



# Attendance Policy

## **Rationale**

Comet Bay College is committed to providing safe and supportive learning environments for all students which address their educational needs.

- Students who regularly attend school and complete Year 12 or an equivalent qualification have improved health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age. Regular attendance has also been identified by the Ombudsman's report as a major factor in combatting suicide in youths.

Comet Bay College students are expected to attend all scheduled classes, unless they have a legitimate reason to be away.

As a PBS school, Comet Bay College will apply college wide strategy to explicitly educate students regarding attendance expectations and policy.

Comet Bay College attendance policy aims to highlight the warning signs of disengagement including frequent lateness, missing lessons, unresolved issues with staff or other students, social/emotional issues and health issues of the student and/or their family members.

We believe that working in partnership with students and families is the most effective way to engage non-attenders.

## **Supporting Documents**

- APP 1: Attendance Letter 1
- APP 2: Attendance Letter 2
- APP 3: SiS Generated Letter
- APP 4: Letter of Recognition
- APP 5: Non-Attendance Letter
- APP 6: NOA Letter
- APP 7: APARS
- APP 8: Letter Advising Of Consultation With Regional Office
- APP 9: Letter Regarding Formal Meeting
- APP 10: Responsible Parenting Agreement
- APP 11: Action Checklist for Attendance Panels
- APP 12: Letter of Notification of Attendance Panel formation
- APP 13: Referral to a School Attendance Panel
- APP 14: School Report for Attendance Panel
- APP 15: Regional Staff Contact Details

## School community beliefs about the importance of attending school

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It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Important values to develop throughout the College community include:

- 'Every Day Counts'
- Attending school all day, every school day
- Working together to implement strategies to improve regular school attendance
- Recognizing that truancy can place a student in unsafe situations and can impact on their future employability and life choices
- Acknowledging that attendance at school is the responsibility of everyone in the community.

## Responsibilities

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### School responsibilities:

- Inform parents/care givers when a student is absent from lesson – Electronic Attendance Role .
- Inform parents/caregivers when they are late (time) after 9:15am – Student Support – text.
- Student Support Associate Deans to Case Manage students who are falling below the 80% .
- Communicate effectively and regularly with the College community about expectations for attendance through the newsletter and website.

### Teacher Responsibilities

- Teach students explicitly about the fore mentioned attendance expectations.
  - Emphasise with students why attendance is important and provide yes and no examples of adequate attendance practices (e.g.- setting alarm clock – YES!, Sleeping at friend's house on school nights- NO!)
  - Reinforce/Reward effective attendance practices in class.
  - Developing connectedness with students who have been absent (e.g. when the student returns – “Is everything O.K? - We are working on..... - I'll catch up with you later”). Not punitive – you've missed work, you need to catch up etc.
  - Modelling punctuality.
  - Keep accurate attendance records.
  - Delivering engaging lesson that caters for the learning needs of all students.
  - Using a wide range of teaching tools and strategies.
  - Developing awareness and cultural understandings of the student population
  - **Following college attendance procedure with regard to students late period 1**
  - Developing positive teacher -student and teacher –parent relationships.
  - Setting high attendance expectations.
  - Maintaining accurate class records and identify patterns of non-attendance.
  - Notifying Associate Dean of Student Support of any absentee patterns you identify.
  - Completing class roll within 20 minutes of start of lesson, (through SiS.)
  - **Under no circumstances should a student be accepted to a class unless they are timetabled to it.**
  - Students with RMP's and who are not present in class - follow RMP and inform Student Support.
  - If a student (non-RMP) walks out of your class;
1. Do not mark the student “Truant” yourself!
  2. To cover yourself, notify Student Support. The Associate Dean will determine whether the student is marked truant or something else depending on circumstances (see below).
  3. If this is the first occasion that it has happened, apply the Behaviour Management Plan and action yourself, with a consequence and details on SiS.
  4. If this is a recurring behaviour, refer to your Dean of Learning Area, who will action at their level (as per Behaviour Management Plan). Again details on SiS.
  5. If the issue persists, Dean of Learning Area will liaise/refer with Student Support Associate Dean for further action. (eg- there may be a Learning Area contract or similar in place).

