



Aberfoyle Park High School

Aberfoyle Park High School Policy and Procedure

Title:	Attendance and Absenteeism
Publication Date:	January 2020
Related DECD policies, procedures, guidelines, standards, frameworks:	Department for Education Attendance Policy: https://edi.sa.edu.au/library/document-library/controlled-policies/attendance-policy
Context:	<p>Students gain optimum benefit from education by maximising their attendance at school. Ensuring regular attendance is a shared responsibility between parents/caregivers and the school. Research shows that success in learning and laying the foundation for post-school opportunities is directly proportional to regular attendance and participation in education programs.</p> <p>The Education Act requires all young people up to the age of 17 to participate in a full-time approved learning program. There is an expectation that once enrolled at Aberfoyle Park High School all students will attend on a regular basis.</p> <p>As a school, we are committed to monitoring student attendance, punctuality and the follow up of any unexplained absences. Repeated absences and lateness are not in the best interests of students and we will monitor attendance for patterns of absences or lateness.</p> <p>This procedure outlines the importance of regular attendance, punctuality, the responsibilities of all stakeholders and the procedures to support attendance follow up.</p>
Definitions:	<p>Absence from school: When a student is not registered as present during morning Care Group and any lesson following. Once a student formally signs in at the school office, they are no longer regarded as absent.</p> <p>Absence from class: When a student has been previously marked as present for Care Group or earlier classes, and is not present during that current lesson.</p> <p>Planned Absence: When a student is not recorded as present for Care Group and any following lessons on the grounds of prearranged parent/caregiver communication.</p> <p>Early Departure: Where a student is recorded as present in Care Group and the following lessons up until a point where a prearranged departure has been organised by the parent/caregiver and communicated to the school.</p> <p>Absence during the day: where a student arrives at school, but leaves to attend an appointment and then returns.</p> <p>Internal Absence: Where a student is absent from Care Group or a lesson due to planned involvement within the school. This includes counselling, sport, school tour, internal suspension. Internal absences are entered by student services or the relevant supervising staff.</p> <p>Unexplained Absence: When a student is absent from school and there is no provided reason or information to explain the absence.</p> <p>Exemption: When a student has a planned absence longer than 5 days. An exemption form must be completed by parent/caregiver. Refer to help sheet for support.</p> <p>Extended Absence: When a student is absent for longer than 3 days with no notification from the parent/caregiver.</p> <p>Care Group: The classroom where students are expected to arrive each morning by 8:45am. The Care Group roll is taken during this time. Care Group concludes at 8:55am when students move to their first lesson.</p> <p>Care Group Teacher: The teacher allocated to supervise students and mark student attendance on arrival at school at the beginning of the school day. The Care Group</p>



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	<p>teacher is responsible for following up full day unexplained student absences from school.</p> <p>Lesson: Scheduled instruction periods that take place following Care Group in accordance with the school's Daily Lesson Structure.</p> <p>Subject Teacher: The teacher allocated to supervise and collect attendance information for a specific lesson.</p> <p>Late: When a student arrives at a lesson 5 minutes after the commencement of the lesson or Care Group.</p> <p>Truant: When a student is purposefully absent from school without the permission of a parent/caregiver or when a student is purposefully absent from a lesson without approval from within the school.</p>
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Role	Responsibility
Executive Team	<ul style="list-style-type: none"> • Ensuring that attendance procedures are in place, monitored and regularly reviewed. • Ensuring that information about the importance of attendance is communicated to the school community. • Overseeing the data generation and follow up of student attendance/absence. Actioning the Department for Education absence alerts.
Student Wellbeing Leaders	<ul style="list-style-type: none"> • Working with Middle and Senior School Case Management Teams to monitor student attendance. • Communicating with parents/caregivers and documenting follow up if there are attendance concerns or unexplained absences referred from Case Management Teams. • Providing wellbeing support for students and families regarding attendance- related behaviours. • Connecting students and families to support agencies, as the need arises. • Contributing to the analysis of attendance data and development and implementation of Attendance Plans. • Referring all students under the age of compulsion, with unsatisfactory attendance to Attendance Officers <i>via</i> Department for Education procedures.
Year Level Leaders	<ul style="list-style-type: none"> • Monitoring student attendance by checking attendance data, meeting with Care Group Teachers and visiting Care Groups as necessary. • Communicating with Parents/Caregivers to follow up if there are attendance and/or punctuality concerns or unexplained absences referred to them by Care Group and Subject teachers and documenting this communication in student details on Daymap -See Daymap helpsheet. • Participating in meetings to discuss concerns and implement programs and/or interventions for particular students or year levels. • Following up on extended student absences for students. • Liaising with Executive Team/ Student Wellbeing Leaders and outside agencies about attendance and punctuality.



