

Gordon West Public School

Attendance Policy



AIM

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnerships with parents are responsible for promoting the regular attendance of students.

Gordon West Public School will record and monitor student's attendance in order that regular attendance of students will be encouraged and to enable steps to be taken which will improve attendance.

RESPONSIBILITIES

Parents must ensure:

- Their children of compulsory school age are enrolled in a government or registered non-government school.
- Their children who are enrolled at school attend every day the school is open for their instruction.
- They provide an explanation for absences by means such as a telephone call, written note, text message (when notified through the Sentral automatic absent notification system) or email to the school within 7 days from the first day of any period of absence.
- They work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.

Teachers will:

- Provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- Promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.
- Maintain accurate records of student attendance.
- Alert the stage supervisors and/or deputy principal when a student's pattern of attendance is of concern, or if no explanation is received from the parent or carer within required timeframes.
- When nominated by the deputy principal and principal, liaise with external agencies, arrange referrals and coordinate involvement of the school with other services and agencies working with students. Nominated staff provide feedback about outcomes to the principal.
- Who have concerns about the safety, welfare or wellbeing of a child or young person must report their concerns to the principal.

The Stage Supervisors will:

- Provide regular overseeing of the accurate recording of students' attendance.
- Follow up instances of unsatisfactory attendance.
- Liaise with the principal, deputy principal, Learning Support Team and the HSLO (Home School Liaison Officer) when required.

The HSLO (Home School Liaison Officer) will:

- Provide the school with support in its endeavours to improve school attendance.

Administration Staff will:

- If contacted by parent/caregiver, complete a verbal notification of absence note in Sentral and pass on to the relevant teacher.
- Record late arrival or early departure absences and record in Sentral. A late arrival slip or early departure slip is printed by the Office staff – this will automatically appear in the Sentral for

students who arrive after 9:10am or leave before 3.10pm.

- File absentee notes from the class folder that are ticked and signed when received on the designated day for each class and record in Sentral.
- Print absentee reports as requested.

Students will:

- Take pride in regular attendance.
- Be assisted in overcoming problems that contribute to attendance concerns.

ROLL MARKING PROCEDURES

- Roll marking is to be recorded daily and accurately by teachers in Sentral before 11am.
- Casual teachers are to mark the roll on a paper class list and send it to the school office for the office staff to enter through Sentral.
- If a casual teacher is to cover the class for a long period of time (more than a week) they are to follow procedures for casual teachers and mark the roll in Sentral. They will be given access to Sentral roll marking.
- PSSA Sport and Excursions: Teachers are to mark the paper rolls and send them to the school office for office staff to enter through Sentral.
- When the roll is marked and a child is away parents will be notified through the Sentral automatic absent notification system.

The following points should be noted:

- School Development Days, Public Holidays and Best Start Testing are deactivated in Sentral so as not to appear in the class roll as active.
- Students should present to the school office where they will be given a late arrival slip. Students must not leave early unless collected by a parent/caregiver or their approved nominated persons. If a child brings a note requesting to leave early, the principal must be informed.
- Unexplained or unsatisfactory reasons for absences should be marked 'A'.

Note: Exemptions can no longer be requested or approved for parents/caregivers going on holidays during a school term. These absences are marked as leave (L) and are counted in the student's attendance record.

ATTENDANCE MONITORING PROCEDURES

- Teachers are to monitor absences and unjustified lateness.
- Any concerns should be brought to the attention of the relevant stage supervisor and deputy principal.
- The stage supervisors and deputy principal will monitor rolls at 5 weekly intervals and bring any concerns to the attention of the Learning Support Team and to the principal. These meetings will include attendance concerns, attendance support plans, partial absences (late arrivals) and students attending specialist appointments.
- The deputy principal will send home weekly letters to parents regarding absences. (The new Sentral attendance monitoring strategy to be introduced in Term 2 will automate this process and make it easier for parents to reply using their email).
- Sentral has been set up to automatically alert the deputy principal and the relevant stage supervisor when there is an absence for a student set with an attendance concern.
- The deputy principal will monitor the attendance of notified students (attendance concern) with the assistance of the relevant stage supervisor who will make daily checks on these students' attendance.
- If a student consistently arrives late or leaves early the relevant stage supervisor should be alerted by the class teacher.
- The HSLO will be notified of any non-attendance of students where a formal attendance concern (not Sentral) has been identified and attendance improvement plan in place.
- All records will be maintained so that they are easily accessible for the HSLO.

