

# Attendance Policy

Version 7, 30/3/2023

## Background

The Department for Education (DfE) is committed to giving every child every chance to have the best start in life. The department supports the learning and life opportunities of all children and young people, and seeks to help make them strong, creative and resilient learners. The Department's [Attendance policy](#) guides the responsibilities of the whole school community to make sure children and young people attend school. This includes school staff, parents, carers and students.

Success in learning is characterised by regular attendance and engagement in schooling and can be a predictor of future patterns that lead to higher levels of achievement and improved health, relationships and employment outcomes.

## Policy statement

Open Access College Attendance Policy aligns with the ***DfE Well-being for Learning and Life framework*** which recognises the important interrelationships between children and young people's wellbeing and learning outcomes. A wellbeing approach to attendance supports families to recognise the importance of education while addressing barriers to active participation. A shared responsibility for creating a safe, caring and equitable environment ensures all parents and carers are aware of attendance expectations, policies and procedures.

Frequent contact between teacher and student assists in the development of positive interpersonal relationships, a prerequisite to an effective teaching-learning connection, and to improved participation and learning outcomes for students.

Students 16 years and below must attend school, and students aged between 16-17 years must participate in full-time school or in an approved learning program.

- The primary responsibility for meeting this legal requirement of attendance rests with the parent/caregiver.
- The primary responsibility for monitoring and following up daily attendance at lessons rests with the subject teacher.
- All students are expected to attend school unless genuinely ill or serious family circumstances prevent it.

Early intervention for students at risk of developing irregular patterns of attendance is critical in their reversal. (refer to Appendices 2 and 3)

- 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.

## Attendance improvement strategies:

Open Access College employs early intervention strategies and ongoing communication with families as key to improving attendance by

- ensuring a safe learning environment that promotes positive behaviour where students feel a sense of belonging and connectedness.

- delivery of an inclusive curriculum with differentiated learning activities (including explicit learning goals and attainment levels for units of work) that supports and actively engages each learner.
- in-college support from the Student Wellbeing Team and Leadership Team
- home visits by teachers accompanied by another person e.g. Student Wellbeing Leaders/Teachers, Year Level Managers, Aboriginal Education Teacher, Social Worker, Psychologist, Youth Worker, Aboriginal Community Education Officer
- involvement of Student Support Services Social Worker Truancy and Aboriginal Education Services for known chronic non-attenders
- use of Daymap to record attendance and associated communication
- patterns of attendance are monitored and evaluated to ensure risks are identified with supports and interventions in place and progress monitored
- contacting of parent/caregivers using the text messaging system for unexplained absences
- discussions between teachers and families about the need for regular attendance
- contacting families and schools in writing and by telephone for students who have ongoing unexplained absences.
- School TV videos on website and newsletter articles focusing on issues relating to attendance.
- Agreement and signatures on enrolment agreements and setting expectations during enrolment meetings and Induction sessions.
- make notifications about chronic non-attendance (via the [Child Abuse Report Line](#) – CARL) guided by Responding to Abuse and Neglect — Education and Care ([RAN-EC](#)) training and the [Mandatory Reporting Guide](#) .

## Responsibilities

### Principal

- ensure policy and processes are in place and followed by teaching staff
- lead in fostering a positive and safe school culture and learning environment

### Assistant Principal Student Wellbeing and Head of Campus SOTA

- develop whole-school approach to attendance
- oversee attendance process
- regularly monitor and review attendance data
- ensure regular reports in Power BI of absentees are used to track and monitor attendance

### Year Level Managers and Student Wellbeing Leaders

- work with parent/caregivers to reinforce the importance of regular attendance, beginning at enrolment appointment
- regular review of Power BI attendance reports and case manage identified students
- refer students under compulsion with unsatisfactory attendance to Student Support Services Social Worker Truancy or Social Work Duty Line, Aboriginal Inclusion Officer
- move students to a holding class (ZZZ) when required

### Aboriginal Education team

- support Student Wellbeing Leaders and teachers to monitor Aboriginal and Torres Strait Islander student attendance including contact parents/carers where attendance is of concern
- support Student Wellbeing Leaders and teachers with attendance strategies and interventions for Aboriginal and Torres Strait Islander students

**Teachers**

- develop and maintain positive relationships with students and families.
- create a positive and safe learning environment that fosters connectedness to the school, teachers and peers
- design and deliver inclusive learning programs that support student engagement and success
- undertake home visits
- record attendance information in Daymap for each lesson using the relevant code (refer to Appendix 1)
- complete a Teacher Concern Record for ongoing unexplained non-attendance

**Student Services Team**

- notification by phone or [student.absence986@schools.sa.edu.au](mailto:student.absence986@schools.sa.edu.au) email and absence is recorded by entering the appropriate code into the class list in Daymap
- monitor SMS message replies in Daymap (each morning) and adjust the absent code in the class list in Daymap
- communicate via “All Staff” note to the student summary page and email the note (within Daymap) to notify teachers of changes
- provide attendance rates via Power BI dashboard to Year Level Managers and Student Wellbeing Team.

