

**Warnbro Community High School
Attendance Policy
2014**

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1. POLICY STATEMENT

The Department of Education (the Department) monitors the attendance of all students enrolled in school, identifies students with attendance issues and implements appropriate measures to restore regular attendance.

2. BACKGROUND

Where a student is enrolled in a public school, the *School Education Act 1999* (the Act) requires that the student attends the school on site or an educational program of the school elsewhere as directed by the principal.

The parents of a child who is enrolled in a school are responsible under the Act for ensuring their child is attending on a daily basis. Parents or other responsible persons may be asked to provide an acceptable explanation for any absence to the principal. For the purpose of this policy, parent is defined as the parent at law. Further information about the terms *parent* and *responsible person* can be found in the definitions section.

The principal is responsible for creating and maintaining a safe and positive learning environment which promotes engagement and participation, and for the management of regular school attendance.

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Schools that develop a supportive learning environment and an engaging and relevant curriculum create conditions conducive to regular school attendance.

3. DEFINITIONS

ATTENDANCE PANEL

A small group of people appointed under the *School Education Act 1999* to provide advice and assistance to students and the parents of students who are not fulfilling the legal requirements of school attendance. An attendance panel may recommend (via a Regional Executive Director) that the Director General make an application to the Children's Court for a Responsible Parenting Order. An attendance panel is not required prior to commencement of prosecution of a parent under the Act.

AUTHORISED ABSENCE

An absence where the reason provided by the parent or Department is considered to be legitimate and deemed acceptable by the principal or their nominee.

CHILDREN WHOSE WHEREABOUTS ARE UNKNOWN (CWU) list

A list, usually referred to as the CWU List, contains the names of children who are missing from schools and educational programs in Western Australia. This list is distributed to administrators in private schools and some agencies by agreement.

EMPLOYEE

A person who is currently employed under the *School Education Act 1999* or the *Public Sector Management Act 1994*.

PARENT

A person who at law has responsibility:

- a) for the long-term care, welfare and development of the child; or
- b) for the day to day care, welfare and development of the child.

RESPONSIBLE PERSON

A person:

- who is a parent of the student;
- who, in the case of a student who has turned 18 or is a prescribed child, the student; or
- who is an adult, responsible for the child and whose details have been provided on enrolment.

RESPONSIBLE PARENTING AGREEMENT

A formal written agreement between a parent and an authorised officer in one of the Departments of Education, Child Protection or Corrective Services. Parents may be asked to enter into a Responsible Parenting Agreement where the child is under 15 years of age and demonstrating anti-social or offending behaviour, not attending school where there is no reasonable cause for the absence or is at risk of developing such behaviours. Agreements document support to be provided by the Department (and/or other agencies) and actions to be undertaken by parents.

RESPONSIBLE PARENTING ORDER

A Responsible Parenting Order compels a parent(s) to take up the support offered by agencies and to meet their responsibilities in exercising appropriate control over their child's anti-social, offending or truanting behaviour. A Regional Executive Director may endorse a principal's recommendation to the Director General that an application for an order be made in respect of the child, where every effort to engage the parent voluntarily has failed and it is considered that it will make a positive difference to the child's behaviour.

UNAUTHORISED ABSENCE

Unauthorised absences encompass truancy, those not considered acceptable by the principal, nominee or the Department and where an explanation has not been provided by the parent.

4. PROCEDURES

4.1 ATTENDANCE RECORDS

The principal or their nominee will:

- keep accurate attendance records for every student enrolled at the school (including attendance at both morning and afternoon sessions for kindergarten, pre-primary and primary students, and every lesson/period for secondary students) that are able to be reproduced in a written form;
- record whether a student's absence was authorised or unauthorised;
- issue a leave pass to a student who has been granted permission to leave the school unaccompanied by a responsible adult; and
- record a student as:
 - present for a half day when the student has attended at least two hours of instruction;
 - attending if they are on a school-approved activity;
 - an authorised absence during the period of suspension;
 - an authorised absence if they are absent due to cultural/religious events.

Guidelines

- *Students who arrive late or leave early but still attend two hours of instruction are recorded as attending a half day.*
- *All students enrolled in the school are required to have their attendance recorded, irrespective of where the educational program is delivered. This includes students who may be attending either part-time or full-time programs offsite as part of an educational program under a Section 24 Arrangement (see Enrolment policy) and those with a Notice of Arrangements that involves a component of school attendance.*
- *Schools should refer to the STIMS website for the full description of SIS Lesson Attendance codes.*
- *Authorised absences for religious observance or cultural reasons are best negotiated prior to the absence to avoid repetitive follow-up on the school's behalf and to support planning for the student.*
- *Leave passes allow students to be readily recognised by police and other agencies when legitimately off school site during school hours. The leave pass may be used in instances such as medical appointments or travel to another site to access an Endorsed Community Based Course (see Guidelines for the use of Standardised Leave Passes).*

4.1.1 RETENTION OF RECORDS

The principal or nominee will:

- keep records of all contact, or attempts to make contact, with the student's family;
- maintain documentation of all intervention strategies implemented in attempts to restore a student's attendance; and
- retain attendance records in accordance with the *School Education*

- *Regulations 2000 (Regulations) and the Retention and Disposal Schedule for Department of Education School, College and Campus Records.*

Guidelines

Relevant documentation to retain includes:

- *absentee notes that are not part of the student's file for two years from the date of receipt, including details recorded by the school when a parent provides the school with a verbal reason;*
- *attendance records for students in each year level for seven years; and*
- *unsatisfactory student attendance reports, including written notes and records of verbal explanations of absences, psychological reports, records of interviews with students and significant records relating to individual students until the student is 25 years of age (7 years after a mature aged (>18 years) student has left school).*

4.2 MANAGEMENT OF NON-ATTENDANCE

The principal or nominee will:

- request an explanation from the student's parent or responsible person when a student has been absent from school and an acceptable explanation has not been provided after three days from the beginning of the absence;
- manage absences in conjunction with the alternative provider for students participating in alternative attendance arrangements under Section 24 of the Act (see DoE *Enrolment* policy);
- develop documented plans for all Aboriginal students. All schools are expected to set targets for Aboriginal students, including attendance targets, and implement strategies to address these targets as part of their core business. The use of documented plans will help to improve the educational outcomes of Aboriginal students at risk. A documented plan does not necessarily need to address all aspects of a student's educational program, only those aspects that require an individual approach. Schools may develop whole school strategies and write group plans where appropriate.
- refer a student to the Student Tracking Coordinator when he or she is deemed to be a 'child whose whereabouts is unknown'; and
- where attendance falls below 90 per cent over a term:
 - further investigate the reasons for the student's absence;
 - organise a parent/teacher meeting and/or case conference at the earliest opportunity to identify the issues related to the non-attendance and plan for improvement; and
 - document all attendance improvement plans.

