



Beverly Hills Girls High School

Providing quality education for young women

Student Attendance Policy

2024

Context

Regular attendance at school is essential to assist students to maximise their potential. Research shows positive school attendance benefits students' academic achievement, engagement and wellbeing, while students who attend school regularly are also more likely to experience positive health, social and economic outcomes after leaving school. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. School attendance is a shared responsibility, but school principals and executive teams have important roles to play in making attendance an area of focus in their communities.

1. School Attendance Policy – Department of Education

- 1.1 Section 22 of the Education Act 1990 states that it is the duty of the parent or carer of a child of to either:
 - be enrolled at, and to attend, a government school or a registered non-government school
 - be registered for home schooling with the NSW Education Standards Authority (NESA) and to receive instruction in accordance with the conditions to which the registration is subject
- 1.2 All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided
- 1.3 Section 24 the Act requires principals to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available for inspection during school hours by an Inspector or by an authorised person.
- 1.4 Parents or carers are required to explain the absences of their children from school promptly. An explanation for absence must be provided to the school within 7 calendar days of the first day of any period of absence
- 1.5 Schools must provide clear information in a form or language understood by students and parents or carers regarding attendance requirements and the consequences of unsatisfactory attendance
- 1.6 School Principals must ensure the school has effective measures in place to monitor and follow up student absences
- 1.7 When a school becomes concerned about a student's attendance, staff must address the student's learning and support needs with their parents or carers
- 1.8 All staff must respond to and report any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student. Refer to Child Protection: responding to and reporting students at risk of harm policy and Mandatory Reporter Guide.

2. School Attendance Procedures

2.1 Establish School's Attendance Procedures

- 2.1.1 Develop a comprehensive attendance policy in accordance with NSW Department of Education guidelines outlining expectations for students, parents/guardians, and school staff regarding attendance monitoring and reporting.
- 2.1.2 School's Attendance Policy and Procedures to be reviewed annually.

- 2.1.3 School's Attendance Team consisting of Student Advisors, Head Teacher Wellbeing, Attendance Coordinator (SAO) and Deputy Principals established.
- 2.1.4 School's Attendance Monitoring Procedures reviewed annually including staff roles and responsibilities.

2.1 Attendance Recording System:

- 2.1.1 Student attendance is monitored and recorded each lesson every school day. Beverly Hills GHS uses Sentral attendance recording system to accurately track student attendance.
- 2.1.2 At times, it may be necessary to record student attendance on paper rolls. At the earliest opportunity, data will be transferred to Sentral Attendance and all attendance records updated.

2.2 Monitoring Daily Attendance:

- 2.2.1 All staff members, record and monitor student attendance for every timetabled lesson, taking note of absences, lateness to school and class, and early departures.
- 2.2.2 All staff members are required to submit accurate rolls on Sentral Attendance by the end of the school day.
- 2.2.3 For variations to routine, including excursions/incursions, student attendance will be recorded at the beginning, during and at the conclusion of the event. Where possible, staff will enter attendance data via Sentral Attendance, if not, a paper roll will be kept and attendance data entered into the Sentral Attendance on return to school.

2.3 Management of Attendance Issues:

- 2.3.1 The School Attendance Team review attendance data on a regular basis. Reviewing attendance data will identify patterns or trends indicating potential attendance issues, such as chronic absenteeism, unexplained absences or recurring lateness allowing for prompt intervention to occur to address attendance concerns.
- 2.3.2 Monitoring Attendance flowchart to be followed to address attendance concerns.

2.4 Communication with Parents/Guardians:

- 2.4.1 The school uses SMS messaging, emails, printed letters and phone calls to communicate to parents/guardians on issues relating to attendance. SMS messaging is used on a daily basis to inform parents/guardians of a student's absence or lateness to school. A response to the SMS by the parent/guardian will be used to determine the type of absence to be recorded, based on DoE guidelines and Attendance codes. Attendance data on Sentral Attendance is updated by the Attendance Coordinator SAO.
- 2.4.2 The school may contact parents/guardians via a phone call on the day of the absence. This is an effective means of improving the attendance of students by routinely establishing prompt telephone contact with parents when students are absent from school without explanation. This strategy will involve contacting parents of students who are absent on a particular day or may target particular groups of students on particular days e.g. Years 7 and 8 on Tuesdays and Fridays. This strategy involves members of the Attendance Team or other personnel nominated by the principal, making initial telephone contact with the parents/guardians of students who are absent on a particular day.
- 2.4.3 Parents/guardians will be informed via email/letter when a student's attendance is causing concern. The correspondence will outline patterns of poor attendance, providing clear information about attendance expectations and consequences.
- 2.4.4 The school utilises a number of standardised letters to inform parents of issues relating to attendance. Where possible, letters will be sent via email to parents/guardians.

