

VVSS ATTENDANCE STRATEGY

ATTENDANCE INTERVENTION MODEL – LEVELS OF RISK

Low	Habitual and chronic non-attenders (all absences) – 5 – 10+ days absent per term
Medium	Habitual and chronic non-attenders (unexplained) – 5 – 10+ days absent per term
High	Chronic non-attenders (with additional risk factors) – 10+ days absent per term

By working closely with families, children and young people we are more likely to develop strong and positive relationships. This can lead to more successful experiences at school. There are many things in a child or young persons life that influences their development. That's why it's so important to understand what's happening with each and every family

ATTENDANCE – KEY RESPONSIBILITIES

Who	Level of Risk	Responsibilities
Front Office Staff	Low	Enter student non-attendance as phoned in by parents on DayMap
Home Group Teachers	Medium	<ol style="list-style-type: none"> Follows VHG Teacher Flow-Chart for monitoring attendance Fosters a culture of monitoring attendance with students through use of HG data and individual student data
Subject Teachers	Medium	<ol style="list-style-type: none"> Follows Subject Teacher Flow-Chart for monitoring attendance Fosters a culture of monitoring attendance with students by follow-up in a consistent and timely manner
House Leaders	Medium	<ol style="list-style-type: none"> Upholds the VHG Teacher and Subject Teacher Flow-Charts for monitoring attendance through a culture of consistency and support Attendance issues will remain on-going agenda item at HOUSE LEADER meetings and will include discussion around supportive strategies in partnership with leadership team Refer chronic non-attenders to Student Services team
Student Well-Being Leader / Well-being Team	High	<ol style="list-style-type: none"> Document and strategically case manage Chronic Non-Attenders and communicate with HG teachers, Subject teachers and leadership team Ensure timely referrals to support services
SSO Data Management (5 hours)	High	<ol style="list-style-type: none"> Generates EDSAS reports once per fortnight and disseminates to HG and Subject teachers for follow-up. Copies to HOUSE LEADER, DP and Student Well-Being Leader Generates HG attendance summaries and student summaries in accordance to data calendar Responsible to the DP
Deputy Principal	High	<ol style="list-style-type: none"> Review and management of attendance processes to ensure support, accountability and responsibility process are upheld Oversight of attendance and data management pertaining to attendance – including timely availability of data Ensure department policy, procedure and guidelines are upheld
Site Leader	High	<ol style="list-style-type: none"> Responsible for ensuring attendance is part of SIP and meets department guidelines Provides high-level strategic support for all leaders to ensure attendance is a priority and meets DFE target of >95%

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).

VHG 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.

House Leader:

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 and uploads the plan to DayMap.
- Behaviour Management Policy is implemented when absences are not approved.
- Attempts to contact parents/caregivers: Phone call, 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 phone call, email, SMS, letter & meetings.
- Support Year Level managers with attendance strategies and interventions.
- Supports students as referred.

Student Well Being Leader(s) (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 Phone call, 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 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

