

Attendance Policy Guidelines

Staff Mission Statement:

In partnership with our families and the broader community, we will support every student to develop and use skills, knowledge and competencies as productive, confident and community minded global citizens.

Publication Date	<i>August 2017</i>
Review Date	<i>June 2018</i>
Related Legislation/Applicable Section of Legislation	<i>Education Act 1972 Education Regulations 2012 Compulsory Education Legislation Children's Protection Act 1993</i>
Related policies, procedures, guidelines, standards and frameworks	<i>DECD: Attendance Policy DECD: Attendance Requirements DECD: Attendance Recording Procedures DECD / Families SA: Interagency processes for high risk children: Chronic school non-attendance</i>
Policy Officer	<i>Wellbeing Coordinator</i>
Applies to	<i>Hamilton Secondary College</i>
Key Words	<i>Attendance, Non-Attendance, Irregular Attendance, Truancy, Lateness, Part-Time/Transitional Timetable</i>
Approved by	<i>Principal/Deputy Principal /YLM's</i>
Approval date	<i>17/08/2017</i>

This document is currently under review. Please direct any inquiries regarding this document to the Wellbeing Coordinator.

1. Title

Attendance Policy

2. Purpose

Hamilton Secondary College is committed to providing high quality learning and education where everyone shares responsibility in creating a safe, caring and equitable environment. Research shows that success in learning is directly proportional to regular attendance and participation in education programs. Non-attendance and irregular attendance can be viewed as early indicators of the potential for disengagement from the education program. Absence from school can limit a student's achievement of essential knowledge and skills required for effective participation in work, relationships and families and active citizenship.

We believe that:

- Attendance is a shared partnership between the school, parents/caregivers, students and members of the wider community.
- Regular attendance has benefits that increase life choices.
- Individuals are able to accept responsibility for their participation in educational programs.
- Attendance is critically linked to the quality of the curriculum, teaching and learning and the development of relationships, which then foster improved learning outcomes and increased wellbeing for individuals and groups.

In developing this policy we have taken into account the diverse nature of the student population to ensure that no students are disadvantaged. These include economic, personal, social and cultural factors affecting our students and their families.

3. Scope

This policy applies to all Hamilton Secondary College staff and students.

4. Policy Details

4.1 Early warning signs

Indicators of students at risk of developing these patterns include the following:

- frequent lateness
- leaving school early
- missing lessons
- being the victim of bullying and harassment
- learning difficulties
- many days absent, either through illness, unexplained reasons or family commitments
- unresolved issues with school personnel (staff or students)
- social or emotional issues
- difficulties at times of transition
- health issues experienced by the student and/or family members

4.2 Legal documentation

- Class rolls on DayMap must be marked by the next break period
- EDSAS print outs need signing by Care Group teacher each term
- Notes recorded on DayMap regarding Attendance
- Communication via phone, email, meeting and/or home visit
- Any intervention strategies recorded
- Notes explaining absences or lateness need to be kept in the student's file via the Front Office
- Student attendance improvement plan must be kept in the student's file via the Front Office
- Attendance Referrals through DayMap recorded and accurate

4.3 Home Visits

Refer to Home Visit Procedure Guidelines

4.4 Policy outcomes:

- Improved attendance data (DECD target 95%)
- Improved participation in learning programs and learning outcomes - Grade data
- Increased understanding of the importance of regular attendance by students, parents/caregivers and the community.
- Ongoing analysis of attendance data which informs the Attendance Policy and Attendance Strategic Improvement Plan
- Procedures based on the analysis of qualitative and quantitative data to improve attendance are consistently implemented and monitored