As a rule of thumb;

- (a) If a student walks out of class towards the beginning of a class, or is sent to an alternative class at the start of a lesson and is unsupervised/unaccounted for the majority of the lesson, we will probably mark as truant. (Still apply the above!!!)
- (b) If a student walks towards the end of the lesson, (say five, ten, fifteen minutes early) they will not be marked “truant”. (Still apply the above!!!)

Finally, whilst SS do case manage large numbers of students with attendance issues, if a student is marked truant, this does not mean they will be automatically managed by Student Support. The above process (as per Behaviour Management Plan) should always be followed.

### Relief Teacher

- Fill out absent students on the Morning Absentee File and return to Student Support by 9 am Monday to Friday.

### Student responsibilities:

- Attend 100% of all school days.
- Attend all lessons.
- Inform Student Support if they need help or be proactive in their learning and inform before problems arise
- Be at school by 8.30 am
- Move to class on the first bell and be in class before the second.

### Parent responsibilities:

- Ensure sure their child is attending school
- Emphasise with child why attendance is important and develop habits of adequate attendance practices (eg- setting alarm clock – YES! Sleeping at friend’s house on school nights- NO!)
- Provide explanations when their child is absent.
- Attend attendance meetings when required

## Reporting and monitoring attendance

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At Comet Bay College reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

### Strategies

At Comet Bay College for promoting 100% attendance using the following when students drop below 90%

- Implement strategies to address individual student needs (whole school)
- Engaging with families and provide appropriate support (whole school)
- Attendance/ Return to school improvement plan Student Support *See appendix 1<60% attendance*
- Students who arrive after 9:15am – sent a text notifying them of their late arrival

### Office Assistant (Attendance Officer)

- Monitor attendance of students.
- Identify continuous unidentified attendance and notify parents.
- Send letters to parents for unexplained absentees.
- Liaise with VIVO coordinator in rewarding students with consistently high attendance.
- Develop database of student absentee factors.
- Identify and notify Associate Deans of students requiring Case Management.

### Associate Dean/Dean of Student Support

- Promote/Educate regarding college attendance requirements through student assemblies and other forums.
- Reinforce/Reward students with consistently high attendance. (Liaise with VIVO coordinator)
- Case Manage students with attendance below 80% and/or identified by Attendance Officer.
- Meet with student, re-emphasise expectations.
- Implement improvement strategies (including consequences) for students with continued absences.
- Meet with Parent and student if no further improvement.
- Identify barriers to attendance.
- Coordinate appropriate support from Student Support staff and external agencies.
- Develop Attendance plan. (Using proforma)
- Liaise with staff, parents, expert staff or agencies in applying plan.
- Conduct final parent review meeting.
- Liaise with Regional Office regarding RPA’s, Attendance Panels, Participation and establishing contact with Juvenile Justice.
- Prepare RPA/Attendance Panel Paperwork.

### School Psychologist

- Participate in case conferences
- Maintain records of all parent and student contact

- Develop School Attendance Plans as necessary
- Monitor students on attendance plans
- Coordinate with Associate Dean regarding case management
- Initiate involvement of outside agencies as needed.
- Complete Winterfold Centre referrals as needed in liaison with Associate Dean

### Eligibility for Extra Curricular Activities

- Students with an attendance rate below 90% will be ineligible for extra-curricular activities and excursions.
- These include (but are not limited to) the school ball and sports carnivals.
- The college may consider providing extraordinary permission for students with attendance rates below 90% due to extenuating circumstances.
- This does not impact upon any activities deemed to be curricular.

## Additional Notes

### Case Management

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Case management processes should be initiated where: Making contact with parents and carers for students who are absent without known reason is not successful in restoring attendance and the frequency of non-attendance is high.

