

Attendance Policy

Ratified by Governing School Council 2nd December 2020

1.0 Purpose

Research shows that success in learning is directly proportional to regular attendance and participation in education programs. Enrolled students at the site fit the category of under compulsion and adult learners under the Adult Education Enrolment Policy. While there is no legal requirement for post compulsory aged learners to enrol in a school, there is an expectation that once enrolled, learners will attend school on a regular basis to successfully participate in and complete their education program.

Students need to attend regularly in order to participate effectively and gain the most from education. It is the intention of this policy and it's supporting school processes that students attend and engage with classes regularly and advise the school promptly of reasons for non-attendance. Non-attendance should not be accepted or interpreted as an inevitable precursor and pathway to early school leaving.

Monitoring of student attendance enables identification of students at risk, enabling intervention and pathway support. Continued absence, explained or unexplained is not supportive of effective education. It is the goal of the site to work with students to ensure their enrolment is supporting their personal and academic development towards career transition.

Contact will be made with the parents/caregivers of all students aged under 18 to help support regular attendance, unless students have been identified as having independent status.

Students who are over 21 years of age and have been out of school for 6 months meet the requirements of the Adult Education Policy. These students are entitled to 2 years of full time study, or up to 5 years of part time study, to complete the SACE or achieve 200 credits.

2.0 Version Control

Version Date	Version number	Reference Sections	Description of change
New 2020	01	All	-
Previous 2017	02		NA
Previous 01/2014	01		

3.0 Scope

As a Senior College/Adult Re-entry school, we work with students to develop dispositions that enable their successful transition to the attendance, punctuality and communication requirements of the paid workforce and training beyond school.

To do this we will

- Require explanations for non-attendance (including medical certificates for illness that extends beyond two consecutive school days).
- Follow up explanations in a timely fashion where non-attendance is becoming an issue and explanations are deemed to be inadequate.
- Recognise and work sensitively in relation to the tension that exists between the needs (health and wellbeing) of under compulsion, independent and adult students (complexity of lives away from school), and the importance of regular attendance.
- We aim to work in a non-punitive way with all students to improve their attendance providing support to overcome barriers to engagement
- Consider the viability of ongoing enrolment and individual subject enrolment of students' whose attendance and engagement falls below that required to be successful.

4.0 Principles

Northern Adelaide Senior College will work to build an understanding of expectations required of staff and students to create a mutually safe, secure and effective learning environment.

4.1 Students can expect

- Consistent expectations will be applied by teachers, case managers and student services staff in relation to expecting students to attend and engage with school or provide an explanation for non-attendance
- Contact from a teacher, case managers or student services team if they do not attend school and do not provide an explanation for their absence.
- Student individual needs, their welfare and context will be considered when identifying and determining responses to attendance/engagement issues
- access curriculum materials (online) and teacher support (via email etc.) or face to face access to teachers in non-scheduled lesson time (Tutorial Time) when it is not possible for a student to attend scheduled classes for short periods

4.2 Student Responsibilities

- Attend school regularly
- Notify of any changes to information on your enrolment form and update changes to contact details in a timely manner.
- Provide explanations for non-attendance promptly
- Make use of online and tutorial support where necessary to support ongoing achievement where attendance is impacted.
- Engage with school supports when issues relating to attendance and engagement are communicated.
- In case of a significant community health event, where community infection rates need to be managed, students are required to follow all S.A. Health guidelines as they relate to their particular circumstances.
- If a student is required to quarantine or self-isolate, they should inform the school and their absence will be recorded as 'Family'.
- If a student has been tested due to either being identified as a close contact or having symptoms, they should remain in isolation until they receive their results and their absence will be recorded as 'Illness'.
- Evidence of negative test results or a medical clearance should be provided prior to attending the site.

4.3 Teacher Responsibilities

- Develop positive and respectful relationships with all students in classes,
- Teachers are responsible for determining whether a student has attended a class or not
- Accurate and timely recording of student absence
- Use attendance notes in Learner Management System to record all contact with students and explanations for absences
- Identify attendance issues and make contact with students
- Provide curriculum materials and support required for student learning

4.4 Case Manager Responsibilities

- Develop positive and trusting relationships with students, develop a collective perspective (across the student's enrolment) of attendance successes and issues across all subjects
- Communicate explanations for non-attendance to subject teachers regularly (via attendance notes)
- Work with counselling team to support students who are subject of attendance concerns
- Develop positive and trusting relationships with students, develop a collective perspective of attendance successes and issues across all subjects
- Advise Student Services AP/Wellbeing Leader/Attendance Officer of concerns with student absence (explained or not explained) and validity of ongoing enrolment

4.5 Area of Study Leader Responsibilities

- Support teachers in determining strategies to address non-attendance
- Support teachers in determining withdrawal of students due to insufficient progress related to attendance and engagement.
- Provide advice and support to teachers in determining levels of student withdrawal from classes and use of D and E grades for marginal attenders

4.6 Wellbeing Leader Responsibilities

- Review and update procedures used to support the attendance policy
- Monitor student attendance and perform Attendance Officer role for general NASC enrolments.
- Oversight and support for Case Managers
- Review student timetables/study loads when needed to encourage attendance/engagement
- Monitor student timetables, FTE requirements and impacts
- Monitor the successful use of attendance procedures with students and staff

4.7 Student Services Responsibilities

- Take absence messages for students and provide accurate recording of student absence and reasons for absence (explanations) in Learner Management System.
- Complete enrolment based administrative work required through Learner Management System(s)

4.8 SSO Responsibilities

- Provide regular attendance report information to Case Managers and Student Wellbeing Leaders
- Update SACE/Daymap Portal when enrolment changes occur
- Update student personal contact information each term

4.9 Assistant Principal Student Services

- Oversight and support of Student Wellbeing Leaders
- Oversight of all Student Services Procedures

- Support referrals where behaviour is an issue to enrolment/engagement/attendance

4.10 Senior Leader FLO

- Monitor Attendance and Engagement of FLO Students via Case Management Provider
- Oversee processes for FLO student enrolment
- Perform Attendance Officer Role for FLO enrolments

5.0 Definitions

5.1 Attendance

A student is considered to be in attendance at school when

- physically present at their enrolled school in their timetabled session.
- involved in an offsite curriculum program or activity organised by the school (for example an excursion or camp)
- attending another training provider as an agreed part of the student's program – VET etc
- undertaking Workplace Learning as part of a Workplace Learning Agreement
- signed up in a training agreement as a School Based Trainee or Apprentice

5.1.1 Engagement

At NASC engagement from students is defined as

- actively applying time and effort towards achieving academic progress in a course each session.

This time and effort can be in the form of

- physical attendance and interaction in a class,
- communication with a teacher in and/or outside of timetabled lessons and providing evidence
- communicating and interacting with support staff with the goal of achieving progress

6.0 Attachments

Attendance Flow Chart for All Staff

Student Services Process Attendance Follow Up

Attendance Officer Procedure (General NASC + FLO Enrolments)*

Attendance and Participation Agreement*

Attendance Based Leaver Checklist

Change of Enrolment Form

Subject Withdrawal Form (Progress and Engagement)

Subject Withdrawal Procedure Progress and Engagement

Student Notification Templates*

References

<https://www.education.sa.gov.au/doc/adult-education-enrolment-policy>

<https://www.education.sa.gov.au/doc/attendance-policy>

<https://edi.sa.edu.au/library/document-library/controlled-policies/attendance-policy>

