

Coober Pedy Area School

Attendance Policy 2022



Be Kind, Be Safe, Work Hard



Cooper Pedy Area School Attendance Policy 2022

| | |
|------------------------------|---|
| Pg.2 | Contents |
| Pg.3 | School attendance and the law |
| Pg.3 | The Department's attendance policy |
| Pg.4 | How we implement the Department's attendance policy |
| Pg.4 | Cooper Pedy Area School's attendance expectations |
| Pg.4 pg.4 pg.5 pg.5 | Attendance Responsibilities Students Parents and Carers Teachers and leadership team |
| Pg.4 | Exemptions |
| Pg.6 | Absence follow-up procedures for teachers |
| Pg.7 | Attendance flow chat |
| Pg.8 | SMARTAR Goals and Strategies |
| Pg.9 | Some barriers to school |
| Pg.10 | Deadly at school |
| Pg.11 | Attendance Improvement Plan |
| Pg.13 | Attendance Improvement Plan: Copy for parents |

Coober Pedy Area School Attendance Policy 2022

Research shows that attendance at school every day it is open has a positive impact on learning, wellbeing, employment, and life outcomes for children and young people. Learning is cumulative and it is disrupted if students often miss school.

School attendance and the law

Attendance at school is compulsory. The Education and Children's Services Act 2019 states that all children must attend school from the age of 6 until they turn 17. This could be at school, an approved learning program, or a work pathway.

Parents, legal guardians (carers), or any person responsible for the child can be prosecuted by the Department for Education if they do not make sure the child goes to school. This can lead to a criminal conviction and fines up to \$5,000 per offence.

The Department's attendance policy

www.education.sa.gov.au/doc/attendance-policy

The South Australian Department for Education's Attendance Policy guides the responsibilities of the whole school community to make sure that children and young people attend school. This includes school staff, parents, carers and students.

Schools work with their community to develop positive attendance habits. This starts from the earliest years. Schools do this well when they provide an environment that is safe, inclusive, and culturally respectful, and address school attendance in ways that are regular, planned, and effective practices to monitor and manage school attendance.

Students at risk from missing school.

Students can be away from school for many reasons. Schools use categories to identify children and young people at risk. We make sure that appropriate follow up and support is provided.

- Habitual non-attendance: a student has 5 to 9 days absent in a term for any reason.
- Chronic non-attendance: a student has 10 or more days absent in a term for any reason
- Persistent absenteeism: a student has 10 or more days absent in a term with no reason provided

Coober Pedy Area School Attendance Policy 2022

How we implement the department's attendance policy

At Coober Pedy Area School our attendance practices align with the department's attendance policy.

We support student attendance when we:

- promote the importance of education from the earliest years of life and throughout school
- assess patterns of non-attendance and develop ways to address this
- actively engage and include all children, young people and their families
- provide support to address the barriers to attendance, learning and wellbeing
- monitor attendance to make sure progress is documented and supports are in place
- evaluate the need for further or ongoing support and referral for additional support.

We use data to create our attendance improvement plans. This is in partnership with our community. Our plan includes the actions we will take to make sure all students can attend school.

Coober Pedy Area School's attendance expectations

School starts at 8.50am each day and finishes at 3.14pm.

Sometimes it's different:

- Early finish on Wednesday at 14:20
- Students arriving between 8:00 and 8:30 are supervised in the library.
- School can be contacted if alternative pick up or drop off needs to be arranged during school hours.

A parent/ carer must provide an explanation if their child is late, has to leave early, or is absent. All students must sign in and out at the front office if they arrive late or leave the premises during school hours.

Attendance responsibilities

Everyone has a role to make sure students attend school all day, every day.

Students

- Attend school every day the school is open unless they are ill or have an approved exemption.
- Arrive at school and to all lessons and activities on time.
- Participate positively in all learning activities.

Note: a student's age and circumstances affect the level of responsibility.

Coober Pedy Area School Attendance Policy 2022

Parents and carers

- Make sure their child attends school every day the school is open, unless they are ill or have an approved exemption.
- Be responsible for their child's travel to and from school.
- Make sure their child arrives at school on time, between 8.30am and 8.50am.
- Provide their child's school with up-to-date contact details.
- Provide a reason to the school if their child is absent, late or leaving early. The same day if possible.

