Baldivis Secondary College

Attendance Policy

Staff Roles and Responsibilities

1. Class Teacher:

a) Mark Academy Roll <u>within 10 minutes of the beginning of the lesson</u> to indicate that students are either **absent** or **present**.

b) Update Academy Roll to indicate any students who arrive late or leave class without permission <u>by the end of the lesson at the latest</u>.

c) If a student who is on a Risk Management Plan (RMP) leaves class without permission or does not return within the expected time frame, teachers **will need to immediately adjust their roll** to indicate the student is 'ABSENT'. This will send an automatic alert to Student Services staff for further action.

d) Teachers with a period after the transition are expected to supervise students in and around their classroom by standing just outside their classroom door.

e) Teachers are to greet students as they enter the classroom.

f) Teachers are to give initial instructions to the group at the door and consider the use of routine Bell Work*.

g) After **five minutes from the sound of the bell**, teachers are to **close their classroom doors and immediately began instruction**.

h) **Adjust roll at the end of the lesson or at an appropriate time during the lesson** to account for students arriving after the commencement of instruction, or who leave without permission during the course of the lesson. The **only except** is in relation to student on a Risk Management Plan.

i) Students who arrive late are to be welcomed into class. If they have don't have evidence to indicate they have come from someone else, teachers should <u>assume they are late without permission</u> and manage accordingly.

j) Under no circumstances are students to be sent away to 'get a note' to explain their lateness.

k) The **onus of responsibility is on the student** to ensure they have a note.

l) Teachers are encouraged to implement a range of strategies to promote regular attendance and punctuality, respond appropriately to lateness and issue consequences where student lateness becomes problematic.

m) In order to **ensure a consistent approach** across the College, teachers are to implement staged consequences for lateness as follows;

    i. First 1 – 2 times > verbal warning

    ii. Third time > **lunch detention** – student completes **reflection sheet** in the detention room – returns to teacher. Teacher completes a **Welfare event** in Academy. **Advise** Curriculum Team Leader and Year Coordinator via email. Consider implementing other internal consequences, e.g. 'late seat' away from peers;

    iii. Fourth time > As above plus refer to **1.1 Persistent Lateness** (below)

n) Positive reinforcement for student punctuality by allocating Vivos or sending a Letter of Commendation.

1.1 Persistent Lateness

a) Follow up persistent lateness by contacting parent/guardian and working with them and the student to resolve the issue.

b) Work with Curriculum Team Leader, student and parents/guardian to resolve the issue of lateness.

c) Establish *Engagement Improvement Plans* with student who are persistently arriving to class late.

d) Enter a Welfare Event in Academy to indicate persistent lateness.

1.2 Responding to the Whereabouts Unknown List

a) Check the Whereabouts Unknown List (WUL) thoroughly **by 3:20pm**.

b) Correct Academy as necessary.

2. Registration Teacher:

a) Mark Academy Roll and Manual Roll before 8:45am.

b) Accept late students into class until 8.45am. Following this they are directed to Student Services to sign in.

c) Support the College's Attendance Rewards strategy by promoting regular attendance and eliminating unexplained absences.

d) Using the Form Absence Report received from the Attendance Officer weekly, discuss unexplained absences with student directly.

3. Curriculum Team Leader:

a) Ensure Curriculum Area team members are aware of their roles and responsibilities in relation to attendance.

b) Assist Curriculum Area team members address issues of lateness and truancy.

c) Refer ongoing truancy or absences to the Year Coordinator.

4. Support Staff:

a) Notify the Attendance Team of any students engaged in meetings or programs.

b) For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

5. Relief Teachers:

a) Records roll using roll provided. and

b) For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

6. Teacher in Charge of Excursion/Camp

a) Class List sent out to All Staff at least 7 days prior to the excursion/camp.

b) Two copies of the Roll/List marked morning of excursion/camp and one copy sent to the

Attendance Team in Student Services. Second copy retained by Teacher in Charge of Excursion.

c) Follow excursion emergency management plan in the event of 'lost'/truant student while on excursion or camp.

d) For students with a Risk Management Plan (RMP) follow the procedures outlined in the plan in case of absence. This includes ensuring you are aware of and have a copy of the RMP.

7. Year Coordinator:

a) Monitor Year Groups overall attendance.

b) Develop, implement and monitor Individual Attendance Improvement Plans.

c) Participate in fortnightly attendance meetings

d) Promote regular school attendance by offering incentives and rewards

e) Carry out duties as part of Case Management as directed by the School Attendance Officer

f) Ensure all actions/plans/information regarding attendance are recorded in the BSC Attendance database.

g) Ensure 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 1 Case Management

h) For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

i) Liaise with relevant external agencies.

j) Organise and conduct Case Conferences. Use **Individual Student Checklist** to identify factors affecting attendance.

k) Adjust any attendance plan in consultation with all stakeholders.

l) Issue **Attendance Monitoring Sheet** if required.

m) Consults with Deputy Principal if attendance issues are persistent.

