



BELMONT CITY COLLEGE

**Belmont City College
Positive Attendance Policy
2024**

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1. POLICY STATEMENT

The Department of Education monitors and manages student attendance in order to maximise the opportunities of all students to learn.

2. POLICY RULES

Principals will manage student attendance in accordance with the *Student Attendance Procedures*. This includes:

- maintaining accurate attendance records;
- responding to Department requests for reporting and disclosure of attendance data;
- managing alternative attendance arrangements where these are appropriate;
- addressing student absence;
- developing plans for students with persistent absence; and
- retaining all relevant documentation.

Regional Executive Directors will assist in the management of cases of persistent student absence in accordance with the *Student Attendance Procedures*.

3. DEFINITIONS

ATTENDANCE PANEL

Is appointed under the *School Education Act 1999* (the Act) to address the persistent non-attendance of a student. The function of the panel is to provide advice and assistance to students and parents in order to secure attendance and, in the event of non-compliance by a student or parent, to issue a certificate required prior to the commencement of a prosecution of a parent under the Act.

AUTHORISED ABSENCE

An absence where the reason provided by the parent is considered to be legitimate and deemed acceptable by the principal.

DOCUMENTED PLAN

An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including:

- Individual Education Plans (IEP);
- Individual Behaviour Support Plans (IBSP);
- Individual Transition Plans (ITP);
- Risk Management Plans (RMP); and
- Attendance Improvement Plans (AIP).

PARENT

In relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day care, welfare and development of the child.

STUDENTS WHOSE WHEREABOUTS ARE UNKNOWN (SWU) LIST

A list, usually referred to as the SWU List, containing the names of children who are missing from schools and educational programs in Western Australia. This list is distributed by the Department to administrators in non-government schools and some other agencies by agreement.

4. PROCEDURES

ATTENDANCE RECORDS

The principal will:

- keep accurate attendance records for every student enrolled at the school (including attendance at both morning and afternoon sessions for Kindergarten, Pre-primary and Primary students, and every lesson/period for Secondary students) that are able to be reproduced in a written form;
- record whether a student's absence was authorised or unauthorised;
- issue a leave pass to a student who has been granted permission to leave the school unaccompanied by a responsible adult; and
- record a student as:
 - present for a half day when the student has attended at least two hours of instruction; and
 - present if they are on a school-approved activity or attending off-site under a section 24 arrangement.

Guidance

- A full description of the SIS Lesson Attendance codes used to record student attendance is provided [online](#).
- For information about the use of leave passes refer to [Standardised Leave Passes](#).

RETENTION OF RECORDS

The principal will:

- retain attendance records in accordance with the [School Education Regulations 2000](#) and the [Retention and Disposal Schedule for Department of Education School, College and Campus Records](#); and
- retain documentation of all contact and intervention strategies implemented in addressing a student's absence.

REPORTING AND DISCLOSURE OF ATTENDANCE DATA

The principal will:

- comply with requests from their education regional office and Central Office to provide information on student attendance; and
- include the attendance data of every student enrolled in response to requests for school attendance data (for example, participation in the Attendance Data Collection).

Guidance

Principals should seek advice from an appropriate education regional officer regarding requests for individual or group attendance data from an external agency.

ALTERNATIVE ATTENDANCE ARRANGEMENTS UNDER SECTION 24 OF THE SCHOOL EDUCATION ACT

Where it is deemed to be in the best interests of an enrolled student to undertake an alternative course or program, the principal of the school in which the student is enrolled will:

- only enter into a section 24 arrangement where a student will undertake a program provided by another school or training organisation, and where the combination of arrangements equates to full-time attendance;
- formalise an alternative attendance arrangement for the student in accordance with section 24 of the School Education Act 1999;
- approve the section 24 arrangement and end date the arrangement;
- issue a Certificate of Approval: Alternative Attendance Arrangement (Section 24 Arrangement) outlining the details of the alternative attendance arrangements;
- appoint a school-based case manager to monitor the arrangement and to work in consultation with the student, the parents of students under the age of 18 and the alternative school or provider;
- confirm that the duty of care provision for the student meets Department requirements; and
- record the student's attendance using the E code and provide the student with a Leave Pass.

Guidance

- *A section 24 arrangement is used for students who are temporarily attending another school or who wish to undertake an alternative attendance arrangement for short term programs provided by another school or training organisation away from the student's current school. The formal agreement in writing between a principal and parent of a student under the age of 18, or student who has turned 18, allows the student to participate in an educational program delivered by a third party. This is not required for VET in School programs.*
- *Section 24 arrangements may include courses provided by a State Training Provider, a private Registered Training Provider (RTO), a Community Based Course, the At-Risk-School-Aged Students programs, engagement with School of Special Educational Needs: Sensory and Medical/Mental Health or temporary attendance at another school.*
- *The principal should review the alternative attendance arrangement in cases of persistent student absence. A formal meeting will normally be required. Refer to Restoring Attendance.*
- *Vocational Education and Training Courses including VET in Schools (VETiS), School Based Apprenticeships (SBA), School Based Traineeships (SBT), Aboriginal School Based Training (ASBT), Pre-Apprenticeships in Schools (PAiS) or Workplace Learning (WPL) which are part of the educational program of the school and contribute to a student's Western Australian Certificate of Education (WACE), do not require a section 24 arrangement.*
- *Students in Years 11 or 12 are able to participate in an approved full-time option other than school under a Notice of Arrangements. Refer to the Participation website.*
- *Refer to Guidelines for Section 24, Alternative Attendance Arrangements for further information on alternative attendance arrangements.*

