

# ATTENDANCE POLICY



UPDATED MARCH 2022

All students enrolled at Ravensthorpe District High School (RDHS) need to attend school on a regular basis to gain the maximum learning benefit. The attendance of students at school will be accurately recorded and rigorously monitored and if there are attendance concerns strategies to restore appropriate attendance will be put into place. Attendance problems will be identified early and intervention strategies developed. RDHS focuses on three areas:

## Promotion

*approaches that focus on building student, family, school and community resilience, and the promotion of protective factors.*

## Prevention

*approaches that are designed to prevent poor attendance for those students most at risk.*





## Response

*approaches that provide support or interventions for those students who are not attending.*

The RDHS approach on promoting, preventing and responding takes into account the following:

- the rate and type of absences within the school
- individual students and specific student cohorts
- the community context
- the local understanding of what works to strengthen school attendance.

Students are most likely to thrive and attend school when the following factors are met:

 Student factors	 Family factors	 Community factors	 Service factors
<ul style="list-style-type: none"><li>- school readiness and early childhood development</li><li>- mental and physical health</li><li>- feeling safe and a sense of belonging</li><li>- positive social connections</li><li>- academic achievement.</li></ul>	<ul style="list-style-type: none"><li>- education is valued and prioritised</li><li>- connected to culture and community</li><li>- resilience and self determination</li><li>- financial security</li><li>- stable housing.</li></ul>	<ul style="list-style-type: none"><li>- sound play areas</li><li>- further education, training and employment opportunities</li><li>- safe environments.</li></ul>	<ul style="list-style-type: none"><li>- ability to engage students with diverse needs</li><li>- positive relationships with students and families</li><li>- monitor student attendance and provide early intervention support</li><li>- consistent and clear policies.</li></ul>



In relation to collaboration and data:

- provide a range of integrated services to support complex community and societal issues impacting school attendance
- create the catalyst for whole community approaches to improve school attendance, and brings a range of different stakeholders together
- champions best-practice across different policy areas and supports communities to tailor their approaches.
- identify factors impacting attendance
- design and deliver approaches to strengthen attendance
- test whether the approaches are working.

What practitioners in the field say is important for improving school attendance: <span style="float: right;">✓</span>	What approaches that have been shown to work successfully: <span style="float: right;">✓</span>
<ul style="list-style-type: none"> <li>- localised and context-specific solutions</li> <li>- strong relationships, and shared responsibility between the student, family, school, community and service providers</li> <li>- early identification and intervention in non-attendance, including through the use of granular data</li> <li>- unconditional positive regard for the student</li> <li>- meeting students' basic health and wellbeing needs.</li> </ul>	<ul style="list-style-type: none"> <li>- incentive programs for students and families (eg: access to recreation facilities)</li> <li>- student engagement programs, including extracurricular and out-of-school activities</li> <li>- literacy and numeracy programs, particularly in the early years</li> <li>- nutrition programs (eg: free breakfast)</li> <li>- providing transport to and from school</li> <li>- pre-school services such as playgroups</li> <li>- incorporating cultural activities in schools.</li> </ul>

<https://www.education.wa.edu.au/web/policies/-/student-attendance-in-public-schools-policy>

Student Attendance Toolkit:

<https://ecm.det.wa.edu.au/connect/resolver/view/SATK12T001/latest/index.html>

## PROCEDURES

Attendance across the school needs vigilance from all staff to make a difference.

1. Form teachers complete the attendance roll in Compass by 9.00am.
2. Students who are late (after 9.00am) must be sent to the front office to sign in. Students who are late and present to the office will be issued with a late note.
3. At 9.30 am Compass sends SMS alerts to parents of students who are absent.
4. The school officer notes changes to the roll on Compass if notified by parents. Teachers are not to enter data into Compass or amend adjustments made by the School Officer.
5. School Officer provides the Deputy Principal and Principal with a Morning Absentee Report noting parent contact and any changes to the attendance codes.
6. Teachers in classrooms are required to complete a roll check in Compass each period to track attendance.
7. Parents/caregivers who wish to take a student home before the end of the school day are required to go through the office and complete a 'sign out sheet' which is then presented to the classroom teacher in exchange for the student.
8. Form teachers are to provide red slips to students who were absent, the day of their return to school.
9. Red slips that are returned by students are to be directed to the school officer for entering into Compass.

### **Attendance Follow-up**

1. The Deputy is responsible for collating attendance information for each form, weekly. This information contains unexplained absences to be followed up and is placed in pigeon holes at the start of each week.
2. Teachers will make efforts to follow up unexplained absences with parents/caregivers at least three times.
3. Parent/caregiver explanations shall then be forwarded to the school officer for entering into Compass. The Deputy is to be cc'd in on these emails by form teachers.
4. In the event that the parent/caregiver cannot be contacted, the teacher shall refer the student absence to the Deputy for further follow-up.
5. The Deputy will make contact with families regarding these unexplained absences. This follow-up will include phone calls and emails and home visits (through badged attendance officers) if required.
6. Students that have attendance below 80% will be sent attendance letters in Week 5 and Week 10 of each term. These letters will discern between medical absences, family vacation and unexplained absences.
7. If student attendance is still an issue after these measures, a referral will be made to the Co-ordinator of Regional Services/Engagement and Transition Manager for regional support and further processes.

