



EJEHS ATTENDANCE POLICY

Published	11 th , August 2016 (<i>Assistant Principal: Well-being for Learning, Cross Disciplinary, FLC Administration</i>)
Status	Approved
Review Date	December 2017

Purpose

The Department of Education and Children's Development (DECD) is accountable to the community, through the Minister for Education and Children's Development, for ensuring appropriate attendance in government educational programs.

This policy is based on the following principles:

- Society has a responsibility to prepare young people for successful participation in learning and the broader community.
- Families, society, peers and educators and other significant adults influence the life choices of young people.
- Attendance has benefits and consequences that increase or decrease life choices.
- Individuals are able to accept responsibility for their participation in educational programs according to their level of development.
- Continuity of relationships and learning in an educational program is dependent upon attendance.
- Attendance is a shared responsibility between the staff of preschools and schools, parents/caregivers, children and students, and members of the wider community.
- Attendance is critically linked to the quality of the curriculum, teaching and learning and the development of relationships, which then foster improved learning outcomes and increased wellbeing for individuals and groups.
- Participation in educational programs fosters the development of personal and social skills.

Early identification of, and intervention in, poor attendance is known to improve child and student learning outcomes. Children and students who have patterns of poor attendance are at risk, as they may not achieve their potential in educational and social development.

This means that these children and students may:

- Be socially isolated.
- Place themselves at risk of personal harm during times of absence.
- Have reduced life choices.
- Be more likely to be involved in socially unacceptable and/or illegal activities.

Research has shown that once students have begun to absent themselves from school, and the initial cause of this remains undetected or unexplored, it is likely that the pattern of absence will continue and escalate through the student's subsequent school career.

Scope

The responsibilities for attendance and consequences for non-attendance are clearly described in the *Administrative Instructions and Guidelines* (AIGs)—refer to section 3, from page 11.

These detail:

- Attendance expectation
- Data collection
- Monitoring expectation
- Exemption
- Unsatisfactory attendance
- Prosecution.

RESPECT - RESPONSIBILITY - RESILIENCE



Government
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Department for Education
and Child Development

CRICOS Provider number: 00018A

Education Directors, principals and preschool directors are responsible to the Chief Executive DECS for implementing the Attendance Policy.

There are other government agencies that also have some responsibility to contribute to the attendance of children and young people. South Australia Police (SAPOL) and DECD have a Memorandum of Understanding and a Truancy Schedule that describes the role of police officers in returning school age children and students to school.

Families SA and DECD also have a protocol to support the issue of chronic non-attendance.

A range of support services for children, students, families and sites is provided by other interagency staff in regards to attendance also.

Policy Detail

Objectives

The objectives of the EJEHS Attendance Policy are in line with the EJEHS School Improvement Plan.

Specifically

- Attendance data is improved and supports intervention and engagement strategies.
- Use of a Learner Management System to track student attendance.
- Students are given the opportunity to engage in a variety of authentic and relevant teaching and learning programs.
- 95% student attendance is achieved, which indicates students are participating in school successfully.

Principles

The EJEHS Attendance Policy is underpinned by:

- Fairness, equity and trust.
- Mutual respect, understanding and responsibility.
- Seeking to establish a cooperative relationship between the school, parents and students.

Role	Authority / Responsibility For
Principal	<ul style="list-style-type: none"> • Develop and implement the Site’s Attendance Improvement Plan. • Ensure the maintenance of attendance records. • Ensure intervention is documented. • Monitor and analyse attendance data and report to the school community through the site’s annual report. • Ensure procedures, including parent/caregiver notification and home visits, are in place to follow up non-attendance. • Ensure intervention occurs after 10 days of accumulated absence or sooner if the child or student has a poor attendance record. • Make referral to, and seek support from, agencies and support services when a learner’s pattern of attendance becomes irregular. • Ensure that the analysis of data is used effectively to inform action at the site with the involvement of the preschool’s or school’s community. • Remain engaged with the family throughout the referral and case management process undertaken by DECD Support Services. • Ensure that notifications about suspicions of neglect and/abuse are made in addition to a referral to Regional Support Services.
School Staff	<ul style="list-style-type: none"> • Provide a relevant and dynamic learning program that seeks to engage all children and students and offers opportunity for success, thus encouraging regular attendance. • Record attendances/absences according to DECD requirements. • Contribute to the analysis of attendance trends and the development and implementation of School Attendance Improvement Plans. • Implement school procedures, including parent/caregiver notification, to follow up non-attendance. • Work with parents/caregivers and government agencies to support learners’ regular attendance in the education program. • Refer all students, under compulsion, with unsatisfactory attendance to student attendance counsellors (form ED171—Report of Unsatisfactory Attendance or Single Referral form) if the actions above have proved unsuccessful.

	<ul style="list-style-type: none"> • Liaise with the student, the family, any involved agencies and the Attendance and Engagement Officer once a referral is made. • Make Mandatory Notifications as appropriate, document and store as per DECD procedures.
Parents	<ul style="list-style-type: none"> • Provide information to the preschool or school that may assist planning for the child's learning; for example, medical conditions, developmental milestones and family issues • Enable their child to attend punctually and regularly on every day the education program is offered and to comply with the education program being offered • Provide an explanation to the school whenever their child is absent. Apply for an exemption whenever their child is removed from the school • Work with the school on intervention strategies to improve attendance • Discuss with the principal/director any suspicions of neglect and/or abuse that may require a mandatory notification.
Students	<ul style="list-style-type: none"> • Attend school or other educational program as negotiated on every day the program is offered. • Be punctual in arriving at school or the educational program and for all associated lessons and activities. • Engage appropriately in the education program as negotiated.

Acronym / Term	Description
EJEHS	Edward John Eyre High School
DECD	Department for Education and Child Development
LMS	Learner Management System - Computer software program used by EJEHS to record student attendance and a range of other administration databases.

Supporting Documents

EJEHS Attendance Procedure

EJEHS School Improvement Plan

EJEHS Attendance Improvement Plan