ST PIUS X CATHOLIC PRIMARY SCHOOL
SCHOOL ABSENTEE PROCEDURE

RATIONALE

The Executive Directive - Student Safety Wellbeing and Behaviour - guides the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development. The executive directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is concerned.

PRINCIPLES

12 CEWA promotes and encourages student attendance and proactively responds to restore student non-attendance.

DIRECTIVES

Student Attendance

1. Principals must ensure staff follow CEWA's Student Attendance Process (Appendix 1) and this process must be communicated with the school community.
2. The Department of Education manages the day-to-day operations of the Students whose Whereabouts Unknown (SWU) list on behalf of all three education sectors.
3. A student is regarded as missing when they cannot be located, their parent/s cannot be contacted, and the school has not received a transfer note.
4. Principals must follow the Students Whose Whereabouts are unknown Guidelines and Procedures.
5. Schools should report students who are missing within 15 days of their last date of attendance, after taking reasonable steps to contact the family. The report is completed via the SWU Request form and sent to the Education Department.

PROCEDURES

1. Attendance needs to be marked twice per day, using the SEQTA platform.
2. Morning Attendance needs to be done by 9.15am.
   Afternoon Attendance needs to be done when children return from lunch.

   It is important that attendance is marked in both the morning and afternoon as this ensures that all children that were present in the morning are accounted for in the afternoon.

3. If Parents notify the office of an absence, it will be marked for the class teacher and a copy of the email will be given to the class teacher for his / her records.

4. The Administrator will check individual class Attendance at 9.30am each day and contact parents if there are any unexplained absences.

5. Class teachers are to notify the Office staff of any long-term absences - these will be entered for you (as you can only enter a day at a time, whereas an Administrator can record the whole period in one sitting) and any unaccounted absences throughout the course of the day.

6. Once a week, class teachers are to send out a follow up letter to parents for any unexplained absences.

7. The school uses the following icons to explain absences: Medical Reason for absentee is that the child is sick and note has been received. Absent If a child is absent and we don't have any reason/note. Resolved Absence If a child is away (other than sick) and note has been received. Alternative Program For children who attend outside programs e.g. Dance, Telethon Speech & Hearing (this is only if the student will be away for half days or full days). Late If the child is late to school and you wish to keep a record of this. Camp This is used for Year 6 students when they go to camp. Unresolved Absence This can be used if you have been told verbally by parent that student will be away but need to be follow up with note. Administration may use this if we have made contact with parent but still waiting for note.

8. Emails from parents with their child's name is an acceptable form of note. It is preferred that parents have their name and address on the email.

9. Class teachers must keep all Absentee Notes, in date order, in the file provided at the beginning of the year.

10. The designated Assistant Principal will check and sign off on the absentee report for each class at the end of each term.

PROCESS FOR RESTORING ATTENDANCE

When a student's absence is identified as a concern (below 90%), staff should intervene according to the following procedure.

1. Consultation Phase:

   During the consultation phase, the Principal/Assistant Principal/Classroom Teacher should meet with the student and parent(s) to investigate the reasons for absences – the reason for absences must be ascertained and attendance improvement strategies put in place. These strategies should be included within the template provided (see below) and saved in SEQTA. During this phase, when deemed necessary, the principal should: consult with the school social worker, appropriate staff in the education regional office (which may include the school psychologist) or from the

network for advice and assistance in appropriate strategies for attendance improvement and work collaboratively with the student's family and other agencies to restore regular attendance.

2. Formal Meeting

The Principal/Assistant Principal should convene a formal meeting with parent(s) when it is determined that school-devised strategies and supports undertaken in the Consultation Phase have been exhausted and not resulted in any improvement in attendance. Parents (and students as appropriate) should be fully supported to attend and participate in the formal meeting. Reasons for failure to comply with attendance requirements should be explored, including any social, cultural, lingual, economic, geographic or learning difficulties involved. During the formal meeting, the Principal should give the parent the opportunity to explain why the strategies previously attempted have not been successful. Further strategies to improve attendance should be agreed upon. The Principal will explain during the formal meeting that if attendance does not improve, the situation will need to be reported to Catholic Education Western Australia.

TEMPLATE- Parent Contact for Attendance Concerns

Student Name: _____

Date(s) of absence	Details of written reasons provided by parent/guardian	Date of school contact with parent/ guardian	Outcome of conversation	Action identified and taken within school to restore regular attendance

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