3 Attendance Support and Interventions:

- 3.1.1. Planning for support and intervention will involve collaboration with school psychologists, Attendance Team members, Careers Advisor and Learning Support staff to develop personalised attendance support plans for students experiencing difficulties attending school regularly, addressing underlying issues and barriers to attendance.

- 3.1.2 Attendance Monitoring – Student. Identified students are connected with student wellbeing programs as a result of a meeting with their Student Advisor/s. Students are required to report daily to their Student Advisor to collect an Attendance Monitoring sheet which requires PxP sign off by the classroom teacher. Attendance Monitoring aims to support regular attendance and punctuality to school and class.
- 3.1.2 Attendance Monitoring - Parent Contact. Contact with parent/guardian to address attendance concerns. Members of the school’s Attendance Team may make contact via phone or through a face to face meeting to address daily absences. The purpose is to notify that their child is absent from school and to ascertain whether or not the parent is aware of the absence. If parents or carers are unaware of the absence, the matter is investigated and appropriate disciplinary action taken. The reasons offered by the parent or carer for the absence are recorded and entered onto Sentral Attendance.
- 3.1.3 Attendance Monitoring – Regional Intervention. When a range of strategies has been utilised to address a student’s poor school attendance without success, the principal may apply to the Home School Liaison Program for additional support.

4.1 Roles and responsibilities of staff in attendance monitoring procedures.

Roles and Responsibilities for **Classroom teachers** include:

- 4.1.1 Provide a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the school community.
- 4.1.2 Promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students
- 4.1.3 Accurately mark the roll for all timetable lessons, including partial attendance and assessing explanation for absence.
- 4.1.4 Follow up on unexplained single period absences for students in their class. Teachers are required to adjust the roll to reflect the type of absence.
- 4.1.5 Manage unapproved absences from class, including truancy, by following the Quality Learning Levels. Teachers need to maintain an accurate record of the incident on Sentral wellbeing including follow up actions.
- 4.1.6 Alerting a member of the Schools Attendance Team who is responsible for monitoring attendance, when a student’s pattern of attendance is of concern, or if no explanation is received from the parent /guardian within required timeframes.
- 4.1.7 Reporting concerns about the safety, welfare or wellbeing of a child or young person, including concerns of educational neglect to the principal.

Roles and Responsibilities for **Attendance Coordinator SAO** include:

- 4.2.1 Roll marking anomalies reviewed and investigated by Attendance Coordinator SAO. Corrections are made to rolls.
- 4.2.2. Managing the SMS messaging, emails, printed letters and phone calls used to communicate to parents/guardians on issues relating to attendance.
- 4.2.3 Following up with parents/guardians when the school does not receive an explanation of the absence from the parents, the Attendance Coordinator SAO takes all reasonable measures to contact the parents promptly within 2 school days of the first day of absence. Attendance Letters sent via email for students with any unexplained absence/s.
- 4.2.4 Manage the collection of student notes and the adjustment of the Sentral rolls.
- 4.2.5 Generate attendance reports from Sentral Attendance in weeks 3,6 & 9 each term. Reports are tabled at Learning Support Team or Attendance Team meetings for follow up by appropriate staff members
- 4.2.6 Making adjustments to rolls for Variations to Routine and School Business events.

Roles and Responsibilities for **Attendance Team members** include:

- 4.3.1 Manage follow-up meetings or phone calls with parents/guardians to monitor progress, provide additional support, and reinforce the importance of regular school attendance.
- 4.3.2 Monitor student attendance for selected year groups and report to Learning Support and/or Attendance Team meetings.
- 4.3.3 Manage Attendance Monitoring for selected students.
- 4.3.4 Meet daily with students on Attendance Monitoring to provide support and reinforce the importance of punctual, regular attendance. Inform parents via email or phone call of Attendance Monitoring procedures to be followed.
- 4.3.5 Complete Sentral Wellbeing entries documenting actions in respect to student attendance, including details of absences, lateness, and interventions, in accordance with school policies and privacy regulations. In addition the records of contact with parents regarding student absences e.g. meeting minutes outlining attendance as a concern, phone calls, copies of letters, and copies of requests for medical certificates

