



morley
senior high school

Morley Senior High School

Attendance Policy and Procedures

Version 1

Ratified by:	Date
Student Services Team	
School Executive	
Review Date	

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POLICY

Every day that a student does not attend school can have a negative impact on their learning.

Morley Senior High School monitors student attendance and works with other agencies and service providers to maximise student engagement with learning.

It does this in a way that builds shared responsibility for student attendance between school, students, parents and the broader community.

Learning and Growth flourishes when diversity is embraced, the needs of all students are met, and when personal achievement is encouraged and celebrated. MSHS is united when we are Courageous in our Collaboration, Commitment, Curiosity and Care to improve the attendance of all students at Morley Senior High School.

POLICY RULES

Principals manage student attendance in accordance with the Student Attendance in Public Schools procedures. This includes:

- promoting the importance of school attendance to their school community;
- engaging in community-initiated approaches to strengthen student attendance;
- developing plans in partnership with students, families, communities and other agencies to improve student attendance, including documented plans where required, to address the persistent absence of individual students;
- maintaining accurate attendance records;
- responding to Department requests for reporting and disclosure of attendance data;
- managing alternative attendance arrangements where these are in the best interests of the student; and
- retaining all relevant documentation.

BACKGROUND

Morley Senior High School:

- believes all children should be enrolled at school and attend school all day, every school day;
- believes attendance at school is the responsibility of everyone in the community;
- believes truancing can place a student in unsafe situations and impact on their future employability and life choices; and
- monitors, communicates and implements strategies to improve regular school attendance.

School responsibilities:

- Provision of a safe and supportive learning environment.
- Clear communication of expected dates of attendance.
- Notify parent/carer of student absence.
- Develop support structures to enable students to re-engage with their schooling.

Student responsibilities:

- Punctual, regular school attendance.
- Commitment to learning.

Parent responsibilities:

- Ensure the child attends school and that it is seen as a priority.
- Notify school promptly of student absence.

- Ensure a safe and reliable mode of transport to and from school.

Morley Senior High School recognises that students need to attend school regularly to gain the maximum benefit from schooling. We also acknowledge that early identification and intervention with respect to attendance issues maximises remediation. When a student is enrolled at Morley Senior High School, the School Education Act 1999 (the Act) requires that the student attends on site or in an educational program as directed and approved by the Principal.

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Morley Senior High School develops a supportive learning environment and an engaging and relevant curriculum which creates conditions conducive to regular school attendance.

APPROCHES

Principals must develop approaches relevant to their particular context to support student attendance. This will include:

	Promotion approaches that focus on building student, family, school and community resilience, and the promotion of protective factors.
	Prevention approaches that are designed to prevent poor attendance for those students most at risk.
	Response approaches that provide support or interventions for those students who are not attending.

SCHOOL ATTENDANCE PERSONNEL AND TARGETS

The Morley Senior High School Principal holds ultimate responsibility for the school's attendance strategy. However, operationally, the following people and roles exist in the school:

- Deputy Principal
- Student Services Program Coordinators
- Student Services Support Officers
- Tute teachers and Year Coordinators
- Participation Team
- Regional office- Student Tracking team
- Classroom teacher

Morley Senior High School Student Services has identified the following Performance Indicators in its Attendance Operational Plan

1. Regular attendance to increase to 70%
2. Indicated attendance to decrease to under 15%
3. Unauthorized absences to decrease below 20%.
4. Aboriginal regular attendance to increase to 40%.
5. Unexplained whole school attendance is below 3%
6. Reduce combined percentage of moderate and severe at risk students to 5%

PROCEDURES

ATTENDANCE RECORDS

At Morley Senior High School, accurate attendance records are kept for every student enrolled at the school. All students enrolled have their attendance recorded, irrespective of where the educational program is delivered. This includes students who may be attending part-time programs offsite as part of an educational program such as Workplace Learning.

Sign out slip allow students to be readily recognised by the community, police and other agencies when legitimately off school site during school hours. The leave pass is issued in instances such as medical appointments or special activities requiring a student to leave the school during the school day.

Attendances and absences are recorded using the following procedure:

- Teaching staff record accurately period-by-period attendance.
- Year 7-12 staff directly enter data into COMPASS within the first 10 minutes of each period.

