow schools to track activity for each student, and help make informed decisions.

The key starting point to meet these expectations is to obtain a reason for every absence and record this accurately. Schools are required to seek an explanation for a student's absence within three school days from the start of the absence. This is important for two reasons. It means that principals can then be sure that parents know about the absence. It also helps the

school track what they have done to support each student. This matters whether it is a one-off occurrence or part of a history of non-attendance.

We saw schools that were doing this well. For instance, Somerly Primary School and Carine Senior High School both achieved better outcomes after making important changes to the way they managed and responded to student attendance.

Somerly Primary School

Somerly Primary School, in Perth's northern suburbs, has 455 students (PP-Y6). It has made good progress since a Departmental Expert Review Group identified attendance issues in 2012. A key element was developing and promoting a positive school culture that engages with students, parents and the wider community. It has clear processes for managing student attendance and making a dedicated staff member (Deputy Principal) responsible for their application.

The proportion of students attending regularly increased from 75 per cent to 79 per cent since 2012.

Year	Regular (90% +) % (#)	Indicated (80-90%) % (#)	Moderate (60-80%) % (#)	Severe (below 60%) % (#)
2012 (PP-Y7)	75 (280)	15 (58)	8 (29)	2 (7)
2015* (PP-Y6)	79 (359)	14 (65)	7 (30)	0 (1)

The level of unauthorised absences reduced from 48 per cent in 2012 to 27 per cent in 2015.

Year	Authorised Absence %	Unauthorised Absence %
2012 (PP-Y7)	52	48
2015* (PP-Y6)	73	27

The school believes that another key factor has been promoting early intervention with every instance of student non-attendance. The use of SMS messaging to parents has aided this. Other strategies include:

- clearly defined targets for overall attendance, per risk category, unauthorised verses authorised and for Aboriginal Students

- attendance 'Hot List' – used to identify and monitor student whose attendance falls below 80 per cent

- fortnightly review of students under 90 per cent – to identify trends or issues that are then highlighted in the school newsletter

- improving teacher ownership of attendance data – and recognising teachers who successfully follow up on student absence and resolve all unexplained absences

- use of the North Metropolitan regional office's Regional Attendance Initiative (RAI) toolkit strategies

- 'Breakfast Club' three days a week and food always available for children who do not have lunch

- case management of students at educational risk

- external services provided by the Department for Child Protection and Family Support and Disability Services Commission to assist managing students as educational risk.

The school sees these strategies as relatively simple to implement and sustainable in terms of cost and effort.

Another critical factor has been the Aboriginal Islander Education Officer (AIEO). They have an ongoing role identifying and interacting with all Aboriginal families in the community and working with the Deputy Principal so the school knows what is happening with all their Aboriginal students.

* 2015 data is for part of Semester 1, and includes Pre-primary to Year 6.

The changes at Somerly Primary School also improved aspects of Aboriginal student attendance. Unauthorised absences decreased from 80 per cent in 2012 to 38 per cent in 2015, compared to a state average of 69 per cent. Thirty-eight per cent of absences in 2015 were unexplained compared to a state average of 60 per cent.

Carine Senior High School

Carine SHS, located in the northern suburbs, is a secondary school with 1 460 students. In late 2014, the school identified some clear opportunities to improve attendance. It developed a new Attendance Plan, which it implemented at the start of 2015, based on the Department's 'Four Rs'.

Since then, regular attendance has increased from 69 per cent to 77 per cent.

Year	Regular (90% +) % (#)	Indicated (80-90%) % (#)	Moderate (60-80%) % (#)	Severe (below 60%) % (#)
2014 (Y8-12)	69 (790)	21 (239)	7 (78)	3 (31)
2015* (Y7-12)	77 (1 119)	16 (240)	5 (72)	2 (27)

At the same time, unauthorised absences improved from 27 per cent to 18 per cent, against the state average of 43 per cent.

Year	Authorised Absence %	Unauthorised Absence %
2014 (Y8-12)	73	27
2015* (Y7-12)	82	18

The school believes the improved outcomes are the result of key structural, cultural and process changes. A new dedicated Student Attendance Team, led by the Associate Principal and including additional clerical support, follows up on absences to allow teaching staff to focus on curriculum.

Central to its success is the requirement to deal with every case of non-attendance. This required a cultural change within the school, and there is now increased collective follow-up, phone calls, emails and discussion with students and parents.

The school believes that if it does not know why a student is absent then it cannot put in place strategies to address that non-attendance. The school has set a challenging target of five per cent unexplained attendance.

The school has seen an improvement in parent communication for student absences. This improved communication has resulted in a reduction of unexplained absences.

- 2014 Semester 1 unexplained absences: 2 529 – half days (12.5% of all absences)

- 2015 Semester 1 unexplained absences: 1 483 – half days (8.8% of all absences) (with Year 7s removed).

* 2015 data is for part of Semester 1, and includes Year 7 (Year 7 began high school for the first time in 2015).

Innovative and flexible schools

We saw that being innovative and flexible can help schools improve their attendance performance. Just as importantly, this can also help minimise things that can block students coming to school and families engaging.

In the Pilbara, we learned that the schools at the Aboriginal community of Jigalong and a primary school in Newman recognised that students spend considerable time in both places. Children from Jigalong are now welcome to attend in Newman, and their attendance is

recorded. Although there are still extremely high non-attendance figures at Jigalong, this practice should help improve educational outcomes. A broader 'Trans-Borders' initiative allows tracking of transient (mainly Aboriginal) students across Northern Territory, South Australia and Western Australia.

Hedland Senior High School has made a number of changes to remove impediments to students attending. To assist a small but extremely challenging group of students it has invested about $300 000 of its own resources to offer a 'home' class, with dedicated staff and high levels of support. These students have extremely poor attendance histories and major behavioural issues. Hedland also introduced an alternate reception/administration area for Aboriginal students away from the general reception at the very front of the school, to make it less threatening.

New child and parent centres

In 2013, the State invested $48.7 million to provide 16 Child and Parent Centres. These community centres are either on or next to primary schools, in areas that have many educational issues, including attendance. They have two main aims:

- formally, they provide a range of early learning, parenting, child and maternal health and well-being programs to support families with children under eight years old – with a focus on those under four

- less formally, they aim to build the practice of families and children coming to school grounds.

The Telethon Institute for Child Research has identified these factors as vital for improving educational outcomes. The new centres address the Institute's finding that initiatives aimed at improving student attendance need to start early. We found widespread agreement that these centres are an effective tool in engaging families.

SMS messaging software

There are a number of technological approaches that the Department has put in place to assist schools to manage attendance. Two are based on SMS messaging software and have been introduced by many schools, including Carine Senior High School, Hedland Senior High School and Somerly Primary School.

SMS messaging software lets schools notify parents/carers of student absences. Schools can automatically generate and send messages based on attendance data entered in the School Information System (SIS). This reduces school workload by replacing manual telephone and written follow-up of unexplained absences. Each school decides if and how it is used, and pays for its use from their own budgets. In general, we found schools using SMS had good records and good whole-school systems for attendance.

The 'Watchlists' tool is part of the SMS package, and provides a reporting tool for summary information about student absences, to assist with follow up and monitoring. Schools can schedule reports on demand, as email notifications or soft copy.

Attendance Advisory Panels and Responsible Parenting Agreements

Our 2009 report recommended that the Department should better utilise the formal and legislative powers it had regarding serious non-attendance. Two key tools for this are Attendance Advisory Panels (AAPs) and Responsible Parenting Agreements (RPAs). The Department has recently increased its use of these formal processes, although numbers are still small.

In 2015, it decided that all students in the severe education risk non-attendance category should be offered the support of Attendance Advisory Panels. It expects to run at least 60 AAPs during 2015, and in 2014, 35 RPAs were created (Figure 5). Although this is an increase, it is very low compared to the number of students at severe risk.

The objective of AAPs is to provide advice and assistance to students and parents to restore regular attendance. These panels bring together community members, parents and the student to devise measures and strategies to restore a student's attendance. These meetings are an important part of the Department's major strategy document – Focus 2015 – which requires schools to support parents of students who attend less than 60 per cent of the time.

The use of AAPs is currently not uniform across the regions, and is not tracked or managed centrally. During our fieldwork, we saw that the North Metropolitan Region is running a trial in schools located in all 22 of its school networks and expects to run 36 AAPs in 2015, and in the Pilbara at least 20 AAPs are planned. Although this is a key initiative and there are variations in approach, the Department has not decided how to assess the effectiveness of AAPs and the different approaches to them.

Schools are not required to exhaust all other strategies before deciding on an AAP. The timing of their use is on a case-by-case basis. However, by the time schools have referred a family to a panel they will have tried a number of strategies. Schools might decide to establish an AAP early on if it will be beneficial. The school may also decide to use an AAP if it believes the independence of the Panel members might ease tensions between the school and families.

RPAs are intended to support parents of students under 15 years who display complex behavioural needs, are persistently absent without reasonable cause, or committing offences. They are voluntary agreements and can be an outcome of an AAP. They involve parents, schools, and must be endorsed by authorised officers.

As an action of last resort, the Department may prosecute parents for the persistent absence of their students. While AAPs are an important procedural step in moving towards taking legal action, AAPs do not mean that prosecution is planned or expected. The Department does not expect that any current cases will proceed to prosecution.

