



Loganlea SHS - Attendance Policy and Procedures

Rationale

All schools in Queensland are committed to providing safe and supportive learning environments which address the educational needs of all students. Within this environment Loganlea State High School promotes the Department of Education attendance policy **Every Day Counts**.

In addition to this framework, the Loganlea SHS attendance policy aims to ...

- Develop and reinforce the importance of the connection between school, student, home and the wider school community to positively impact on student attendance, engagement and academic achievement
- Develop relationships between teachers (Care Group teacher or other) and students so that students feel safe to attend school and voice their needs – academic, social or emotional
- Provide a platform for students to develop resilience and self-motivation

School community beliefs about the importance of attending school

In order to experience success in secondary education, It is vital that students, staff and parents/carers have a shared understanding of the importance of attending school. As such Loganlea SHS:

- is committed to promoting the key messages of **Every Day Counts**
- believes all children should be enrolled at school and attend school all day, every school day unless grounds exist where it is unreasonable to do so
- monitors, communicates and implements strategies to improve regular school attendance
- believes truanting can place a student in unsafe situations and impact on their future employability and life choices
- believes that attendance at school is the responsibility of everyone in the community

Procedures

Loganlea State High School promotes the cooperation of all stakeholders (students, parents, staff and community) to ensure that every student attends school on every school day unless grounds exist where it is unreasonable to do so. To achieve this vision, Loganlea SHS:

- **Establishes and maintains a positive school culture** as a basis for successful engagement in education through effective orientation and welcoming communication
- **Communicates the importance of the “Every Day Counts”** policy through school parades, pastoral care, curriculum classes, the school website and newsletter and both formal and informal verbal communication with carers and students
- **Implements the Loganlea SHS “One Caring Adult” strategy** (Appendix 1) to enhance student connectedness with the school and staff
- **Implements a student rewards points program (CRED Card)** for consistent positive behaviours including on time attendance
- **Acknowledges excellence in student attendance**, each term with a silver pin awarded at a school ceremony
- **Uses ID Attend lesson by lesson attendance monitoring** and recording
- **Communicates all daily student absences via text messaging**
- **Deploys an attendance team** as discussed following to consistently notify parents of consecutive absences, follow up patterns of non-attendance and establish case monitoring and case management approaches

The roles and responsibilities of specific school staff to promote attendance include:

(i) The Care Group Teachers' responsibilities to student well-being and engagement:

- a) Student Well-being – Care for student's social emotional development
 - Teaching the student school and community values – the Loganlea Way
 - Each day creating a sense of belonging and welcoming the student to school
 - Encouraging participation in learning and school events
 - Fostering enjoyment of school
 - Providing a point of student advocacy and support
 - Promoting perseverance and resilience with difficult matters
 - Promoting healthy choices and life-style
 - Maintaining communication with parents with regard to their child's wellbeing

- b) Student Attendance – Care for student's engagement with their course of study
 - Communicating the importance of every student attending school on every school day unless grounds exist where it is unreasonable to do so, and that all absences be explained within two days before or following the absence
 - Marking the official care roll each morning
 - Contacting parents when students are not attending, encouraging them to return to school and/or provide relevant reasons for absences to be passed on to the attendance officer
 - Collecting and forwarding to the Attendance Officer notes explaining past and future absences from school
 - Addressing persistent lateness to school with the student and parents
 - Producing and checking the ID attend daily absence report to monitor and address fractional truancy. If persistent, contact parents and relevant student coordinator
 - Taking an interest in students' academic performance, in regard to progress, completion of homework, problems with studies and curriculum achievements
 - Checking students have and use a diary and that it is regularly signed by parents

(ii) The Administration Officers' responsibilities to:

- a) Record student late arrival and early leave requests. In circumstances where students seek to leave early a standard Education Queensland procedure is applied where the office staff will contact the parents, explain the situation and ask approval for the student to go home. The parent may grant permission if they accept the liability. It is the parent's decision as to whether or not they feel the student is to leave school and has appropriate supervision at home. A student over 18 that was enrolled by a parent is still required to gain this permission. Only registered independent students may give their own permission to leave school early.
- b) Respond to students reporting to the office feeling ill, to communicate with the student and their parent as required to determine if the student will leave school early
- c) Record all relevant communication with parents regarding student attendance

(iii) The Attendance Officer's responsibilities to:

- a) Update attendance and absence information daily including recording absence reasons
- b) Support school processes by producing consecutive days absence reports and any associated communication with parents as required

(iv) The Dean of Students' responsibilities to:

- c) Monitor daily the accuracy and timeliness of staff roll marking in ID Attend





(v) The Deputy Principals' responsibilities to:

- a) Meet weekly to identify students with less than 80% attendance in the preceding 20 school days and follow up in a timely way
- b) Follow up 5 day consecutive absence letters to ensure a home visit occurs by appropriate representatives of the attendance support team
- c) Monitor parental responses to above processes by providing support to students whose attendance improves or continuing with the attendance enforcement processes as outlined in the Attendance Enforcement Checklist (Appendix 2)