Guidelines

- *Student attendance is considered to be 'at-risk' if less than 90%.*
- *Where a student's attendance falls below 90% and acceptable reasons have not been provided for a number of absences, further investigation may assist the return to regular attendance. See Appendix B - Attendance Intervention Flowchart.*
- *In most instances, where an acceptable explanation for the absence has been provided, further action is not required.*
- *Principals or nominees should refer to Guidelines for Implementing Documented Plans in Public Schools and/or Improving Attendance: A Resource Package for Schools for further information and guidance on developing attendance improvement plans. Any plan developed should clearly indicate support to be provided by the school and/or network or regional officer, actions agreed to by the parent and timelines for achievement. Plans should be formally reviewed. Principals should offer support for parents from appropriate agencies at the earliest opportunity.*
- *Principals or nominees should request a medical certificate for prolonged absences due to sickness or injury. In the instance of long term/severe medical conditions impacting on the student's attendance, the principal or nominee need not investigate further if documentary evidence has been provided outlining the nature of the illness and the expected duration of the absence.*
- *Western Australia's schools operate in various cultural and geographical contexts. Relationships between schools and the community are vital to establishing an improved understanding of the factors contributing to absences and their expected duration.*

- *Students up until the end of Year 10 must not be employed during the hours when required to attend school or otherwise participate in an educational program. Employment is only permitted as part of the student's educational program through an arrangement under Section 24 of the Act or through an Exemption from enrolment. Further information can be found in the Enrolment policy.*
- *Students in Year 11 or 12 are able to participate in an approved full-time option other than school under a Notice of Arrangements. Options include training (public and private registered training organisations), apprenticeships and traineeships, endorsed community based courses and employment.*
- *Principals (and nominees) should use all appropriate school based resources in the support of students, parents and their families.*
- *Principals may wish to use one of the checklists in Improving Attendance: A Resource Package for Schools to identify factors contributing to non-attendance and assist with planning.*
- *See Appendix C - Information regarding Children Whose Whereabouts are Unknown.*

4.2.1 PERSISTENT NON-ATTENDANCE

If a student has been identified as being an irregular or chronic non-attender and repeated efforts to work with parents to restore attendance have not been successful, the principal or nominee will:

- *consult with an appropriate network or regional officer (or officers);*
- *inform the parent, using Appendix D: Letter to parent from principal advising of consultation with network or regional officer; and*
- *revise any attendance improvement plan developed.*

Guidelines

- *The principal or nominee may ask the network or regional officer to assist in revising existing strategies and the attendance improvement plan.*
- *The principal or nominee retains responsibility for restoring school attendance or engagement in an educational program and works collaboratively with the network or regional officer, the student's family and other agencies.*
- *For students in Year 11 or 12, the principal or nominee may refer the student's case to the appropriate regional officer using Request for assistance from a school to the regional participation team.*
- *Principals and nominees should be mindful of the cultural background and literacy levels of parents and any written communication to parents should also be explained face to face or verbally if required.*

4.2.2 FORMAL MEETING

If school attendance or engagement in an educational program is not successfully restored through consultation with an appropriate network or regional officer, the principal will request the parent attends a formal meeting using Appendix E: *Letter from principal to parent regarding formal meeting*. Referred to as Letter 4 at Warnbro CHS.

At the formal meeting, the principal or nominee will:

- *ensure any factors preventing attendance or participation are explored;*
- *request the parent engages with alternative strategies to improve attendance; and*
- *document a formal attendance improvement plan.*

Guidelines

- *The principal may request assistance from the network or region in facilitation of the formal meeting.*
- *The reasons for the failure to comply with attendance requirements should be explored, including any social, cultural, lingual, economic, geographic or learning difficulties.*
- *Parents (and students as appropriate) should be fully supported to attend and participate in the meeting.*
- *A formal meeting may address concerns relating to more than one family member.*
- *The principal may determine that a Responsible Parenting Agreement may be an appropriate course of action. Responsible Parenting Agreements may be drafted by principals but must be signed by an officer authorised under the Parental Support and Responsibility Act 2008. Authorised officers in regions will differ according to regional structure. Principals should refer to Guidelines for the use of education-related Responsible Parenting Agreements for guidance on whether a Responsible Parenting Agreement is appropriate and seek further advice if necessary. Parents should be provided with Responsible Parenting Agreements – a guide for parents.*
- *A process to monitor engagement with any plan or agreement developed in a formal meeting should be developed. The resulting plan should be documented and a date for review determined.*

- *Improving Attendance: a resource package for schools, provides guidance on the facilitation of meetings, including the documentation of attendance improvement plans.*

4.2.3 RECOMMENDING PROSECUTION OF THE PARENT OR APPLICATION FOR A RESPONSIBLE PARENTING ORDER

The principal will refer the matter to the Regional Executive Director where:

- a formal meeting has been unable to secure parental engagement and improvement in school attendance (or engagement in another educational program); and
- it is determined that either prosecution of the parent or application to the Children's Court for a Responsible Parenting Order is appropriate.