8. School Attendance Officer:

a) Maintain Attendance Records in accordance with the Department of Education's Attendance Policy (SARS).

b) Commence the Students Whose Whereabouts are Unknown (SWU) referral process students whom have not attended for 10 Days and for whom no contact can be made with or the parent/guardian is unaware of their whereabouts. Complete the referral within 15 days.

c) For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence

d) Refer on going consecutive absences to the Year Coordinator.

e) Manage formal written correspondence to parents,

f) Ensure all actions/plans/information regarding attendance are recorded in the BSC Attendance database.

9. Senior School Manager/VET Manager:

a) Monitor the attendance of senior school students as part of the Good Standing Policy.

b) Oversee the student's participation in any off-site program. This includes:

    i. Consulting with the student's parent/s.

    ii. Consulting with the alternative school/provider.

    iii. Assessment of the environment of the alternative arrangement to ensure the student's

duty of care needs, including health needs, will be met (may involve a site visit to the provider).

  iv.   Maintenance of attendance and achievement records. And

  v.   Continue to review the arrangement to ensure these requirements are still being met.

  vi.   Facilitating the student's return to full-time school or another arrangement is entered into if arrangement is terminated.

10. Deputy Principal/s:

a)   Monitor attendance processes.

b)   Ensure all staff perform their attendance roles and responsibilities.

c)   Support Year Coordinators to case manage attendance issues

d)   Ensure all actions/plans/information regarding attendance are recorded in the BSC Attendance database.

e)   Ensure 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 1 Case Management.

f)   For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

11. Attendance Support Officers:

a)   Monitor Daily Absences.

b)   Call the parent/guardian of students that have three consecutive absences.

c)   Manage text messaging service and data entry.

d)   Run, Print and distribute Unexplained Absence Report to Registration teachers weekly.

e)   Send out Whereabouts Unknown emails (WUL). Monitor returns. Update data. Refer non returns to Deputy Principal responsible for attendance.

f)   Track teachers that do not return data and send out reminders.

g)   Refer ongoing lack of data return to Deputy Principal responsible for attendance.

h)   For students with a Risk Management Plan follow the procedures outlined in the plan in case of absence.

12. Student Services School Officer

a)   Monitor students who arrive to school post 8.45am.

b)   Process students who are late to school.

c)   Monitor detentions.

13. Student Services Manager

a)   Convene SAER Management meetings with Deputy Principals, Year Coordinators, School Psychologist, Senior School Manager, VET/WPL Manager. Attendance Officer and College Nurses to review, address and strategise actions in relation to SAER issues

b)   Monitor SAER policies and processes and the implementation of Documented Plans.

c)   Review SAER referrals and criteria

d)   Organise and conduct Case Conferences for SAER students in liaison with the Deputy Principal

e)   Coordinate Documented Plans in consultation with all stakeholders

f) Ensure SAER Team actions and SAER Documented Plan are communicated to Curriculum Team Leaders and relevant classroom teachers, and copies in stored in the SAER Database and Student File.