4.5 Operating Procedures – Absent, Arriving Late or Leaving Early

	Absent from school	Arriving late to school	Leaving early from school
Parent/Caregiver	Notify the school on the day of the student being late, absent or leaving early. <ul style="list-style-type: none"> • Written (DayMap, email, note, SMS or medical certificate (where possible appointments should be out of school hours)). After three days a written explanation is required. • Verbal (in person or phone call) 		
Student	Sign in at Student Services or Senior Centre when arriving late. Provide a written note to the Care Group Teacher, signed by a parent/caregiver explaining lateness or absences if no other communication has been received from parent/caregiver. Negotiate with the class teacher to catch up on work missed.		Sign out at Student Services Provide a written note to Student Services, signed by parent/caregiver, Care Group Teacher AND Year Level Manager if no other communication has been received from parent/caregiver. Negotiate with the class teacher to catch up on work missed.
Student Services		Ensures that the student signs in correctly. Refers any students who develop patterns to the Care Group Teacher.	Ensures that the student has permission to sign out from Parents/Caregiver. Refers any patterns to the Year Level Manager.
Year 8-10 Care Group Teachers	Follow up with parents/caregiver regarding whole-day absences, records any communication on DayMap and takes appropriate action. Change the absence code on DayMap to reflect the notification from parents/caregiver. <ul style="list-style-type: none"> • Written notification kept in the student's file via the front office and not destroyed. • Verbal notification must be recorded on DayMap. 		
Subject Teachers Year Level Managers Assistant Principal	Follow up with parents/caregiver regarding absence of lesson, where there is reason to believe the student is truanting. Records all communication on DayMap and takes appropriate action. Change the absence code on DayMap to reflect the notification from parents/caregiver. Verbal notification must be recorded on DayMap.		

4.6 Operating Procedures - Part-time / Transitional Timetables Procedure

1. Meeting - Leader, student and parent/caregiver
 - Transitional/part-time timetable
 - Review meeting date
 - Three goals
2. A paper copy of the timetable is supplied to the student and parent including:
 - Review date & time
 - Weekly meeting booked with a counsellor (Student Services)
 - Three goals
 - The Leaders name and the date
3. Scan or take a picture of the timetable
 - Photocopier
 - Camera
4. Saves a copy of the timetable
 - File name: Student name – Timetable - date
5. Uploads the timetable to DayMap
 - View Details (student) – Attachment – Add – Choose File – Apply
6. Communication of the timetable via DayMap notes – email
 - Subject teachers, Student Services, Attendance Officer and Appropriate leaders
7. Student Services/Wellbeing Coordinator
 - Change codes according to the timetable
 - Refer to Wellbeing Coordinator:
 - Overdue for a review meeting when required
 - Timetable not updated
 - a pattern of non-attendance is observed
8. Review Meeting – Leader, student and parent/caregiver
 - Transitional/part-time timetable
 - Review meeting date
9. Reviewed timetable (Repeat steps 1-7)

Note:

- When the student signs in or out, Student Services will refer to DayMap.
- Wellbeing Coordinator/student services will change DayMap Codes weekly per the instructions on the timetable.

4.7 Absence Codes

Attendance Codes	Description	Additional Information
SBNA		
C	Medical Certificate	Only use when we receive the certificate. If parent says they have one, use 'I' code until certificate is received.
E	Exemption	Do not use – refer to Attendance Team for follow up.
F	Family	
G	Off Site Program	Usually this is used for FLO students when attending off site programs. Ice Factor also uses this code.
H	Home Study	Used for Senior Students, or students on part time-time tables.
I	Sick	
K	Take Home	Will be used if student is sent home for behaviour but not if they are suspended/pending exclusion the next day.
L	Late to Class	
M	Excursion	Only to be used when receiving an excursion attendance list.
N	Truancy/Parent Unauthorized	Wagging or parent says something like “should have been at school”
O	On Site Program	Used for intervention groups such as Boys Group, Girls Group, Labs for Life, etc. Only to be entered by the facilitating staff member.
P	Exclusion/Program	Used when student is excluded and under the age of compulsion.
Q	Approved Medical Program	Do not use – only applies for students in the Hospital School program. Women’s & Children’s Hospital will call, email or fax information when it is to be used.
R	Risk/Hazard	Do not use – used for things like students unable to attend due to bushfire risk.
S	Suspended	Used by the person recording behaviour management.
SR	Sick Room	To be used when student attends Student Services outside of class time or remains in sick room after change of lesson.
T	School Sport	
U	Unexplained	
W	VET/Work Placement	Do not use – refer to VET coordinator for confirmation
X	Exclusion	Only for students over the age of compulsion when no program is provided. Work sent home IS a program. Entered by the person recording the behaviour management.
Y	Cancelled Class	Do not use. Admin code used when classes are not run due to school events eg Sports Day, Student Free Day, etc.
Z	School Follow Up	