Guidelines

- *The prosecution of a parent or an application for a Responsible Parenting Order should be an action of last resort.*
- *Prior to referring the matter, the principal may wish to consult with the Regional Executive Director or nominee.*
- *Principals should refer to Guidelines for the use of education-related Responsible Parenting Orders and Guidelines for the use of prosecution in determining whether either of these actions are appropriate.*

If the principal decides to refer the matter, he or she will:

- complete and forward Appendix F: *Referral to Regional Executive Director –recommendation for consideration of legal action.*

If the Regional Executive Director endorses the principal's recommendation, he or she will refer to the relevant guideline document in order to:

- inform the parent and the principal of the outcome; and
- facilitate the required process.

Guidelines

- *Principals and Regional Executive Directors (and nominees) should refer to Guidelines for the use of education-related Responsible Parenting Orders, Guidelines for the use of prosecution and Guidelines for the use of attendance panels in determining whether any of these actions are appropriate.*
- *Prior to the commencement of prosecution under the School Education Act 1999, the Director General is required to certify that all reasonable practical steps have been taken to secure compliance with attendance requirements but that breaches (of the Act) have continued.*
- *The formation of an attendance panel is not required prior to referral for consideration of prosecution of the parent under the School Education Act 1999.*
- *Consultation should occur with the Participation Branch regarding the use of prosecution in cases where the student is turning 16 or 17 in the calendar year.*
- *Under the Parental Support and Responsibility Act 2008 (PSR Act), the Children's Court will not make a Responsible Parenting Order without demonstration that all other efforts to engage a parent voluntarily have been unsuccessful. This includes attempts to engage the parent in a Responsible Parenting Agreement.*

4.3 REPORTING AND DISCLOSURE OF ATTENDANCE DATA

The principal will comply with requests from regional offices and Central Office to provide information on student attendance.

Requests for school attendance data (for example, participation in the Attendance Audit) must include the attendance data of every student enrolled.

Guideline

Principals may seek advice from an appropriate network or regional officer regarding requests for individual or group attendance data from an external agency.

5 - Managing Student Attendance – Staff Roles and Responsibilities

Important Note - In carrying out their duties staff should have an understanding of the Department Of Education's Attendance Policy and how it relates to them. An adjusted copy of this is sections 2 - 4.3 of the Warnbro CHS Attendance Policy.

5.1 Learning Area Teacher:

1. Records roll using electronic system each session at the beginning of the lesson. Ensure roll is up to date.
2. Completes Daily Absence Variations and return to Attendance Officer in Student Services before the end of session five. (Term 3 2014 only after this will be full electronic).
3. Accept students in to class late till 8.45am and record as late. Ensure any parent produced late notes handed in are sent to the Attendance Officer in Student Services before the end of the day.
4. As part of your classroom Behaviour Management Plan you ensure consequences for students that are late without reasonable cause.
5. Follow up persistent Lateness by contacting parent/guardian and working with them and the student to resolve the issue.
6. Refer ongoing lateness to the Head of Learning Area (HoLA).
7. Works with HoLA, student and parents/guardian to resolve the issue of lateness.
8. Contacts the parents/guardians of any student suspected of being Truant.
9. Discusses with parent/guardian and student the truancy in order to resolve including possible consequences.
10. Refers ongoing truancy to their HoLA.
11. Works with HoLA, student and parents/guardian to resolve the issue of truancy.
12. If truancy is suspected and a phone call to the parent/guardian is made then complete a Truancy Form or send an email to the Year Coordinator who will adjust that student's attendance.
13. Ensure ongoing attendance issues that cannot be resolved with HoLA assistance are referred to the appropriate Year Coordinator.
14. Complete Absentee Query sheet as requested and return to Attendance Officer in Student Services.
15. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.
16. Ensures all actions/plans/information regarding attendance are recorded in the SIS attendance module.

5.2 Session One Teacher:

1. Records roll using electronic system each session before 9am.
2. Accepts late students into class until 8.45am. Following this they are directed to Student Services to sign in.
3. Ensures consequences for students that are late without reasonable cause.
4. Follow up persistent lateness by contacting parent/guardian and working with them and the student to resolve the issue.
5. Refer ongoing lateness to the Head of Learning Area (HoLA).
6. Works with HoLA, student and parents/guardian to resolve the issue of lateness.
7. Ensure ongoing attendance issues that cannot be resolved with HoLA assistance are referred to the appropriate Year Coordinator.
8. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5.3 Home Group Teacher:

1. Discuss with the class general issues concerning attendance. Including operating activities about attendance.
2. Monitor percentage attendance using Percentage Attendance Analysis received from Attendance Officer weekly
3. Call parent/guardian of students who's attendance falls below 90%
4. Monitor Unexplained Absences using the Form Absence Report received from the Attendance Officer weekly.
5. Call parent/guardian of students with whole or half day absences. Record reasons for absence and return adjusted Form Absence Report to the Attendance Officer in Student Services. Inform parent/guardian that for ongoing or repeated illness a medical certificate may be required.
6. Contact Parent/Guardian of students that in the Form Absence Report demonstrate a pattern of late arrival at school.
7. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5.4 Head of Learning Area:

1. Ensure teaching staff are aware of their attendance roles and responsibilities.
2. Assist Learning Area Teachers with issues of truancy (including lateness).
3. Refer ongoing truancy or absences to the Year Coordinator.
4. Ensures all actions/plans/information regarding attendance are recorded in the SIS attendance module.
5. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5.5 Non-Teaching Staff:

1. If you have students in your care during session time ensure that you notify the Attendance Officer in Student Services within that session.
2. If you have a program in operation ensure that an accurate roll is taken and sent to the Attendance Officer in Student Services at the beginning of the program that day.
3. If you are operating a program across a break time (e.g. you have students session 2, they leave for recess, then you also have them session 3) please ensure you take the roll again after the break and send any adjustments to the Attendance Officer in Student Services.
4. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5.6 Relief Teachers:

1. Records roll using paper based system session one.
2. Session One absences sent to Attendance Officer in Student Services.
3. Records roll using paper based system sessions one to five. Returns roll to Relief Coordinator at the end of the day.
4. Completes paper based Daily Variations. Returns to Attendance Officer in Student Services before the end of session five.
5. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5.7 Buddy Class Teacher:

1. Record student as present in your class.
2. Update Daily Variation according to buddy arrangements

5.8 Teacher in Charge of Excursion/Camp

1. Potential list submitted with application.
2. Class List sent out to All Staff and Student Services/Front Office at least 7 days prior to the excursion/camp.
3. 2 copies of the Roll/List marked morning of excursion/camp and one copy sent to Attendance Officer in Student Services. Second copy retained by Teacher in Charge of Excursion.
4. Follow excursion emergency management plan in the event of 'lost'/truant student while on excursion or camp.
5. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence. This includes ensuring you are aware of and have a copy of the RMP.