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Role	Responsibility
Student Services and Data Manager	<ul style="list-style-type: none"> • Entering student absences on Daymap following phone messages and emails from parents. • Entering camps, excursions and any other internal absences on Daymap. • Entering exemptions due to suspensions and/or other long-term absences, i.e. VET and off-site courses on Daymap. See help sheet. • Supporting teachers and leaders in following up of unexplained absences. • Transferring data across to EDSAS each day. • Ensuring the accuracy and integrity of attendance data.
Care Group Teachers	<ul style="list-style-type: none"> • Checking student attendance and marking the roll in Daymap during Care Group. This includes recording any absences from Care Group, entering appropriate codes to indicate the reasons for absence when known. See helpsheet.
Subject Teachers	<ul style="list-style-type: none"> • Marking student attendance in Daymap during the lesson. This includes checking absences against previous lessons in the day to ensure consistency of information and identifying anomalies such as selective lesson attendance/absence. See daymap (lesson role marking). • Communicating with Parents/Caregivers to follow up attendance and/or punctuality concerns or unexplained absences within their lesson and document relevant details through Daymap. • Ensuring the accuracy and integrity of attendance data. • Referring recurring unexplained absences to the relevant Year Level Leader if unsuccessful in contacting parents and caregivers. • Issuing lunchtime detention to students who have truanted from their lessons. This includes contacting the parent, using the Daymap process, which makes the parent aware of the circumstances.
Parents/Caregivers	<ul style="list-style-type: none"> • Encouraging and supporting the attendance and punctuality of their children. • Making the school aware of any planned absences (part or full day) prior to the commencement of the school day or as soon as possible. • Checking the parent portal on Daymap to monitor the attendance of their child. • Contacting the school should they have concerns regarding their child's ability to attend school on any given day. • Ensuring the safe and responsible movement of their child to and from school each day.



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Attendance Follow Up Procedure: Home Group Absence

Process	Flow Chart
<p>1a. Student is identified absent for 1 or 2 days</p> <p>2a. Absence is explained: absence updated in Daymap by Home Group Teacher. (Update whole day absence records in the case of whole day absence).</p> <p>Teachers code absences appropriately. Most commonly used codes are: F=Family/Social I=Ill without certificate C=Ill with certificate N=Not approved (Entered when a parent does not approve of a student absence or was unaware. Year Level leader Leader needs to be informed if absence is not approved.</p> <p>2b. Absence unexplained: SMS sent to Parent/Caregiver at 11am for students absent for cg and lessons 1-2</p> <p>2c. Data manager generates spreadsheet of unexplained absences each Monday, showing cumulative unexplained absences for the previous weeks of the term. SSO initiates contact with parent/caregiver including documenting date and action in Daymap</p> <p>3a. Absence explained: absence updated in Daymap by SSO, documented in Daymap including date and action</p> <p>3b. Absence unexplained: SSO has been unsuccessful in contacting parent/caregiver and has documented attempts eg no response to phone call 1/3, left phone message 4/5 etc. SSO refers to Year level Leader for urgent follow up</p> <p>4a. Absence explained: absence updated in Daymap by Year level Leader with Student Services SSO support if needed.</p> <p>4b. Absence unexplained: Year Level Leader has been unsuccessful in contacting parent/caregiver and has documented attempts. Refer to Student Wellbeing Leader</p> <p>5a. Absence explained: absence updated in Daymap by Student Wellbeing Leader with Student Services SSO if needed.</p> <p>5b. Absence unexplained: Student Wellbeing Leader has been unsuccessful in contacting parent/caregiver and has documented attempts. Refer to Case Management and AP Middle/Senior School for referral to DfE Truancy Social Worker</p>	<p style="text-align: center;">Flow chart coming early 2024</p>



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Attendance Follow Up Procedure: Subject (Lessons) Absence