Teachers and leadership team

- Make sure all parents and carers are aware of attendance expectations, policies and procedures.
- Accurately record each absence, late arrival or early departure with the appropriate code.
- Contact parents or carers if there is no explanation for an absence, or a pattern of absences.
- Document contact with parents and carers about absences, including attempts to contact.
- Request a medical certificate from parents or carers if needed.
- Consult with the local Student Support Services if needed. For example Social Work, Truancy.
- Make notifications about persistent absenteeism to the Department for Child Protection.
 - Child Abuse Report Line
www.childprotection.sa.gov.au/reporting-child-abuse
 - Guided by Responding to Abuse and Neglect – Education and Care
www.education.sa.gov.au/working-us/responding-abuse-andneglect-training/ran-ec-child-protection-training
 - Mandatory Reporting Guide
www.childprotection.sa.gov.au/_data/assets/pdf_file/0008/107099/mandatory-reporting-guide.pdf
- Sign attendance data sheets at the end of each term.
- Communicate concerns related to attendance to Aboriginal Education and Student Wellbeing Coordinators.

Coober Pedy Area School Attendance Policy 2022

Exemptions

In some circumstances, the principal has authority to approve an exemption from school. This can be for up to 1 month. It can also be for up to 12 months for a family holiday.

Before asking for an exemption, families should talk to a site leader. Students must attend school until an exemption is approved.

Parents or carers must apply in writing. The principal will advise them in writing of their decision. A copy is kept in the student record folder. Forms are available from the front office. Teachers can be contacted to complete an exemption form on behalf of the parents. The contact with the parent needs to be recorded on DAYMAP and the Principal must approve the exemption.

Exemptions of more than 1 month (excluding holidays) must be approved by the department's central office.

Note: Exemptions are still counted as absence from school.

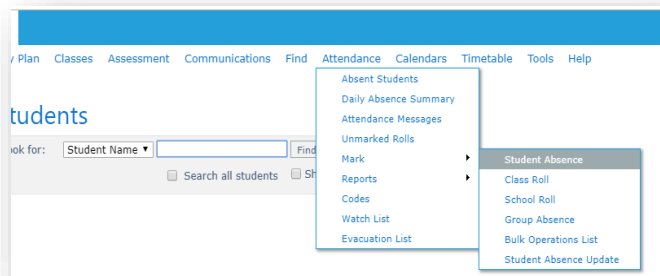


Absence follow-up procedure for teachers

Attendance follow-up is the legal responsibility of the class teacher.

Notes regarding absences must be entered into 'Student Absence' on Daymap.

This can be accessed from Attendance > Mark > Student Absence.