	2008	2009	2010	2011	2012	2013	2014
Attendance Advisory Panels	18	15	9	6	—	8 out of this, 1 parent prosecution, but this did not restore attendance.	14
Responsible Parenting Agreements	—	— year legislation enacted	— year guidelines released	7	13	20	35

Figure 5: Number of attendance advisory panels and responsible parenting agreements 2008 to 2014

Appendix 1 – Student absence codes

Authorised Absences

R – Reasonable Cause

When the principal has deemed the reason provided as acceptable other than an absence due to suspension, cultural absence, illness or family holiday.

C – Cultural Absence

For cultural or religious activities such as funerals, sorry time and religious observances. The principal should negotiate the duration of this absence prior to it being taken. If the absence extends beyond the number of agreed days, and no acceptable reason is provided, the additional absences should be recorded as Unacceptable.

N – Notified as Sick

Applied to a student whose reason for absence has been confirmed as due to illness. The principal may request a medical certificate.

V – Vacation

When the absence has been negotiated in advance and there are reasonable grounds for authorising the absence. Completion of a work package during the period of absence is normally required. If the absence extends beyond the negotiated number of days, and no acceptable reason is provided, the additional absences should be recorded as Unacceptable.

Z – Suspended

A student is recorded as Suspended when formally suspended from school.

Unauthorised Absences

U – Absence – cause not yet established [unexplained]

When a student is absent and no explanation has yet been provided. Follow-up is required to establish an acceptable cause from the parents/caregivers.

K – Unauthorised Vacation [Introduced in 2014]

For in-term holiday when the principal has not authorised the absence. A template letter, to notify parents of a decision not to approve an in-term vacation, should be sent.

X – Unacceptable Reason

This code is to be used when the principal has not approved the reason provided for an absence. Further follow-up is required.

T – Truant

When a student is absent from school and an investigation shows the student has truanted. Usually requires teacher or parent witnessing the student leaving school grounds or educational program without permission.

Appendix 2 – School based strategies to reduce absenteeism

Improving attendance involves many things. Individual schools had developed their own strategies and materials to improve student attendance in the majority of schools we visited. This matches increased school autonomy and local decision-making as stated in Focus 2014 and 2015.

School based activities consisted mainly of initiatives to improve parental awareness and engagement, improve follow-up of absences, raise student awareness and engagement, and increase the relevance of the curriculum. Strategies included:

- raise parent and student awareness and promote culture of regular school attendance

- mention school student attendance policy in newsletters

- provide information on student attendance on school website

- class/student rewards for best attendance

- student attendance reward systems consistently applied

- number of absent days noted on student reports

- school psychologist/social worker/chaplain involvement

- appointment of dedicated staff resources for student attendance including administrative staff, attendance officers, education assistants, Aboriginal and Islander Education Officers

- improve curriculum/teaching practices especially record-keeping and processes

- create and implement Individual Attendance Plans

- parent/student attendance meetings

- letters to parents

- continuing follow-up with parents

- regular evaluation of policy/procedures for student attendance

- access regional and central office for assistance

- providing support to students and families, including partnerships with the local community.

Appendix 3 – Attendance information by school, for Semester 1, 2014

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Adam Road Primary School	92.0	70.7	22.1	5.7	1.5	525
Albany Primary School	92.5	74.6	20.9	3.0	1.6	503
Albany Secondary Education Support Centre	80.7	51.2	18.6	9.3	20.9	43
Albany Senior High School	88.7	61.2	24.5	9.9	4.4	989
Alinjarra Primary School	93.4	76.6	20.1	3.4	0.0	354
Allanson Primary School	94.3	80.6	18.5	0.9	0.0	108
Allendale Primary School	89.8	59.8	26.1	11.1	3.0	371
Amaroo Primary School	91.5	71.4	19.5	7.6	1.5	406
Anzac Terrace Primary School	92.0	74.1	14.5	7.7	3.7	351
Applecross Primary School	95.6	89.3	9.7	0.6	0.4	484
Applecross Senior High School	93.3	81.1	13.4	4.6	0.9	1215
Arbor Grove Primary School	92.6	74.4	19.2	5.6	0.8	625
Ardross Primary School	94.7	85.1	12.4	2.0	0.5	396
Armadale Education Support Centre	74.6	42.0	14.0	20.0	24.0	50
Armadale Primary School	93.1	75.4	18.2	5.5	0.9	451
Armadale Senior High School	79.6	31.6	31.6	22.0	14.7	626
Ashburton Drive Primary School	92.2	72.9	16.9	8.5	1.7	472
Ashdale Primary School	93.3	78.2	17.6	3.9	0.2	867
Ashdale Secondary College	90.9	68.1	21.6	8.1	2.2	1088
Ashfield Primary School	84.9	52.3	17.8	17.8	12.1	107
Attadale Primary School	95.0	85.8	12.0	1.9	0.3	316
Atwell College	89.2	65.4	20.6	9.3	4.7	1241
Atwell Primary School	93.8	79.8	15.6	4.0	0.7	707
Aubin Grove Primary School	94.8	87.5	11.4	1.0	0.1	736
Augusta Primary School	91.4	63.8	28.8	5.0	2.5	80
Australind Primary School	91.2	65.4	23.4	10.6	0.6	312
Australind Senior High School	87.2	57.3	25.5	10.6	6.6	1019
Aveley Primary School	92.8	76.7	18.3	4.4	0.6	344
Avonvale Education Support Centre	85.2	37.5	37.5	20.8	4.2	24
Avonvale Primary School	85.9	47.7	20.8	23.1	8.3	216
Babakin Primary School	92.4	70.0	30.0	0.0	0.0	20
Badgingarra Primary School	96.2	92.9	7.1	0.0	0.0	28
Bakers Hill Primary School	93.3	80.2	15.0	4.2	0.6	167
Balcatta Primary School	94.5	82.1	12.8	3.8	1.3	156
Balcatta Senior High School	91.5	73.3	17.5	5.7	3.5	513
Baldivis Primary School	92.6	74.0	20.9	4.5	0.5	728
Baldivis Secondary College	89.2	61.1	26.0	9.5	3.4	507
Baler Primary School	85.6	51.3	24.0	14.8	9.9	596
Balga Primary School	90.1	69.8	17.1	7.2	5.9	222
Balga Senior High School	73.3	37.9	16.5	17.5	28.0	496
Balingup Primary School	91.9	74.3	22.9	0.0	2.9	35
Ballajura Community College	90.8	67.9	21.3	9.0	1.8	1462
Ballajura Primary School	93.4	79.9	16.4	3.2	0.5	556
Ballidu Primary School	92.7	77.8	16.7	5.6	0.0	18
Bambara Primary School	94.2	84.3	14.0	0.6	1.1	178
Banksia Park Primary School	95.2	89.0	9.1	1.9	0.0	317
Bannister Creek Primary School	92.3	77.1	14.7	6.2	2.0	502
Bassendean Primary School	93.3	81.2	15.2	3.0	0.6	335
Bateman Primary School	94.0	83.6	13.6	1.7	1.0	287
Baynton West Primary School	89.7	63.9	22.6	9.4	4.2	523
Bayswater Primary School	93.3	78.4	15.3	5.4	0.9	333
Bayulu Remote Community School	69.1	32.0	11.5	18.9	37.7	122
Beachlands Primary School	82.4	41.6	28.0	14.4	16.0	125
Beacon Primary School	92.1	71.1	28.9	0.0	0.0	38
Beaconsfield Primary School	93.0	76.2	19.4	3.8	0.6	470
Beaumaris Primary School	94.9	86.4	11.4	2.2	0.1	740
Beckenham Primary School	92.3	72.3	18.3	6.9	2.5	448
Beechboro Primary School	92.8	74.6	18.1	5.1	2.2	409
Beeliar Primary School	92.1	74.3	18.0	5.6	2.1	479
Beldon Education Support Centre	93.4	73.2	19.5	7.3	0.0	41
Beldon Primary School	93.6	80.3	15.2	3.5	1.0	310