Roles and Responsibilities

Student:

- Is punctual, attends regularly and engages in education programs as negotiated.
- Provides a written note signed by a parents/caregiver explaining absenteeism if no other communication is received from the parent/caregiver.
- Provides a written note to Student Services when signing out, signed by a parent/caregiver, Care Group/Subject Teacher AND Year Level manager.
- Negotiates with the subject teacher to catch up on any work missed due to absenteeism.
- Signs in/out at Student Services/Senior Centre.

Parent/Caregiver:

- Are responsible for their child's punctuality and attendance (Compulsory age 6 to 16 years old).
- Supports student engagement with education programs within the home by promoting good habits, structures and routines.
- Notifies the school (on the day) when their child is late, absent or has to leave early.
 - Written (DayMap, eMail, note, SMS or medical certificate (where possible, appointments are made out of school hours)).
 - Verbal (in person or phone call)
Note: After three days a written explanation is required.
- Applies for an exemption whenever a planned absence cannot be arranged during school holidays (ED175).
- Work with the school to develop Individual Student Attendance Improvement Plans as needed.
- Provides information to assist in their child's learning (Medical, learning disabilities, family issues).

Care Group Teacher (*whole day absences*) and Subject Teacher (*individual lessons*):

Strategies (Recorded on DayMap):

- Provides relevant and dynamic learning programs which seeks to engage students by offering opportunities for success.
- Keeps accurate and up to date DayMap rolls (Legal document) which are marked by the next break period.
- Work is sent home as requested, when students are suspended.
- Attempts to contact parents/caregivers after two days or more: Phonecall, eMail, SMS & meetings.
- Behaviour Management Policy is implemented where absences/lateness are not approved.
- Determines underlying cases of frequent absenteeism.
- Care Group teacher refers student to Year Level Manager after five whole day absences, with recorded attempts to contact, and *continues to contact home*.
- Subject teacher refers student to Year Level Manager after three consecutive cases of truancy, with recorded attempts to contact, and *continues to contact home*.

Year Level Manager:

Supports the Care Group Teacher with students who are absent for five days or more, and supports Subject Teacher with students who have truanted for three consecutive lessons.

Strategies (Recorded on DayMap):

- Liaises with students, family and involved agencies/services to develop Individual Student Attendance Improvement Plan (See Appendix 1) and uploads the plan to DayMap.
- Behaviour Management Policy is implemented when absences are not approved.
- Attempts to contact parents/caregivers: Phonecall, eMail, SMS & meetings.
- Refers students (ten days or more) and remains engaged with family and student after referral.
 - Internal support teams (Wellbeing Coordinator/ASTI/International/FLO teams)
 - DECD Attendance Counsellor (ED171 and EDSAS)
 - External agencies and support services

ATSI Team, International Team, and Wellbeing Team:

Supports students who are absent for ten days or more or have a continued pattern of absenteeism.

Strategies (Recorded on DayMap):

- Attempts to contact parents/caregivers via phonecall, email, SMS, letter & meetings.
- Support Year Level managers with attendance strategies and interventions.
- Supports students as referred.

Wellbeing Coordinators (Years 8-12)

- Develops, implements and monitors Attendance Strategic Improvement Plan and Attendance Policy Guidelines using data and attendance targets.
- Ensures absence data is processed according to DECD guidelines.
- Attempts to contact parents/caregivers Phonecall, email, SMS & meetings.
- Support Year Level managers with attendance strategies, interventions and meetings.
- Monitors and analyses data to target specific cohorts, support individual students and work with teams to support identified families to support 'at risk' and 'chronic non-attenders'.
- Follows up unmarked rolls and refers to line managers for performance management when needed.
- Monitors and analyses data to identify and target specific cohorts and support individual students
- Work with teams (FLO, Wellbeing, ATSI & International) to support identified families to support at risk students.
- Refers 'at risk' students to Support Services.