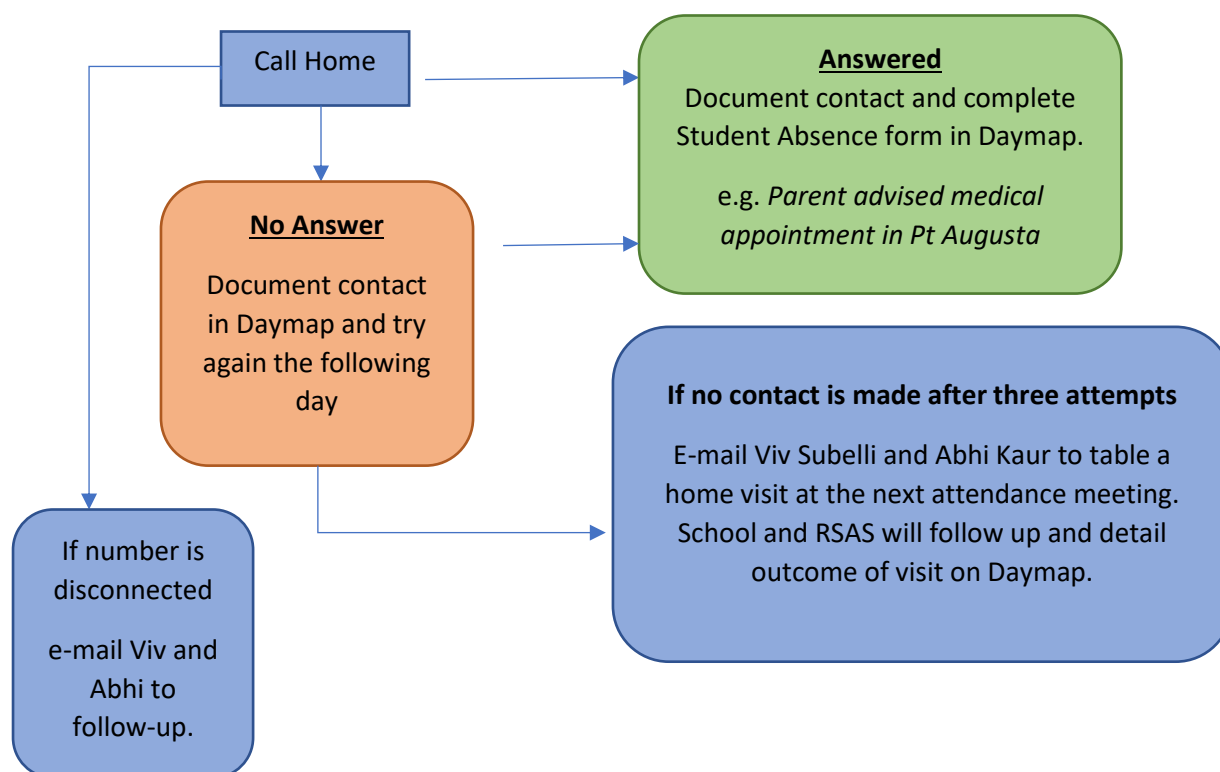


It is the responsibility of the individual teacher to monitor student absences **daily**.

Codes and communication to be entered on Daymap **on the day**.

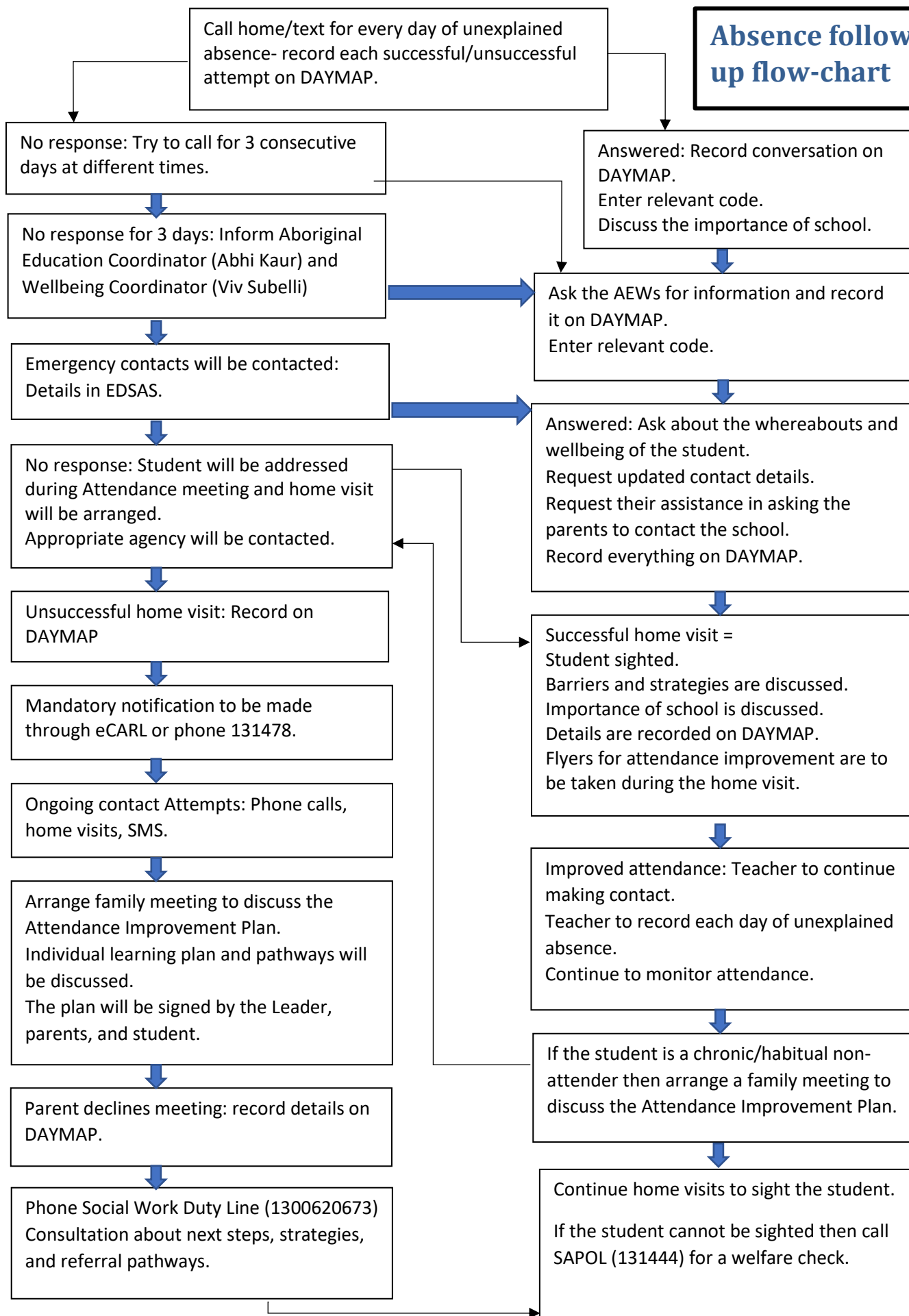
If a student is absent **any day** without explanation, contact home on the day to discuss with the family why the student was absent, and when they will be returning.

