

Cadell Primary School



Government of South Australia
Department for Education and
Child Development

PMB 20 WAIKERIE SA 5330

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PRINCIPAL: John Sutton

Persistence ~ Respect ~ Responsibility ~ Tolerance

Attendance Policy

At Cadell Primary School we provide a safe, success oriented and caring environment. We believe that students need to attend school regularly in order to participate fully, and gain maximum benefit from schooling. Regular attendance enables children to access a full education, so enabling them to reach their full potential. School staff set an example for students, encouraging and emphasising attendance and punctuality.

Our aim is to ensure all students can access equitable educational outcomes. Monitoring of school attendance enables identification of students at risk and the early implementation of intervention strategies. We believe the early detection and assessment of the causes of school non-attendance are crucial to every student's educational development.

All members of the school community are expected to meet the requirements of attendance and work to the best of their ability and skill level as consistently as possible. ***Student attendance is everyone's business.***

ATTENDANCE REQUIREMENTS

A child who is five years old but not yet 16 is of compulsory school age. Every child of compulsory school age, irrespective of distance from school or whether the student has a disability or not, is required to be enrolled at a government or non-government school or Open Access College and must attend the school (except at the Open Access College) on every day, or for such parts of every day, as instruction is provided at the school for the child, unless the Minister has granted a certificate of exemption from school attendance.

Compulsory attendance at school for children aged at least 6– 16 years of age is based on the premise that each child has the right to receive an education which aims to promote personal development and equality of opportunity.

The primary responsibility for meeting this legal requirement rests with the parent/carer. The responsibility for enforcing school attendance is with the Department for Education and Child Development.

The department therefore has a legal responsibility to record and monitor attendance and take appropriate action to rectify problems of non-attendance.

School commences: 8:50am

Recess: 11.00am - 11.30am

Lunch: 1:30pm – 2.00pm

Dismissal: 3:20pm

Thursdays: 8.50am

Recess: 11.00am - 11.30am

Lunch: 1.30pm - 2.00pm

Dismissal: 2.30pm

RESPONSIBILITIES

Students

- Arrive at school punctually. Children are asked to arrive at school between 8:30am and 8:50am
- At dismissal time, students are required to leave the site as soon as possible.
- Attend school on every day when instruction is offered unless the school receives a valid reason for being absent eg illness/family reasons or an emergency situation exists eg. Catastrophic Days.
- Provide teachers with an appropriate explanation for their non-attendance. Usually this comprises of a letter, phone call from parent/carer or a medical certificate.

Parents/Carers

- Actively encourage their children to regularly attend school.
- Notify the school of any absences by a written explanation or via the telephone for absences less than 3 days. A written explanation is required after 3 days.
- Explain the reason for lateness when a student is late for school and sign them in through the front office.
- Let the school know of an extended absence, and if work needs to be arranged, and complete an Exemption form.

Teachers

- Encourage students to attend school regularly by providing exciting and stimulating educational programs which are inclusive of the needs of all students.
- Monitor daily each child's attendance.
- Accurately complete the Roll Book for each day. Absences are to be coded according to the criteria (DECD) set out in the front of the Roll Book.
- Update the Roll Book during the day to record student movement i.e. home sick.
- Coordinate the collection of work for students who are unable to attend school for acceptable reasons and for whom work has been requested.
- Contact home on the third day of absence if unknown and record in the Roll Book.
- Send a form home requesting explanations of any unexplained absences as soon as possible.
- Inform the Principal of any concerns about attendance, and in particular when a student is absent, without a reasonable explanation, for 3 consecutive days or if an irregular attendance pattern is identified eg 5 days in 2 weeks.