(vi) The attendance monitoring team of Deputy Principals, Deans of Students, Guidance Officers, Youth Support Coordinator, Chaplain/Attendance Support Worker, Community Education Counsellor and the Attendance Officer responsibilities to:

- a) Work with all stakeholders to facilitate student engagement to improve attendance
- b) Meet fortnightly to review processes and identify and respond to complex individual cases

Student responsibilities are to:

- Attend school every school day unless grounds exist where it is unreasonable to do so
- Arrive at school and class on time and provide reasons for lateness as appropriate
- Bring a note advising of reasons for absence within two school days before or after the absence
- Remain in the school grounds unless given permission to leave

Parent responsibilities are to:

- Establish and maintain viable contact details, including emergency contacts
- Support the child to attend school every school day unless grounds exist where it is unreasonable to do so
- Provide information in regard to any legitimate absences from school including the student's name, year level, absence date/s and the reason for the absence, within two school days before or after the absence

Loganlea SHS Responses to Absences

At Loganlea SHS we are committed to ensure that every student attends school on every school day unless grounds exist where it is unreasonable to do so. As such the timely and persistent follow up of student non-attendance is vital and will take the following form.

When a student is absent without explanation for **3 consecutive days, 5 consecutive days** or where a pattern of absences has been identified, the **Care Group Teacher** will take the following actions:

- **Call carers** to identify reasons for absence, an expected date of return where possible and reiterate the intent of the Every Day counts policy. If primary carers cannot be contacted, call subsequent or emergency contacts as required
- **Record the contact** through OneSchool and **refer to relevant staff** (Attendance Officer, year 7 – Jnr Dean, year 8/9 Deputy Principal (Junior School), year 10 Snr Dean, year 11/12 Deputy Principal (Senior School))



When a student is absent without explanation for **3 consecutive days, 5 consecutive days** or where a pattern of absences has been identified, the **Attendance Officer** will take the following actions:

- **Run a consecutive day absence report**
- **Maintain an attendance follow-up spreadsheet** to identify students to receive consecutive days absence letters. Highlight on the spreadsheet any students added to the spreadsheet who have received letters on the day of the report. Email to the deputy principals for advice to guide next actions
- **Produce relevant letters for consecutive day absences.** E-mail letters to relevant carers where possible and mail where no active e-mail address exists
- **Record all outgoing correspondence in OneSchool**
- **Attempt to contact by telephone, on all available numbers, the carers of students where 5 day consecutive letters were issued**
- Check that pastoral care teachers have made contact after 3 days of consecutive absences and inform the relevant deputy principal **where this did not occur.** Junior DP: Year 7 – 9 and Senior DP; Year 10 – 12)
- **Record any carer responses to correspondence into contacts** through OneSchool. Where absences are explained **change absence codes as required** and remove the relevant 5 day letters from the follow-up folder
- After 5 further days of consecutive absence after the 5 day letter has been sent consult with the relevant Deputy Principal with regard to **producing Attendance Enforcement letters (Notice Form 4 – Failure to attend and Warning Notice Form 5 – Failure to attend)**
- Specifically inform the Deputy Principal where 5 consecutive days of absence have occurred after the Form 5 process has been instituted

Where a pattern of absences has been identified the **Attendance Team** will take the following actions:

- Apply the *Department of Education procedure - Managing Student Absences and Enforcing Enrolment and Attendance at State Schools - Processes for enforcing parental obligation that a child of compulsory school age attends on every school day, for the educational program in which the child is enrolled*
- Deputy Principals meet to identify students with less than 80% attendance in the preceding 20 school days and as appropriate, pass on names to attendance officers for home visits
- Selected members of the attendance support team **hand deliver and personally follow up through home** visits 5 day consecutive or pattern of absence letters
- Attendance support team record home visit details in OneSchool contacts
- As appropriate **action information received** through the home visit for example provision of school work, recording medical details, change of address or circumstances and exemption advice and paperwork in line with Department of Education procedure “Roll Marking in State Schools”
- **Meet fortnightly to review processes, determine and establish support** for complex cases

Where the above processes have not resulted in improved attendance the Deputy Principals will take the following action:

- Commence attendance enforcement processes as outlined in the Attendance Enforcement Checklist (Appendix 2)

At Loganlea SHS the consequences of unexplained/unauthorised absences might include the following:

- Carer contact through the pastoral care teachers
- 3 and 5 day consecutive or pattern of absence letters



- Home visits at 5 consecutive days or patterns of absence to seek information and offer support to families and as appropriate after 10 days of consecutive absence provision of Exemption Applications and advice regarding this process
- Receipt of Enforcement letters (Form 4 and Form 5) where parents are not meeting their parental responsibilities as identified under the education act
- Possible cancellation of enrolment (for students in the post-compulsory phase of education)

Some related resources

Every Day Counts

<http://education.qld.gov.au/everydaycounts/index.html>

Departmental Policies and Procedures

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)

[Roll Marking in State Schools](#)





Appendix 1 - Loganlea State High School - One Caring Adult Strategy

Rationale

- To develop a connectedness between students, parents and carers and the wider school community.
- To develop relationships between teachers (Care Group or other), where a student feels safe to voice their needs – whether academic or social and emotional.
- To reinforce the importance of the connection between the school, the student and home and the positive corresponding impact on student engagement and academic achievement.
- To provide a platform for students to develop resilience and self-motivation with the mentoring of an adult.