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Belmay Primary School	92.1	73.8	13.5	9.9	2.8	252
Belmont City College	84.5	52.2	21.8	14.2	11.7	563
Belmont Primary School	92.7	79.5	11.1	5.3	4.1	171
Belridge Secondary College	88.6	60.9	24.2	9.6	5.2	781
Belridge Secondary Education Support Centre	87.5	56.1	20.7	18.3	4.9	82
Bencubbin Primary School	95.2	84.8	12.1	3.0	0.0	33
Bentley Primary School	87.8	59.6	17.0	16.0	7.4	188
Bertram Primary School	93.7	79.0	15.5	5.0	0.6	718
Beverley District High School	91.2	67.7	19.6	7.4	5.3	189
Bibra Lake Primary School	92.1	74.9	18.7	4.6	1.8	327
Bicton Primary School	94.3	84.8	12.4	2.2	0.6	363
Bindoon Primary School	92.2	70.8	22.5	4.5	2.2	178
Binnu Primary School	94.0	82.1	7.1	7.1	3.6	28
Bletchley Park Primary School	93.6	82.0	14.3	3.1	0.6	895
Bluff Point Primary School	87.6	52.7	25.4	17.3	4.6	370
Boddington District High School	90.5	64.6	26.3	7.6	1.6	316
Bolgart Primary School	93.5	75.0	21.9	3.1	0.0	32
Booragoon Primary School	94.3	86.5	10.7	2.8	0.0	394
Borden Primary School	93.1	79.2	16.7	4.2	0.0	24
Boulder Primary School	87.8	55.0	26.3	13.5	5.3	342
Boyanup Primary School	92.1	73.5	21.4	3.4	1.7	117
Boyare Primary School	91.8	76.6	14.9	6.5	1.9	368
Boyup Brook District High School	90.6	65.5	23.0	9.7	1.8	165
Braeside Primary School	88.1	60.8	21.1	10.6	7.5	227
Bramfield Park Primary School	91.9	71.0	19.0	8.2	1.7	231
Bremer Bay Primary School	86.9	61.1	19.4	13.9	5.6	36
Brentwood Primary School	93.2	78.8	17.6	3.3	0.3	307
Bridgetown High School	89.9	65.3	20.4	11.6	2.7	147
Bridgetown Primary School	92.0	70.9	23.3	5.2	0.6	326
Brookman Primary School	91.8	73.7	15.1	8.8	2.5	365
Brookton District High School	87.6	56.9	26.3	7.3	9.5	137
Broome Primary School	83.7	51.3	22.7	12.5	13.5	423
Broome Senior High School	80.4	41.6	24.5	17.6	16.4	666
Broomehill Primary School	95.0	88.4	9.3	0.0	2.3	43
Bruce Rock District High School	93.7	81.8	9.5	5.8	2.9	137
Brunswick Junction Primary School	88.1	63.4	19.7	9.9	7.0	71
Bull Creek Primary School	95.4	87.2	11.6	1.2	0.0	327
Bullsbrook College	90.1	64.4	24.6	8.5	2.5	994
Bunbury Primary School	93.2	78.7	17.0	3.6	0.7	417
Bunbury Senior High School	87.9	61.4	22.3	10.2	6.1	804
Bungaree Primary School	90.0	64.7	21.6	9.6	4.1	292
Buntine Primary School	91.8	62.5	37.5	0.0	0.0	8
Burbridge School	88.8	64.4	20.0	11.1	4.4	45
Burrendah Primary School	94.8	86.7	11.8	1.5	0.0	586
Burringurrah Remote Community School	48.2	8.0	14.0	18.0	60.0	50
Busselton Primary School	92.4	73.3	20.1	5.5	1.1	273
Busselton Senior High School	87.2	55.1	26.8	12.1	6.0	503
Butler College	87.4	56.1	25.7	12.7	5.5	631
Butler Primary School	92.4	72.9	20.8	5.4	0.9	884
Byford Primary School	92.0	74.1	17.9	7.4	0.6	340
Byford Secondary College	90.2	65.4	21.8	9.5	3.4	179
Cable Beach Primary School	87.1	59.7	18.9	14.5	6.9	449
Cadoux Primary School	89.6	47.4	47.4	5.3	0.0	19
Caladenia Primary School	94.7	83.1	13.1	3.5	0.3	686
Calingiri Primary School	94.3	85.7	11.9	2.4	0.0	42
Calista Primary School	92.3	73.5	18.6	6.9	1.0	392
Camboon Primary School	93.4	79.1	15.4	5.0	0.5	402
Campbell Primary School	94.2	82.2	14.1	3.1	0.6	877
Canning Vale College	89.4	63.1	22.9	11.3	2.7	1315
Canning Vale Education Support Centre	93.6	75.0	19.4	2.8	2.8	36
Canning Vale Primary School	93.4	78.3	19.2	1.9	0.7	584
Cannington Community College	87.7	58.8	21.8	12.5	6.9	609
Cannington Community Education Support Centre	87.8	66.3	14.4	13.5	5.8	104
Cape Naturaliste College	87.9	54.6	29.5	11.8	4.2	502
Capel Primary School	91.8	72.8	19.8	5.7	1.6	368
Caralee Community School	90.5	66.9	19.0	10.7	3.4	326

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Carcoola Primary School	90.0	62.6	22.1	9.9	5.3	131
Career Enterprise Centre	85.6	43.8	34.4	15.6	6.3	32
Carey Park Primary School	91.3	67.4	21.3	8.2	3.1	389
Carine Primary School	95.1	86.3	11.2	2.4	0.2	510
Carine Senior High School	90.7	69.4	21.0	6.9	2.7	1138
Carlisle Primary School	92.4	73.8	16.2	7.9	2.1	382
Carnamah District High School	90.0	63.3	23.5	8.2	5.1	98
Carnarvon Community College	68.8	25.2	19.9	21.8	33.1	683
Carnarvon School Of The Air	97.0	91.7	2.8	5.6	0.0	36
Carramar Primary School	93.6	80.2	15.5	2.9	1.3	820
Carson Street School	86.1	60.0	15.0	15.0	10.0	80
Cascade Primary School	95.3	92.6	7.4	0.0	0.0	27
Cassia Education Support Centre	85.9	50.0	31.3	12.5	6.3	16
Cassia Primary School	87.9	56.0	24.9	13.5	5.7	386
Castlereagh School	88.3	60.3	20.6	14.3	4.8	63
Castletown Primary School	92.6	75.1	17.9	4.8	2.2	543
Caversham Primary School	93.1	78.5	17.4	2.3	1.7	172
Cecil Andrews Senior High School	78.4	40.7	18.9	20.7	19.6	454
Central Midlands Senior High School	82.7	46.9	24.6	15.4	13.1	175
Cervantes Primary School	94.1	89.8	8.5	1.7	0.0	59
Challis Community Primary School	90.7	73.2	15.8	5.9	5.1	392
Challis Early Childhood Education Centre	91.9	74.1	17.6	6.2	2.1	340
Chapman Valley Primary School	92.5	72.7	21.2	6.1	0.0	33
Charthouse Primary School	92.9	77.4	18.1	3.4	1.1	614
Chidlow Primary School	94.4	82.4	12.2	5.3	0.0	188
Christmas Island District High School	91.6	73.9	18.1	3.5	4.4	226
Churchlands Primary School	96.2	92.0	6.9	1.0	0.0	477
Churchlands Senior High School	91.5	72.7	18.6	6.5	2.2	1606
City Beach Primary School	94.5	86.1	10.6	1.1	2.2	180
Clarkson Community High School	81.4	43.6	23.2	19.1	14.1	608
Clarkson Primary School	90.4	65.3	22.2	9.4	3.1	481
Clayton View Primary School	91.7	68.7	22.4	6.8	2.0	147
Clifton Hills Primary School	93.3	76.7	21.0	2.1	0.3	377
Clifton Park Primary School	93.0	75.9	19.0	3.1	2.1	195
Cloverdale Education Support Centre	89.8	64.5	19.4	16.1	0.0	31
Cloverdale Primary School	93.2	78.5	12.6	6.5	2.4	372
Cocos Islands District High School	95.5	87.6	10.1	2.2	0.0	89
College Row School	87.9	82.1	7.1	3.6	7.1	28
Collie Senior High School	86.1	57.9	20.7	11.9	9.6	489
Collier Primary School	92.5	81.0	10.2	4.0	4.9	226
Comet Bay College	87.4	55.1	27.6	12.5	4.8	1339
Comet Bay Primary School	94.2	83.7	13.1	2.9	0.4	980
Como Primary School	94.2	82.2	13.7	3.5	0.6	343
Como Secondary College	89.8	69.6	16.3	9.4	4.7	638
Condingup Primary School	92.8	72.9	24.3	2.9	0.0	70
Connolly Primary School	94.0	82.5	14.6	2.5	0.4	473
Coodanup College	77.4	32.6	20.6	26.4	20.4	485
Coogee Primary School	94.2	82.5	14.6	2.5	0.4	473
Cooinda Primary School	93.6	80.5	13.0	6.5	0.0	399
Coolbellup Community School	89.3	64.4	19.6	11.0	5.0	219
Coolbellup Learning Centre	89.4	65.0	20.0	10.0	5.0	20
Coolbinia Primary School	94.7	86.2	9.6	4.2	0.0	356
Coolgardie Primary School	89.8	59.5	21.4	14.3	4.8	42
Cooloongup Primary School	92.4	73.6	20.8	4.6	1.1	371
Coorow Primary School	90.5	66.7	21.2	12.1	0.0	33
Corrigin District High School	91.2	69.2	17.8	11.6	1.4	146
Cottesloe Primary School	94.0	82.0	16.5	1.5	0.0	334
Cowaramup Primary School	91.0	67.1	24.4	6.7	1.8	225
Craigie Heights Primary School	94.1	82.3	13.5	3.9	0.3	333
Cranbrook Primary School	90.8	63.5	23.0	13.5	0.0	74
Creaney Education Support Centre	94.1	79.4	14.7	2.9	2.9	34
Creaney Primary School	94.7	84.2	13.3	2.2	0.3	316
Cue Primary School	77.2	17.1	17.1	53.7	12.2	41
Cunderdin District High School	93.4	77.1	16.7	6.3	0.0	144
Currambine Primary School	93.7	80.7	16.1	2.4	0.9	808
Curtin Primary School	92.2	74.0	16.0	7.7	2.4	169
Cyril Jackson Senior Campus	80.6	42.1	21.1	18.6	18.2	710