ACCESS TO THE CURRICULUM FOR STUDENTS WITH ILLNESS AND/OR HEALTH CONDITIONS

Where a student has a mental or physical illness and/or health care needs which may impact on their ability to attend the usual school site, the principal will:

- inform the parent of a student under the age of 18 and the student of the student's right to an educational program and actively engage the parent and the student in negotiating access to a relevant program;
- arrange access to an educational program for a student who has a physical and/or mental health condition and/or health care needs and who cannot attend the regular site; and
- follow the procedures described in *School of Special Educational Needs: Medical and Mental Health* (SSEN:M&MH).

Guidance

- *SSEN:M&MH teachers provide in-home educational support to school students in the metropolitan area who cannot attend school for medical reasons. The program targets students likely to be absent from school for more than 10 days who have a medical certificate.*
- *For further details refer to *School of Special Educational Needs: Medical and Mental Health*.*

STUDENT ABSENCE

The principal will:

- request a reason for a student's absence be provided to the principal's satisfaction;
- where a student is participating in a section 24 arrangement, manage the student's attendance in conjunction with the alternative school or provider; and
- where a student's attendance is below 90% or is identified as a concern:
 - investigate the reasons for the student's absence;
 - organise a parent/teacher meeting and/or case conference at the earliest opportunity to identify issues concerning the student's absence; plan improvement strategies; and
 - include identified attendance improvement strategies in a documented plan.

Guidance

- *The *School Education Act 1999* requires that an explanation of a student's absence is provided within three school days from the start of the absence.*
- *For procedures which apply for students who cannot be contacted or located refer to Section 3.4.1 Missing Students - Students Whose Whereabouts are Unknown.*
- *Badged Attendance Officers assist in the management of student absence. For information about the authorisation and designation of Badged Attendance Officers refer to *Badged Attendance Officers*.*
- *For further information on developing attendance improvement plans refer to *Restoring Attendance. Consultation Phase Support*.*
- *Principals should request a medical certificate for prolonged absences that are due to sickness or injury.*
- **The Attendance Intervention 1 Flowchart* describes steps in the process of managing student absence.*

PERSISTENT STUDENT ABSENCE

The principal will develop and implement an attendance improvement plan consisting of:

- a consultation phase;
- a formal meeting phase if attendance is not successfully restored through actions taken as a result of consultation; and
- a process to monitor and review engagement with any plan or agreement developed in the formal meeting.

The principal will document all intervention strategies used to address a student's absence, so that, should it become necessary to proceed to prosecution, it can be clearly established that all reasonably practicable steps to restore attendance have been taken.

Where absence persists, the principal will offer the option of an attendance panel to the parent, the purpose of which is to provide advice and assistance to restore regular attendance (refer to [Guidelines for Attendance Panels](#)).

Guidance

- *The principal should consider whether the persistent absence places the child or young person at suspected risk of harm and/or what other elements of risk to the student's wellbeing may be indicated by persistent absence from school.*
- *In the formal meeting phase, the principal offers the parent the opportunity to:*
 - *enter into a Responsible Parenting Agreement; or*
 - *avail themselves of the advice and assistance which an attendance panel may provide.*
- *The Regional Executive Director or Independent Public School principal should also refer the student's case to the Department for Child Protection and Family Support in circumstances where:*
 - *the offer to convene an attendance panel is not accepted by the parent; or*
 - *an attendance panel is convened but the advice and assistance it provides is not successful in restoring attendance.*
- *For further information about consultation and formal meeting phases, refer to [Restoring Attendance](#).*
- *The [Attendance Intervention 1 and Attendance Intervention 2 flowcharts](#) describe steps in the process of addressing persistent absence.*
- *Before prosecution can be considered, parents must at least have been offered the option of an attendance panel. For further information about the prosecution of parents refer to [Guidelines for Prosecution](#).*

MISSING STUDENTS – STUDENTS WHOSE WHEREABOUTS ARE UNKNOWN (SWU)

If a student cannot be located within 15 days of the start of an absence, and their parent/s cannot be contacted, the principal will:

- complete an [SWU Request form](#) and email it to the Student Tracking Coordinator at Student.Tracking@education.wa.edu.au; and
- retain the student on the school's current enrolment register until email notification is received from the Student Tracking Coordinator that the student has been placed on the SWU list

Guidance

- A student can be regarded as 'missing' when, within 15 days of the start of an absence, they cannot be located, their parent/s cannot be contacted, and the school has not received advice that the student is being educated elsewhere.
- The Student Tracking Coordinator processes the request and informs the school by email within 15 school days of receiving the request.
- For further information refer to the Students Whose Whereabouts are Unknown Guidelines.
- The Students Whose Whereabouts are Unknown Flowchart describes steps in this process.