Case management involves consulting and meeting with all relevant stakeholders including the student and parent to plan for improvement. One person from the school needs to be identified as the case manager. This person is responsible for coordinating all aspects of planning for the identified student.

### Record Keeping

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- Document and retain records on all contact with parent including telephone calls, messages, email, text messages, arranged meeting dates/times and home visits
- Document all intervention strategies used to address absence
- Meetings can be held and plans written up even if parents don't turn up. If this occurs, send copies of the minutes and plan

### Arranging Parent Meetings

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- Meeting at a time convenient to both parties.
- Alternate times set up in case original appointment time is not suitable
- Communication requesting attendance in writing, discuss via telephone contact or a home visit.
- The conversation and time arranged noted.
- Be flexible; hold meeting at home or a place where they feel more comfortable.
- Home visits with a Badged Officer, notify the school when leave, how long, bring phone.
- Contact the parents the day prior and offer transport if needed

### Documented Plan

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- Utilise the CBC Attendance Plan Proforma for planning and record keeping.

- It is very important to focus on the student's strengths
- Identify a time when school attendance was going well, plan may develop from strategies that were in place for the family at a time when attendance was consistent.
- As an outcome of the interview, all participants should receive a written plan, which is essentially an agreement for all parties to assist with processes and monitoring of attendance.
- A review date should also be set to ensure that attendance is continuing, and to address any further hindrances or issues.
- This review should occur in a timely manner, approximately two weeks after the initial meeting and occur regardless of whether attendance has improved or not.
- Where attendance has improved this provides an opportunity to celebrate success and reinforce new behaviour

