

# ATTENDANCE PROCESSES

## Charlestown Public School

Endorsed by Staff: **March 2019**

Next Review: **March 2021**

### POLICY CONTEXT

The *Education Act 1990* requires the parents of children of compulsory school age to enrol them at a government school, or registered non-government school or to register them with the Board of Studies for home schooling. The Act also requires parents to ensure the regular attendance of their children at school. It is an offence for parents to fail to meet these obligations unless they can show they have a defence (for example, illness or accident). Parents convicted of this offence, may be fined up to \$1,100 for each offence.

The Department undertakes legal action in the case of parents who do not fulfill these obligations despite all reasonable measures being undertaken by school and regional staff to support them.

### PURPOSE

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Research indicates that students who attend school regularly are generally more successful than those who are frequently absent.

Charlestown Public school is committed to the provision and implementation of a broad range of systematic and individualised strategies for improving school attendance, within a framework of student well being, to enhance important social and learning outcomes for all students.

Students at Charlestown Public School are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Charlestown Public School takes a positive approach to improving student attendance. Our Plan identifies and implements core practices and processes that support regular attendance and learning.

### AIMS

The Staff at Charlestown Public School recognise the importance of developing and implementing effective attendance strategies and practices to maximise learning outcomes for our students. To improve attendance we realise the importance of working in partnership

with parents and are committed to ensuring the following core attendance beliefs and practices are established in our school.

- regular school attendance improves teaching and learning outcomes for students
- explicit teaching and promotion of the values of positive attendance
- promotion of school's high expectation of attendance to students, parents, and the community
- effective and roll marking procedures that are consistent with departmental and legal requirements
- prompt follow up of absences
- Learning Support Teams established to supports students with unsatisfactory attendance
- collection and analysis of attendance data to monitor and review effectiveness of school strategies
- early identification and supportive intervention for students with at risk of non attendance
- the creation of safe and supportive learning environment for all students

## IMPLEMENTATION

### Positive Attendance for Learning (PAL) Strategies

Strategies to promote and improve student attendance	Staff roles and responsibilities	When
Accurate roll marking	Classroom teacher	Daily
Attendance monitoring	Principal & CRT	Weekly
Attendance meetings	Principal and executive	Fortnightly
Additions to Newsletters	Principal	Each term
Attendance matters	Classroom Teacher	Parent Teacher Evening Term 1

### Strategies & practices to promote & improve student attendance

- Accurate roll marking & prompt follow up of absences
- Fortnightly executive meetings to discuss attendance records
- Newsletters/Assemblies
- Teaching practices
- Data collection & analysis

- Key note speakers
- Student wellbeing policy
- Aboriginal Students
- Delegated personnel describe the processes for maintaining attendance at the induction of new and casual staff on a needs basis (in casual folder)

### **Strategies & practices to recognize & reinforce student attendance**

- Data collection & analysis
- Awards Certificates at the end of each term recognising 100% attendance
- Promotion at staff meetings/assemblies
- Roll marking practices
- Class/grade targets
- Supporting Aboriginal and ethnic students and families

### **Strategies & practices to identify & support students with unsatisfactory attendance**

- Data collection and analysis
- Professional learning of staff
- Learning Support Teams
- Phone Intervention Programs
- Monitoring of identified students
- Personalised Attendance Plans
- Student Interviews
- Parent interviews
- Home School Liaison intervention
- Late arrivals/partial absences
- Supporting Aboriginal and ethnic students and families

## **ATTENDANCE PLAN**

### **Maintenance of Attendance Rolls**

Classroom teachers mark attendance at the commencement of each day with the school rolls being maintained on the administration computer system. (Sentral) An SMS message is sent out at 10:30am to all parents who have been marked absent on that day.

Partial absences are recorded at the school office on the computerised roll system. Students who are late or who leave early are issued with a Partial Absence slip which must be given to the teacher as an indication that the partial absence has been recorded centrally.

## **Monitoring**

Regular roll checks will be made by both the Principal and the Home School Liaison Officer (HSLO) to ensure that all students maintain an acceptable attendance pattern.

If a classroom teacher is concerned about lack of attendance or consistent lateness they should seek advice from the Principal so that rectification measures can be taken or a referral made to the Learning Support Team (LST).

## **Procedures for Dealing with Unacceptable Attendance**

### **School Measures**

CPS implements a wide range of strategies to support the regular attendance of students, including extensive contact with parents to resolve issues of non-attendance. These strategies include letters, phone calls, interviews and family support.

In the case of a student who has been identified with unacceptable attendance (an attendance pattern of less than 90%), it is necessary to document the measures taken to monitor and improve attendance. The school is required to provide documentary evidence of its interventions before making a HSLO referral.

For students with an unacceptable level of attendance this checklist is kept in the class roll for the easy access of the classroom teacher and Principal.

When classroom teachers feel a student has an unacceptable attendance pattern and the student is not already being monitored, they should make a referral to the LST. The LST will discuss and implement strategies to improve attendance. This **MUST** include the use of monitoring with the Sydney Region Attendance Checklist for Schools so that appropriate documentation is available if a referral needs to be made to the HSLO.

### **HSLO Intervention and Investigation**

Where the school has taken all reasonable action to support the regular attendance of a student of **compulsory** school age but the student continues to attend erratically, the matter should be referred to the Home School Liaison Program for investigation. Investigation, including a review of school documentation, must be completed within five school days of referral.

## **EVALUATION**

This policy will be evaluated by the School Staff every two years.

# ATTENDANCE FOLLOW-UP

## Charlestown Public School