Attendance Officer (SSO)

- Contacts parent/caregiver via DayMap SMS service and amends absence information upon reply.
- Contacts parent/caregiver via attendance letters (three days or more over a two week period)
- Changes attendance codes on DayMap for students who are on part-time/transitional timetables.
- Changes attendance codes on DayMap for students who are suspended or pending.

Principal/Deputy Principal

- Ensures that the analysis of data is used effectively to inform the Attendance Strategic Improvement Plan and Attendance Policy and that they are developed, implemented and monitored.

Regional Student Attendance Counsellor

- Works the site and families to support chronic non-attenders

SAPOL

Memorandum of Understanding and a Truancy Schedule describes the role of SAPOL in returning school age students to school.

Families SA

- Refers to *Interagency Processes for Chronic Non-Attenders*

Support services

- A range of support services for children, students, families and sites is provided by other interagency staff.

ATTENDANCE ROLES AND RESPONSIBILITIES FLOWCHART

Subject Teacher	Care Group Teacher	Year Level Manager	Wellbeing/ATSI /INT	Wellbeing Coordinator
<ul style="list-style-type: none"> Provides relevant and dynamic learning programs which seeks to engage students by offering opportunities for success. Keeps accurate and up to date DayMap rolls (Legal document) which are marked by the next break period. Attempts to contact parents/caregivers when truancy is expected: Phonecall, eMail or SMS. Behaviour Management Policy is implemented where absences/lateness are not approved. Determines underlying causes of frequent absenteeism. Refers student to Year Level Manager after three or more lessons of suspected truancy and continues to contact home. 	<ul style="list-style-type: none"> Keeps accurate and up to date DayMap rolls (Legal document) which are marked by the next break period. Attempts to contact parents/caregivers after two days or more: Phonecall, eMail or SMS. Behaviour Management Policy is implemented where absences/lateness are not approved. Determines underlying cases of frequent absenteeism. Refers student to Year Level Manager after five days or more and continues to contact home. 	<ul style="list-style-type: none"> Liaises with students, family and involved agencies/services to develop Individual Student Attendance Improvement Plan and uploads the plan to DayMap. Behaviour Management Policy is implemented when absences are not approved. After substantial evidence that Subject Teacher/Care Group Teacher have made attempts to contact home, the Year Level Manager will attempt to contact parents/caregivers to establish student whereabouts and arrange a meeting with the parents. Refers students (ten days or more) and remains engaged with family and student after referral. Referral made to: <ul style="list-style-type: none"> Internal support teams (Wellbeing/ATSI/INT teams) DECD Attendance Counsellor (ED171 and EDSAS) External agencies and support services 	<ul style="list-style-type: none"> Attempts to contact parents/caregivers to arrange a meeting. <i>Home visits may occur through AASETO.</i> Support Year Level managers with attendance strategies and interventions. Continues to support students as referred. Refers 'at risk' students to Support Services. 	<ul style="list-style-type: none"> Develops, implements and monitors Attendance Strategic Improvement Plan and Attendance Policy Guidelines using data and attendance targets. Support Year Level managers with attendance strategies, interventions, meetings and attempts to contact family. Monitors and analyses data to target specific cohorts, support individual students and work with teams to support identified families to support 'at risk' and 'chronic non-attenders'. Work with teams (INT, Wellbeing, ATSI) to support identified families in supporting at risk students. Refers 'at risk' students to Support Services.

All contact with parents/caregivers must be recorded in DayMap as an Attendance note, including unsuccessful attempts.