Vision

That over the course of the year each student will identify and develop a strong, nurturing mentor relationship with an adult staff member at Loganlea State High School. This adult may or may not be their care teacher and could be a member of the non-teaching staff. That the *One Caring Adult Strategy* is underpinned by our school vision “*Making a difference for every student*” and by the values espoused in “*The Loganlea Way*”.

One Caring Adult is someone who builds a relationship with a student and mentors them through their academic, social and emotional journey at Loganlea SHS. This adult may change as the student progresses through each year of school or it may be maintained over a longer period. Ideally some students will have more than one caring adult over the 6 years they may be enrolled at Loganlea SHS, which will allow students to develop valuable relationships with a variety of adult mentors.

Actions

The identified staff member (caring adult) monitors the student’s attendance, progress and engagement in school and facilitates a positive relationship between the student, the parents and the school. The staff member offers encouragement and is a supportive point of contact for the student and parent/carer throughout the year. This relationship may include phone enquiries regarding attendance patterns, participation in class and school activities and positive affirmations such as allocating merit points, phone calls, positive post cards and invitations to reward days.





Appendix 2 - Attendance Enforcement Checklist

STUDENT DETAILS:

SURNAME:

GIVEN NAMES:

CURRENT YEAR LEVEL:

Number of Consecutive Days Absent	Date 3 Day letter signed by principal:	Date 5 Day letter signed by principal	Date Form 4 letter signed by principal	Date Form 5 letter signed by principal

Attendance Enforcement Case Manager

B. Farleigh M. Doblo R. Davis B.Burchard

Grounds for enforcement process:

School identifies unexplained or unsatisfactory absences or patterns of absences:

- absent for three or more consecutive school days
- persistent pattern of unexplained absences or absences without reasonable excuses
- attendance is reasonably considered unsatisfactory by the principal.

Form 4 - Attendance Enforcement Case Manager:

Confirms that the child is obliged to attend and that no circumstances exist where the [parent's obligation does not apply](#)

Makes reasonable attempts to contact both parents and determines if there is a reasonable excuse for not ensuring their child is attending school, using the [Director-General's Guideline for authorised officers on how to determine whether parents have a reasonable excuse for the purposes of ss.176 and 239 of the Education \(General Provisions\) Act 2006 – 01/2015](#)

Confirms that all reasonable efforts have been made to support the family to ensure child's attendance improves and that records of meetings and conversations (e.g. phone calls, home visits, contact with local police, referral to Guidance Officer, or other support worker) are documented in OneSchool

Considers whether an [exemption from schooling](#), [flexible arrangement](#) or [alteration to a student's educational program](#) is appropriate, required and/or enacted



Sends Form 4 (If the child is still not attending regularly after two weeks (10 school days) of the first attempt to contact parents, an authorised officer at the school sends by regular and registered post, a **Notice (Form 4 – Failure to attend (s.178(2))** which is generated in OneSchool, to both parents outlining parents' legal obligation and inviting both parents to attend a meeting to discuss the situation.)

Authorised officer at the school keeps a signed copy of the Notice (Form 4) and records date, time and by whom letter was posted.

Form 5 - Attendance Enforcement Case Manager:

Form 4 processes result in a meeting occurred with the parents, but there is no change in attendance or circumstances within one week (5 school days) of this meeting; or

Form 4 processes did not result in a meeting with the parents, and there is no change in attendance or circumstances within one week (5 school days) of sending the Notice;

Sends by regular and registered post a **Warning Notice (Form 5 – Failure to attend (s178(4))** which is generated in OneSchool, advising parents of their legal obligations and offering a meeting to discuss support available to address failure to attend)

Authorised officer at the school keeps a signed copy of the Warning Notice (Form 5) and records date, time and by whom letter was posted.

Post Form 5

If there is no change in attendance a week (5 school days) after the Warning Notice (Form 5) was sent, authorised officer informs the principal to discuss the next step in enforcement.

If the principal's decision is to pursue the attendance enforcement prosecution, the authorised officer

- requests Performance, Monitoring and Reporting Branch to conduct a search for information (approval for search to be given by an authorised officer in the region – Principal Advisor Education Services or Principal Advisor Regional Services or Director Regional Services) regarding enrolment and attendance to ensure the child is not enrolled at another state school (including School of Distance Education); and
- checks with Home Education Unit whether the child is registered or provisionally registered for home education.

Consent to prosecute should only be sought:

- if the compulsory schooling requirement applies;
- after reasonable attempts have been made to contact and assist both parents to ensure the child achieves regular attendance;
- there is no [reasonable excuse](#) for the child not attending school.





Appendix 3: Flowchart for recording student absences