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Cyril Jackson Senior Campus Education Support Centre	64.8	35.0	10.0	15.0	40.0	20
Dalkeith Primary School	95.5	88.7	9.1	1.9	0.3	362
Dalmain Primary School	94.5	83.3	16.0	0.7	0.0	275
Dalwallinu District High School	93.1	80.6	15.1	1.4	2.9	139
Dalyellup College	88.0	57.1	27.5	11.0	4.4	746
Dalyellup Primary School	91.7	68.8	24.3	5.8	1.2	695
Dampier Primary School	93.8	78.9	18.0	3.1	0.0	194
Dandaragan Primary School	92.6	76.3	13.6	5.1	5.1	59
Dardanup Primary School	93.3	80.1	14.8	3.4	1.7	176
Darkan Primary School	94.3	89.4	9.1	0.0	1.5	66
Darling Range Sports College	85.8	50.4	28.1	14.1	7.4	875
Darlington Primary School	95.0	88.1	10.1	1.2	0.6	337
Davallia Primary School	95.2	88.1	9.8	1.9	0.2	430
Dawson Park Primary School	93.0	77.0	16.8	5.1	1.1	369
Dawul Remote Community School	90.7	65.2	17.4	13.0	4.3	23
Deanmore Primary School	94.5	86.1	10.6	2.9	0.5	416
Denmark Primary School	91.8	72.9	21.5	3.9	1.7	483
Denmark Senior High School	87.2	52.3	29.2	14.2	4.3	325
Derby District High School	67.3	21.2	19.6	22.2	37.0	603
Dianella Heights Primary School	93.5	80.0	14.5	4.2	1.2	406
Djidi Djidi Aboriginal School	85.0	43.8	25.8	24.2	6.3	128
Djugerari Remote Community School	83.4	26.7	26.7	26.7	20.0	15
Dongara District High School	89.4	58.5	29.8	9.6	2.1	426
Donnybrook District High School	90.8	69.8	22.4	4.8	3.0	504
Doubleview Primary School	92.8	80.2	14.2	4.3	1.3	393
Dowerin District High School	93.2	76.9	12.0	9.4	1.7	117
Dryandra Primary School	92.3	75.9	15.7	6.6	1.9	319
Dudley Park Primary School	90.6	65.1	18.9	13.0	3.0	493
Dumbleyung Primary School	91.9	60.0	30.0	6.7	3.3	30
Duncraig Primary School	92.6	75.4	20.4	3.3	0.9	338
Duncraig Senior High School	92.3	74.5	18.3	5.7	1.5	1070
Duncraig Senior High School Education Support Centre	91.5	76.9	13.8	4.6	4.6	65
Dunsborough Primary School	92.7	74.0	21.4	4.0	0.6	669
Durham Road School	89.4	60.1	22.7	15.3	1.8	163
Dwellingup Primary School	88.4	52.0	30.7	14.7	2.7	75
East Beechboro Primary School	91.4	71.2	18.7	6.3	3.7	427
East Butler Primary School	93.4	77.5	18.2	3.9	0.4	721
East Fremantle Primary School	94.3	84.6	11.9	2.5	1.0	402
East Hamersley Primary School	95.2	88.6	10.8	0.6	0.0	166
East Hamilton Hill Primary School	91.8	69.6	18.6	9.9	1.9	161
East Kalgoorlie Primary School	76.2	28.8	21.2	26.3	23.7	118
East Kenwick Primary School	91.8	72.9	16.4	8.5	2.1	377
East Maddington Primary School	91.4	71.6	19.2	7.3	1.8	395
East Manjimup Primary School	92.2	74.9	18.5	5.8	0.7	275
East Narrogin Primary School	90.1	67.4	17.1	14.0	1.6	258
East Victoria Park Education Support Centre	95.2	85.7	14.3	0.0	0.0	14
East Victoria Park Primary School	94.9	85.8	11.3	2.6	0.3	309
East Waikiki Primary School	92.5	70.9	21.4	6.5	1.2	505
East Wanneroo Primary School	92.0	68.7	24.7	5.8	0.8	377
Eastern Goldfields College	86.4	51.0	24.9	18.2	5.9	457
Eastern Goldfields Education Support Centre	91.2	63.6	27.3	6.1	3.0	33
Eastern Hills Senior High School	88.5	58.3	26.9	10.6	4.1	725
Eaton Community College	84.6	49.0	27.6	14.8	8.7	439
Eaton Primary School	92.5	72.0	22.5	5.0	0.5	418
Eddystone Primary School	94.4	81.5	13.9	4.0	0.6	324
Eden Hill Primary School	93.1	78.8	16.9	1.9	2.4	419
Edgewater Primary School	93.7	82.0	15.3	2.0	0.7	406
Edney Primary School	94.2	81.4	14.2	4.0	0.5	424
Ellen Stirling Primary School	93.3	78.6	16.6	3.8	1.0	626
Ellenbrook Primary School	94.4	81.0	14.9	2.4	1.8	504
Ellenbrook Secondary College	87.6	57.3	25.2	12.9	4.7	1455
Embleton Primary School	90.4	72.8	13.0	8.3	5.9	169
Endeavour Education Support Centre	93.3	82.0	12.0	4.0	2.0	50
Endeavour Primary School	93.4	79.8	14.7	4.5	1.0	578
Eneabba Primary School	94.8	88.9	11.1	0.0	0.0	36
Esperance Primary School	93.7	81.8	13.9	3.5	0.8	510

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Esperance Senior High School	87.1	55.8	26.8	10.2	7.2	851
Esperance Senior High School Education Support Centre	93.3	78.6	7.1	14.3	0.0	14
Excelsior Primary School	93.4	78.1	17.4	3.7	0.8	488
Exmouth District High School	89.6	61.6	27.8	8.7	1.8	435
Fairview Primary School	92.2	78.9	13.6	5.4	2.1	242
Falcon Primary School	92.3	70.6	22.7	6.7	0.0	564
Falls Road Primary School	93.1	74.8	19.2	5.6	0.4	266
Fitzroy Valley District High School	53.7	17.0	11.9	18.8	52.2	335
Flinders Park Primary School	92.9	76.6	18.3	5.1	0.0	508
Floreat Park Primary School	96.0	91.9	6.7	0.7	0.7	432
Forest Crescent Primary School	93.1	77.1	18.9	3.7	0.3	676
Forrestdale Primary School	92.2	70.1	24.2	4.5	1.3	157
Forrestfield Primary School	87.5	58.6	17.1	16.0	8.3	181
Frankland River Primary School	93.2	71.7	23.9	2.2	2.2	46
Fremantle Language Development Centre	93.3	78.9	16.3	4.8	0.0	166
Fremantle Primary School	94.3	83.6	13.8	2.1	0.5	195
Freshwater Bay Primary School	95.4	89.1	8.3	2.0	0.6	349
Gairdner Primary School	94.9	91.3	6.5	2.2	0.0	46
Gascoyne Junction Remote Community School	84.0	47.1	17.6	17.6	17.6	17
Geographe Education Support Centre	91.4	71.7	15.0	11.7	1.7	60
Geographe Primary School	93.1	79.8	15.9	3.7	0.7	599
Geraldton Primary School	93.0	77.4	18.2	4.1	0.2	412
Geraldton Senior College	82.3	47.1	25.0	14.9	13.0	847
Gibbs Street Primary School	93.5	77.6	15.4	6.3	0.7	441
Gidgegannup Primary School	93.8	83.4	11.3	4.0	1.2	247
Gilmore College	80.0	42.8	25.7	15.2	16.3	1066
Gingin District High School	89.6	61.1	26.0	9.8	3.1	419
Girrawheen Senior High School	82.1	49.5	19.8	15.9	14.8	459
Gladys Newton School	85.5	58.0	14.8	18.2	9.1	88
Glen Forrest Primary School	91.6	73.2	19.5	4.3	3.0	302
Glen Huon Primary School	91.5	68.3	23.9	6.1	1.7	461
Glencoe Primary School	91.5	70.2	21.2	5.9	2.7	476
Glendale Primary School	93.6	78.8	17.0	3.3	1.0	306
Glengarry Primary School	94.7	87.5	10.2	2.0	0.3	344
Gnowangerup District High School	87.7	63.5	15.3	11.7	9.5	137
Goollelal Primary School	95.3	88.1	8.4	3.5	0.0	226
Goomalling Primary School	83.6	56.7	16.4	14.9	11.9	67
Gooseberry Hill Primary School	94.1	85.4	12.4	2.2	0.0	364
Gosnells Primary School	90.2	64.3	22.2	10.9	2.6	423
Governor Stirling Senior High School	86.3	52.0	28.2	13.3	6.5	727
Grass Patch Primary School	95.6	78.6	21.4	0.0	0.0	14
Greenbushes Primary School	91.6	59.5	38.1	2.4	0.0	42
Greenfields Primary School	90.5	63.3	27.1	8.4	1.2	406
Greenmount Primary School	94.3	83.2	14.1	2.4	0.3	382
Greenwood College	91.7	72.5	18.8	6.5	2.1	794
Greenwood Primary School	93.2	78.0	16.5	4.1	1.4	345
Grovelands Primary School	89.4	61.4	22.6	13.1	2.9	381
Guildford Primary School	92.7	76.6	18.2	4.0	1.3	303
Gwynne Park Education Support Centre	89.0	72.2	13.0	7.4	7.4	54
Gwynne Park Primary School	88.8	59.0	25.6	10.3	5.1	429
Halidon Primary School	94.3	84.4	11.8	2.7	1.1	263
Halls Creek District High School	58.4	14.8	15.5	23.6	46.1	432
Halls Head College	86.9	55.0	25.4	12.5	7.1	992
Halls Head College Education Support Centre	84.3	47.3	27.3	14.5	10.9	55
Halls Head Primary School	92.8	76.5	17.3	5.6	0.6	485
Hamilton Senior High School	77.1	33.0	22.6	25.1	19.3	455
Hammond Park Primary School	94.0	79.7	16.3	4.1	0.0	172
Hampton Park Primary School	92.7	75.8	18.6	4.9	0.8	388
Hampton Senior High School	87.0	60.1	21.9	10.2	7.7	725
Hannans Primary School	91.4	69.3	21.1	7.5	2.2	361
Harmony Primary School	94.6	85.5	13.3	1.2	0.0	602
Harvey Primary School	91.5	67.9	23.1	8.2	0.8	364
Harvey Senior High School	83.2	47.2	20.5	22.1	10.3	195
Hawker Park Primary School	94.2	83.2	11.7	4.7	0.5	214
Heathridge Primary School	93.1	78.3	15.1	5.3	1.3	152