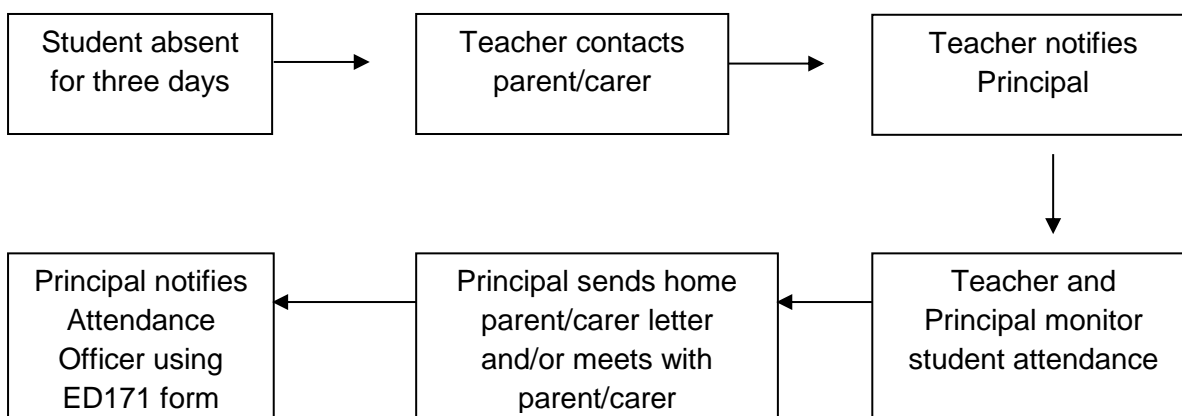
Principal/Admin Officer

- Ensure the EDSAS Roll is accurately completed.
- If the child is Aboriginal, contact ACEO or Support Services immediately the non-attendance is apparent. Refer Appendix 2.
- Principals have delegated authority from the Minister to approve applications for temporary exemption from school attendance for periods of up to one calendar month. Parents/Carers should complete an ED 175 and copies of such approval are to be retained in school files, and are to be made available to appropriate departmental officers as required.
- All applicants for temporary exemptions one calendar month (approved by Principal), and for permanent exemptions, are to be set out on Form ED175 and forwarded to the Student Attendance Counsellor.
- Applications for home schooling are referred, by the Principal, to the Education Director. Only when parents receive written approval to home school their child/children, may the child/children be released from attending school.
- Complete a letter regarding the absence of a student and send home to parent/carer.
- Document interventions, strategies, home visits, phone calls and include in student file.
- Refer to an Attendance Counsellor on an ED171 if attendance issues are not resolved.