## Attendance Case Management Phases

Stage	Description
<b>Phase 1</b>	
<b>Identification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance Officer (AO) provides Lists of students below 70% and 80% each week.</li> <li><input type="checkbox"/> On week 5 of each term, Email is generated and sent to parents of students with attendance rates between 71% and 90% and <b>Attendance Letter 2 (APP 2)</b> to parents of students under 70%.</li> <li><input type="checkbox"/> AO conducts Phase 1 APARS intervention with students under 70%.</li> <li><input type="checkbox"/> AO contacts parents of students with more than 3 unexplained days each fortnight.</li> <li><input type="checkbox"/> AO to send <b>SiS Generated Letter (APP 3)</b> to parents of students with attendance period variations each fortnight.</li> <li><input type="checkbox"/> <b>On weeks five and ten of each term</b>, the Dean, Psych, AO and AD's will conduct <b>critical attendance meeting to identify</b> all students under <b>70% for the past five weeks</b> for Phase 2/3 or further case management.</li> <li><input type="checkbox"/> AD's to commence Phase 2 Case Management of all students 70%</li> <li><input type="checkbox"/> AO uses knowledge of background/patterns to notify ADs of any additional students requiring Phase 2 Case Management.</li> <li><input type="checkbox"/> AO to email lists of students under 70% each week.</li> <li><input type="checkbox"/> AO to send <b>Letter of Recognition/VIVO (APP 4)</b> to parents of students with attendance rates above 90% each term.</li> <li><input type="checkbox"/> <b>On the fifth and tenth week of each term</b>, Students with attendance over 90% will receive a nominal ViVo award.</li> <li><input type="checkbox"/> AO to send <b>Non-Attendance Letter (APP 5)</b> to parents of repeated non-attendees whom they have been unsuccessful in contacting by phone/in person.</li> <li><input type="checkbox"/> AO to send <b>NOA Letter (APP 6)</b> to parents of Upper-School students thought to be working or training/studying off campus.</li> <li><input type="checkbox"/> <b>On week ten of each term</b>, students with Good standing (and therefore 90% attendance) will be invited to reward lunch/incursion.</li> </ul>
<b>Phase 1 Student Interview</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AO conducts Phase 1 student interview with Student to be case managed and places information on <b>APARS (APP 7)</b></li> <li><input type="checkbox"/> AO will negotiate basic resolutions and consequences for simple cases.</li> <li><input type="checkbox"/> AO will email/request ADs for Phase 2 Case Management or referral to support staff/agencies.</li> <li><input type="checkbox"/> Document in APARS.</li> </ul>
<b>Phase 2</b>	
<b>Parent/Student Meeting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If attendance of case managed student does not improve or is severely at risk (under 70%), AD to facilitate Phase 2 Parent/Student Meeting.</li> <li><input type="checkbox"/> AO or AD will book Phase 2 Parent Meeting and will be convened by the AD.</li> <li><input type="checkbox"/> AD collects information specified in <b>APARS (APP 7)</b> under corresponding headings.</li> <li><input type="checkbox"/> Plan resolution, consequences and internal/external support staff (Chaplain, Psych, Agencies etc.).</li> <li><input type="checkbox"/> Liaise with internal and external support staff/agencies.</li> <li><input type="checkbox"/> Set review meeting with corresponding parent/student and personnel.</li> <li><input type="checkbox"/> Continue to review upon fifth and tenth week of each term at critical review meeting.</li> <li><input type="checkbox"/> Document on <b>APARS (APP 7)</b></li> </ul>
<b>Phase 3</b>	
<b>Contact Regional Office for Advice</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If attendance of case managed student does not improve or is severely at risk, consult with Regional Office for advice. Send <b>Letter of RO Consultation (APP 8)</b> liaise with school psych in advance.</li> </ul>
<b>Parent/Student Review Meeting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AD to facilitate Phase 3 Formal Parent/Student Review Meeting. Send <b>Letter regarding formal meeting (APP 9)</b></li> <li><input type="checkbox"/> AD to identify circumstantial changes, under corresponding headings in <b>APARS (APP 7)</b></li> <li><input type="checkbox"/> If appropriate, consider Educational/Career alternatives and providers (VET coordinator/career counselor)</li> <li><input type="checkbox"/> Adjust resolution, consequences and internal/external support agencies</li> <li><input type="checkbox"/> Set Review meeting</li> <li><input type="checkbox"/> Document on <b>APARS (APP 7)</b></li> <li><input type="checkbox"/> Ensure that all columns of <b>APARS (APP 7)</b> have been completed over three meetings.</li> </ul>
<b>Responsible Parenting Agreement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If reviewed plan and additional supports are unsuccessful in improving attendance rates, contact Regional Office for advice on offering Responsible Parenting Agreement (RPA) or Attendance Panel (AP).</li> <li><input type="checkbox"/> Check again with family, RO and all agencies as to whether there is a more appropriate alternative to Comet Bay College.</li> <li><input type="checkbox"/> Contact Parents and offer RPA or Attendance Panel.</li> <li><input type="checkbox"/> Liaise with RO to convene RPA meeting and signing. Utilise <b>Responsible Parenting Agreement (APP 10)</b></li> <li><input type="checkbox"/> Document RPA with RO and set review meeting.</li> </ul>
<b>Attendance Panel</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If RPA is unsuccessful in improving attendance is unsuccessful OR parent indicates a preference contact RO for advice for convening AP.</li> <li><input type="checkbox"/> Check actions from <b>Action Checklist for Attendance Panel (APP 11)</b> have been completed.</li> <li><input type="checkbox"/> Send <b>Letter of Notification of Attendance Panel formation (APP 12)</b></li> <li><input type="checkbox"/> Complete <b>Referral to Attendance Panel (APP 13)</b></li> <li><input type="checkbox"/> Prepare <b>School Report for Attendance Panel (APP 14)</b></li> <li><input type="checkbox"/> Convene AP panel.</li> <li><input type="checkbox"/> Send letter to all parties advising of date and time.</li> <li><input type="checkbox"/> Conduct panel hearing.</li> <li><input type="checkbox"/> Document panel recommendations with RO.</li> <li><input type="checkbox"/> Coordinate school support for facilitation of recommendations.</li> </ul>

**Regional  
Office Referral**

- Refer to RO if:
  - (a) Attendance Panel is refused/not attended by parent/family.
  - (b) Panel recommendations are not followed by parent.
  - (c) Panel Recommendations are unsuccessful in improving attendance by review date.