5.9 Year Coordinator:

1. Monitor Year Groups overall attendance.
2. If attendance falls below 85% without referral from Home Group Teacher email the Home Group Teacher to get a record of what actions have been taken and a referral.
3. Send Letter 1 requesting a meeting with parent/ guardian and student when attendance has fallen below 85%. Use Individual Student Checklist to identify factors affecting attendance. **Important** – In cases where a student's attendance is below 85%, the Letter 1 should still be sent, HOWEVER a phone call should be made to the parent/guardian first explaining that we understand the reasons but are required by the DoE to send the letter. Also that we expect the Attendance percentage to increase.
4. Develop Attendance Improvement Plan if required.
5. Issues Attendance Monitoring Sheet if required.
6. For ongoing truancy or absence resulting in further decline in a student's attendance percentage send Letter 2 and adjust the existing or develop an Attendance Improvement Plan with the student and parent/guardian.
7. Refer students with increasingly declining or rapidly declining (e.g. non-attenders) to the Student Services Manager.
8. Carry out duties as part of Case Management as directed by the Student Services Manager or Associate Principal.
9. In conjunction with the Student Services Manager ensure that all Aboriginal Students have documented plans (Individual Education Plans) that include an attendance plan (see 4.2).
10. Ensures all actions/plans/information regarding attendance are recorded in the SIS attendance module.
11. Ensures copies of any Attendance Improvement Plan or other plans/information relating to attendance and student wellbeing are distributed to relevant staff and a copy stored in their central student file.
12. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5.10 Student Services Manager:

1. Monitor Attendance Processes.
2. Ensure Year Coordinators perform their attendance roles and responsibilities.
3. Refer ongoing cases of attendance to SAER Team or External Agencies.

4. Organise and conduct Case Conferences (Letter 3). Use Individual Student Checklist to identify factors affecting attendance.
5. Adjust any attendance plan in consultation with all stakeholders.
6. Issue Attendance Monitoring Sheet if required.
7. Consults with Associate Principal and Regional Office if attendance issues are persistent. Sends Appendix D Letter (Letter 4).
8. Refer Years 11 and 12 students whom have left seeking work or further training to Participation. Place in appropriate Form Roll.
9. Organise Section 24 forms or Exemption forms for students below years 11 & 12 who have left school for specific reasons. Place in appropriate Form Roll or former roll as required.
10. Begin the Childs Whereabouts Unknown (CWU) referral process students whom have not attended for 10 Days and for whom no contact can be made with or the parent/guardian is unaware of their whereabouts. Complete the referral within 15 days.
11. In conjunction with the Year Coordinator ensure that all Aboriginal students have documented plans (Individual Education Plans) that include an attendance plan.
12. Ensures all actions/plans/information regarding attendance are recorded in the SIS attendance module.
13. Ensures copies of any Attendance Improvement Plan or other plans/information relating to attendance and student wellbeing are distributed to relevant staff and a copy stored in their central student file.
14. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

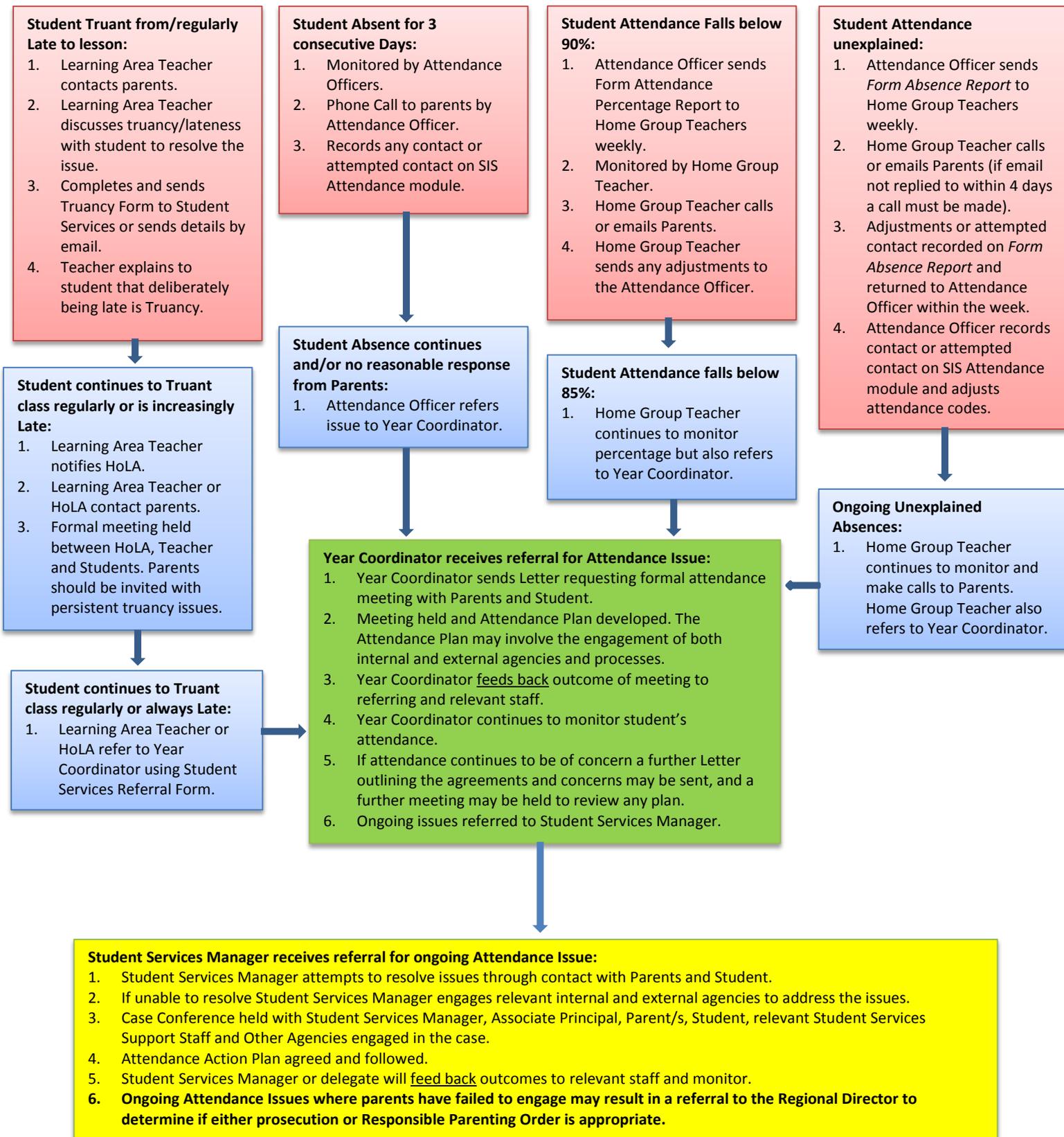
5.11 Associate Principal:

1. Monitor attendance processes.
2. Ensure all staff perform their attendance roles and responsibilities.
3. Case Manage attendance issues in consultation with the Student Services Manager.
4. Approves Letter 3 and 4 (Appendix D)
5. Ensures all actions/plans/information regarding attendance are recorded in the SIS attendance module.
6. Ensures copies of any Attendance Improvement Plan or other plans/information relating to attendance and student wellbeing are distributed to relevant staff and a copy stored in their central student file.
7. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5.12 Attendance Officer:

1. Monitor Daily Absences.
2. Call the parent/guardian of students that have three consecutive absences.
3. Refer on going consecutive absences to the Year Coordinator.
4. Monitor Session One (post 8.45am) late students. Refer ongoing late students to Year Coordinator.
5. Manage Messageyou Text System (texts sent daily at 11am). Enter returned data on SIS.
6. Run, Print and distribute (or email) Absence Report and Percentage Attendance Report for each Home Group.
7. Enter data from returned Absence Sheets (or emails).
8. Send out Absentee Query sheets. Monitor returns. Enter data. Refer non returns to Year Coordinator or Student Services Manager.
9. Track teachers that do not return data and send out reminders.
10. Refer ongoing lack of data return to Student Services Manager.
11. Produce Letters 1,2 & 3, Letters of Concern, Attendance Reports etc. at the request of the Year Coordinator, Student Services Manager or Associate Principal.
12. Ensures all actions/plans/information regarding attendance are recorded in the SIS attendance module.
13. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.
14. Records all actions on SIS Attendance module, this includes contacts with guardians and attempted contact with guardians.
15. Maintain Attendance Records in accordance with the Department of Education's Attendance Policy (described in 4.1.1).

5.13 Staff Response to Escalating Attendance Issues



6 Managing Student Attendance - Student and Parent Roles and Responsibilities

Staff can discuss these points with students and parents when contacting them with attendance concerns.

6.1 Student:

1. If a student is going to be late they should where possible request a late note from their parents on that day and give it to their Session One teacher if they arrive prior to 8.45am or to Student Services after 8.45am. If it is not possible to get a note that day (e.g. parents at work) they should provide it to Student Services the following day.
2. Students who are late but arrive before 8.45am should proceed to their Session One class. Their Session One teacher will 'sign them in'.
3. Students who are late and arrive after 8.45am are to proceed to Student Services to 'sign in'. Student Services will provide them with a note to enter class.
4. A student that is absent should provide absentee notes or Medical Certificate to their Home Group Teacher or directly to Students Services.
5. Students can only leave school early if they have permission from their parent/guardian to do so. This may be in written form or a phone call.
6. Students who are leaving early with permission are to 'sign out' at Student Services. Student Services will provide them with an exit pass to show staff and police if requested.
7. Students on Flexi need to ensure they have their Flexi Pass and show it to staff on request.
8. Students that are late to classes during the day may be marked late. This can impact upon their attendance and is a form of truancy.

6.2 Parent/Guardian:

1. If your student is absent from school please provide an absentee note or Medical Certificate.
2. If your student is absent from school please call to notify school the morning of the day of absence.
3. If you need to sign your student out early, where possible please provide a note. Alternatively a visit or phone call to Student Services.
4. Please discuss with your student the importance of regular attendance and ensure that they attend school whenever fit to do so.
5. Avoid scheduling family holidays during school terms. This is deemed by the Education Department to be an unacceptable reason for a student's absences from school.

7. Students at Educational Risk Years 8-12 Overview

The monitoring and recording of attendance is to proceed as per the General Attendance Policy. This will ensure regular review of student attendance and appropriate response.

As an overview and assistance to the attendance process, Learning Area teachers, HoLA's and Year Coordinators should do a weekly or fortnightly review of attendance data as described in the Staff Response to Escalating Attendance Issues flow chart.

If additional intervention is required then some or all of the following can be initiated by the Teaching Staff/HoLAs (as outlined in the Staff Response to Escalating Attendance Issues flow chart):

- Monitor attendance closely and inform parents (phone/letter).
- Request parents attend meeting.
- Refer to Year Coordinator.

When a student's attendance has dropped to 90% attendance or lower, clear communication with parents needs to happen in writing regarding their responsibility and possible consequences according to Regional Office policy and the Education Act. Home Group Teachers will contact parents by email or phone if a student's attendance falls below 90%. If the student's attendance continues to fall the Home Group Teacher will refer to the Year Coordinator. The Year Coordinator will:

- Send Letter 1 requesting a parent interview to be posted. Attendance Improvement Plan developed.
- If regular attendance is not restored – send to parent information regarding attendance and the Education Act (Letter 2)
- Attendance continues to be unsatisfactory or commences again to be unsatisfactory refer to the Student Services Manager.