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Hedland Senior High School	79.5	44.2	25.3	14.7	15.8	692
Helena Valley Primary School	94.6	83.1	12.7	4.1	0.0	267
Herne Hill Primary School	93.1	76.9	16.7	5.8	0.6	156
High Wycombe Primary School	93.2	77.2	17.8	4.3	0.7	438
Highgate Primary School	93.5	80.4	13.7	4.7	1.2	577
Hillarys Primary School	94.0	82.8	14.0	2.3	0.9	559
Hillcrest Primary School	92.2	77.0	14.7	4.9	3.4	387
Hillman Primary School	91.2	64.3	25.5	9.4	0.8	373
Hilton Primary School	89.1	65.3	24.5	5.4	4.8	147
Hocking Primary School	93.8	79.1	17.4	3.4	0.1	674
Holland Street School	88.4	74.3	11.4	5.7	8.6	35
Hollywood Primary School	95.6	87.5	9.4	2.1	1.0	287
Hopetoun Primary School	91.2	70.6	25.0	3.1	1.3	160
Hudson Park Primary School	91.7	71.8	16.6	9.3	2.3	301
Huntingdale Primary School	92.9	75.8	19.6	4.0	0.6	699
Hyden Primary School	92.5	70.1	26.0	3.9	0.0	77
Illawarra Primary School	92.5	70.6	22.4	6.4	0.6	343
Inglewood Primary School	94.1	84.0	11.2	4.3	0.6	493
Jandakot Primary School	93.6	81.0	14.9	3.9	0.2	437
Jarrahdale Primary School	92.8	73.9	23.9	1.1	1.1	88
Jerdacuttup Primary School	88.6	43.8	43.8	12.5	0.0	16
Jerramungup District High School	93.7	83.9	9.7	5.4	1.1	93
Jigalong Remote Community School	56.1	7.3	15.6	23.9	53.2	109
John Butler Primary College	92.6	73.5	19.5	6.4	0.6	344
John Curtin College Of The Arts	91.2	70.2	21.6	6.8	1.4	1138
John Forrest Secondary College	87.6	62.2	21.0	9.8	7.0	796
John Tonkin College	83.3	43.1	28.1	18.6	10.2	940
John Willcock College	83.9	49.9	21.3	18.2	10.6	625
Jolimont Primary School	95.3	85.4	11.1	2.7	0.9	226
Joondalup Education Support Centre	93.9	68.8	27.1	4.2	0.0	48
Joondalup Primary School	94.3	85.7	10.4	2.6	1.3	547
Jungdranung Remote Community School	63.5	11.8	17.6	23.5	47.1	17
Jurien Bay District High School	88.5	59.9	22.0	13.5	4.6	327
Kalamunda Education Support Centre	90.0	69.4	16.3	10.2	4.1	49
Kalamunda Primary School	94.0	83.2	12.2	2.8	1.7	286
Kalamunda Senior High School	90.8	67.7	21.2	8.8	2.3	898
Kalamunda Senior High School Education Support Centre	83.0	56.3	18.8	14.6	10.4	48
Kalannie Primary School	94.0	88.9	5.6	5.6	0.0	36
Kalbarri District High School	90.0	63.8	23.6	11.0	1.6	246
Kalgoorlie Primary School	91.1	65.9	24.0	7.5	2.6	492
Kalgoorlie School Of The Air	99.1	96.7	0.0	3.3	0.0	30
Kalgoorlie-Boulder Community High School	79.1	40.5	25.1	18.6	15.8	746
Kalumburu Remote Community School	69.5	33.7	17.8	18.4	30.1	163
Kambalda Primary School	90.6	68.9	14.8	11.1	5.2	135
Kambalda West District High School	88.3	59.1	23.7	12.3	4.9	325
Kapinara Primary School	94.7	84.1	13.2	2.2	0.5	365
Kardinya Primary School	94.9	86.5	9.2	3.3	0.9	423
Karratha Primary School	86.6	59.6	15.8	14.6	9.9	342
Karratha Senior High School	83.2	47.3	23.1	16.3	13.4	719
Karridale Primary School	90.6	72.3	20.0	6.2	1.5	65
Karrinyup Primary School	93.7	82.8	13.2	3.3	0.7	454
Katanning Primary School	90.0	62.9	21.7	11.8	3.7	272
Katanning Senior High School	84.1	54.5	22.3	9.9	13.3	345
Kellerberrin District High School	88.5	61.6	18.4	14.7	5.3	190
Kelmscott Primary School	93.3	76.1	16.4	7.1	0.5	397
Kelmscott Senior High School	87.4	57.0	25.5	11.1	6.4	1413
Kendenup Primary School	92.8	71.4	22.4	3.1	3.1	98
Kensington Primary School	93.5	81.3	13.5	4.6	0.7	416
Kensington Secondary School	87.4	74.1	7.4	0.0	18.5	27
Kent Street Senior High School	86.4	59.7	21.1	10.3	8.9	828
Kenwick School	88.0	60.9	26.1	7.2	5.8	69
Kewdale Primary School	93.1	78.3	14.7	3.4	3.7	327
Kiara College	83.3	48.5	23.3	15.2	13.0	330
Kimberley School Of The Air	96.2	90.6	5.7	1.9	1.9	53
Kingsley Primary School	91.4	66.9	23.5	8.8	0.7	272
Kingston Primary School	92.1	73.7	20.1	5.2	1.1	753
Kinross College	90.2	63.6	24.5	10.0	1.9	899

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Kinross Primary School	93.9	80.4	16.7	2.6	0.4	545
Kirup Primary School	89.5	65.2	15.2	17.4	2.2	46
Kojonup District High School	89.1	60.5	22.3	14.5	2.7	220
Kondinin Primary School	89.4	47.2	41.7	8.3	2.8	36
Koondoola Primary School	94.5	81.2	12.7	4.1	2.0	394
Koorana Education Support Centre	88.7	63.6	27.3	9.1	0.0	11
Koorana Primary School	90.7	65.8	21.5	10.3	2.4	377
Koorda Primary School	90.9	68.5	24.1	3.7	3.7	54
Kukerin Primary School	92.4	82.5	12.5	0.0	5.0	40
Kulin District High School	88.8	62.4	25.7	5.9	5.9	101
Kununurra District High School	77.1	42.9	16.6	15.0	25.6	954
Kyilla Primary School	94.7	85.2	10.8	4.0	0.0	250
La Grange Remote Community School	70.1	19.9	19.9	31.9	28.3	191
Lake Grace District High School	92.5	80.5	15.9	1.8	1.8	113
Lake Gwelup Primary School	94.4	83.1	14.6	2.3	0.0	431
Lake King Primary School	93.5	81.8	18.2	0.0	0.0	33
Lake Monger Primary School	93.7	82.3	7.2	6.7	3.8	209
Lakeland Senior High School	84.5	54.5	21.2	14.2	10.1	543
Lakelands Primary School	92.8	74.6	19.0	6.3	0.0	63
Lancelin Primary School	92.9	75.2	20.3	3.0	1.5	133
Landsdale Primary School	92.8	75.2	19.1	5.4	0.4	829
Latham Primary School	96.2	88.9	11.1	0.0	0.0	9
Lathlain Primary School	94.0	80.7	16.0	2.8	0.5	425
Laverton School	70.4	26.7	13.7	32.1	27.5	131
Leda Education Support Centre	88.4	55.3	18.4	21.1	5.3	38
Leda Primary School	90.2	64.1	22.1	11.5	2.3	485
Leeman Primary School	85.3	31.6	50.9	14.0	3.5	57
Leeming Primary School	93.7	81.7	12.8	4.7	0.9	235
Leeming Senior High School	92.3	77.7	14.5	5.9	1.8	757
Leeming Senior High School Education Support Centre	92.8	79.7	12.5	4.7	3.1	64
Leinster Community School	86.2	42.3	45.2	10.6	1.9	104
Leonora District High School	68.8	17.1	20.3	30.9	31.7	123
Lesmurdie Primary School	93.5	79.8	14.6	4.9	0.7	267
Lesmurdie Senior High School	92.4	76.8	17.2	5.1	0.9	857
Little Grove Primary School	93.5	84.4	12.7	2.8	0.0	212
Lockridge Primary School	90.4	69.2	16.4	10.4	4.0	250
Looma Remote Community School	71.4	19.5	21.1	32.5	26.8	123
Lynwood Senior High School	91.4	73.9	16.4	6.5	3.3	1129
Maddington Education Support Centre	91.5	67.7	22.6	6.5	3.2	31
Maddington Primary School	91.8	68.9	20.1	10.4	0.6	164
Madeley Primary School	94.2	84.2	11.8	2.6	1.4	501
Maida Vale Primary School	93.9	82.0	13.8	2.5	1.7	355
Maidens Park Primary School	88.5	59.3	19.9	12.8	8.0	226
Makybe Rise Primary School	92.6	75.1	18.4	5.6	0.8	957
Malibu School	87.4	59.4	20.8	12.9	6.9	101
Malvern Springs Primary School	93.7	79.3	17.1	2.9	0.7	545
Mandurah Primary School	89.9	66.0	18.6	10.9	4.5	247
Manea Senior College	91.0	66.9	21.3	7.8	3.9	511
Manjimup Education Support Centre	88.1	61.9	28.6	0.0	9.5	21
Manjimup Primary School	92.2	76.6	14.0	7.7	1.7	286
Manjimup Senior High School	88.7	56.9	30.3	8.7	4.1	508
Manning Primary School	94.0	80.9	12.6	4.3	2.3	350
Marangaroo Primary School	93.6	80.4	14.6	4.0	1.0	301
Marble Bar Primary School	79.8	31.0	23.8	38.1	7.1	42
Margaret River Primary School	93.1	78.4	16.7	4.0	0.9	759
Margaret River Senior High School	88.6	55.0	32.1	10.5	2.3	607
Marmion Primary School	94.6	87.0	11.5	1.5	0.0	338
Marri Grove Primary School	92.8	74.9	19.2	4.5	1.4	557
Maylands Peninsula Primary School	93.6	79.2	14.1	4.9	1.9	576
Meadow Springs Education Support Centre	92.0	65.1	27.9	7.0	0.0	43
Meadow Springs Primary School	92.4	73.3	18.9	6.9	0.9	907
Meckering Primary School	95.0	86.7	10.0	3.3	0.0	30
Medina Primary School	90.0	64.4	20.8	11.9	3.0	202
Meekatharra District High School	66.1	17.2	18.8	30.1	33.9	186
Meekatharra School Of The Air	98.9	95.1	4.9	0.0	0.0	41
Melville Primary School	94.2	84.7	13.4	1.7	0.2	648
Melville Senior High School	89.9	66.7	21.5	8.5	3.4	1029

