

# Attendance & Lateness



**Procedure**

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# Shoalhaven Heads PS – ATTENDANCE PLAN

## Background

Shoalhaven Heads PS has employed Positive Behaviour for Learning (PBL) as a system based approach to behaviour management; encouraging positive behaviour from students, which demonstrates an improvement in self-concept and motivation to learn. PBL focuses on behaviour modification through explicit instruction. In PBL, positive means an emphasis on reinforcement as opposed to punishment and the model aims at teaching students behavioural expectations.

PBL is more than just a behaviour management system. It includes areas such as values education, social skills, student voice, anti-bullying, student leadership, uniform policy, **attendance**, student behaviour and discipline.

PBL uses an approach that focuses on teaching and modelling, coupled with positive reinforcement to effect behavioural changes. It looks at the whole child and addresses the cognitive, emotional, social, physical and spiritual wellbeing of students.

**As with Behaviour Management, addressing the attendance of students is a whole school approach where all staff, students and the wider school community have a responsibility or role to ensue.**

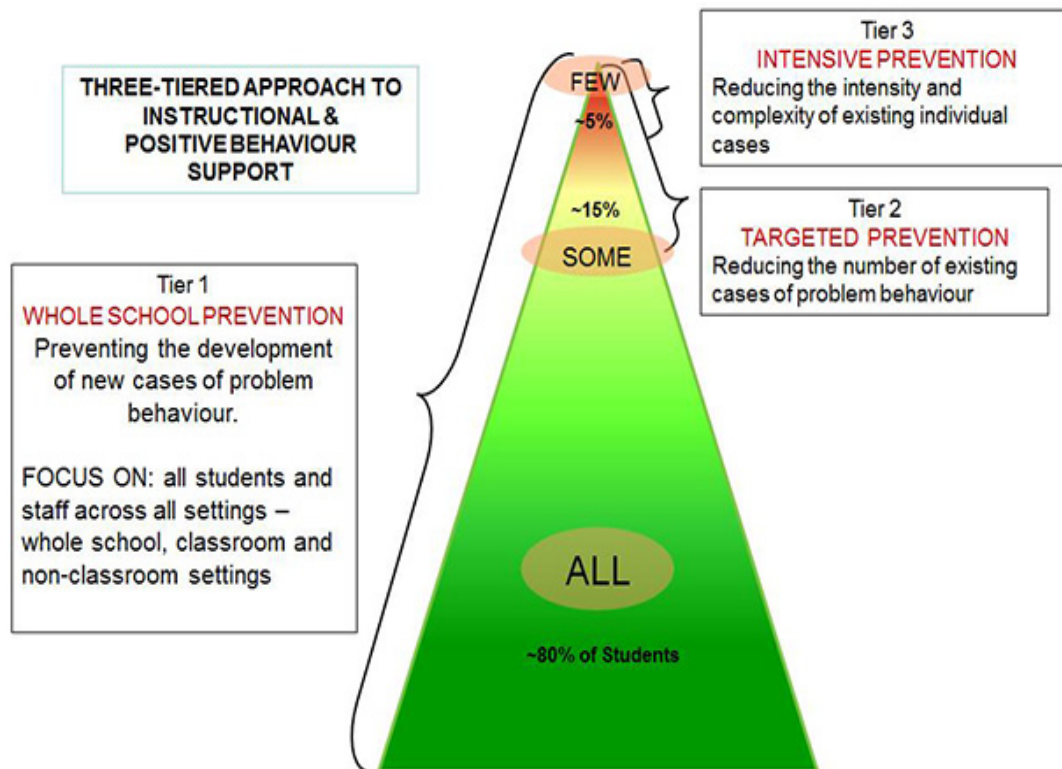
The diagram on the following page shows how the PBL continuum applies to all students. PBL establishes strong school wide Tier 1 **universal** systems that promote early intervention and helps schools to develop consistent systems to discourage unproductive behaviour such as chronic non-attendance.

Tier 2 **targeted** support is a team driven process. It strengthens and builds upon what has been taught to students at the universal level. Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will continue to exhibit some difficulties. These students may need additional academic and/or social-emotional support whilst addressing their non-attendance.

A smaller group of students, approximately 1-5 per cent, may need individualised and **intensive** Tier 3 supports as well as **universal** and **targeted** support. Schools will build upon the foundations of the school wide system to support these students.

## Purpose

To build and sustain a culture of excellence through active partnerships between students, staff, parents and the wider school community, maximising student engagement and attendance.



## UNIVERSAL SCHOOL BASED STRATEGIES TO ADDRESS NON ATTENDANCE

(All students)

- The development, implementation and review of a procedural document that supports addressing attendance in the school and compliments the Department of Education's [School Attendance Policy](#) and [School Attendance in Government Schools Procedures](#).
- Regular attendance monitoring practices, such as attendance monitoring by Learning & Support Teachers, audit of roll marking processes by attendance officer, HSLO roll checks.
- Regular follow up of unexplained absences by contacting parents on the same day or the following day of an absence. This can be verbally or in writing and will then be entered onto Sentral.
- Maintaining effective contact between classroom teachers and parents regarding absenteeism.