5. Managing Student Attendance – Staff Roles and Responsibilities

Year Level Attendance Responsibilities

1. Year 7 – Trent McPhee – Year 7 Year Coordinator
2. Year 8/9 – Luke Kealley - Year 8/9 Year Coordinator
3. Year 10/11/12 – Amy Moncada - Year 10/11/12 Year Coordinator

Learning Area Teachers

1. Record attendance roll using Academy no later than 20 minutes into the lesson.
2. Email Attendance Officer (Belmont.CC.Attendance@education.wa.edu.au) each period if a student arrives after the roll has been submitted (i.e. after 20 minutes). Do not change the roll in Academy.
3. Period 1 teachers are to accept students into class until 8:50am and record as present.
4. Refer students who arrive to a Period 1 class after 8:50am without a late note to the Library to sign in with the Attendance Officer.
5. Follow up persistent lateness to class (all periods) by contacting parent/guardian and working with them and the student to resolve the issue.
6. Refer ongoing lateness to the Head of Department (HoD).
7. Work with the HoD, student and parent/guardian to resolve the issue of lateness.
8. Refer any student suspected of being truant to the HoD, Attendance Officer and relevant YLM.
9. Work with the HoD, student and parent/guardian to resolve the issue of truancy
10. Follow the procedures outlined in any existing Documented Plans with respect to absences from class.
11. Ensures all actions/plans/information regarding attendance are recorded in SIS.

Heads of Department

1. Ensure teaching staff are aware of their attendance roles and responsibilities.
2. Assist Learning Area Teachers with issues of truancy (including lateness).
3. Refer ongoing truancy or absences to the relevant Student Services Manager (SSM) or Associate Principal (AP).
4. Ensures all actions/plans/information regarding attendance are recorded in SIS.
5. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

Year Coordinators

1. Monitor **Year Level** overall attendance in consultation with the college Attendance Officer and relevant Year Level Manager.
2. Send Letter 1 informing the parent/ guardian that their child's attendance has fallen below 90%.
3. Issues Attendance Monitoring Sheet if required.
4. For ongoing truancy or absence resulting in further decline in a student's attendance percentage send Letter 2 and adjust the existing or develop an Attendance Improvement Plan with the student and parent/guardian.
5. Develop Attendance Improvement Plan if required.
6. Organise and conduct Case Conferences (Letter 3) with key stakeholders if attendance issues persist.
7. Adjust any attendance plan in consultation with all stakeholders.
8. Consults with Year Level Manager and Regional Office (if appropriate) if attendance issues are persistent. Send letter 4. Offer attendance panel if appropriate
9. Organise Section 24 or Exemption forms for students in **Years 10-12** who have left school for specific reasons. Place in appropriate Form Roll or former roll as required.
10. Refer **Year 11 and 12** students whom have left seeking work or further training to Participation. Place in appropriate Form Roll.
11. Begin the Students Whereabouts Unknown (SWU) referral process students whom have not attended for 15 Days **and** for whom no contact can be made with or the parent/guardian is unaware of their whereabouts. Complete referral within 15 days.
12. Ensures all actions/plans/information regarding attendance are recorded in SIS.
13. Ensures copies of any Attendance Improvement Plan or other plans/information relating to attendance and student wellbeing are distributed to relevant staff and a copy stored in their central student file.
14. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

Aboriginal and Islander Education Officer

1. Monitor **Aboriginal and Islander** overall attendance.
2. Conduct home visits to ascertain whereabouts of students as directed by the relevant SSM or AP.
3. Refer students with increasingly declining or rapidly declining (e.g. non-attenders) to the **Student Attendance & Engagement Officer**
4. Attend Case Conferences with key stakeholders if attendance issues persist.
5. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

Attendance Officer:

1. Monitor Daily Absences.
2. Update attendance data changes received via email from teachers.
3. Call/text the parent/guardian of students who are absent without a reason.
4. Refer on going consecutive absences to the Student Attendance & Engagement Officer and relevant SSM or AP.
5. Monitor Session One (post 9.00am) late students. Refer ongoing late students to the Student Attendance & Engagement Officer and relevant SSM or AP.
6. Generate, and email Late, Absence & Truancy Reports for each year group.
7. Track teachers that do not record attendance.
8. Refer ongoing lack of data return to SSM.
9. Produce Letters 1,2 & 3, Letters of Concern, Attendance Reports etc. at the request of the Student Attendance & Engagement Officer.
10. For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.
11. Records all actions on SIS Attendance module, this includes contacts with guardians and attempted contact with guardians.
12. Maintain Attendance Records in accordance with the Department of Education's Attendance Policy.

6 Managing Student Attendance - Student and Parent Roles and Responsibilities

Staff can discuss these points with students and parents when contacting them with attendance concerns.