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Menzies Community School	81.6	41.0	23.1	23.1	12.8	39
Merredin College	89.3	64.7	21.3	9.4	4.5	595
Merriwa Education Support Centre	83.7	50.0	27.3	13.6	9.1	44
Merriwa Primary School	91.8	69.7	21.1	8.0	1.3	475
Middle Swan Primary School	91.2	71.2	16.7	9.1	3.0	462
Midvale Primary School	91.1	67.8	20.7	8.4	3.1	416
Miling Primary School	96.3	84.6	15.4	0.0	0.0	26
Millars Well Primary School	90.5	68.3	18.4	10.2	3.2	315
Millen Primary School	92.9	77.7	13.1	5.9	3.3	337
Mindarie Primary School	94.2	83.7	13.6	2.4	0.3	706
Mindarie Senior College	87.5	51.0	31.0	14.8	3.3	798
Mingenew Primary School	91.0	67.5	23.4	6.5	2.6	77
Mirrabooka Primary School	93.0	78.5	13.4	4.7	3.4	298
Mirrabooka Senior High School	87.1	66.8	13.9	7.1	12.2	575
Mirrabooka Senior High School Education Support Centre	89.5	55.9	33.8	7.4	2.9	68
Moora Primary School	90.5	73.8	13.5	7.1	5.6	126
Moorditj Noongar Community College	75.2	23.9	27.5	27.5	21.1	109
Moorine Rock Primary School	90.3	71.0	12.9	16.1	0.0	31
Morawa District High School	83.1	49.6	20.3	16.1	14.0	236
Morley Primary School	93.1	79.9	11.2	3.9	5.0	179
Morley Senior High School	90.4	68.5	20.3	7.1	4.1	927
Mosman Park Primary School	95.0	85.4	10.6	3.7	0.3	322
Mosman Park School For Deaf Children	83.0	47.1	23.5	17.6	11.8	17
Mount Barker Community College	89.2	64.5	21.3	9.4	4.8	671
Mount Claremont Primary School	96.2	94.0	2.7	2.7	0.7	149
Mount Hawthorn Education Support Centre	92.1	75.0	10.0	0.0	15.0	20
Mount Hawthorn Primary School	94.7	85.9	12.8	0.7	0.7	721
Mount Helena Primary School	92.5	73.4	21.0	5.2	0.4	252
Mount Lawley Primary School	93.5	80.4	16.8	2.1	0.7	429
Mount Lawley Senior High School	89.8	65.1	22.3	10.2	2.4	1289
Mount Lockyer Primary School	90.9	69.7	18.7	9.1	2.5	561
Mount Magnet District High School	70.2	27.7	18.5	20.0	33.8	130
Mount Manypeaks Primary School	95.0	92.6	0.0	7.4	0.0	27
Mount Margaret Remote Community School	86.6	48.1	22.2	25.9	3.7	27
Mount Pleasant Primary School	95.8	89.5	9.3	1.0	0.3	400
Mount Tarcoola Primary School	93.7	80.4	15.3	3.4	0.9	562
Mukinbudin District High School	94.4	88.2	9.2	2.6	0.0	76
Mullaloo Beach Primary School	94.5	87.5	10.6	1.9	0.0	320
Mullaloo Heights Primary School	93.4	83.8	11.8	2.2	2.2	228
Mullewa District High School	63.6	18.1	17.0	27.7	37.2	94
Muludja Remote Community School	85.7	50.0	28.9	15.8	5.3	38
Mundaring Primary School	93.3	77.3	17.7	5.0	0.0	299
Mundijong Primary School	92.1	74.0	16.0	8.7	1.3	150
Munglinup Primary School	92.7	66.7	33.3	0.0	0.0	15
Nannup District High School	93.6	82.0	11.5	6.6	0.0	122
Narembeen District High School	94.9	87.9	9.7	2.4	0.0	124
Narrogin Primary School	89.7	63.2	20.6	12.7	3.5	315
Narrogin Senior High School	87.2	58.9	22.7	10.7	7.7	608
Nedlands Primary School	95.9	89.5	8.6	1.7	0.2	525
Neerabup Primary School	91.2	68.4	20.3	9.6	1.7	469
Neerigen Brook Primary School	88.4	56.5	24.7	14.8	4.1	393
Newborough Primary School	92.9	80.6	14.2	3.4	1.8	386
Newdegate Primary School	90.2	70.9	23.6	3.6	1.8	55
Newman Primary School	87.8	57.1	24.3	11.9	6.7	268
Newman Senior High School	84.1	50.4	25.4	11.7	12.5	248
Newton Moore Education Support Centre	88.3	59.2	26.5	6.1	8.2	49
Newton Moore Senior High School	86.2	54.8	23.5	13.5	8.3	630
Newton Primary School	92.2	76.4	16.6	5.2	1.7	229
Ngaanyatjarra Lands School	51.1	3.1	8.8	26.6	61.5	353
Ngalapita Remote Community School	68.2	15.2	24.2	21.2	39.4	33
Nollamara Primary School	92.4	74.5	16.1	7.4	1.9	310
Noranda Primary School	93.4	79.5	13.9	5.5	1.2	346
Norseman District High School	83.2	44.2	25.9	15.0	15.0	147
North Albany Senior High School	83.5	45.4	27.9	16.1	10.6	491
North Balga Primary School	91.0	70.7	16.7	8.4	4.2	215
North Beach Primary School	94.1	83.9	12.3	2.9	0.8	373
North Cottesloe Primary School	94.6	84.5	14.4	0.8	0.3	381

