



Attendance Policy

Intent	<p>Research shows that success in learning is directly proportional to regular attendance and participation in education programs. While there is no legal requirement for post compulsory aged learners to enrol in a school, there is an expectation that once enrolled, learners will attend school on a regular basis to successfully participate in and complete their education program.</p> <p>It is the intention of this policy that students attend classes regularly and advise the school promptly of reasons for non-attendance</p> <p>Non-attendance should not be accepted or interpreted as an inevitable precursor and pathway to early school leaving</p>
Definition	<p>Students are expected to be physically present in each class that they are enrolled in, each time the class is scheduled to run.</p> <p>It is our assessment that successful participation requires at least 70% attendance at school. In a term of 10 weeks 70% attendance means that a student has attended 14 out of a possible 20 sessions.</p> <p>Where students aren't able to be present at school they are to provide an explanation for their non-attendance as soon as possible</p>
Our Beliefs	<p>As an Adult Re-entry school, we work with students to develop dispositions that enable their successful transition to the attendance and punctuality requirements of the paid workforce and learning or training beyond school. To do this we will</p> <ul style="list-style-type: none"> • Require explanations for non-attendance (including medical certificates for illness that extends beyond two consecutive school days). • Follow up explanations in a timely fashion where non-attendance is becoming an issue and explanations are deemed to be inadequate • Recognise and work sensitively in relation to the tension that exists between the needs (health and wellbeing) of independent and adult students (complexity of lives away from school), and the importance of regular attendance • We aim to work in a non-punitive way with adult students to improve their attendance rates • Consider the viability of ongoing enrolment of students' whose attendance rate consistently falls below 70% across a semester and/or who have failed to attend a satisfactory proportion of classes in previous enrolment periods.
What students can expect	<p>Students can expect</p> <ul style="list-style-type: none"> • Prompt contact from a teacher, youth support worker or coach if they do not attend school and do not provide an explanation for their absence. The decision about the most appropriate person to make contact will be made by the subject teacher. • consistent expectations will be applied by teachers, Youth Support Workers and Coaches in relation to expecting students to attend school or provide an explanation for non-attendance • student Individual needs, their welfare and context will be considered when identifying and determining responses to attendance issues • online access to curriculum materials and teacher support (via email etc.) or face to face access to teachers in non-scheduled lesson time (Tutorial Time) when it is not possible for a student to attend scheduled classes
Our Roles: Teachers	<p>Develop positive and respectful relationships with all students in classes,</p> <p>Teachers are responsible for determining whether a student has attended a class or not</p> <p>Mark the roll for each class within the first 40 minutes of the class commencing</p> <p>Use attendance notes in Day Map to record all contact with students and explanations for absences</p> <p>Identify attendance issues and make contact with students early in the semester</p> <p>Participate each term in a mid-term review of attendance levels and trends with P&D leader.</p> <p>Provide advice to Student Services about strategies to support attainment of our improved attendance target including advice about how access to learning online can be counted within a new definition of attendance</p>
Our Roles: Coaches	<p>Develop positive and trusting relationships with students, develop a collective perspective (across the student's enrolment) of attendance successes and issues across all subjects</p> <p>Communicate explanations for non-attendance to subject teachers regularly (via attendance notes)</p>

	<p>Work with counselling team to support students who are subject of a Z code explanation for unexplained non-attendance</p> <p>Initiate leavers' process for students seeking to leave school</p>
Our Roles: Case Worker	<p>Develop positive and trusting relationships with students, develop a collective perspective of attendance successes and issues across all subjects</p> <p>Where a CW is made aware of reason for absence record explanations for non-attendance in Day Map along with notes (of a general nature)</p> <p>Support teachers with attendance follow up early each term (before initial patterns become ingrained)</p>
Our Roles: SSO	<p>Where Reception or SS staff are made aware of reason for absence record explanations for non-attendance in Day Map along with notes (of a general nature)</p>
Our Roles: Curriculum and P&D Leaders	<p>Support teachers in determining strategies to address non-attendance</p> <p>Provide advice and support to teachers in determining levels of student withdrawal from classes and use of D and E grades for marginal attenders</p>
Our Roles: Student Services	<p>Monitor attendance hot spots and advise coaches and case managers of issues that are developing</p> <p>Monitor application of Z code</p> <p>Provide regular attendance reports to staff for review and strategy development</p>
Our Roles: Students	<p>Attend school regularly (in person at least 70% of the time)</p> <p>Provide explanations for non-attendance promptly (by the next scheduled lesson or over the phone to student services or reception if the absence is to be protracted) to your teacher, your Case Worker, Student Services or Reception</p> <p>Make use of online and tutorial centre support where necessary to support ongoing achievement in class</p> <p>NASC Student Orientation book attendance statement: <i>"The most successful students are those who are able to attend regularly. We therefore encourage you to attend all lessons and participate in class as much as possible and to negotiate with your subject teacher whenever you experience difficulties in attending.</i> <i>It is important to remember that, if you are receiving financial assistance through Centrelink, you must maintain regular attendance to qualify for your benefit and make sure you do not have unexplained absences.</i> <i>Unexplained absences can mean a cut to your benefit. If you are absent through illness, present your certificate to the Student Centre, if you are experiencing difficulties, speak to a counsellor, a case manager or your coach"</i></p>
Resources	<p>DECD Policy 2009</p>
Data (what will it look like when we are successful?)	<ol style="list-style-type: none"> 1. 100% of absences from school will be accompanied by an explanation 2. We are aiming for overall 70% attendance rate by end of 2015 - average attendance (2013-2014) was 62%
POLICY REVIEW	<p>Endorsed 01/2014</p> <p>Review 2016</p>