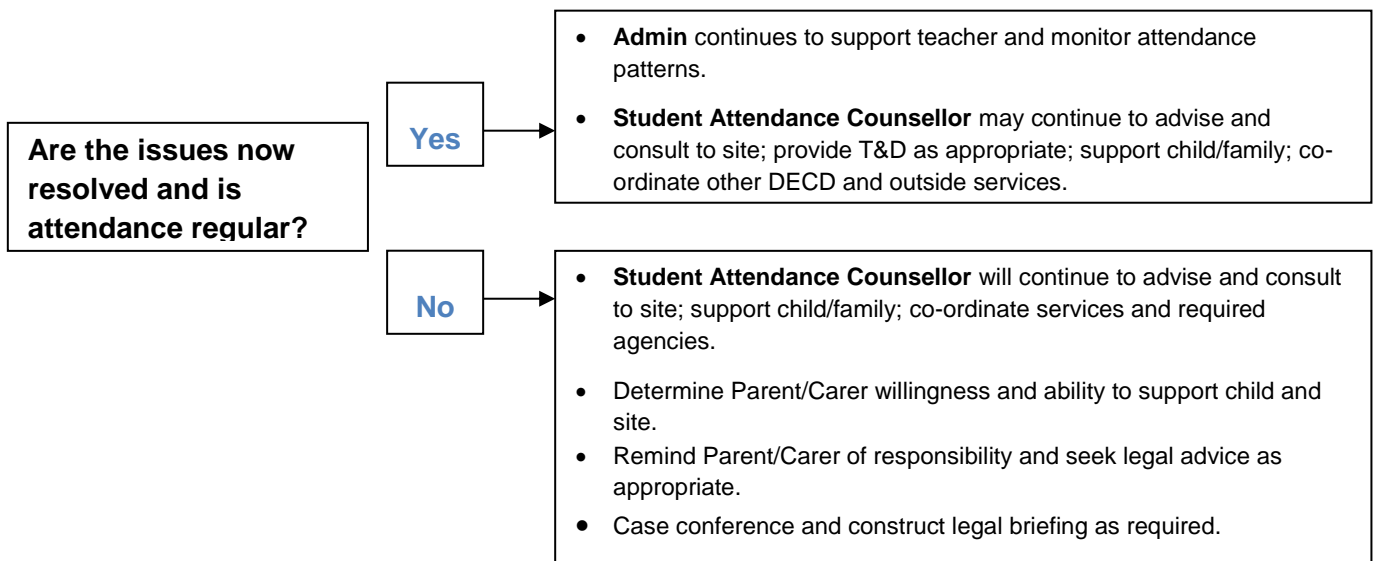
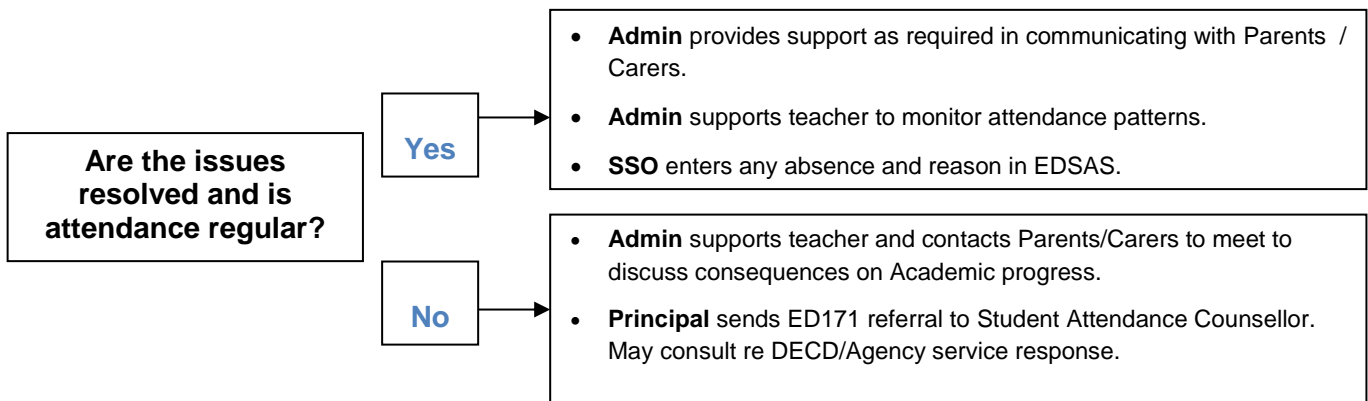
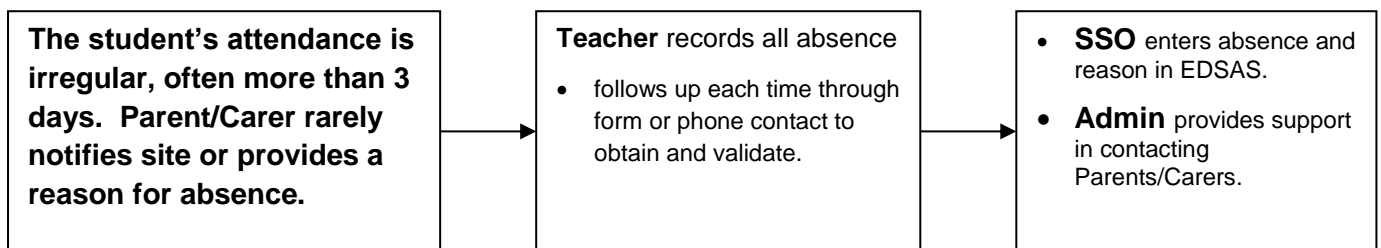
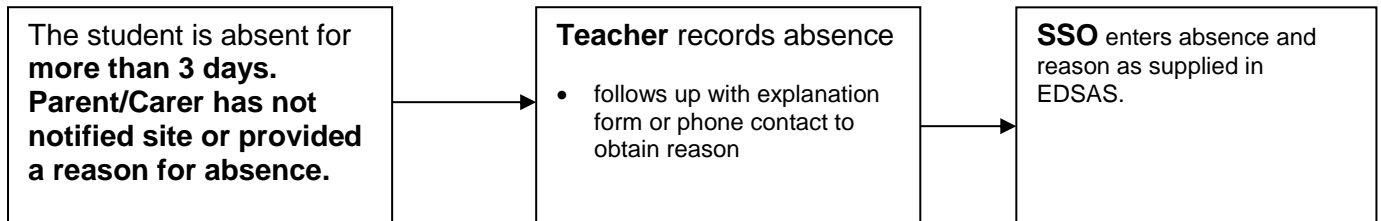
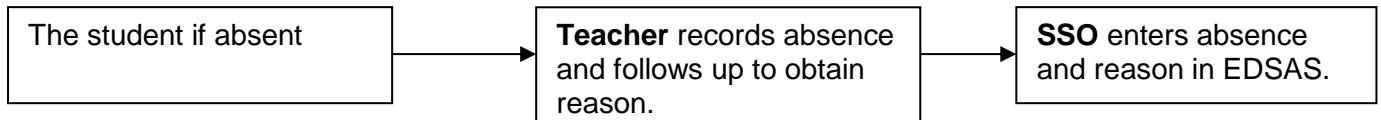
School Response