Student:

1. If a student is going to be late they should request a late note from their parents on that day and give it to their Period One teacher if they arrive prior to 8.55am or to Student Services after 8.55am. If it is not possible to get a note that day (e.g. parents at work) they should provide it to Student Services the following day.
2. Students who are late but arrive before 8.55am should proceed to their Session One class.
3. Students who are late and arrive after 8.55am are to proceed to Student Services to 'sign in'. Student Services will provide them with a note to enter class.
4. A student that is absent should provide absentee notes or Medical Certificate directly to Students Services.
5. Students can only leave school early if they have permission from their parent/guardian to do so. This may be in written form or a phone call.
6. Students who are leaving early with permission are to 'sign out' at Student Services. Student Services will provide them with an exit pass to show staff and police if requested.
7. Students on Flexi need to ensure they have their Flexi Pass and show it to staff on request.
8. Students that are late to classes during the day may be marked late. This can impact upon their attendance.

Parent/Guardian:

1. If your student is absent from school please provide an absentee note or Medical Certificate.
2. If your student is absent from school please call to notify school the morning of the day of absence.
3. If you need to sign your student out early, where possible please provide a note. Alternatively a visit or phone call to Student Services.
4. Please discuss with your student the importance of regular attendance and ensure that they attend school whenever fit to do so.
5. Avoid scheduling family holidays during school terms. This is deemed by the Education Department to be an unacceptable reason for a student's absences from school.

7. ENCOURAGING ATTENDANCE—BENEFITS FOR ALL

Regular attendance has significant benefits for students, educators, parents/guardians and the community. The following information can be used by staff with the relevant stakeholders to help development of shared understanding about attendance.

Benefits of regular attendance for students

- Getting the maximum benefit from school will optimise your life choices.
- Attending school regularly will develop skills and attitudes that will help you to be successful in later life. These include self-discipline, punctuality, being organised and sticking to routines.
- Regular attendance leads to an increased likelihood of success at school.
- Attending regularly leads to making friends and learning to maintain relationships over a length of time.
- You will learn social skills necessary to live and work successfully with others.
- You are safer at school than on the streets.
- People will be more positive about you if you have a good attendance record.
- The more you attend, the more you learn, and this will probably mean you will like school more.

Benefits of regular student attendance for educators

- You are able to fulfil your responsibilities to the students in your care.
- There will be improved learning outcomes.
- You will enjoy less complex management of the learning program as you will not need to re-teach parts of it to students who were away when you introduced something new.
- There will be less complex classroom management because you will not need to help students re-establish relationships following periods of absence.
- You will be able to help students develop habits such as punctuality, self-discipline and organisation which will be of value to them in everyday situations.
- Resources currently being spent on following up absences can be spent on the classroom program.

Benefits of regular student attendance for parents/caregivers

- By encouraging regular attendance you will know that you have positively influenced your child's education.
- You will know that your child is safe at school and not at risk elsewhere.
- You will know that your child is engaged in more appropriate activities than if they were truanting.
- Regular attendance by your child will ensure that you have fewer contacts with government agencies.
- You will have peace of mind in knowing that children who attend school regularly are less likely to engage in risk taking behaviour.
- You will enjoy more structured family routines.
- Your child is more likely to finish year 12 and have broader opportunities.
- You will avoid a fine or legal action due to your child's poor attendance at school.

Benefits of regular student attendance for the community

- As a member of the community and a participant in promoting regular school attendance, you will have contributed to the next generation of community leaders.
- Through addressing attendance issues, you have an opportunity to work in partnership with schools to achieve a shared goal.
- You will be supporting young people in being less likely to be involved in crime.
- You will be helping to ensure that young people are spending their days safely.
- The community as a whole will experience less cost, both financially and socially.
- Regular attendance by students will promote an increased level of safety for all.

8. IMPORTANCE OF REGULAR ATTENDANCE

The likelihood of success in learning is strongly linked to regular attendance and appropriate participation in educational programs. It is crucial that children and students develop habits of regular attendance at an early age, even from the time they are enrolled in a preschool setting.

Children and students who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations. These learners may:

- be socially isolated
- place themselves at risk of harm during times of absence
- be more likely to be involved in socially unacceptable and/or illegal activities
- have gaps in their knowledge and understanding of basic concepts
- be more likely to leave school early
- be over-represented in the juvenile justice system
- be the victim of bullying and harassment.

EARLY WARNING SIGNS

Early intervention for students at risk of developing irregular patterns of attendance is crucial in order for these patterns to be reversed.

Indicators of students at risk of developing these patterns include the following:

- frequent lateness
- leaving school early missing lessons
- being the victim of bullying and harassment
- learning difficulties
- many days absent, either through illness, unexplained reasons or family commitments
- unresolved issues with school personnel (staff or students)
- social or emotional issues
- difficulties at times of transition
- health issues experienced by the student and/or family members.