Process	Flow Chart
<p>1a. Student is identified absent unexplained from lesson.</p> <p>1b. Check for inconsistencies in Daymap (e.g. student present at earlier lesson). If student absent all prior lessons, Home Group Teacher will follow up.</p> <p>2a. Absence unexplained, Subject Teacher notifies Middle or Senior School Leader before contacting parent/caregiver.</p> <p>[NB this is to establish if there are broader issues with the student before contacting home]</p> <p>3a. Absence explained: absence updated in Daymap by Subject Teacher and Middle or Senior School Leader notified.</p> <p>3b. Absence not satisfactorily explained or Subject Teacher has been unsuccessful in contacting parent/caregiver and has documented attempts. (e.g. no response to not home 1/4/17, left phone message 2/4/17). Refers to Middle or Senior School Leader.</p> <p>4a. Absence explained or Not Approved: absence updated in Daymap Middle or Senior School Leader. Appropriate intervention put in place.</p> <p>4b. Absence not explained, Middle or Senior School Leader has been unsuccessful in contacting parent/caregiver and has documented attempts. If students are regularly truanting refer to Home Group Teacher process. Absence escalated.</p>	<pre> graph TD A[1a. Student Absent from lesson] --> B[1b. Subject Teacher check Daymap for inconsistencies] B --> C{Absence Explained?} C -- Yes --> D[3a. Absence Explained] C -- No --> E[2a. Absence Unexplained: Subject teacher follows up] E --> F{Absence Explained?} F -- Yes --> D F -- No --> G[3b. Absence Unexplained: Subject teacher refers to Middle/Senior School Leader for follow up] G --> H{Absence Explained or Not Approved?} H -- Yes --> I[4a. Absence Explained or Not Approved. Appropriate intervention put in place] H -- No --> J[4b. Absence Unexplained: Middle/Senior School Leader refers to Student Wellbeing Leader for follow up] D --> K[Absence updated for lesson in Daymap] I --> K </pre>



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Unexplained Lateness Follow Up Procedure (Fig 3)

1a. Student is marked as late to lesson or Care Group (Including WBfL). (Late = over 5 minutes). Refer to help sheet.

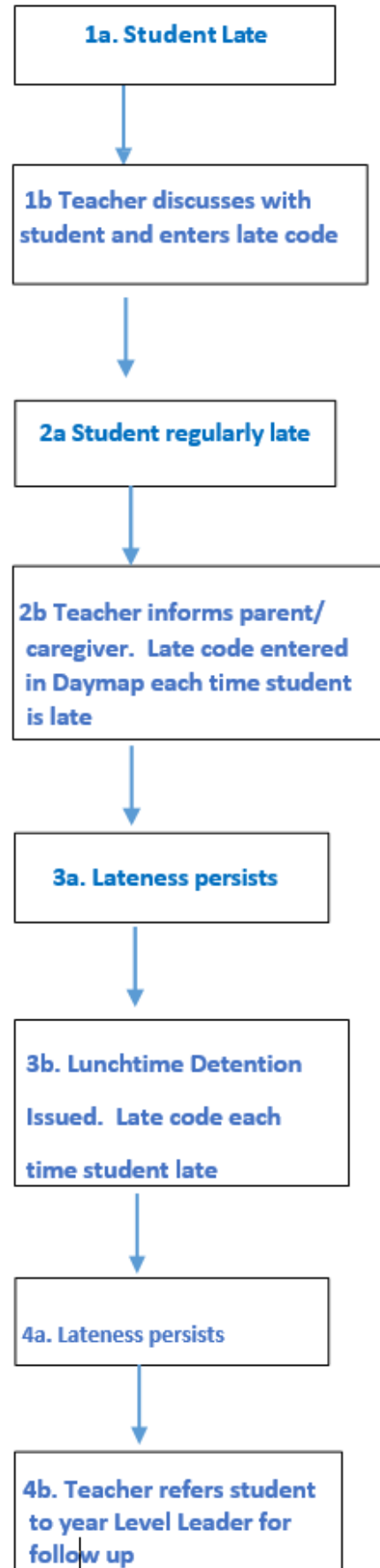
1b. Teacher discusses this with the student, emphasizing the importance of being punctual to lessons or Care Group. Teacher enters the "Late" code into Daymap.

2a. An identified pattern of lateness is established within your class or Care Group Student is identified as being late by subject teacher or Care Group.

2b. Teacher enters the "late" code into Daymap each time the student is late. Teacher initiates contact with parent/caregiver and informs them of the student's lateness to lessons and documents in Daymap (including date and communication e.g. note home 14/02/20, email, phone call 25/05/20).

3a. An identified pattern of lateness is established teacher to issue a lunchtime detention.

4a+b. Pattern continues after consequence refer to Year Level Leader





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Information for Staff and Parents

Absence Notification: Parent notification to the school of a child's planned absence, lateness or early departure can be done via:

Email Student Reception: studrec@aphs.sa.edu.au

or

Phone: (8270 4455 press 1) or

Text the school mobile on 0432 001 935

Attendance Concerns: Should parents have concerns about the attendance of their child, they can contact the relevant Year Level Leader. If a concern is in regards to the immediate safety of a student within the school grounds, parents are to contact Student Services, who will notify Executive Leadership immediately. If there is a threat to student safety outside of school grounds, the police must be contacted immediately and notify a member of executive.

Exemptions: In the case of a planned extended absence (5 or more days) due to family events, holiday or external program involvement, parents are required to submit an Exemption Form to the School principal at least four weeks prior to the event. Extended absences are required to be officially approved by the school Principal.

Extended Absence: Any extended absence (three or more days without contact from the Parent/Caregiver) must be brought to the attention of the Year Level Leader