LIAISON WITH PARENTS, CAREGIVERS

- All explanatory notes must be dated. Teachers should date and initial any undated parental note.
- Verbal notifications of absence, if this information is relayed to the teacher it must be in writing. If no note is produced teachers are to complete a Verbal Notification of Absence.
- Where a student's consistent lateness causes concern teachers should alert the relevant stage supervisor.
- If no satisfactory explanation is forthcoming the teacher should alert the relevant stage supervisor and deputy principal.
- If no explanation for absence has been received, the child has not returned to school and there has been no request for a transfer the teacher should notify the relevant stage supervisor or deputy principal immediately.

Students that have Left the school:

When a student leaves the school they are marked as "Left" in ERN and the class as "Finished" in Sentral by the Office Staff.

STRATEGIES TO MAXIMISE STUDENT ATTENDANCE

At Gordon West PS we:

- Develop positive teacher-student relationships: get to know students at a personal level to better understand their cultures and interests, as well as any challenges they may be facing.
- Promote the importance and benefits of regular attendance in school communications, such as the school website, social media and newsletters.
- Encourage students to have high expectations by promoting personal goal setting, providing clear instruction, and giving explicit feedback.
- Implement whole school approaches for inclusion and positive behaviour.
- Apply behavioural insights to encourage the desired attendance behaviour.
- Engaging the school community through a welcoming culture and involvement with school activities and planning.
- Provide inclusive education for students with disabilities.
- Provide families with information about relevant assistance: for example school initiatives to assist with uniform, literacy, school counselling; or local community support services
- Provide an open invitation for the families of the students to participate and be included in decision-making.
- Assist students to develop explicit learning goals, with clear and consistent expectations.
- Engage student-centred inquiry based pedagogies or opportunities for students to collaborate with peers, including project based learning.
- One to one teacher to student support, including mentoring.
- Design learning spaces to promote 'place attachment' and the social interactions critical to student engagement and learning.

DETAILED AND SPECIFIC STRATEGIES TO PROMOTE AND SUSTAIN ATTENDANCE

Learning and Support (LS)

- Regular consultation with parents
- Clear procedures for teachers around student concerns
- Quality Differentiated Teaching Practice to ensure all students are challenged, supported and experience success in their learning
- Personalised Learning and Support Plans (teachers supported by LS with creating, implementing and monitoring/reviewing)
- Behaviour Management Plans
- Effective adjustments - frequently reviewed
- Research based intervention programs

- LS teacher available to support teachers as needed
- High quality School Learning and Support Officers (SLSO) that are upskilled with professional learning, weekly communication/collaboration
- Support of school counsellor as needed

Wellbeing

- YCDI program - lessons timetabled and the language is embedded across the school
- Peer Support program: Stronger Together (Anti-bullying Program)
- Lunch clubs K-6 provide structured playtime opportunities
- Social skills groups (ball skills and craft involving explicit social skills teaching)
- Regular general support by LS teacher, SLSOs and executive on playground
- Targeted observations to gather data
- Individual social support including social stories, timely intervention on the playground, explicit teaching of games
- Individual support for students who are anxious about coming to school
- Students' reports of negative behaviour on the playground are followed up and dealt with in a timely manner
- Culture of respect and belonging communicated daily
- Messages of "you're responsible for your own behaviour" reinforced by staff daily