Roles and Responsibilities for **Senior Executive members** include:

- 4.4.1 School procedural resources are maintained and updated to ensure that all staff (permanent and casual) have current knowledge of their roles and responsibilities regarding the School Attendance Policy.
- 4.4.2 Ensure all staff are trained to implement school attendance policies and procedures and that personnel with delegated responsibility for maintaining attendance records are supervised.
- 4.4.3. Ensure effective strategies are in place to contact parents where there is a pattern of attendance causing concern or the parent has failed to provide a satisfactory explanation for an absence
- 4.4.4 Staff training registers are reviewed by the principal and/or school executive e.g. Staff Development Day logs, professional development records on roles and responsibilities for staff regarding student attendance.
- 4.4.5 Coordinate the communication, collaboration and information sharing with other services and agencies to enhance the effectiveness of interventions with students and families
- 4.4.6 Manage follow-up meetings or phone calls with parents/guardians to monitor progress, provide additional support, and reinforce the importance of regular school attendance for students with poor attendance pattern and or complex cases.
- 4.4.7 Notify and liaise with external agencies in regard to gaining support or intervention for a student with a poor attendance pattern.
- 4.4.8 Report concerns about the safety, welfare or wellbeing of a child or young person, including concerns of educational neglect. The report may include referral to or advice sought from Home School Liaison Program, reports to the Child Wellbeing Unit and/or Family and Community Services Child Protection Helpline.

5.Follow-Up Actions:

- 5.11. Deputy Principals and Student Advisors follow-up meetings or phone calls with parents/guardians to monitor progress, provide additional support, and reinforce the importance of regular school attendance.
- 5.12. Parents are notified promptly of fractional/ whole day truancy and interviewed for poor attendance/ consistent lateness.
- 5.13. Notification to outside agencies is required in the following:
 - * Child Wellbeing Unit DoE contact must be made for all children with child protection concerns including educational neglect.
 - * Child Wellbeing Unit DoE contact should be made for all children with unjustified absence of 10 consecutive days or cumulative absence of 30 days.
 - * Police should be contacted to conduct welfare check after 10 consecutive school days of absence if no contact can be made with family and there are welfare concerns (before 10 days if ROSH).

6.1 Documentation and Reporting:

- 6.1.1. The school maintains accurate records of student attendance, including details of absences, lateness, and interventions, in accordance with school policies and privacy regulations. In addition the school maintains accurate records of contact with parents regarding student absences e.g. meeting minutes outlining attendance as a concern, phone calls, copies of letters, and copies of requests for medical certificates.
- 6.1.2 The school maintains a Special Circumstance Register when required eg short term attendance or where a student accesses education settings separate to our school, suspension centres, strike days, school closures or the school being inaccessible due to natural occurrences. Industrial disputes, public holidays and school development days are recorded on the roll.
- 6.1.3 The school generates regular attendance reports for school administration, teachers, and relevant stakeholders to monitor overall attendance rates and identify areas for improvement.
- 6.1.4 The school maintains accurate records of Learning and Support Team and Attendance Team minutes reflecting student attendance as an agenda item.
- 6.1.5 Documentation outlining the escalation of attendance concerns requiring further intervention e.g. recurring agenda item on Learning and Support Team agenda, referral to or advice sought from Home School Liaison Program, reports to the Child Wellbeing Unit and/or Family and Community Services Child Protection Helpline, about suspected risk of harm relating to educational neglect.
- 6.1.6 The school publishes student reports per semester which is available digitally via the Sentral Parent Portal. These reports include attendance data including whole day and partial absences.
- 6.1.7 Access to Parent Portal on Sentral where attendance data for each student is available.