The Student Services Manager will:

- Schedule and coordinate a Case Conference with stakeholders and relevant support staff/agencies (including School Psychologist) (Letter 3). Attendance Improvement Plan adjusted.
- If attendance is not improved the Student Services Manager is to coordinate with Associate Principal and Regional Office regarding an Attendance Panel (Letter 4).

If Attendance Panel is not convened quickly or the students' attendance is not restored after the intervention of the Attendance Panel – Associate Principal or Student Services Manager will seek permission from Regional Office to place the student on ZZ.

8. ENCOURAGING ATTENDANCE—BENEFITS FOR ALL

Regular attendance has significant benefits for students, educators, parents/guardians and the community. The following information can be used by staff with the relevant stakeholders to help development of shared understanding about attendance.

Benefits of regular attendance for students

- Getting the maximum benefit from school will optimise your life choices.
- Attending school regularly will develop skills and attitudes that will help you to be successful in later life. These include self-discipline, punctuality, being organised and sticking to routines.
- Regular attendance leads to an increased likelihood of being successful at school.
- Attending regularly leads to making friends and learning to maintain relationships over a length of time.
- You will learn social skills necessary to live and work successfully with others.
- You are safer at school than on the streets.
- People will be more positive about you if you have a good attendance record.
- Attending school provides opportunities for socialising with your friends.
- The more you attend, the more you learn, and this will probably mean you will like school more.

Benefits of regular student attendance for educators

- You are able to fulfil your responsibilities to the students in your care.
- There will be improved learning outcomes.
- You will enjoy less complex management of the learning program as you will not need to re-teach parts of it to students who were away when you introduced something new.
- There will be less complex classroom management because you will not need to help students re-establish relationships following periods of absence.
- You will be able to help students develop habits such as punctuality, self-discipline and organisation which will be of value to them in everyday situations.
- Resources currently being spent on following up absences can be spent on the classroom program.

Benefits of regular student attendance for parents/caregivers

- By encouraging regular attendance you will know that you have positively influenced your child's education.
- You will know that your child is safe at school and not at risk elsewhere.
- You will know that your child is engaged in more appropriate activities than if they were truanting.
- Regular attendance by your child will ensure that you have fewer contacts with government agencies.
- You will have peace of mind in knowing that children who attend school regularly are less likely to engage in risk taking behaviour.
- You will enjoy more structured family routines.
- Your child is more likely to finish year 12 and have broader opportunities.
- You will avoid a fine or legal action due to your child's poor attendance at school.

Benefits of regular student attendance for the community

- As a member of the community and a participant in promoting regular school attendance, you will have contributed to the next generation of community leaders.
- Through addressing attendance issues, you have an opportunity to work in partnership with schools to achieve a shared goal.
- You will be supporting young people in being less likely to be involved in crime.
- You will be helping to ensure that young people are spending their days safely.
- The community as a whole will experience less cost, both financially and socially.
- Regular attendance by students will promote an increased level of safety for all.

9. IMPORTANCE OF REGULAR ATTENDANCE

The likelihood of success in learning is strongly linked to regular attendance and appropriate participation in educational programs. It is crucial that children and students develop habits of regular attendance at an early age, even from the time they are enrolled in a preschool setting.

Children and students who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations. These learners may:

- be socially isolated
- place themselves at risk of harm during times of absence
- be more likely to be involved in socially unacceptable and/or illegal activities
- have gaps in their knowledge and understanding of basic concepts
- be more likely to leave school early
- be over-represented in the juvenile justice system
- be the victims of bullying and harassment.

EARLY WARNING SIGNS

Early intervention for students at risk of developing irregular patterns of attendance is crucial in order for these patterns to be reversed.

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.