14. Instruction

a) Expectations for behavior during transition times and the importance of being 'on time' to all classes is explicitly taught as part of the PBS lessons and embedded in lessons on an ongoing basis,
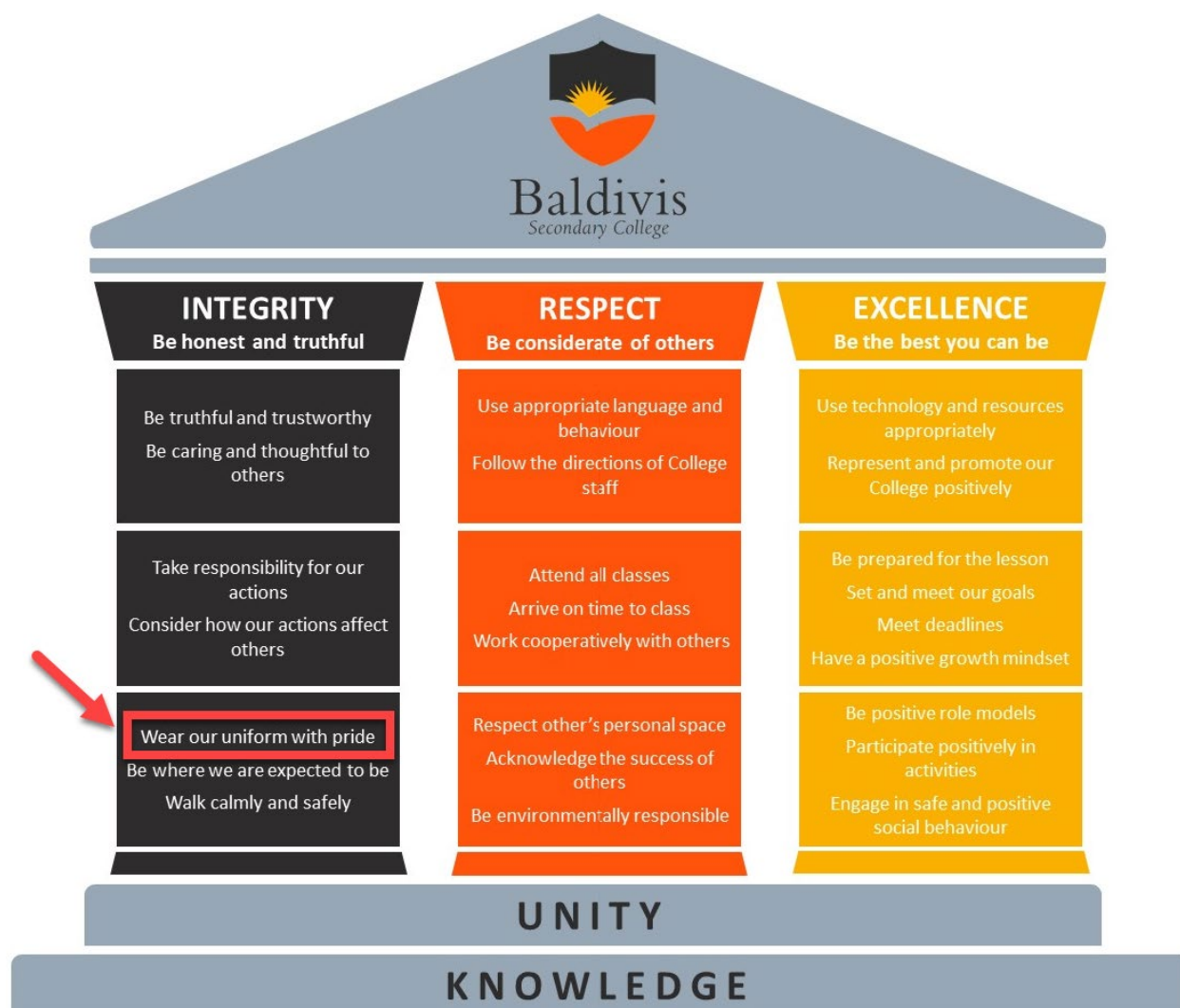
15. Whereabouts Unknown List (WUL)

a) The Whereabouts Unknown List (WUL) is published daily to eliminate any discrepancies in the attendance recording system and ensure accuracy of attendance data.

b) Staff listed on the WUL are to reply to the WUL by **no later than 3:20pm**

    i. If the student was late – Reply to the WUL and amend your roll to 'LATE'.

    ii. If the student was present – Reply to the WUL and amend your roll to 'PRESENT'.

    iii. If the student was absent – Leave roll as "ABSENT" and reply with confirmation to the WUL.

c)   Staff who have **not replied to the WUL by 3:20pm** will receive a reminder email.

Staff are encouraged to discuss with students their reasons for not being in class. If it becomes apparent that the student was absent from class **without a legitimate reason**, please advise the relevant Attendance Officer so that the roll record can be amended to 'Truant'.

If, on the other hand the student claims their reasons for being marked absent are **legitimate**, please direct them to the Front Office during recess or lunch.

16.   Student Supervision

a)   The following mechanisms are in place to actively supervise students in common areas during all transition times and at the conclusion of breaks.

   i.   Teachers with a teaching period after the transition are expected to supervise students in and around their classroom by standing just outside their classroom door.

   ii.   At least one member of the Executive Team plus other available staff to circulate in thoroughfares during each transition period and the first 5 min of class.

   iii.   Teachers who have a DOTT period after duty are expected to assist moving students to class, as they move back to their curriculum area/office.

b)   Continue the current practice of issuing 'Intention to Suspend' letters given to students who refuse to move to class.

16.   Truancy

18.   Definitions

Late	A student is considered to be 'late' if they arrive at class **five** minutes the bell.
RMP	Risk Management Plan
Transition times	The time between periods (i.e. between Periods 1 and 2 and 3 and 4)
WUL	Whereabouts Unknown List
Bell Work*	Activities posted on the board or distributed to students as they arrive to class that should be started immediately while the roll is marked, and the class settled. These activities can be a review of previous lessons, practice of current skills, or introductions to the new lesson of the day.