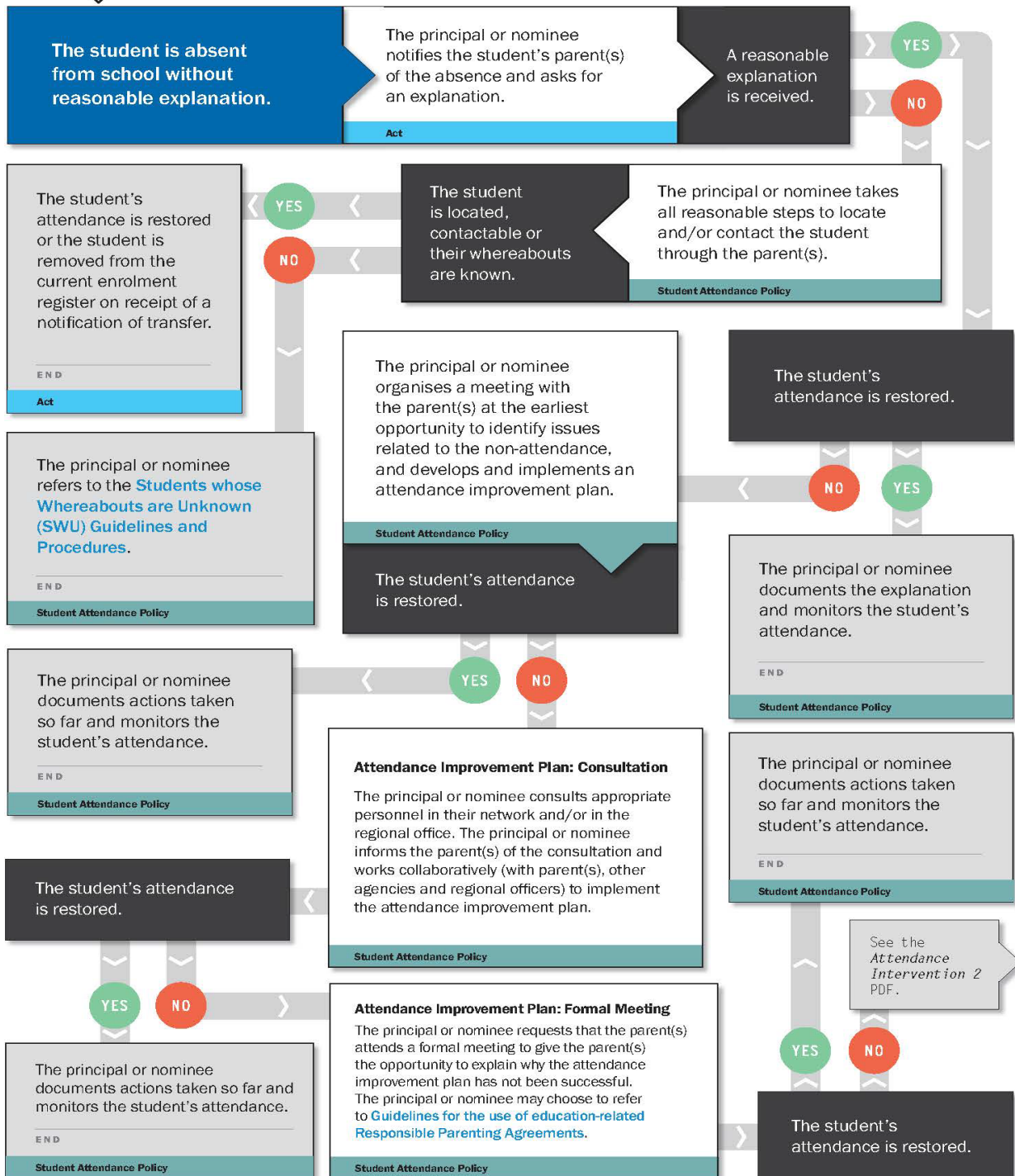
INTERVENTION

Although there will be individual situations for particular students, Belmont City College will be expected to increase their level of intervention when a student's attendance falls below 90%.

All intervention strategies are to be documented. Active involvement of students in joint planning to address attendance issues is central to intervention by Belmont City College.

Belmont City College works broadly with their community to promote the importance of regular attendance so that it is valued and understood by all. An increased level of understanding will be reflected in improved attendance rates and academic successes.