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
North Dandalup Primary School	92.6	76.2	19.0	4.8	0.0	105
North East Metropolitan Language Development Centre	93.3	80.3	14.0	5.2	0.5	193
North Fremantle Primary School	92.8	73.8	17.5	7.9	0.8	126
North Kalgoorlie Primary School	91.7	71.6	20.4	6.6	1.4	573
North Lake Senior Campus	82.4	42.0	20.7	18.5	18.8	421
North Mandurah Primary School	89.4	60.4	24.7	11.7	3.3	454
North Morley Primary School	94.5	85.6	9.3	5.1	0.0	216
North Parmelia Primary School	89.9	65.1	21.4	11.1	2.3	341
North Perth Primary School	94.3	84.8	13.3	1.3	0.8	400
North Tom Price Primary School	88.2	58.0	25.0	13.0	4.0	276
North Woodvale Primary School	95.5	90.0	8.8	1.2	0.0	409
Northam Primary School	92.0	75.2	15.8	5.7	3.4	387
Northam Senior High School	81.2	43.1	23.4	18.6	14.9	564
Northampton District High School	87.9	57.8	22.9	11.9	7.3	109
Northcliffe District High School	89.4	59.3	28.4	4.9	7.4	81
Nullagine Primary School	64.2	19.1	17.0	29.8	34.0	47
Nulsen Primary School	89.2	60.7	20.0	13.6	5.7	280
Nungarin Primary School	94.7	75.0	25.0	0.0	0.0	24
Nyabing Primary School	93.6	75.7	21.6	2.7	0.0	37
Oberthur Primary School	95.3	87.9	8.9	2.6	0.6	529
Ocean Reef Primary School	94.5	84.0	12.6	2.6	0.9	350
Ocean Reef Senior High School	87.4	52.8	30.2	12.8	4.3	1105
Ocean Road Primary School	90.1	61.9	27.6	8.6	1.9	533
O'connor Education Support Centre	91.0	65.7	22.9	2.9	8.6	35
O'connor Primary School	90.2	65.6	21.9	9.7	2.8	752
One Arm Point Remote Community School	60.0	4.1	19.6	34.0	42.3	97
Ongerup Primary School	94.5	78.9	21.1	0.0	0.0	19
Onslow Primary School	65.6	26.0	19.5	13.0	41.5	123
Orange Grove Primary School	93.3	73.4	25.2	1.4	0.0	143
Orelia Primary School	91.6	68.9	22.2	6.3	2.7	334
Osborne Primary School	92.8	73.0	19.6	6.7	0.6	163
Padbury Primary School	93.0	79.6	15.1	3.9	1.3	152
Palmyra Primary School	94.4	85.0	12.1	2.9	0.0	454
Pannawonica Primary School	88.5	55.2	31.0	11.2	2.6	116
Paraburdoo Primary School	88.9	57.1	30.8	10.5	1.6	247
Parkerville Primary School	94.6	84.4	12.1	3.2	0.4	282
Parkfield Primary School	92.5	75.6	18.3	5.3	0.8	661
Parkwood Primary School	93.8	82.7	13.9	2.6	0.7	539
Pearsall Primary School	94.4	83.1	11.7	5.2	0.0	231
Peel Language Development School	92.6	73.8	20.0	5.6	0.5	195
Pegs Creek Primary School	87.5	53.8	28.3	10.0	7.9	290
Pemberton District High School	93.0	73.6	22.7	2.5	1.2	163
Perenjori Primary School	91.4	75.6	17.1	4.9	2.4	41
Perth Modern School	93.8	82.3	13.4	3.2	1.0	1051
Phoenix Primary School	92.2	78.0	13.0	6.3	2.7	223
Pia Wadjarri Remote Community School	73.0	30.4	21.7	26.1	21.7	23
Piara Waters Primary School	93.1	76.6	18.0	4.6	0.7	668
Pickering Brook Primary School	93.7	80.4	18.1	1.4	0.0	138
Picton Primary School	94.1	79.1	18.4	1.9	0.6	158
Pingelly Primary School	87.4	54.4	29.9	10.2	5.4	147
Pingrup Primary School	95.0	95.5	4.5	0.0	0.0	22
Pinjarra Primary School	90.9	65.8	25.8	6.1	2.3	687
Pinjarra Senior High School	84.4	48.0	26.1	14.9	10.9	631
Port Hedland Primary School	90.0	64.8	22.3	9.9	3.0	466
Port Kennedy Primary School	92.1	76.2	16.4	5.1	2.4	629
Poseidon Primary School	94.3	83.0	14.0	1.8	1.1	271
Poynter Primary School	95.3	88.2	10.3	0.9	0.6	466
Quairading District High School	86.6	52.5	22.3	18.7	6.5	139
Queens Park Primary School	91.4	71.6	14.2	9.3	4.9	225
Quinns Beach Primary School	92.4	75.8	15.8	7.2	1.1	625
Quinns Rocks Primary School	91.5	71.1	20.6	7.1	1.1	350
Ranford Primary School	94.5	83.9	13.1	2.6	0.4	548
Rangeway Primary School	82.4	40.8	24.0	22.3	13.0	530
Ravensthorpe District High School	89.1	54.7	31.3	10.2	3.9	128
Rawlinson Primary School	92.5	74.0	19.7	5.2	1.1	553
Redcliffe Primary School	89.6	64.7	21.1	9.0	5.3	266
Richmond Primary School	93.6	80.9	16.7	2.4	0.0	371

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
River Valley Primary School	91.8	75.0	19.4	1.4	4.2	72
Riverside Education Support Centre	87.9	54.8	27.4	12.9	4.8	62
Riverside Primary School	91.6	69.1	21.6	9.1	0.2	538
Riverton Education Support Centre	93.6	81.3	12.5	6.3	0.0	16
Riverton Primary School	94.6	86.5	10.4	2.8	0.4	539
Rockingham Beach Education Support Centre	88.0	44.8	41.4	13.8	0.0	29
Rockingham Beach Primary School	93.1	76.1	16.4	6.5	1.0	511
Rockingham Lakes Primary School	92.7	75.7	18.3	5.0	1.0	683
Rockingham Senior High School	84.9	48.6	28.0	14.7	8.7	782
Rockingham Senior High School Education Support Centre	86.9	56.6	24.5	11.3	7.5	53
Roebourne District High School	49.7	9.0	17.4	15.9	57.7	201
Roebuck Primary School	93.2	78.9	16.2	3.8	1.1	650
Roleystone Community College	92.0	71.8	22.6	4.8	0.8	755
Rosalie Primary School	95.0	86.8	11.1	1.9	0.2	479
Roseworth Education Support Centre	93.0	79.2	4.2	16.7	0.0	24
Roseworth Primary School	90.1	68.1	18.2	10.1	3.6	417
Rossmoyne Primary School	94.6	84.2	13.7	1.9	0.2	481
Rossmoyne Senior High School	93.8	82.2	13.7	3.0	1.1	1723
Rostrata Primary School	94.2	82.7	14.9	1.8	0.5	763
Safety Bay Primary School	92.5	72.8	21.9	4.9	0.4	691
Safety Bay Senior High School	85.2	53.8	24.1	14.0	8.1	1024
Salmon Gums Primary School	95.1	90.0	10.0	0.0	0.0	30
Samson Primary School	93.5	78.9	15.8	4.0	1.3	379
Sawyers Valley Primary School	90.8	69.4	21.1	7.8	1.7	180
Scaddan Primary School	94.4	84.0	12.0	4.0	0.0	25
Scarborough Primary School	94.3	81.3	17.1	1.6	0.0	123
Seaforth Primary School	89.3	61.9	19.7	13.0	5.4	223
Secret Harbour Primary School	93.8	82.7	13.4	2.9	1.0	693
Serpentine Primary School	93.4	77.3	19.1	3.2	0.4	251
Settlers Primary School	92.8	75.8	19.7	3.8	0.8	930
Sevenoaks Senior College	76.5	36.9	17.2	19.3	26.6	477
Shark Bay School	86.0	35.7	43.9	18.4	2.0	98
Shelley Primary School	94.8	87.7	9.1	2.0	1.2	407
Shenton College	91.3	71.5	20.5	6.0	2.0	1406
Shenton College Deaf Education Centre	88.0	61.3	16.1	16.1	6.5	31
Singleton Primary School	92.1	71.9	22.9	4.5	0.7	716
Sir David Brand School	96.1	89.7	6.9	1.7	1.7	58
Somerly Primary School	92.9	75.3	17.8	5.7	1.2	494
Sorrento Primary School	94.3	83.2	15.6	1.2	0.0	422
South Ballajura Education Support Centre	95.2	81.8	12.1	6.1	0.0	33
South Ballajura Primary School	92.6	78.3	15.2	3.8	2.7	474
South Bunbury Education Support Centre	94.7	76.9	20.0	3.1	0.0	65
South Bunbury Primary School	93.5	78.1	18.5	2.6	0.8	389
South Coogee Primary School	91.6	71.8	19.5	6.6	2.1	472
South East Metropolitan Language Development Centre	93.0	79.3	16.1	4.1	0.5	193
South Fremantle Senior High School	83.9	46.5	29.2	15.8	8.5	329
South Halls Head Primary School	92.3	72.3	21.2	4.9	1.6	632
South Hedland Primary School	76.1	36.4	15.1	26.4	22.1	258
South Kalgoorlie Primary School	89.4	60.9	25.0	10.5	3.6	608
South Lake Primary School	89.1	60.8	23.1	13.2	3.0	334
South Newman Primary School	86.4	55.7	23.2	12.4	8.7	492
South Padbury Primary School	94.3	84.4	12.8	2.8	0.0	289
South Perth Primary School	93.6	80.8	13.8	5.2	0.2	427
South Stirling Primary School	93.0	77.3	18.2	4.5	0.0	22
South Thornlie Primary School	92.3	74.9	17.7	5.4	1.9	514
Southern Cross District High School	91.1	62.8	27.3	5.8	4.1	121
Southern River College	85.8	52.3	26.3	13.6	7.8	669
Southwell Primary School	89.0	60.5	21.7	12.4	5.4	129
Spearwood Alternative School	92.5	71.3	20.7	8.0	0.0	87
Spearwood Primary School	92.9	73.1	19.3	5.2	2.4	212
Spencer Park Education Support Centre	90.5	55.6	33.3	11.1	0.0	18
Spencer Park Primary School	92.0	72.9	19.1	6.4	1.7	362
Spring Hill Primary School	95.2	87.8	9.8	2.2	0.2	458
Springfield Primary School	94.1	79.8	16.9	3.4	0.0	356
Subiaco Primary School	94.9	86.8	9.6	2.2	1.4	553