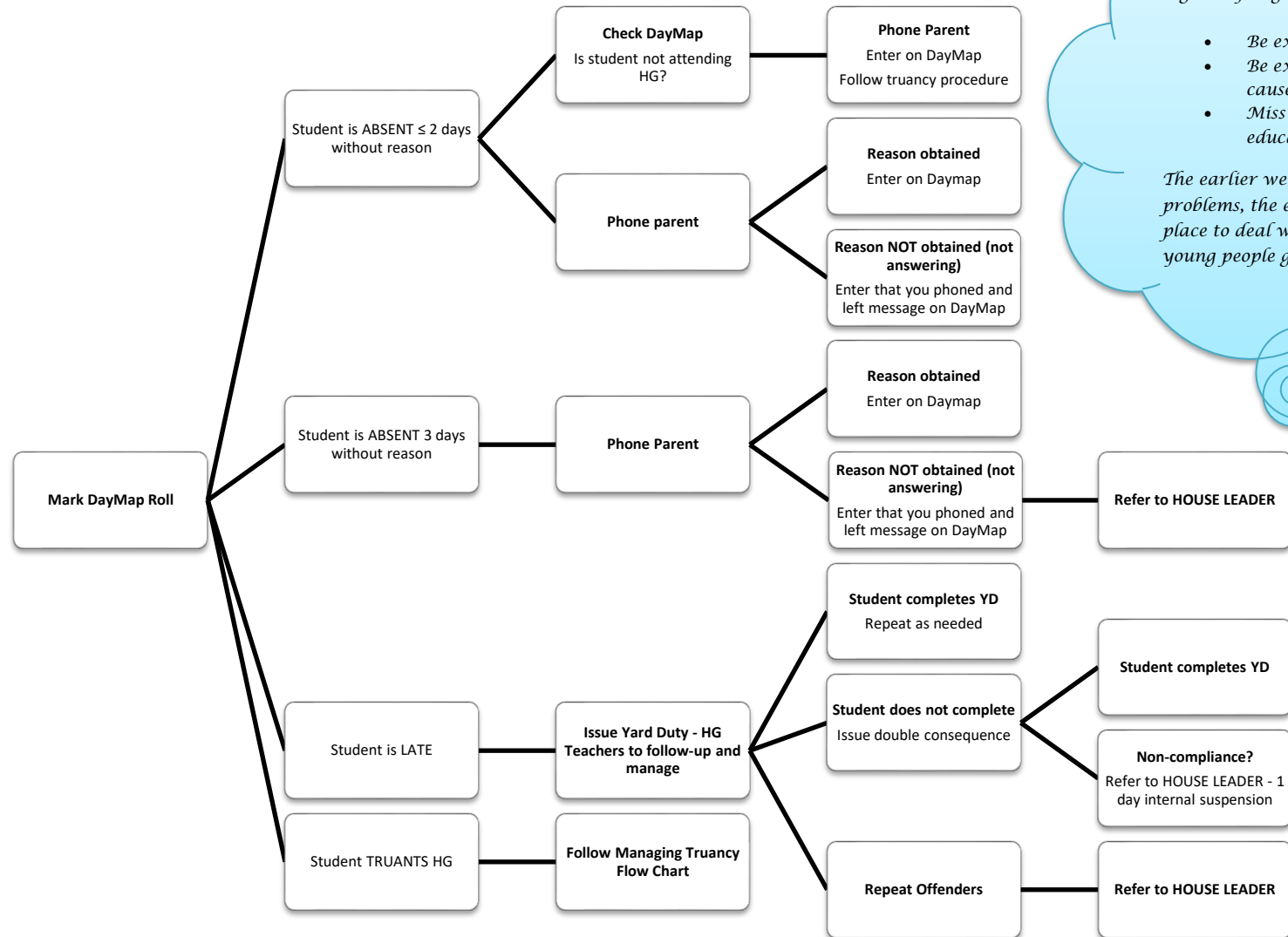
Works the site and families to support chronic non-attenders

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.

