

ATTENDANCE STRATEGIES

Attendance strategies must be purposeful and directed by the 6 core functions of attendance improvement. Incorporating whole school and classroom strategies, targeted level for individuals or groups of children and intensive level for those children requiring specialist support.

- **Promote** the importance of education from the earliest years of life and throughout the schooling years as a school community priority of the highest value.
- **Assess** patterns of non-attendance and circumstances to inform the development of appropriate targeted, intensive and coordinated interventions.
- Actively **engage** and include all children, young people and their families in education and interventions which support attendance.
- Provide **support** to address the barriers to attendance, learning and wellbeing and ensuring inclusive support for children and young people so they can be physically present and engaged in education.
- **Monitor** attendance to ensure that risks are identified, supports are in place, and progress is monitored.
- **Evaluate** the need for further or ongoing interventions, referrals for external support and mandatory notifications.

SCHOOL LEADERS

Optimise the attendance of all children and young people by making sure:

- all school staff are aware of their responsibilities in relation to the attendance of children
- work with staff and the school community to develop and implement their attendance improvement plan.
- information about the attendance improvement plan is communicated and easily accessible by staff, children, families and members of the public, especially vulnerable populations (including Aboriginal people, people from culturally and linguistically diverse backgrounds, people with disabilities and students in care)
- data is analysed to inform strategies and procedures that support attendance improvement
- procedures, including parent notification and home visits, are in place to follow up non-attendance
- ensure interventions are documented
- attendance records are maintained in EDSAS
- student attendance is monitored to identify habitual and chronic non-attenders so the provision of early, timely and appropriate supports can be put in place
- they refer to, consult with and work collaboratively with department staff and other relevant agencies to address attendance and related concerns, review whole-school systems, strategies and processes to ensure a continuous improvement cycle for individuals, families, schools and partnerships

- they remain engaged with the child or young person and their family before, during and after any interventions undertaken with Student Support Services
- complete mandatory notifications to Child Abuse Report Line (CARL) as required by the *Children and Young People (Safety) Act 2017*, for concerns regarding:
 - * a parent's refusal to send the child to school or engage with any other education options available (including Open Access College or home schooling).
 - * refusal of offers of support or attempts to help the family to overcome barriers to attendance.
 - * a family having disengaged.
 - * the child's education being seriously interrupted by patterns of non-attendance.

SCHOOL STAFF

- will support departmental requirements and locally developed and agreed upon attendance improvement processes for the school.
- provide a relevant and dynamic learning program and environment that seeks to engage all children and offers opportunity for success, thus encouraging regular attendance.
- record non-attendance according to departmental requirements.
- contribute to the analysis of attendance trends and the development of attendance improvement plans.
- implement attendance improvement plans.
- implement procedures, including parent communication, to follow up non-attendance.
- work with parents and government and non-government agencies to support children's regular attendance in the education program.
- refer to Student Support Services if support is required.
- make mandatory notifications to Child Abuse Report Line (CARL) as required by the *Children and Young People (Safety) Act 2017* and document and store as per departmental procedures.

PARENTS/CARERS AND FAMILIES

In addition to the roles and responsibilities of departmental staff, parents, families and students are participants in attendance improvement and have the following roles and responsibilities.

Parents must:

- enrol their child or young person in a school or approved learning program.
- provide information to the school that may help planning for the child's learning. For example medical conditions, developmental milestones and family issues.
- ensure their child attends punctually on every day the education program is offered and to comply with the education program being offered.

- contact the school if your child is absent. After 3 days absence, a parent/caregiver must produce a Medical Certificate.
- provide an explanation to the school whenever their child is absent
- where appropriate, apply for an exemption when they wish to take their child out of school, such as a family holiday.
- work with the school on intervention strategies to improve attendance.
- Parents/Carers can discuss with the principal any concerns relating to abuse or neglect or both that may require a mandatory notification as per the Responding to Abuse and Neglect guidelines.

CHILDREN AND YOUNG PEOPLE

Children and young people enrolled in a school have responsibility for their attendance. The level of responsibility will be determined by the individual circumstances of the child.

It is expected that children and young people will:

- attend school or an approved learning program on every day the program is offered
- be punctual in arriving at school or the approved learning program and for all associated lessons and activities
- participate appropriately in school and approved learning program activities.

STUDENT SUPPORT SERVICES

Responsible for ensuring the delivery of specialist advice and services to support targeted, intensive and coordinated interventions for children in education, early childhood and care services who require high-quality multi-disciplinary support.

They consist of social workers (truancy), psychologists, special educators, speech pathologists, behaviour support coaches, Aboriginal services engagement officers and their managers.

The First Step to Success Is Attendance