COMET BAY COLLEGE

***Student Support - Process for Case Management of Attendance***

*(To be managed by the SS Dean /Associate Dean)*

- All data is to be provided to the Attendance Panel.
- By this stage the CRS would be involved through consultation with the BAT team.

**Attendance Planning and Action Record Sheet**

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**STUDENT IDENTIFIED AS ATTENDANCE RISK:**

Name:

Year:

Date of Birth:

Address:

Phone:

Parent/Guardian Name/s:

Details of attendance rates, behaviour and academic records: attendance fallen to

**SCHOOL INFORMATION:**

School: Comet Bay College

Principal: Jamie Hayres

Address: 2 Allatoona Avenue, Secret Harbour, WA, 6173

Phone: (08) 9553 8100

Report prepared by:

Date:





**COMET BAY COLLEGE**

***Student Support - Process for Case Management of Attendance and Record/Note Keeping***

*(To be managed by the SS Dean /Associate Dean)*

**Phase 1: Meeting- Actioning directly with Student/Parent phone call:      Present:      Date:      Time:**

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Information gained	Actions- and who is responsible
Patterns/Times or other students involved?	
Attendance barriers identified	
Any other staff involved?	
Is there anyone outside of school helping?	
Parent contact details?	
Medical or circumstantial factors preventing attendance?	



**COMET BAY COLLEGE**

***Student Support - Process for Case Management of Attendance and Record/Note Keeping***

*(To be managed by the SS Dean /Associate Dean)*

**Phase 2: Review/Actioning with both Parent and Student: Present: Date: Time:**

Information gained Parent/Student Questionnaire to be completed	All related Action/Responses/Plans and staff/date responsible (incl. monitoring and consequences, incentives and whereabouts unknown forms)	All current access to Support Staff or Agencies Chaplain, Psych, Defence, AIEO, CAMHS, Mercy, Youth Worker, Communicare etc	Parent Contact/ Response Details
Changes in patterns?			
Domestic Factors? Parent input- (e.g. social, cultural, geographic, economic etc. factors)			
Input/Opinions from professionals/support staff/ agency?			
Behavioural or Peer Relationship Issues/Factors? Changes?			
Changes in Psychological/Medical?			
Academic Progress- Changes??			
Other???			

Signed: Student: \_\_\_\_\_ Parent: \_\_\_\_\_ Staff Actioning \_\_\_\_\_



COMET BAY COLLEGE

**Student Support - Process for Case Management of Attendance and Record/Note Keeping**

(To be managed by the SS Dean /Associate Dean)

Phase 3: Formal Review with both Parent and Student: Present: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Information gained	All related Action/Responses/Plans and staff/date responsible (incl. monitoring and consequences)	All current access to Support Staff or Agencies Chaplain, Psych, Defence, AIEO, CAMHS, Mercy, Youth Worker, Communicare etc	Parent Contact/ Response Details (Including RPA or Attendance Panel offer)
Academic/Vocational Alternatives offered/recommended/attempted? (Remember Section 24 or NOA)			
Any changes in patterns?			
Domestic Factors? Parent input- barriers, circumstances affecting at home, with family, recent events/changes etc.			
Input/Opinions from professional support/staff agency?			
Changes in Psychological/Medical?			
Academic Progress- Changes??			
Other???			

Signed: Student: \_\_\_\_\_ Parent: \_\_\_\_\_ Staff Actioning \_\_\_\_\_

**Impact of Responsible Parenting Agreement (RPA), if implemented, or response by family to offer of RPA**

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