MANAGING ATTENDANCE: FLOW CHART FOR VERTICAL HOME GROUP TEACHERS



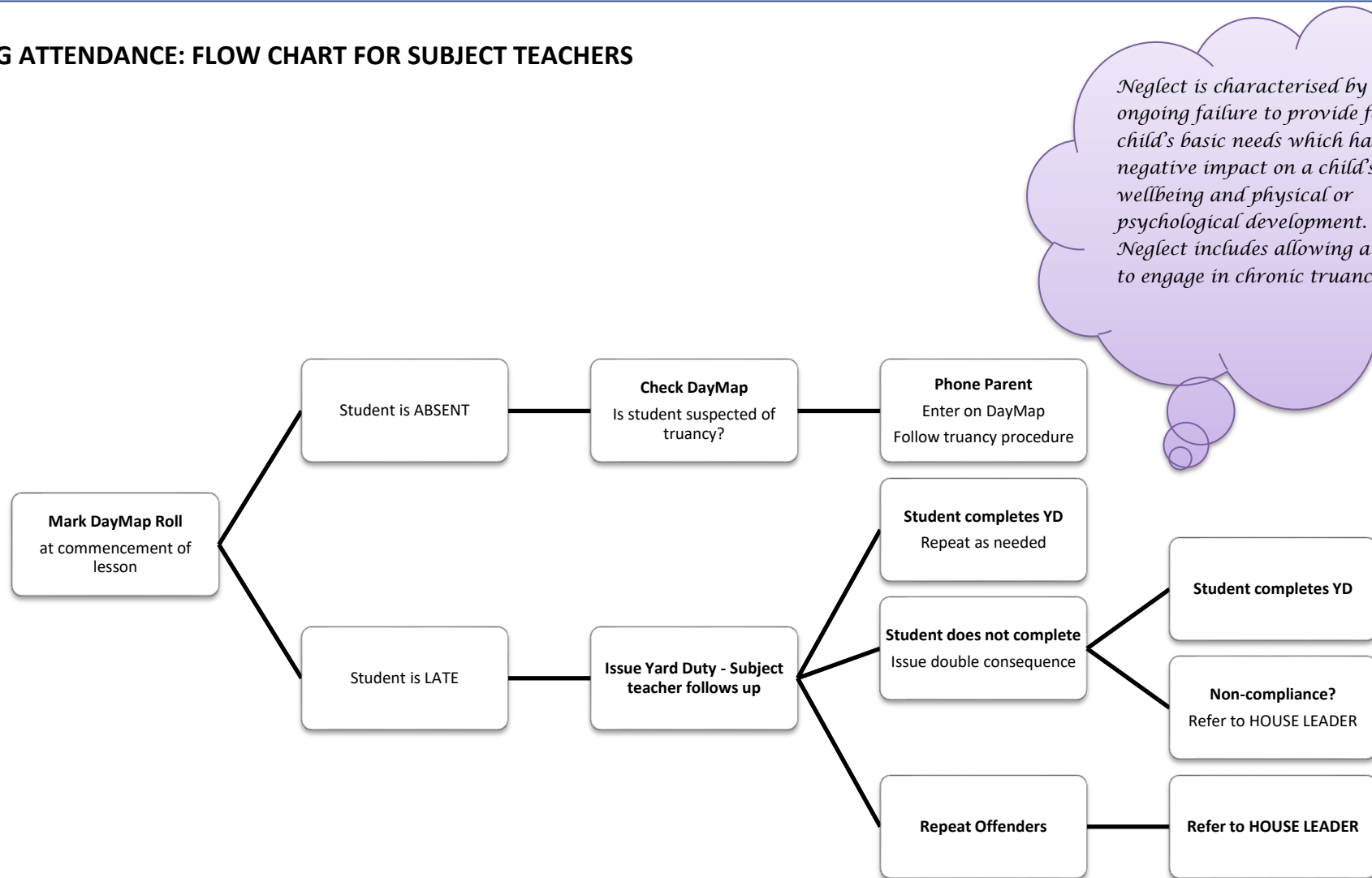
WHY ATTENDANCE IS IMPORTANT?

Children and young people who don't attend regularly might:

- Be experiencing harm
- Be exposed to negative behaviours caused by adult problems
- Miss out on the proactive benefits that education and care services provide