ATTENDANCE INTERVENTION 1

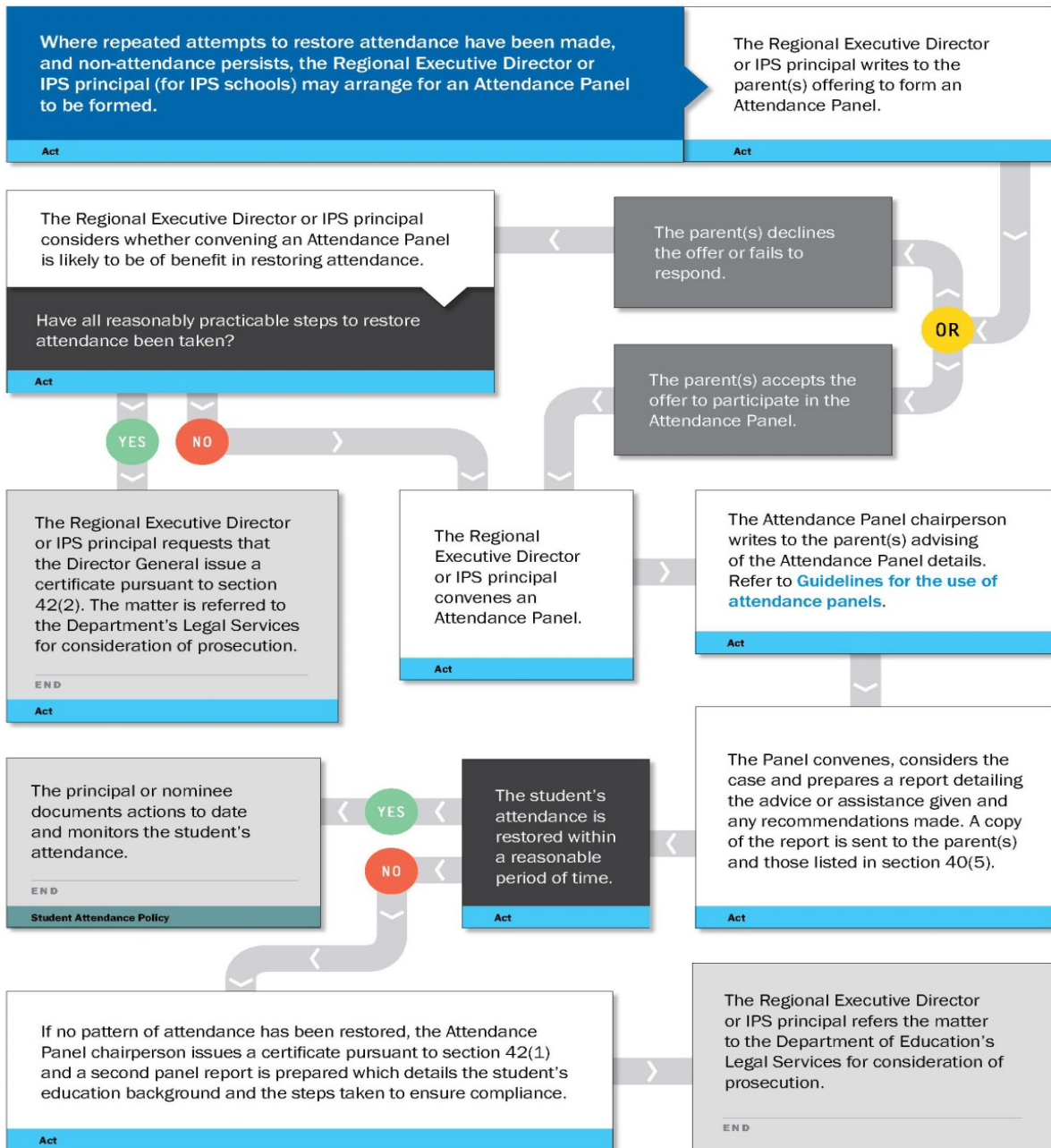


Act	School Education Act 1999
Policy	Department of Education Student Attendance Policy
Guidelines	Department of Education Guidelines for the use of education-related Responsible Parenting Agreements Department of Education Students whose Whereabouts are Unknown (SWU) Guidelines and procedures


Government of Western Australia
 Department of Education

DATE CREATED: August 2013

ATTENDANCE INTERVENTION 2



Act	School Education Act 1999
Policy	Department of Education Student Attendance Policy
Guidelines	Department of Education Guidelines for the use of attendance panels Department of Education Guidelines for the use of prosecution Department of Education Guidelines for the use of education-related Responsible Parenting Agreements

DATE CREATED	August 2013
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Appendix C – Letter 1

DATE

<ConSalutation1>
<ParAdd1>
<ParAdd1Town>
<ParAdd1CountyState>
<ParAdd1Postcode>
<ParAdd1Country>

Dear <ConSalutation1>

This letter is to let you know that <FirstName>'s attendance has fallen below 90% for the year. We would like to see <FirstName> at school more often so that we can work together to help them achieve their potential.

At the College we have a number of staff who are happy to help <FirstName> attend more regularly, including a Year Level Manager, Student Support Coordinator, Aboriginal and Islander Education Officer, School Psychologist, Youth Worker and Chaplain, as well as our dedicated teaching staff.

You are welcome to contact us on 9473 9800 at any time if we can be of assistance.

Yours sincerely,

[Insert Name]

Year Level Manager

Appendix D – Letter 2

DATE

<ParTitle1><ParSurname1>
<ParAddress1>

Dear <ParTitle1><ParSurname1>

We would like to let you know that <FirstName>'s attendance continues to be below 90%, indicating that they may be at risk of not achieving their best possible results.

You may be aware that attending school is a legal requirement until the end of the year in which <FirstName> is seventeen years and six months of age. Regular attendance at school is important to <FirstName>'s learning and achievement of short and long term goals in building a productive life.

As you know, we have a number of staff who are happy to help <FirstName> attend more regularly, including a Year Level Manager, Student Support Coordinator, Aboriginal and Islander Education Officer, School Psychologist, Youth Worker and Chaplain, as well as our dedicated teaching staff.