If no contact has been established for three consecutive days, then the following procedure must be followed:



Coober Pedy Area School Attendance Policy 2022

Absence follow up flow-chart



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| Barrier | Identified by | Functional need | SMARTAR goal | SMART intervention |
|---------|---------------|-----------------|--------------|--------------------|
| | | | | |

Attendance meeting requested: **Yes/ No**

DATE OF SET MEETING:

Family accepted: **Yes/No**

Family followed through with meeting: **Yes/No**

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Some pre-identified barriers to attendance

| | | |
|---|--|---|
| <p>Transport</p> <p>School bus run- a bus form is required. RSAS team can arrange pick up. Call the school, AEWs or RSAS team directly. Ring the school to arrange alternate pickup by AEWs.</p> | <p>Sleep patterns</p> <p>Talk to the Wellbeing coordinator. Set a strict schedule. Reduce screen time before bed. Switch off internet at a certain time. Put away gaming consoles. AFS support.</p> | <p>Sick</p> <p>Inform the school in the morning about the student being sick. An exemption can be signed if it is a prevailing sickness. Medical certificate should be provided for a significant time off. COVID- home learning can be accessed on the DfE website.</p> |
| <p>Learning diffiulties</p> <p>NDIS support will be applied for. IESP funding will be applied for. Regular health checks are done. Support in GP appointments. AFS support. One Child One Plans (Negotiated learning plans) are done. SSO and AEW support is provided. Alternate Learning Centre, Learning Hub and Building tracks class provide one-on-one support.</p> | <p>Cultural reasons</p> <p>Inform the school in advance about the time period the student will be away for. AEWs can be informed too. Exemption form can be signed for up to 2 weeks. For an extended exemption, a negotiated offsite learning program needs to be agreed to.</p> | <p>Material need: food, clothing, school items</p> <p>The school can support with arranging utilities. RSAS can support Breakfast club is operational at school site. Sandwiches and fruits are available.</p> |

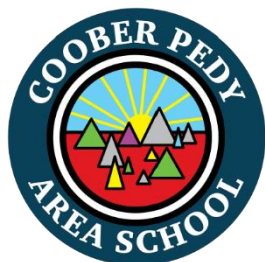
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WHAT DOES A DEADLY SCHOOL LOOKS LIKE?

WHAT ARE SOME BARRIERS THAT ARE STOPPING YOU FROM ATTENDING SCHOOL?