7.1 Promoting Attendance strategies:

- 7.1.1 Developing positive teacher-student relationships: getting to know students at a personal level to better understand their cultures and interests, as well as any challenges they may be facing. All staff understand their role to encourage and support improved attendance.
- 7.1.2 Promoting the importance and benefits of regular attendance in school communications, such as the school website, social media and newsletters. The school utilises the promotional material available from the Attendance Matters website. The promotional material can be seen around the school as well as posted to our social media, newsletter, Parent Portal and the school's website.
- 7.1.3 Through the Home Group Program, students encouraged to have high expectations by promoting personal goal setting and applying behavioural insights to encourage the desired attendance behaviour.
- 7.1.4 Engaging the school community through a series of events where the welcoming culture and involvement with school activities and planning will be discussed. These events form part of our initiative to improve School /Community interaction.
- 7.1.5 The school recognises and celebrates students with excellent attendance records through participation on Attendance Wheel, issuing merit certificates & Quality Learning Awards (QLAs) for high attendance encouraging positive attendance behaviours and reinforcing the value of regular school attendance.
- 7.1.6 The school recognises and celebrates students with improved attendance via our Attendance Improvement Program. Students who successfully complete the program are eligible for rewards.

8 Attendance Policy Review:

- 8.1.1. Annually review and evaluate the effectiveness of the attendance policy and procedures, soliciting feedback from staff, students, and parents/guardians, and adjusting as necessary to improve outcomes.

9 Professional Development:

- 9.1.1 The school to provide training and professional development opportunities for staff members involved in attendance monitoring and support, ensuring they are equipped with the knowledge and skills to effectively

address attendance issues including the applying of Attendance codes, Attendance Monitoring , Attendance Improvement Program and supporting Attendance Support Plans.

10 Community Engagement:

- 10.1 Engage with the wider school community, including local government agencies, community organisations, and support services, to collaboratively address systemic barriers to attendance and promote a culture of regular school attendance.

By following this procedure, NSW Department of Education schools can effectively monitor student attendance, identify and address attendance issues, and create a supportive environment that prioritises student well-being and academic success.

Reference and Resources

Attendance Matters website

<https://education.nsw.gov.au/student-wellbeing/attendance-matters-resources-for-schools/resources-for-schools#Policy1>

Policy

- [School Attendance Policy](#)
- [Student Attendance in Government Schools Procedures 2015](#)
- [Student Attendance in Government School Procedures - FAQ](#)
- [Child Protection Policy](#)
- [Enrolment of Students in NSW Government Schools](#)
- [Student Welfare Policy](#)

Guidelines and procedures

- [Supporting Student Attendance](#)
- [The Completion of Education Under Special Circumstances](#)
- [Special Circumstance Register](#)
- [Exemption from School Procedures](#)
- [Exemption from School Procedures - FAQ](#)
- [Educational Neglect Information sheet](#)



Beverly Hills Girls High School

Every Day Counts

Senior Executive

Child Wellbeing Unit DoE contact must be made for all children with child protection concerns including educational neglect.

Child Wellbeing Unit DoE contact should be made for all children with unjustified absence of 10 consecutive days or cumulative absence of 30 days.

Police should be contacted to conduct welfare check after 10 consecutive school days of absence if no contact can be made with family and there are welfare concerns before 10 days if Risk of Significant Harm (ROSH).

Affirmation: 95% - 100%; Proactive: 90 – 94%

- Classroom teachers accurately mark rolls.
- Attendance Wheel, merit cards & QLAs for high attendance
- Truancy managed through Quality Learning Levels.
- Front office staff send daily SMS for absent students.
- Front office to send Attendance Letter A weekly for students with any unexplained absence/s.
- Wellbeing Team monitor attendance



Tier 1 Intervention 80% – 89% - Student Adviser:

- Attendance data checked week 4 & 8 each term.
- SAs identify & meet with students in Tier 1
- Issue students with Student Adviser LOC, print out of attendance data and note for parent to sign.
- SA monitors Attendance for 10 days.



Tier 2 Intervention 50% – 79% - HT Wellbeing:

- HT WB identifies students in Tier 2 each term.
- Parent/s sent LOC to attend Attendance Workshop
- HT WB to work with student & parents/carers to understand underlying factors.
- If parent does not attend workshop, HT WB consult with DP to seek individual meeting.



Tier 3 Intervention 0 - 49% - Senior Executive:

- Request Front Office send Attendance Letter D (HSLO letter + year to date attendance report).
- Referral to Learning Support Team for interventions.
- Implement a range of both formal and informal methods to encourage attendance improvement.
- Consider Mandatory Report for Educational Neglect.



No improvement: Senior Executive to refer student to Home School Liaison Program.

Attendance improves

Continue to monitor & support

Remember:

Document all actions on Sentral – Wellbeing

Refer to LST for support on underlying issues at any time.