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Success Primary School	94.2	81.0	14.4	4.1	0.5	606
Sutherland Dianella Primary School	92.5	78.2	11.9	7.8	2.0	294
Swan View Primary School	90.4	69.0	18.8	7.8	4.5	400
Swan View Senior High School	82.4	44.6	24.0	16.9	14.5	413
Swanbourne Primary School	95.4	89.4	7.9	2.6	0.0	417
Takari Primary School	92.7	74.5	20.7	3.4	1.4	208
Tambellup Primary School	93.9	77.5	15.7	5.6	1.1	89
Tambrey Primary School	88.1	63.2	19.6	9.9	7.3	506
Tammin Primary School	90.7	66.1	16.1	16.1	1.6	62
Tapping Primary School	93.5	79.5	16.9	3.1	0.5	779
Thornlie Primary School	91.5	74.0	14.9	6.7	4.3	415
Thornlie Senior High School	84.1	49.2	27.0	13.6	10.1	1006
Three Springs Primary School	90.9	72.5	19.8	5.5	2.2	91
Tincurrin Primary School	93.5	83.3	16.7	0.0	0.0	6
Tjuntjuntjara Remote Community School	77.9	39.4	27.3	9.1	24.2	33
Tom Price Primary School	88.8	56.7	30.5	9.2	3.6	305
Tom Price Senior High School	85.7	48.0	31.3	13.4	7.3	246
Toodyay District High School	89.8	66.7	18.9	10.0	4.5	402
Tranby Primary School	86.3	52.7	18.2	20.2	8.9	203
Trayning Primary School	88.6	50.0	32.6	13.0	4.3	46
Treendale Primary School	94.9	86.5	11.4	2.1	0.0	193
Tuart Forest Primary School	93.9	78.2	17.4	3.4	1.0	293
Tuart Hill Primary School	93.1	77.5	13.4	8.0	1.1	374
Two Rocks Primary School	91.8	73.1	20.2	6.4	0.2	405
Upper Swan Primary School	94.0	82.4	14.7	2.4	0.5	374
Useless Loop Primary School	91.6	69.7	24.2	6.1	0.0	33
Vasse Primary School	92.7	78.1	16.3	4.8	0.7	539
Victoria Park Primary School	94.7	85.3	11.2	2.5	1.1	367
Waddington Primary School	90.1	71.1	17.5	7.0	4.4	114
Waggrakine Primary School	91.2	68.7	20.1	8.5	2.7	482
Wagin District High School	90.3	69.1	17.1	9.5	4.4	275
Waikiki Primary School	91.2	71.9	17.9	9.0	1.2	413
Walkaway Primary School	92.5	73.3	20.0	6.7	0.0	75
Walliston Primary School	94.2	83.1	13.6	2.8	0.5	213
Walpole Primary School	92.0	66.3	26.7	3.5	3.5	86
Wananami Remote Community School	65.9	22.4	6.1	26.5	44.9	49
Wandering Primary School	90.8	53.8	46.2	0.0	0.0	39
Wandina Primary School	92.9	74.8	19.8	4.6	0.8	131
Wangkatjungka Remote Community School	61.7	11.3	19.7	26.8	42.3	71
Wanneroo Primary School	92.3	76.1	18.4	4.2	1.3	528
Wanneroo Secondary College	86.7	55.5	22.8	15.7	6.0	1111
Warnbro Community High School	82.4	48.1	25.7	14.4	11.8	1099
Warnbro Community High School Education Support Centre	87.7	62.2	17.6	10.8	9.5	74
Warnbro Primary School	89.8	66.2	21.4	9.4	3.0	467
Waroona District High School	87.9	49.6	32.4	15.8	2.2	272
Warriapendi Primary School	91.7	70.2	16.9	11.8	1.1	178
Warwick Senior High School	89.0	60.8	23.2	12.5	3.5	518
Watheroo Primary School	92.3	72.9	22.9	4.2	0.0	48
Wattle Grove Primary School	94.4	83.3	13.2	3.0	0.4	492
Weld Square Primary School	94.6	84.5	11.2	3.7	0.6	161
Wellstead Primary School	96.4	95.7	4.3	0.0	0.0	23
Wembley Downs Primary School	94.7	85.8	11.1	2.6	0.5	379
Wembley Primary School	95.5	88.4	8.9	2.3	0.4	699
West Balcatta Primary School	93.4	81.7	14.1	3.3	0.9	460
West Beechboro Primary School	93.1	73.9	18.4	6.3	1.3	445
West Busselton Primary School	92.5	74.0	19.5	5.3	1.2	431
West Byford Primary School	93.4	78.1	17.4	4.3	0.2	529
West Coast Language Development Centre	93.2	75.3	22.2	2.5	0.0	198
West Greenwood Primary School	95.7	89.4	8.9	1.5	0.2	405
West Leederville Primary School	94.6	86.7	10.3	2.0	1.0	399
West Leeming Primary School	94.4	85.6	11.2	2.2	0.9	445
West Morley Primary School	92.6	73.8	19.5	4.8	1.9	210
West Northam Primary School	86.3	44.3	25.3	25.9	4.4	158
Western Australian College Of Agriculture - Cunderdin	97.3	95.2	4.8	0.0	0.0	124
Western Australian College Of Agriculture - Denmark	94.8	86.1	10.4	2.6	0.9	115

School Name	'Average Attendance' %	Regular %	Indicated risk %	Moderate risk %	Severe risk %	Student Total
Western Australian College Of Agriculture - Harvey	93.2	72.1	19.9	8.1	0.0	136
Western Australian College Of Agriculture - Morawa	87.5	50.9	35.8	9.4	3.8	53
Western Australian College Of Agriculture - Narrogin	93.0	77.7	14.0	6.6	1.7	121
Westfield Park Primary School	92.3	71.9	17.8	8.6	1.7	292
Westminster Education Support Centre	85.8	48.6	25.7	22.9	2.9	35
Westminster Junior Primary School	92.8	76.7	17.3	5.4	0.5	202
Westminster Primary School	92.2	70.6	23.5	2.9	2.9	170
White Gum Valley Primary School	92.8	74.2	19.1	6.4	0.3	298
Wickepin Primary School	91.9	69.8	18.6	9.3	2.3	43
Wickham Primary School	83.7	49.7	27.0	11.5	11.8	304
Willandra Primary School	91.3	71.0	19.2	8.3	1.5	613
Willetton Primary School	95.4	88.0	10.0	1.6	0.4	549
Willetton Senior High School	94.0	82.6	12.9	3.3	1.2	1838
Williams Primary School	95.2	84.8	12.4	2.9	0.0	105
Wilson Park Primary School	88.9	52.9	30.6	15.7	0.8	121
Wilson Primary School	91.7	75.4	16.6	4.0	4.0	301
Wiluna Remote Community School	63.4	8.0	15.0	37.2	39.8	113
Winterfold Primary School	89.0	67.8	14.2	10.5	7.5	295
Winthrop Primary School	94.2	82.3	15.4	2.4	0.0	637
Wirrabirra Education Support Centre	88.7	57.1	31.4	2.9	8.6	35
Wirrabirra Primary School	92.7	74.4	19.9	5.0	0.7	437
Wongan Hills District High School	89.9	70.0	14.8	7.4	7.8	230
Woodanilling Primary School	89.9	58.8	35.3	5.9	0.0	17
Woodbridge Primary School	92.2	71.5	22.8	4.5	1.2	337
Woodlands Primary School	96.1	92.8	6.9	0.2	0.0	418
Woodlupine Primary School	92.3	74.3	18.2	6.1	1.4	358
Woodvale Primary School	94.7	85.8	11.2	2.3	0.8	394
Woodvale Secondary College	93.4	81.1	14.1	3.7	1.2	1287
Wooroloo Primary School	92.7	73.1	23.9	1.5	1.5	67
Wundowie Primary School	87.1	63.7	17.6	5.9	12.7	102
Wyalkatchem District High School	88.7	58.8	21.2	12.9	7.1	85
Wyndham District High School	77.1	39.2	16.3	18.3	26.1	153
Yakamia Primary School	92.4	72.0	22.2	4.3	1.4	490
Yale Primary School	90.9	70.3	17.7	9.1	2.9	548
Yalgoo Primary School	82.0	30.4	34.8	26.1	8.7	23
Yanchep Beach Primary School	93.7	79.9	15.0	4.4	0.7	294
Yanchep District High School	87.2	54.6	28.2	11.7	5.4	716
Yandeyarra Remote Community School	55.1	2.8	11.1	11.1	75.0	36
Yangebup Primary School	90.6	66.3	22.0	9.9	1.8	273
Yarloop Primary School	85.0	39.7	25.9	25.9	8.6	58
Yealering Primary School	92.8	76.0	24.0	0.0	0.0	25
Yerecoin Primary School	93.6	78.8	15.2	6.1	0.0	33
Yokine Primary School	92.9	77.4	14.7	5.3	2.6	266
York District High School	89.6	65.1	18.9	13.0	3.0	493
Yule Brook College	79.8	45.5	20.1	16.3	18.2	209
Yulga Jinna Remote Community School	77.3	33.3	28.6	23.8	14.3	21
Yuluma Primary School	92.1	71.6	17.4	6.3	4.7	190
Yuna Primary School	98.7	100.0	0.0	0.0	0.0	25

Source: DoE

Auditor General's Reports

Report Number	Reports	Date Tabled
15	Pilbara Underground Power Project	12 August 2015
14	Management of Pesticides in Western Australia	30 June 2015
13	Managing the Accuracy of Leave Records	30 June 2015
12	Opinions on Ministerial Notifications	25 June 2015
11	Regulation of Training Organisations	24 June 2015
10	Management of Adults on Bail	10 June 2015
9	Opinions on Ministerial Notifications	4 June 2015
8	Delivering Essential Services to Remote Aboriginal Communities	6 May 2015
7	Audit Results Report — Annual 2014 Financial Audits	6 May 2015
6	Managing and Monitoring Motor Vehicle Usage	29 April 2015
5	Official Public Sector Air Travel	29 April 2015
4	SIHI: District Medical Workforce Investment Program	23 April 2015
3	Asbestos Management in Public Sector Agencies	22 April 2015
2	Main Roads Projects to Address Traffic Congestion	25 March 2015
1	Regulation of Real Estate and Settlement Agents	18 February 2015

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