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Attendance Improvement Plan

An Attendance Improvement Plan can be implemented to support student ownership over the plan with and the parents/carers and any support workers. This template can be modified to suit the needs of your student and the context of your school.

| | | | | | |
|---|--|--------------|--|------------------------|--|
| Student's Name: | | Year: | | Date of Meeting | |
| Attendees at meeting: | | | | | |
| | | | | | |
| Objectives of meeting: | | | | | |
| E.g. to support student to improve their school attendance and to ensure she/he continues to achieve academically and feels socially connected to her/his peers. | | | | | |
| Background – attendance data, behaviour, effort. | | | | | |
| E.g. Over the past month/term the student has missed x days of school Analyse the student data and investigate relationship to such factors as day of the week, time of day, class/subject/year level, timetable, gender/cultural groups, family obligations/commitments/issues | | | | | |
| The following areas are strengths and interests of the student. | | | | | |
| Outline the student's strengths and interests so that the plan can use these as a means of engaging the student | | | | | |
| The reasons the student finds it hard to get to school | | | | | |
| | | | | | |
| Student's attendance goals are: | | | | | |
| E.g. 1. To attend three days a week for the rest of term 2 2. To increase my attendance from 73% in English to 90% by the end of the term. Ensure the student's goals are SMART goals – specific, measurable, achievable, timely & realistic | | | | | |
| The student will take the following actions to achieve their goal | | | | | |
| Amongst other things, consider: <ul style="list-style-type: none"> • Morning and bedtime routines • Technology in the bedroom • Participation in extra-curricular activities | | | | | |
| Staff will take the following actions to help the student achieve these goals | | | | | |
| Amongst other things, consider: <ul style="list-style-type: none"> • Adjustments to curriculum e.g. concentrating on core or favorite subjects for a period of time, modifying conditions of tests, providing additional scaffolds, a temporary reduction in homework • A staged return or temporary part time attendance • Referrals to SSSO or community agencies/supports | | | | | |

Coober Pedy Area School Attendance Policy 2022

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| <ul style="list-style-type: none"> Identifying a school-based support person Recess & lunchtime activities/clubs that the student can be involved in A referral to the careers counsellor | |
| The student's parents will take the following actions to help the student achieve these goals | |
| Amongst other things, consider: <ul style="list-style-type: none"> Morning and bedtime routines Technology in the bedroom Communication with the school Accessing support from community agencies Support with homework A visit to the family GP for a check-up | |
| The plan will be monitored in the following way: | |
| <ul style="list-style-type: none"> Amongst other things, consider: Attendance data Tasks completed Participation in class Student observations Parent observations School observations | |
| Implementation start date: | Review date: |

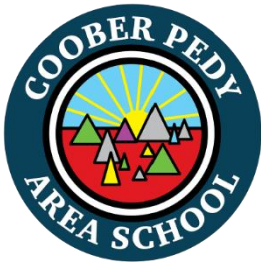
Agreement:

_____ / ____ / _____
School delegate Parent/Carer 1 Parent/Carer 2 Student Date

Other factors to consider:

- The important role relationships play in increasing connectedness/engagement
- Identify a supportive staff member who can check in with the student
- Reward system or a way of acknowledging the student's efforts to improve their attendance
- Providing an alternative to just leaving school e.g. checking in with wellbeing or working independently in a supervised area like the library
- Participation in specialist classes like PE that the student may be avoiding
- Any student concerns around using the school toilets or change rooms
- Building social connections & ensuring the student feels safe in the yard
- Comprehensive learning assessments and additional supports or adjustments if required
- Additional family support via community services
- Referring the student to alternative programs, reengagement programs or local youth services
- Work experience or TAFE tasters if an option

Coober Pedy Area School Attendance Policy 2022



Attendance Improvement Plan: Copy for parents

Student Name: _____ **School:** _____ **Class:** _____ **DOB:** ___ / ___ / _____

Strategies:

| Barrier | Family/Student Responsibilities | School Responsibilities | Intended Outcomes |
|---------|---------------------------------|-------------------------|-------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Agreement:

_____ / _____ / _____
 School delegate Parent/Carer 1 Parent/Carer 2 Student Date

Review Date: ___ / ___ / ___

Parent/Carer has meaningfully engaged with the plan: Yes No

Plan is to be extended: Yes No

Student has meaningfully engaged with the plan: Yes No

Recommendations:

Principal signature: _____ Date: ___ / ___ / ___