Given that <FirstName>'s attendance has continued to be below 90%, we would like you to contact us, to discuss how we can support <FirstName>'s attendance. We look forward to speaking with you and seeing improvement in <FirstName>'s attendance in the near future.

Please contact me on 9473 9800 to discuss how we can work together to improve <FirstName>'s attendance.

Yours sincerely,

[Insert name]

Year Level Manager

Appendix E – Letter 3

DATE

<ConSalutation1>
<ParAdd1>
<ParAdd1Town>
<ParAdd1CountyState>
<ParAdd1Postcode>
<ParAdd1Country>

Dear <ConSalutation1>

We have contacted you previously regarding <FirstName>'s attendance at Belmont City College. Unfortunately, <FirstName>'s current rate of attendance continues to be of great concern.

A meeting has been scheduled for **(insert date)** at **(insert time)** to discuss how we can work together to improve <FirstName>'s attendance. If you are unavailable at this time, please contact the College by **(insert date)** to make alternative arrangements.

Please remember that school is a legal requirement until the end of the year in which <FirstName> is seventeen years and six months of age. The College is required to refer non-attendance to the Department of Education if it is not resolved. This can allow more intensive supports to be put in place for <FirstName>.

Please also remember that we have a number of staff who are happy to help <FirstName> attend more regularly, including a Year Level Manager, Student Support Coordinator, Aboriginal and Islander Education Officer, School Psychologist, Youth Worker and Chaplain, as well as our dedicated teaching staff.

Please contact me on 9473 9800 if you have any questions in relation to this matter.

Yours sincerely,

[Insert YLM name]

Year Level Manager

Appendix F – Letter 4

DATE

<ConSalutation1>
<ParAdd1>
<ParAdd1Town>
<ParAdd1CountyState>
<ParAdd1Postcode>
<ParAdd1Country>

Dear <ConSalutation1>

The College continues to have ongoing concerns regarding <FirstName>'s attendance. We have attempted to work with you to improve <FirstName>'s engagement and attendance at school, however limited progress has been achieved to date. We have therefore referred this matter to the Department of Education (DoE) in order to obtain additional support.

We have arranged for a meeting to take place on ***(insert date)*** at ***(insert time)***. If you are unavailable at this time, please contact the College by ***(insert date)*** to make alternative arrangements.

Please note, if you do not attend the meeting, contact the College to make alternative arrangements or if <FirstName>'s attendance does not improve, this matter may be referred to an Attendance Panel, in line with Department of Education policy. An Attendance Panel is an independent process designed to identify the reasons for non-attendance and to support <FirstName>'s engagement with school. The College may also be required to consult with the Department of Child Protection and Family Support, as ongoing non-attendance raises concerns about a student's welfare.

You are reminded that attendance at school is a legal requirement until the end of the year in which <FirstName> is seventeen years and six months of age.

Yours sincerely,

[Insert YLM name]

Year Level Manager

CC Steve Smethurst, Principal

Appendix G – Letter 5

<ConSalutation1>
<ParAdd1>
<ParAdd1Town>
<ParAdd1CountyState>
<ParAdd1Postcode>
<ParAdd1Country>

Dear <ConSalutation1>

RE: <FirstName> <LegalSurname>

This letter is a further attempt to gain your assistance in engaging your <son/daughter>, <FirstName> in full time attendance at school.

To date the College has attempted the following strategies to assist you to resolve <FirstName>'s attendance issues:

- Phone calls
- Letters
- Attempts to arrange meetings
- Reward plans
- Consultation with the Department of Education and/or other agencies
- Case conferences
- Home visits
- Attendance plans

The School Education Act 1999 (excerpt attached) requires that all students of compulsory school age regularly attend a registered school or an approved alternative educational programme. It is also expected that the school and parents/caregivers will work together to resolve issues affecting the student's attendance and participation in education.

The role and responsibility of parents/caregivers in relation to attendance is to:

- Ensure that a child in their care who is of compulsory school age regularly attends an authorised school or educational programme.
- Inform the Principal as to the reason for the absence, within three school days from which the non-attendance commenced (School Education Act 1999: Clause 25b).
- Provide a medical certificate in the case of student illness.

You are advised that the School Education Act 1999, Clause 24/26 allows for students to be absent from a school or educational program for reasons such as illness, religious/cultural ceremonies and any other excuse considered acceptable by the Principal. Furthermore, the School Education Act 1999 states that any parent/guardian

of a child of compulsory school age must ensure that a child's attendance meets the requirements stipulated. Failure to comply with the above may lead to legal action.

<FirstName>'s attendance has been an ongoing issue for some time. At this time, the College would like to extend to you the opportunity to participate in an Attendance Advisory Panel. The Panel is an opportunity to develop a support plan for your child in consultation with independent community representatives. Choosing not to participate in the Attendance Advisory Panel process may lead to legal action by the Department of Education.

If we can assist in any way please phone the College on 9473 9800 or make an appointment to meet with the relevant school personnel.