Appendix 1 – Hamilton Secondary College – Student Attendance Improvement Plan

Student:	Grade:	DOB:
----------	--------	------

Strategies:

Family Responsibilities	
Student Responsibilities	
Care Group Teacher Responsibilities	
Year Level Managers Responsibilities	
Intended Outcomes	

Agreement:

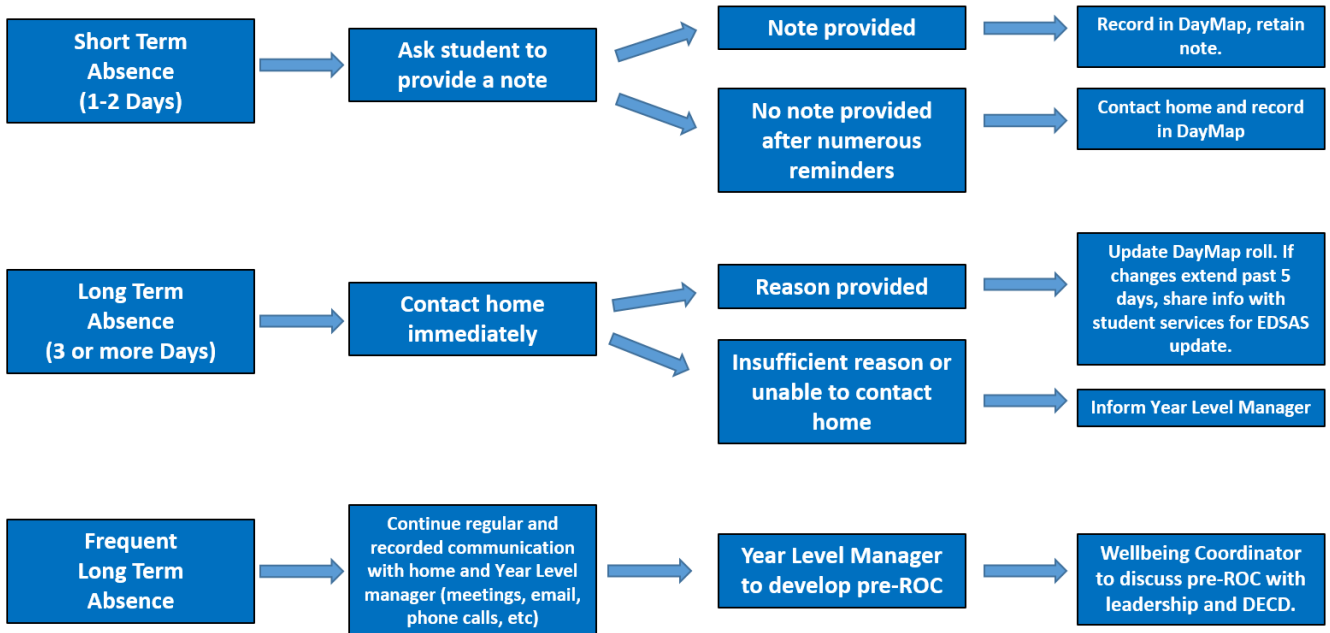
Parent/Caregiver Name: Signature:	Year Level Manager Name: Signature:
Student Name: Signature:	Date:

Strategies that may be useful:

- Develop an Individual Learning Plan (ILP)
- Establish an alternative school program
- Attendance monitoring card
- Address bullying / harassment issues
- Interagency liaison: Health, CAMHS
- Establish additional support via ATSI, INT Team
- Travel Training
- Set up a buddy / teacher mentor
- Enlist help of peer / siblings
- Gain permission to contact medical practitioner to discuss any current medical condition(s) and modifications to learning program
- Address student needs e.g. breakfast, clothing, hygiene, medical care, emotional support (grief and loss, resilience, anger management)
- Alternative program to avoid off task behaviours, teach alternative behaviours
- Investigate work experience opportunities
- Engage Support Services (Uniting Care, CentaCare)
- Daily wake up / check-up calls for 5 days
- Referral to the Wellbeing Team via Help Desk

ATTENDANCE MANAGEMENT FOR CARE GROUP TEACHERS 8-12

Care Group teachers are responsible for ensuring rolls are accurately marked and monitored for patterns of unexplained absences. The following flowchart outlines the processes used to manage absences.



ATTENDANCE MANAGEMENT FOR ADULT STUDENTS

The following flowchart outlines the processes used to manage absences.