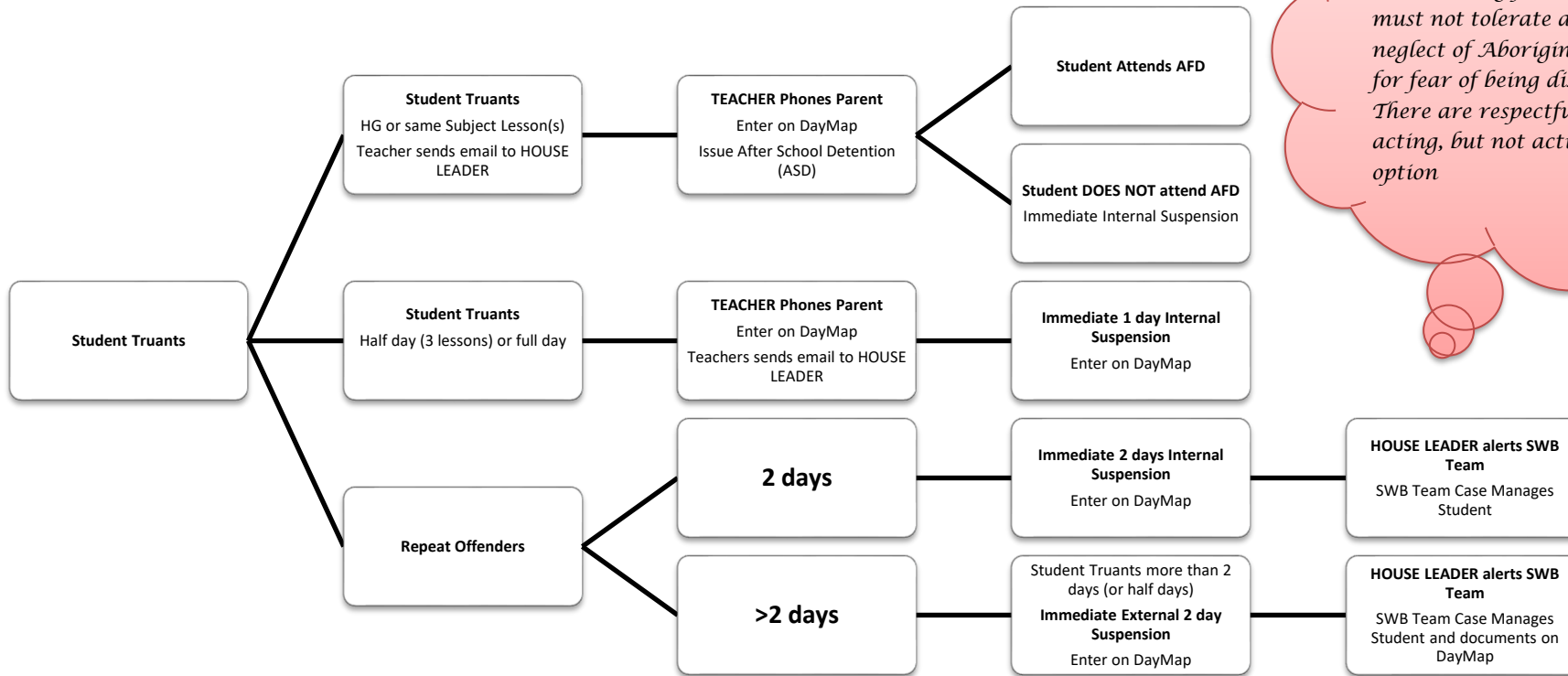
The earlier we can identify attendance problems, the earlier we can put support in place to deal with issues that stop children and young people getting to school

MANAGING ATTENDANCE: FLOW CHART FOR SUBJECT TEACHERS



Neglect is characterised by ongoing failure to provide for a child's basic needs which has a negative impact on a child's wellbeing and physical or psychological development. Neglect includes allowing a child to engage in chronic truancy.

ATTENDANCE - MANAGING TRUANCY: FLOW CHART FOR STAFF



Child neglect and abuse is not part of Aboriginal culture and child rearing practices. We must not tolerate abuse or neglect of Aboriginal children for fear of being disrespectful. There are respectful ways of acting, but not acting is not an option

Please note there should be immediate contact with parents (as soon as practical) to follow up truancy