**Students**

- attend all scheduled lessons
- participate positively and engage in learning
- over the age of 18, ensure teachers are informed of absence prior to a lesson and provide a medical certificate for absences involving 2 or more consecutive lessons (in same subject)

**Parents/Carers/Supervisors**

- ensure their students attend all scheduled lessons as per enrolment expectations
- support student engagement in learning by establishing regular structures and routines
- provide an explanation whenever their student is absent
- respond to SMS text messaging where absence is unexplained
- provide a medical certificate where absence due to illness is for three or more consecutive days (R – 10 students) or two or more consecutive lessons (year 11 -12 students)
- apply for an exemption where an extended absence is planned

**This version created:** 30 March 2023

**To be reviewed:** 2026

**Review to be managed by:** AP Wellbeing

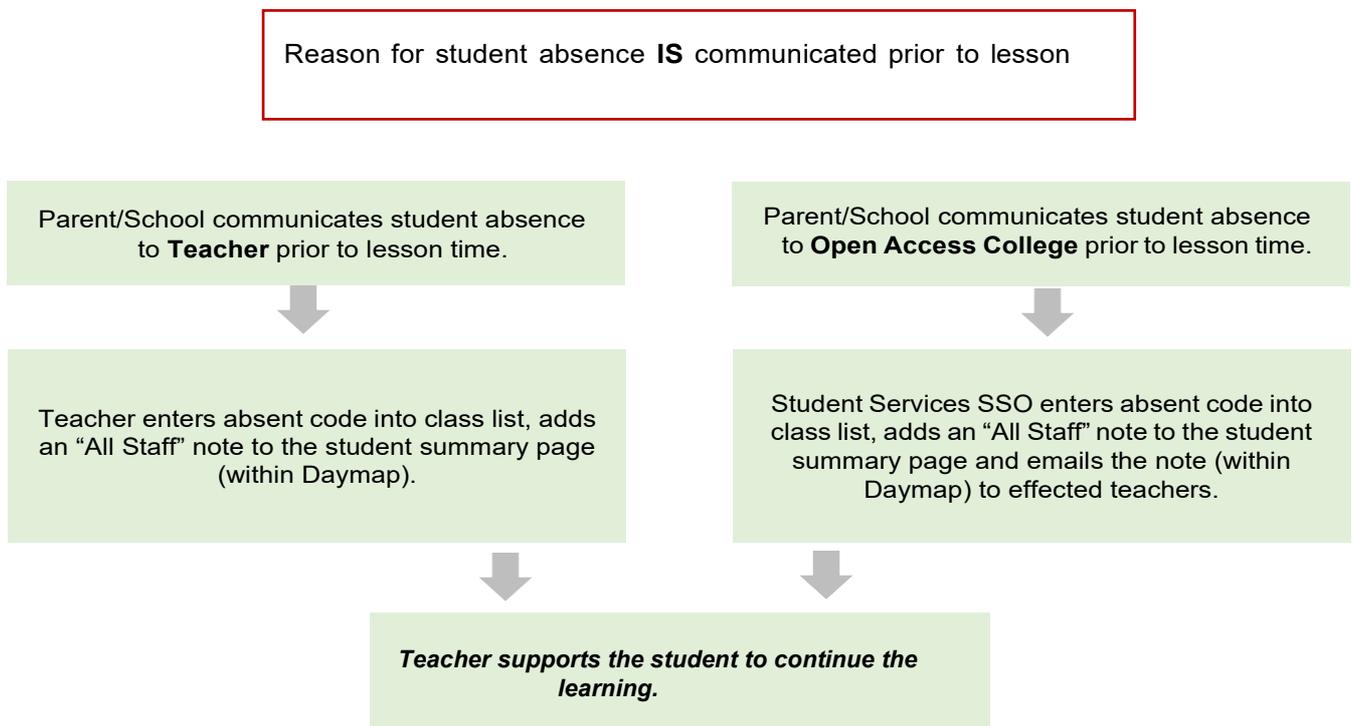
## Attendance Codes

## Appendix 1

Code	Explanation	Example
U	<p>Unexplained</p> <p><i>Where an explanation is not acceptable the absent code "U" remains</i></p> <p>[NOTE: Once one student in a class has been marked present and the class roll is saved all unmarked students will default to U]</p>	<p>No explanation offered / inappropriate explanation e.g. slept in went surfing</p>
X	<p>An explained absence that is <b>counted as an absence</b> for the purpose of attendance rates in Daymap and for site statistics.</p> <p><i>An appropriate note must be added to Daymap to clarify the reason provided</i></p>	<p>Medical appointment IT issues</p>
C	<p>Medical Certificate</p> <p>Only to be used once the certificate is received.</p> <p><i>If parent says they have one, use 'I' code until certificate is received. Save certificates in Daymap attachments.</i></p>	<p>Illness where a medical certificate has been supplied for the duration of the condition. Review once expired if student has not returned to class.</p>
I	<p>Illness without a certificate</p> <p>For absences of more than 3 consecutive days (R-10) and 2 consecutive lessons (yrs 11-12) a medical certificate is required</p>	<p>Illness as advised by parent/carer for those under 17 or by student if over 18.</p>
F	<p>Family Family, social, cultural reasons</p>	<p>Cultural or religious day Family holiday</p>
G	<p>An explained absence (off-site program) that is <b>not counted as an absence</b> for the purpose of attendance rates in Daymap or for site statistics.</p> <p><i>An appropriate note must be added to Daymap to explain the reason for using the G code (i.e. student overseas, school sports day, traveller etc.).</i></p>	<p>School Sports Day/Camp Overseas student Work experience VET course</p>
ANR	<p><b>Administration use only</b></p> <p>Attendance not recorded. This code <b>does not count</b> as an absence for the purpose of attendance rates in Daymap or for site statistics.</p>	<p>Classes cancelled eg for a student free day, closure day</p>
Z	<p><b>Long term non-attendance</b></p> <p>Student Wellbeing Leader use only</p>	<p>Student transferred to ZZZ class for extended health issues</p>

# Attendance Flow Chart 1

## Appendix 2



# Attendance Flow Chart 2

## Appendix 3