Yours sincerely,

Steve Smethurst
Principal
Belmont City College
(DATE)

23. Attendance –

(1) A student must on the days on which the school is open for instruction –

(a) either –

(i) attend the school at which he or she is enrolled; or
(ii) otherwise participate in an educational program of the school whether at the school or elsewhere, as required by the principal; or

(b) comply with an arrangement under section 24.

(1a) a student who is enrolled as mentioned in section 10(2) may attend or participate for the purposes of subsection (1) or section 24 on a part-time basis, and the principal is to facilitate the student doing so.

(2) Subsection (1) has effect subject to –

(a) section 25 (which relates to non-attendance for reasonable cause);

(b) section 27 (which enables a principal to require non-attendance for health reasons); and

(c) section 30 (which allows non-attendance at a government school for a recognized religious or cultural observance).

(3) Subsection (1) is enforceable under Division 5.

Pages 30-31, ***School Education Act 1999***

Appendix H – Sample Attendance Plan

BELMONT CITY COLLEGE **Attendance Improvement Plan**



Student Name:	Year:
Parents/Carers:	Advocacy:

Current Attendance%

The School Education Act 1999 requires a student of compulsory school age to be enrolled in and to regularly attend a registered school or an approved educational programme.

Under this legislation, parents or carers must:

- Ensure that a child in their care who is of compulsory school age regularly attends an authorised school or educational programme or complies with an arrangement 'alternative to attendance'.
- Notify the Principal as to the cause of the absence as soon as is practicable and within three school days of the day on which the non-attendance commenced.

The Act also states that:

- A student may be absent for reasonable cause - such as health, recognised religious/cultural ceremonies and any other reason considered acceptable by the Principal.
- The Principal may request notification in writing explaining a student's absence e.g. letter, medical certificate, application to home educate child.

Period of Absence (Years 1-10)	Rate of Attendance	Equivalent School Missed
Average of 5 Days per term	90%	1 Year
1 Day Per Week	80%	2 Years
1.5 Days a week	70%	3 Years
2 Days Per Week	60%	4 Years
3 Days per Week	40%	6 years
5 Weeks per term	50%	5 Years

In order to access the full curriculum, and give your child the best chance of success, the Department recommends the rate of 95%.

Discussion pointers:

- √ Student strengths
- √ Concerns (attendance and others identified)
- √ General consequences of non-attendance (school and in life)
- √ Possible positive reinforcement (school and home) for improved attendance
- √ Effective strategies already in place
- √ Ways of monitoring

PRESENT:

Name	Organisation/ Position	Phone	Email/Address

APOLOGIES:

Discussion notes:

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New Attendance Target%

Action plan:

What	Who by?	When?

Signatures

Student _____ Date: _____

Parent _____ Date: _____

Case Manager _____ Date: _____

Student Services _____ Date: _____

School Psychologist _____ Date: _____

Other Agency _____ Date: _____

To be reviewed on: _____

Please find general attendance improvement strategies for parents, students and the school overleaf.

GENERAL ATTENDANCE IMPROVEMENT STRATEGIES

Parent

- Establish bed time routines to ensure adequate sleep on school nights (Sunday to Thursday)
- Assist with personal management – washing uniforms, preparing lunches, packing school equipment into bag
- Monitor use of electronic devices that may interfere with daily/sleep routines
- Ensure that student has an alarm
- Ensure that transport options are clear and available – credit on smart rider, working bicycle or scooter, drive if necessary
- Communicate with Student Services on 9479 2227 if your child is absent and provide documentation such as medical certificates
- Participate in follow up meetings/phone calls

Student

- Check equipment the night before to avoid being late to school through disorganisation
- Stop using electronic devices at least one hour prior to going to bed
- Place alarm away from the bed in order to force you to get up
- Get up when the alarm goes off
- Arrive at school by 8.20am every day
- Seek support at home for uniform and lunches if you can't do these things independently

School

- Inform parents via SMS when students are absent
- Contact parents if attendance rates are decreasing to provide support and strategies
- Provide an welcoming environment and appropriate and engaging curriculum
- Link students with staff and services to assist with academic and social issues
- Work with outside agencies to support student attendance



ATTENDANCE MONITORING SHEET

Student Name: _____ Date: _____

- The student has the responsibility to get this signed each session
- They must chase up any teachers they forget at either recess or lunchtime
- Staff Member responsible for overseeing this card is _____

Session	Monday	Tuesday	Wednesday	Thursday	Friday
DATE					
1					
2					
3					
4					
5					
Parent Sign					

Appendix J - Student Services Referral



BELMONT CITY COLLEGE
bold. caring. creative.

REFERRAL FORM

Date of Referral: _____

Student Name: _____ Year Level: _____

The referral form must be completed in consultation with your Head of Department.

Is the student aware of this referral? Yes / No

Reason for Concern:
(Relevant background information)

Interventions Suggested strategies (please tick/highlight those you have completed)

(What have you completed)

Parent contact

- Parent contact
- Documented plan
- Differentiated tasks
- Behaviour/class contract

Type of intervention requested and envisaged outcomes:

Referring Person(s): _____
Name and position

Head of Department: _____

All referrals are to be forwarded to the relevant Year Level Manager and Student Services Manager