## TARGETED SCHOOL BASED STRATEGIES TO ADDRESS STUDENTS WITH CHRONIC NON ATTENDANCE

(Students with attendance below 85%)

- Meeting with the student and parents, as required and ongoing
- Referral to the school's Learning & Support Team to identify and implement strategies that address the learning and support needs for the student.
- Child protection mandated obligations, including reporting to FACS re: educational neglect and other significant welfare issues. Notifying the Child Wellbeing Unit, as required.
- School-based attendance improvement plan with the student and parents
- Engaging identified groups of students in programs that support regular attendance and punctuality
- Referral to the school counsellor
- Requesting and sharing information and working collaboratively with other government or non- government agencies to collectively support the attendance of students

## INTENSIVE SCHOOL BASED STRATEGIES TO ADDRESS SCHOOL REFUSAL AND CHRONIC NON ATTENDANCE

### **Learning & Support Team meet fortnightly to:**

- Ensure child protection mandated obligations, including reporting to FACS re: educational neglect and other significant welfare issues. Notifying the Child Wellbeing Unit, as required.
- Arrange school convened case conference with student, parents and school representatives.
- Assign application for Home School Liaison Officer Support.
- School support of Home School Liaison interventions and actions, such as attendance at Attendance Improvement Plan meetings and Secretary and Children's Court ordered conferences and supporting undertakings made.
- Continuous implementation of relevant **targeted** school based strategies.

### **Attendance is a whole school responsibility**

Individual staff, student and parent responsibilities are outlined on the following page. For the purpose of this document please note that:

**Whole Day Attendance** – refers to students who are absent for the entire school day

**Part Day Attendance** – refers to students who have arrived late to school or who have left early

**Unjustified** – refers to attendance issues that no reasonable explanation has been received or the explanation received for the absence has not been accepted by the principal

**Justified** – refers to attendance issues where reasonable explanation has been received

## Procedure

### Attendance & Lateness

Staff	Area of Responsibility	Actions/Responsibilities
<b>SASS</b>	<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Notify teachers whose roll appears as unmarked (daily)</li> <li>• Record late arriving students in Sentral</li> <li>• Students who are late after 9.05am will sign in at the Front Office and attend class with a note</li> </ul>
<b>Classroom Teacher</b>	<b>Class</b>	<ul style="list-style-type: none"> <li>• Mark rolls accurately and submit roll at the beginning of the day. Complete head count to ensure accurate numbers</li> <li>• Monitor/track students for notes if they have been away and enter on Sentral</li> <li>• Make contact with parents on the second consecutive day of absence</li> <li>• Amend discrepancies in the roll</li> <li>• At the end of each week enter students onto Sentral you have attendance concerns about and create a referral to Learning &amp; Support Team</li> </ul>
<b>Parents</b>	<b>Children</b>	<ul style="list-style-type: none"> <li>• Ensure your child attends school every day on time</li> <li>• Provide a written explanation to justify absence and if necessary supply a medical certificate. Parents will receive notification and they may respond to this rather than writing a note. Parents may also email the school.</li> <li>• Ensure to speak with classroom teacher or Learning and Support Teacher if there are concerns with your child's attendance</li> </ul>
<b>LaST</b>	<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Print 85% or less attendance (or 60min+ unjustified partial attendance) each week and provide copy to classroom teacher for their class</li> <li>• Fortnightly letter for students with attendance 85% or less (or 120min+ unjustified partial attendance)</li> <li>• Support staff with general concern about student attendance</li> <li>• Convene LST Meeting fortnightly to discuss concerns and actions.</li> <li>• Parent meetings after second consecutive 85% (or 120min) letter. Send email and letter to parents who need to attend.</li> <li>• Send Letter 1 when required</li> <li>• Complete referrals to HSLO for critical cases</li> <li>• Oversee whole school attendance policy and liaise with Principal</li> </ul>
<b>School Counsellor</b>	<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Support students and families with concerns of attendance and relay to LaST and classroom teacher</li> </ul>
<b>HSLO</b>	<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Referrals</li> <li>• Home visits</li> </ul>
<b>Principal</b>	<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Manage complex cases with LaST and Director of Education.</li> </ul>

## Attendance

**LaST**  
**Critical**  
**Intervention**

- Case manage students
- Liase with all relevant parties

**LaST**  
**Targeted**  
**Intervention**

- Support staff with areas of concern about attendance
- Monitor and report attendance to classroom teachers and Learning & Support Team

**Classroom**  
**Teacher**  
**Universal**  
**Strategies**

- Mark rolls accurately and complete head count.
- Monitor and manage students to bring in notes for absences and make changes in Sentral
- ***Make contact with parents on second day of absence***
- At end of each week, enter students onto Sentral that you have attendance concerns and refer to LST