**Currently: Juanita Brinkworth - Kalgoorlie (CRS)**

**Currently: Les Crawley – Esperance SHS**

## **BADGED ATTENDANCE OFFICERS**

The school currently has two badged attendance officers. This provides these staff with identification and approval from the Department of Education to conduct home visits.

## **CHILDREN WHOSE WHEREABOUTS ARE UNKNOWN**

If all attempts to locate a student have failed after fifteen (15) school days and the school has not received advice that the student has enrolled at another school, the Deputy Principal is to refer the student to the "Children Whose Whereabouts are Unknown List" through student tracking on Ikon.

Evidence to show multiple forms of communication including phone calls, emails and home visits should be made available if required.

<https://ikon.education.wa.edu.au/-/report-students-whose-whereabouts-are-unknown>

## **REFERRALS TO SCHOOL ATTENDANCE ADVISORY PANEL**

If the student's attendance at school has not been successfully restored the Deputy Principal may in conjunction with the CRS refer the student to the School Attendance Panel.

<https://ikon.education.wa.edu.au/-/organise-an-attendance-advisory-panel>

This shall comprise a Panel of community members/education staff not attached to school and sit with the parent to have a formal meeting regarding student attendance. The Executive officer is to run and supervise and then document this meeting.

Any responsible parent agreements are to be lodged with Regional Office.

# Every Day Counts

If you want your child to be successful at school then,  
**YES, attendance does matter!**

**1 or 2 days a week doesn't seem much but.....**

If your child misses.....	That equals.....	Which is.....	And over 13 years of schooling that's.....
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

**How about 10 minutes late a day? Surely that won't affect my child?**

He/ She is only missing just.....	That equals.....	Which is....	& over 13 years of schooling that's...
10 mins per day	50 minutes p/week	Nearly 1.5 weeks p/yr	Nearly half a year
20 mins per day	1hr 40 mins p/ week	Over 2.5 weeks p/year	Nearly one year
30 mins per day	Half a day p/ week	4 weeks p/ year	Nearly 1.5 years
1 hour per day	One day p/ week	8 weeks p/ year	Over 2.5 years

## CHILDREN MUST GO TO SCHOOL EVERYDAY

If your child is away from school, make sure you contact your school.

..... Teacher's Name

Date \_\_\_\_\_

Dear \_\_\_\_\_ (teacher)

\_\_\_\_\_ (child's name)

Was absent on \_\_\_\_\_ / \_\_\_\_\_ / 20\_\_\_\_\_

Because \_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_





## Attendance Intervention Checklist

<b>Surname:</b>
<b>First name:</b>
<b>Year:</b>
<b>Aboriginal</b> (yes) (no)
<b>Attendance data collected:</b> (refer to electronic information (e.g. SIS Lesson Attendance) and date ranges)

**School strategies implemented to date:**

(Not all strategies will be appropriate. Tick box for each time implemented.)

<b>Strategies</b>	<b>Implemented</b>
• SMS	
• Telephone call(s) to parents	
• Letter(s) to parents	
• Youth Worker/School Based Community Liaison Officer home visit/s and engaged with family	
• AEIO home visit/s and engaged with family	
• Teacher and/or other staff home visit/s (badged officers)	
• Administration home visit(s)	
• Attendance reward system consistently applied (good standing)	
• Parent/student interview(s)	
• School case Conference	
• Responsible Parenting Agreement	
• Interagency case conference(s)	
• Implementation of Individual Attendance Plan (IAP)	
• Teacher mentoring/shadowing	
• Student peer mentoring/shadowing	
• Modified or alternative education program, training, employment (and/or IEP). Indicate which.	
• School psychologist /social worker/chaplain involvement.	
• Police	
• Other agency involvement	
• PANEL	

Other strategies implemented:

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Name of student's school case manager:

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**FOCUS QUESTIONS FOR ATTENDANCE INTERVIEW  
(PARENTS/CARERS)**

1. What are some of the reasons that lead \_\_\_\_\_ to miss school?
2. Are there specific issues at school? Does he/she have any specific learning needs that aren't being met? Does he/she feel safe at school? What are her/his relationships like with his/her teacher?
3. Are there issues outside of school that make it difficult for \_\_\_\_\_ to get to school? Are there times when it is better or worse than others? What happens then?
4. What has been tried? Has anything been successful/resulted in some improvement?
5. What contact with the school do you have when \_\_\_\_\_ is absent? Do you contact them/do they contact you? Who from the school makes the contact? How effective/supportive is this?
6. What does the school do well in supporting you/ \_\_\_\_\_?
7. Do you have any ideas about what might help to improve \_\_\_\_\_ attendance?
8. What role might the school be able to play in this?
9. How could the school better support you and \_\_\_\_\_ around his/her connection/engagement/attendance at school?
10. Is there anything else you would like the school to know?