ATTENDANCE – DATA MANAGEMENT

Who	What	When / How	Comment
DP	Print off daily “Roles not Marked” from DayMap	<ul style="list-style-type: none"> Daily (if necessary) Email out to all staff 	Teachers must mark roles in a timely manner. We are all accountable for attendance. Follow-up is imperative. DayMap send SMS messages to parents whose students are absent from class. It is vital this is done accurately.
SSO Data Management	Print off “EDSAS Unexplained Absences Data”	<ul style="list-style-type: none"> Fortnightly Distributed to HOUSE LEADER for distribution to HG teachers for follow up Copy to DP / P 	It is imperative that this data is follow-up and that the accountability of this follow-up lies firstly with HG and Subject teachers. Parent communication is a #1 priority.
	Print off “Fortnightly Attendance Data” for each HG	<ul style="list-style-type: none"> Fortnightly Distributed to HOUSE LEADER/House Leaders as summary and on A3 for each teacher to hang up in classroom Classroom attendance should be aligned to house colours SSO to hang in Staff Room 	This is our positive look at tracking data with HGs. We can form competitions across HG levels and create a positive competitive atmosphere.
	Print off “100% Attendance Certificates”	<ul style="list-style-type: none"> End of each term 	Assembly held to congratulate these students at commencement of following term
	Generation of “Student Data Walls”	<ul style="list-style-type: none"> For student individual use with HG teachers 	This will also include attendance, A-E, NAPLAN, PAT M/R etc

Attendance Strategies (On-Going Work)

Strategy	Who	How	When
Strategy # 1 - Monitoring Whole-School Attendance via VHG Teachers	<ul style="list-style-type: none"> VHG Teachers Data Manager 	<ul style="list-style-type: none"> Data Manager will print off Attendance Reports for each VHG at the start of each odd week (ie weeks 1, 3, 5, 7 and 9) VHG teachers to fill in columns, sign and return to DP by Friday of the issuing week 	Fortnightly
Strategy #2 – Monitoring Whole School attendance by Class	Classroom Teachers	<ul style="list-style-type: none"> Observe and follow through with flow-charts 	
Strategy #3 – Quality Assurance Data			

ROLL MARKING – USING EDSAS CODES

Attendance is recognised as an important indicator of student well-being and engagement. Data relating to attendance can be used over time to monitor and establish appropriate intervention as well as enabling the system to provide benchmark information on student absences and profiles of attendance. The accuracy of EDSAS data is critical for correct reporting of student attendance. The following information is provided to assist in management of EDSAS data about student absences.

Note: The following reason codes contribute to counts of absence for departmental reporting.

Value	Description
C	Ill with certificate – Verified by a doctor’s letter, doctor’s certificate, dentist’s appointment card or some other health practitioner’s communication.
E	Exemption – Approved exemption from school attendance by either the <i>principal</i> (up to one calendar month) or the Central Delegate (for more than one month or for Home Schooling), e.g., overseas travel or family holiday. Schools are encouraged to follow recommendations in The Principal’s Guide to Exemptions which includes discouraging the exemption of pregnant girls. Application forms for exemptions are found in EDSAS and exemption details should also be entered in EDSAS on the Student Exemption Details screen found on the Student Personal Part 2 screen on the List under “6-Exemption details”. N.B. Students exempted for home schooling should be entered into a separate roll class set, and do not need to be marked absent.
F	Family/Social – Absence condoned by parent/guardian as being for family, social or cultural reason (not including family holiday – refer to Exemption). A pattern of regular use of this code may indicate the need for intervention.
I	Ill without certificate – Absence covered by notes, messages or phone calls from parent/guardian stating a medical condition or illness preventing the student’s attendance.
K	Take home – Absence due to a student being sent home for disciplinary reasons.
N	Not approved – Absent without parent/guardian approval.
S	Suspension – Suspended externally from school to an agreed place, usually home.
U	Unexplained (default) – Student who is absent without explanation by parent/guardian or school or another authority (e.g., Families SA). This code is used for students regardless of whether they are under or over the age of compulsion. See page 3 for more detailed guidelines on the use of this code
X	Exclusion – No program – Student who is over the age of compulsion who has been excluded. Please note - A student of compulsory school age can be excluded to home pending an alternative placement/program using the P code. Note: An excluded student remains enrolled at the school from which he/she was excluded. The recipient school (or program) of an excluded student enrolls the student with a ‘C’ Status code, monitors the absence, information and manages the appropriate follow-up. During the exclusion period this information must be forwarded to the excluding school on a regular basis to enable the home school to modify their records.



Z	School following up – Students enrolled at your school who have been absent without an acceptable reason for at least 9 days, where your school is actively following up (i.e., less than 10 school days between each contact) through regular phone calls, home visits, SAC referral or other strategies to re-engage the student in regular attendance.
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Note: The following reason codes may be used to describe students not at school. They do not contribute to counts of absence for normal departmental reporting.