After 3 days of unexplained absence, either consecutive or non-consecutive the following occurs:

- The teacher informs the Principal of the non-attendance.
- If the child is Aboriginal then the Principal or delegate informs the Partnership ACEO.
- The teacher and Principal devise a school based plan to address the non-attendance.
- The Principal or delegate at Principal's request, completes the ED171, the notice of unexplained absence. This is sent to the parent/carer. An accompanying letter may inform the parents of the child's non-attendance.
- The teacher may phone the home or the Pastoral Care Worker with the Principal may visit the home. The parents/carers are informed of the consequences of further non-attendance i.e. referral to DECD support staff (with parents' permission) and Attendance Counsellor (parents' permission not necessary).
The teacher will establish the reason/s for non-attendance and will continue to work on an "Improved Attendance" Plan.
- The teacher will document intervention strategies, including follow up, home visits, phone calls etc and place in child's school file.



FLOWCHART FOR LEADERS MANAGING/REPORTING ATTENDANCE ISSUES.



ATTENDANCE CHECKLIST	Yes/No/Comment
LATENESS	
1. Is the student late? Is the student aware of lateness?	
2. How often does this occur?	
3. Is this a new situation or one that has been ongoing?	
4. Is there a pattern? Lessons, subjects, teachers, after weekends eg Mondays and/or Fridays	
5. Are there reasonable explanations / reasons for the lateness?	
ABSENCE	
1. How often does this occur?	
2. Is there a pattern? After weekends eg Mondays and/or Fridays?	
3. On their own or in company of others?	
4. What is the total number of absences?	
5. Is there a sibling whose attendance patterns are a concern also?	
6. Is attendance a new situation or one that has been ongoing?	
7. Are there reasonable explanations / reasons phoned in or written?	

WHAT HAS BEEN TRIED	Yes/No/Comment
CLASS TEACHER	
1. Discussed the attendance issues with the student?	
2. Made contact with the Parents/Carers to discuss concerns. (telephone &/or note)	
3. Review current Anti Bullying Policy and Student Grievance Processes?	
4. Reviewed student engagement, curriculum presentation and content?	
5. Modified or differentiated the curriculum?	
6. Additional support in certain subject areas referral to special programs eg ICAN?	
7. Use of peer and adult mentors?	
8. Program involvement to develop social skills/values programs?	
9. Develop strategies to improve punctuality.	
SCHOOL / SITE	
1. Made contact with the Family/Carers (Telephone, letter to ascertain level of willingness and ability to support site). Pastoral Care Worker to make contact with student and family.	
2. Meeting with Family to discuss issues, roles and responsibilities. (Transport, illness, etc)	
3. Review Site behaviour code.	
4. Review Site Attendance Internal Structures.	
5. Review current Anti Bullying Policy and Grievance Processes?	
6. T&D/program Strategies, Evaluation to improve teacher/child relationships.	
7. T&D to develop pro-active and reactive Attendance strategies.	
8. Protocols for transition between, Pre-school – Primary School, Primary School – High School, and/or if appropriate Special School	
EXTERNAL STRUCTURES	
1. Referral to the Student Attendance Counsellor.	
2. Referral to other DECD Support Services(eg ISBC, Disabilities regarding underpinning issues and possible impact on the child's attendance patterns).	
3. Referral to appropriate Outside agencies (Families SA, CAMHS)	
4. Support to refer to Paediatrician/Community/Health Services	
5. Development of Health Care Plan/Attendance Plan	

Reviewed 1/2/2018

Next Review 1/2/2019