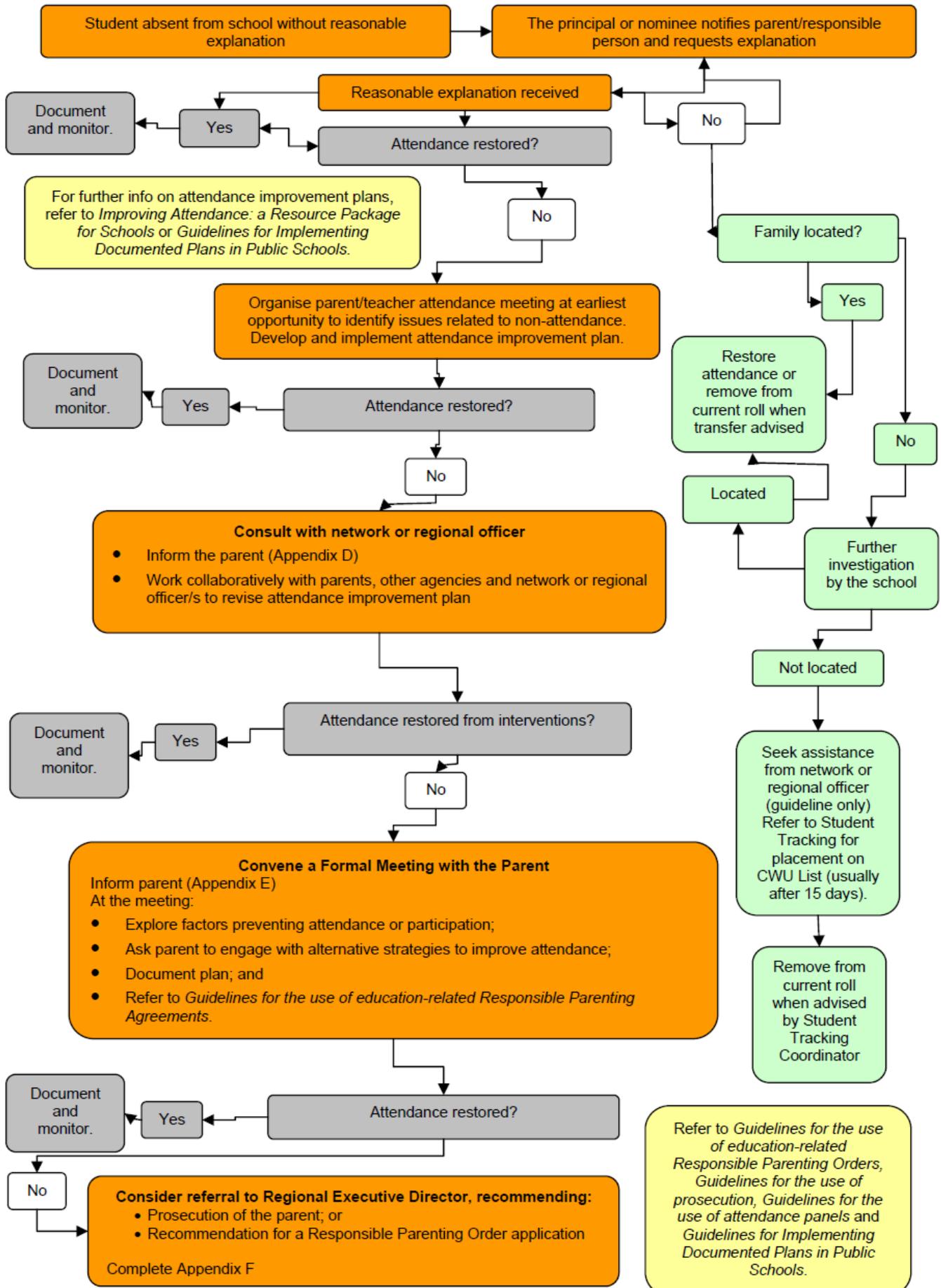
INTERVENTION

Although there will be individual situations for particular students, Warnbro Community High School will be expected to increase their level of intervention when a student's attendance falls below 90%.

All intervention strategies are to be documented (see Staff Response to Escalating Attendance Issues). Active involvement of students in joint planning to address attendance issues is central to intervention by Warnbro Community High School.

Warnbro Community High School works broadly with their community to promote the importance of regular attendance so that it is valued and understood by all. An increased level of understanding will be reflected in improved attendance rates and academic successes.

APPENDIX B ATTENDANCE INTERVENTION FLOWCHART



Student Attendance
 All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees.



APPENDIX C - INFORMATION REGARDING CHILDREN WHOSE WHEREABOUTS ARE UNKNOWN

A Request to place a student on the 'children whose whereabouts are unknown' list form is completed by the principal or nominee when:

- a student cannot be located within a reasonable amount of time (usually 15 school days), and is deemed as missing;
- attempts to locate a student have failed through efforts to contact parents, peers and relevant interagency groups; and
- the school has not received advice that the student has enrolled at another school or moved interstate.

All absences are recorded by the principal or nominee until they are advised by the student tracking coordinator to remove the student from the current roll.

A student is not considered missing when the principal is aware of the student's location but he or she is not attending.

Missing students who have enrolled in public schools are automatically detected by the Student Tracking System.

Guideline

Principals may seek the advice of a relevant network or regional officer in determining the whereabouts of a student.

APPENDIX D - LETTER TO PARENT FROM PRINCIPAL ADVISING OF CONSULTATION WITH NETWORK OR REGIONAL OFFICER

School Letterhead

[Parent First Name] [Parent Last Name]

[Address]

[SUBURB] WA [POSTCODE]

Dear [Title] [Parent Last Name]

I am writing regarding the attendance of your son/daughter, [Student Name] at school.

The *School Education Act 1999* requires parents to ensure that children of compulsory school age attend school on each day that the school is open for instruction. If children are absent from school, a parent or responsible person must provide the school with an acceptable explanation within three days of the absence. Attendance requirements do not apply for students undertaking home education.

I have previously advised you that [Student Name]'s attendance is a matter of concern. We have tried to work with you and implemented a range of strategies to encourage [Student Name]'s regular attendance at school without success.

Strategies attempted include the following:

- [insert a list of strategies offered or attempted here]

I have recently reviewed [Student Name]'s pattern of attendance and it is clear that absences without a good reason being provided are still at an unacceptable level. A summary of absences is attached for your reference. It is very important that we work together to resolve this issue and I intend to consult with [Name and Role of Appropriate Network or Regional Officer], at [Location of Officer] to provide additional support and advice.

I will ask the officer to assist me to review the case and provide advice to the school. As part of this process, the officer may contact you directly and arrange a meeting to discuss [Student Name]'s attendance or attend a planning meeting so we can develop further strategies together.

If [Student Name]'s attendance does not improve through these strategies, I may ask you to attend a formal meeting to discuss the situation and will advise you in writing if this will happen.

In the event that we are unable to resolve this situation together it may be necessary to refer the matter to the Department's solicitors for legal action.

It is important that we work together to resolve the issue.

Yours sincerely

[Principal Name]

Principal

[Date]

Attach. [attach SIS Lesson Attendance report documenting unauthorised absences]

CC: [Appropriate Network or Regional Officer]

Appendix E – Individual Student Checklist

Appendix F - Referral to Regional Executive Director- Recommendation for Legal Action
CONFIDENTIAL NOTIFICATION TO REGIONAL EXECUTIVE DIRECTOR

Student details

Student name:	
Date of birth:	
Year level:	
School enrolled:	
Parent 1 name:	
Parent 2 name:	
Address:	

School details

Principal's name:	
Telephone number:	
Email:	

Actions taken

Policy section	Comment on outcome and evidence available
4.2 <input type="checkbox"/> Parent correspondence and contact following absences from school without acceptable explanation.	
<input type="checkbox"/> Parent/teacher meeting/s	
<input type="checkbox"/> Case conference	
<input type="checkbox"/> Attendance Checklist (<i>guideline</i>)	
<input type="checkbox"/> Documented plan/s	
<input type="checkbox"/> Engagement with school based supports and other agencies (as appropriate) (<i>guideline</i>)	
4.2.1 <input type="checkbox"/> Consultation with appropriate network or regional officer/s	

Student Attendance

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees.