Ravensthorpe District High School

**Attendance Case Conference Record and Documented Attendance Plan**

<b>Family Name:</b>		<b>School:</b>		<b>Attendance Statement:</b>  <ul style="list-style-type: none"> <li>• <b>Baseline</b> (percentage over specific timeframe e.g. 35%Term 1 2009)</li> <li>• <b>Target</b> (as above, e.g. 70% weeks 1-4 term 2 2009)</li> </ul>	
<b>First name/year level:</b>		<b>Date of Meeting:</b>			
<b>First name/year level:</b>		<b>Time of Meeting:</b>			
<b>First name/year level:</b>		<b>Place of Meeting:</b>			
<b>Parents/Carers' names:</b>		<b>Chairperson:</b>			
<b>Family support person:</b>		<b>Note-taker:</b>			

PARTICIPANT	AGENCY/RELATIONSHIP	PHONE NO.	EMAIL	ATTENDANCE (Y/N/A/R/O)

Y = Attended; N = Did not attend; A = Apology; R = Represented; O = Other



**INDIVIDUAL ATTENDANCE PLAN (IAP)**

SPECIFIC TARGET	STRATEGIES	BY WHEN	BY WHO	MONITORING

**Signatures:**

Name	Signature	Date

**Review date:** \_\_\_\_\_

Please indicate (✓)

1st referral

2nd referral

3rd referral

**REFERRAL TO DISTRICT ATTENDANCE OFFICER  
(CONFIDENTIAL)**

<b>1. STUDENT DETAILS</b>				(PLEASE PRINT ALL DETAILS BELOW)			
Student's surname		Given names		Date of birth		Sex (M/F)	
Student's age		Year level student enrolled in		Length of time enrolled at referring School			
Surname of parents/carers		Given names			Mr/Mrs/Ms		
Residential Address					Postcode		
Postal Address (if different from residential address)					Postcode		
Telephone - Home		Work (if convenient)		Mobile Phone No			
Are there any Family Court Orders regarding the day to day or long term care, welfare and development of the child?							
						Please indicate (✓) YES <input type="checkbox"/> NO <input type="checkbox"/>	
<b>2. SCHOOL DETAILS</b>							
Name of school				Name of Principal			
Telephone				Fax			
<b>3. DETAILS OF REFERRAL</b>							
This referral covers the period from _____ To _____							
Total number of school days to date of this referral		Total number of half-day absences to date		Total number of half-day unauthorised absences to date			
Summary of problem							
<b>Please forward with the following documented evidence of actions taken by school: (✓)</b>							
Attendance Intervention Record attached:						YES <input type="checkbox"/>	NO <input type="checkbox"/>
Attendance Intervention Checklist attached:						YES <input type="checkbox"/>	NO <input type="checkbox"/>
Attendance Case-Conference Record/s & Notes attached:						YES <input type="checkbox"/>	NO <input type="checkbox"/>
Individual Attendance Plan/s (IAP) attached:						YES <input type="checkbox"/>	NO <input type="checkbox"/>
Was informal contact with RAP Coordinator taken to discuss solutions to attendance issues?						YES <input type="checkbox"/>	NO <input type="checkbox"/>
Comments							
Signature of school Principal						Date	



Department of  
Education

## REQUEST TO PLACE A STUDENT ONTO THE STUDENTS WHOSE WHEREABOUTS ARE UNKNOWN (SWU) LIST

- Please complete all required information.
- It is recommended that schools consult with relevant Education Regional Office staff or the Student Tracking Coordinator.
- This template is available electronically from the Student Tracking Coordinator at [Student.Tracking@education.wa.edu.au](mailto:Student.Tracking@education.wa.edu.au)
- For additional enquiries please telephone the Student Tracking Coordinator on (08) 9264 4988.
- Please email this completed form to the Student Tracking Coordinator at [Student.Tracking@education.wa.edu.au](mailto:Student.Tracking@education.wa.edu.au) or fax to (08) 9238 2285.

### Student Information

School name and code:							
Student surname:				First name:			
Date of Birth:		Gender:		School Curriculum and Standards Authority ID: (Secondary Students)		Indigenous:	
Year level:		Date of enrolment:		Last date of attendance: (Mandatory)			
Parent/s name:							
Parent/s address and contact number/s:							

### Attempts made to locate student (please complete all boxes)

Written communication		Emergency telephone numbers contacted		Relatives or peer group queried	
Phone calls home		Transfer documentation checked		Relevant agencies (if involved) contacted	
Home visit		Previous school information checked		Other Tri Border	
Consulted with Education Regional Office : Region: _____ Name of Education Regional Officer authorising this request. _ _____				Consulted with Student Tracking Coordinator:	

### Actions taken to locate student

Please record enquiries already made and any anecdotal information which may aid in locating this student.

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### School Information

Referred by (person entering request):			
Principal's approval:		Principal's name:	
School email address: (this is the address the email confirmation will be sent to)			
Date of request:			