Value	Description	Valley View Context
-	Part-time study – Student who is undertaking a part-time load and therefore is not in attendance all the time.	
A	SBNA (School based new apprenticeship) – For a student who is attending formal training, work and/or on-job training relating to SBNA, or is absent for other legitimate reasons related to SBNA.	
D	Dispute – Where only part of the school is closed due to Industrial Action (e.g., high school is closed for Years 8-10 but open for Years 11-12), it is not possible to enter a closure day on the EDSAS school calendar. In this situation, students not required to attend should be entered as absent with the reason code of “D”. Where the school is closed for industrial action for half a day and the student does not attend for the other half of the day, normal absence procedures and codes should be used.	
G	Off-site learning programs - Absences to attend offsite learning programs, where the curriculum is offered by other providers, but where the student’s enrolment is still managed by the school. Examples include: Year 7 student attending high school for Year 7-8 transition visits; ICAN - FLO & Exceptional Circumstances students; students attending the Youth Education Centre and TAFE/RTO programmes. There is an expectation that student attendance will be monitored by the off-site provider and any absences communicated to the home school promptly for entering on EDSAS. This does not include students in situations where absences are not recorded, i.e., attending programs in other DECD schools and approved 'off-campus enrolments'. It also does not cover students where other absence codes apply, i.e., students in Work Placement or Structured Workplace Learning (W), School based new apprenticeships (A), or approved medical programs (Q).	<ul style="list-style-type: none"> • <i>On-Site Learning Programs:</i> <ul style="list-style-type: none"> ○ Music Immersion ○ Arts Immersion ○ Horticulture Club ○ LAP ○ ABED / ATSI ○ Breakout • <i>Wellbeing:</i> <ul style="list-style-type: none"> ○ Counselling services including individual counselling ○ Wellbeing programs eg: ○ Good Men Project • <i>Future Focus Meetings</i> • <i>Preparing for school events (eg information evenings and expos)</i>
H	Home study – Students authorised by the school or parent to study at home as part of their ongoing assessment or in preparation for examinations. This does not relate to students approved for Home Schooling (see Status code H)	
M	Camps and excursions	<ul style="list-style-type: none"> • Ice Factor • Primary School Visits • Excursions



P	Alternative Program/exclusion – Absences to attend offsite learning programs, where the school provides the program at an alternative venue. This code is also used for students who have been excluded and are undertaking an alternative program. Note that appropriate behaviour management details must still be completed for students on exclusion. When this absence code is being used, attendance will be noted at the host site and any absences communicated to the home school promptly for entering on EDSAS. See also “G” above.	
Q	Approved Medical Program – A student with a diagnosed medical condition requiring attendance at the following approved programs: Hospital Education Service, Behaviour Intervention Service, Adolescent Services Enfield Campus, or a medical enrolment at Open Access College. Each of the above programs will monitor the student's absences and provide regular reports to the enrolling school.	
R	Risk/Hazard – Recording student attendance on days posing risk/hazard to student welfare/wellbeing. Only to be used where a school is closed or has early dismissal resulting in a full or half day closure due to assessed high risk to student welfare and wellbeing as approved by the Education Director i.e., extreme weather, power outages, quarantine etc. Where some students remain in attendance it is not possible to enter a closure on the EDSAS calendar. Students not required to attend should be entered as absent with a reason code of “R”.	
T	School sport – eg. SAPSASA	
V	Youth Compact – Absence code which records attendance at off-site training programs delivered by a Registered Training Provider (TAFESA or private RTO). Normal absence codes apply for recording of any other non-attendance. eg. Student enrolled in a VET program through an RTO. (Previously known under program name of “Youth Compact”.)	
W	Work experience / Structured Workplace Learning – For students enrolled in schools attending Work Experience or Structured Workplace Learning (SWL) that is not on the school site.	
Y	End of year – For students over the age of compulsion who are not in attendance after examinations.	