<input type="checkbox"/>	Parent sent Appendix D	
4.2.2		
<input type="checkbox"/>	Formal meeting	
<input type="checkbox"/>	Parent sent Appendix E	
<input type="checkbox"/>	Documented formal attendance improvement plan	
4.2.3		
<input type="checkbox"/>	Consultation with Regional Executive Director or nominee (<i>guideline</i>)	
<input type="checkbox"/>	Referred to <i>Guidelines for the use of education-related Responsible Parenting Orders</i> and <i>Guidelines for the use of prosecution (guideline)</i>	

Principal's recommendation

Recommended action	Comment
<input type="checkbox"/> Prosecution	
<input type="checkbox"/> Application for Responsible Parenting Order	

Principal's signature:	Date:
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SAMPLE LETTER ATTENDANCE 1

Warnbro CHSAddress

Warnbro CHS Logo

<AddeeSalutation>
<AddeeAddShortBlock>
<AddeeAddTown> <AddeeAddPostcode>

Dear <AddeeSalutation>

Re: <FirstName> <Surname> <Year> <Form>

<FirstName> has been absent without alternative education plan set in place.
<He/She> has only attended (00 half) days, this equates to an attendance rate less than XX%. We invite you to attend a meeting to discuss the implications of this situation and to develop a plan for further action.

This interview is scheduled for.... at and will take place at Warnbro Community High School Student Services Building.

If for any reason you are unable to attend could you please contact the school on 9533 0100 to arrange an alternative date and time.

Yours sincerely

Student Services Manager's Name

Student Services Manager

3 February 2015

SAMPLE LETTER 2 ATTENDANCE

Warnbro CHS Address

Warnbro CHS Logo

<AddeeSalutation>
<AddeeAddShortBlock>
<AddeeAddTown> <AddeeAddPostcode>

Dear <AddeeSalutation>
Re: <FirstName> <Surname> <Year> <Form>

This letter is a further attempt to gain your assistance in engaging your <son/daughter> <FirstName> in full time attendance at school.

The School Education Act 1999 requires all students of compulsory school age to regularly attend a registered school or an approved alternative educational programme. It is also expected that the school will involve parents/guardians in an integrated approach to resolving issues affecting a student's attendance and participation in education.

The role and responsibility of parent/guardians in relation to attendance is to:

- Ensure that a child in their care who is of compulsory school age regularly attends an authorised school or educational programme.
- Inform the Principal as to the reason for the absence, within three school days from which the non-attendance commenced (School, Education Act 1999: Clause 25b)
- Provide a medical certificate in the case of student illness.

You are advised that the School Education Act: Clause 24/26 allows for students to be absent from a school or educational program for reasons such as illness, religious/cultural ceremonies and any other excuse considered acceptable by the Principal. Furthermore, the School Education Act 1999 states that any parent/guardian of a child of compulsory school age must ensure that a child's attendance meets the requirements stipulated. Failure to comply with the above may lead to Court action and a penalty of \$1,000 being handed down.

Please ensure that <FirstName>'s attendance at school is restored immediately. If we can be of any assistance to you in meeting these requirements, please phone me on 9553 0100 or make an appointment to meet with the relevant school or South Metro Regional Office personnel.

Yours sincerely

Student Services Manager's Name

Student Services Manager

3 February 2015

SAMPLE LETTER 3 ATTENDANCE

Warnbro CHS Address

Warnbro CHS Logo

<AddeeSalutation>
<AddeeAddShortBlock>
<AddeeAddTown> <AddeeAddPostcode>

Dear <AddeeSalutation>

Re: <FirstName> <Surname> <Year> <Form>

This letter is a further attempt to gain your assistance in engaging your <son/daughter> <FirstName> in full time attendance at school.

Despite our previous efforts, attendance continues to be unsatisfactory. You are requested to attend a Case Conference which will be attended by myself, **Associate Principal's Name** (Associate Principal), as well as the school's psychologist. The meeting will take place at Warnbro Community High School on **XXXX**

If you require assistance in this matter please do not hesitate to contact me on 9533 0100.

Yours sincerely

Associate Principal's Name

Associate Principal

3 February 2015

Appendix J – Sample Attendance Plan



ATTENDANCE MONITORING SHEET

Student Name: _____ Date: _____

- The student has the responsibility to get this signed each session
- They must chase up any teachers they forget at either recess or lunchtime
- Staff Member responsible for overseeing this card is _____

Session	Monday	Tuesday	Wednesday	Thursday	Friday
DATE					
1					
2					
3					
4					
5					
6					
Parent Sign					

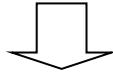
Referring Staff member's signature: _____

STAGE 4 – TO BE USED BY YEAR COORDINATOR / STUDENT SERVICE MANAGER

ACTION TAKEN BY Yr Coordinator / Student Services Manager	OUTCOME/ COMMENT

Year Coordinator / Student Services Manager's signature _____

STUDENT SERVICES MANAGER REFERRING TO SAER COMMITTEE



Case Management - TO BE USED BY STUDENT SERVICES ONLY

STUDENT SERVICES REFERRING STUDENT TO:		
<hr/>		
<input type="checkbox"/> ASSOCIATE PRINCIPAL	<input type="checkbox"/> SCHOOL NURSE	<input type="checkbox"/> STUDENT SERVICES MANAGER
<input type="checkbox"/> SCHOOL PSYCHOLOGIST	<input type="checkbox"/> YOUTH WORKER	<input type="checkbox"/> SCHOOL CHAPLAIN
<input type="checkbox"/> AIEO	<input type="checkbox"/> MAPI CEC	<input type="checkbox"/> OTHER _____
CONCERNS / ACTION / RECOMENDATIONS:		
<hr/>		
ADDITIONAL COMMENTS:		
<hr/>		

Form to be copied and placed in student file. Where possible action's recorded on SIS.