RETENTION OF RECORDS

Morley Senior High School keeps records of all contact or attempts to make contact with the students' families. Documentation is kept of all intervention strategies implemented and attempted to restore regular student attendance; and records are retained in accordance with the School Education Regulations 2000 (Regulations) and the Retention and Disposal Schedule for Department of Education School, College and Campus Records.

RECORDING LATE ARRIVALS

Late arrivals at Morley Senior High School are managed in the following way:

- students report to the front office after 9:30am to record late on Compass Kiosk. Once the new Student Services Hub is completed, the location will change to Student Services Reception.

The school's policy and associated responsibilities on Lateness is located in Appendix 3.

MONITORING ATTENDANCE

If a student is absent from school for a legitimate reason and appropriate notification/explanation is forthcoming, the school authorises this absence on its records system. Morley Senior High School records the manner of explanation which can include written notes, a telephone call or SMS messages. If the reason for the absence is accepted as legitimate then it becomes an Authorised absence.

If the frequency and or number of absences gives the school cause for concern, further actions, may be undertaken to address the frequent or ongoing absences with a view to remediation.

When a student has been absent from school and an acceptable explanation has not been forthcoming, MSHS requests an explanation for the absence via:

- 'At risk attendance' letters generated by Compass (Appendix 5).
- Notification of Unexplained Absence (SIS) notes sent home via Year Coordinators.
- Individual contact/follow up to families via Year Coordinators and Program Coordinators

It is important to keep a positive relationship with families and to support parents. Where a student's attendance is of concern, Year Coordinators or the Student Services Manager organise a parent/teacher meeting at the earliest opportunity to identify the issues related to the non-attendance and plan for improvement.

The Attendance Monitoring and Action Planner is located in Appendix 2.

Attendance Intervention Record templates are located in Appendix 4.

DAILY ATTENDANCE PROCESSES

- Students arriving late (after 9:30am) must sign in at the front office.
- Period 1 and 2 class attendance is taken on Compass and rolls must be marked and saved within the first 10 minutes of the lesson each day- an SMS is sent at 11:30am reflecting the attendance of students Periods 1 and 2.
- Period 3, 4 and 5 class attendance is taken on Compass and rolls must be marked and saved within the first 10 minutes. This allows the School Officer- Attendance to reconcile any outstanding issues before a scheduled 4:10pm SMS reflecting the attendance of students Periods 3, 4 and 5.

If:

- a student is participating on an off-site arrangement, Morley SHS manages the student's attendance in conjunction with the alternative location or provider;
- Morley SHS requests a reason for a student's absence be provided to the principal's satisfaction; and
- if a student cannot be located, and their parent/s cannot be contacted, Morley SHS, within 15 days of the start of an absence:
 - completes an SWU Request Form and submit it electronically;
 - retains the student on the school's current enrolment register until email notification is received from the Student Tracking Coordinator that the student has been placed on the SWU List; and
 - continues to record the student's unexplained absence until this notification has been received, at which time the student can be removed from the register from the last date of attendance or authorised absence.

ENGAGEMENT STRATEGIES/REWARDS

At Morley Senior High School, a range of strategies is used to ensure that students are engaged and motivated to attend school. These range from intrinsic encouragement through to extrinsic rewards.

Our strategies include:


- Visual Signs in every classroom (Appendix 9).
- Creating pleasant and welcoming school and classroom environments.
- Implementing engaging learning programs.
- Developing positive relationships with students and families.
- Promoting positive peer relationships.
- Celebrating successes.
- Aligning Attendance with Good Standing.
- Explicitly teaching the Morley SHS Expectations Matrix

Our rewards include:

- Recognition at assembly – Attendance Awards.
- Good Standing competitions.
- End of Semester reward activities.
- Celebration of positive attendance patterns during reporting cycles.
- Personal feedback to students.

ATTENDANCE TERM PLANNER

Attendance Term Planner

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Teachers take accurate attendance Attendance officer(school) print year group absences	School Officers call home for all 2-day absences and record responses accordingly Send year group 'no contact' report to the following; - Coordinators - Student Services - Participation 10-12	Student Services to conduct Home visits Responses collected and returned to school officer Repeat Day 1-3 processes	Student Services to conduct home visits	
2	Year Coordinators and Attendance Office calling home	SLT Meeting. Student Services Manager to provide Attendance update			All Kids attending
3	Day 15 - Letter Attendance 1 sent out to all under 90% Contact with Nmero for non- responders. SWU for all students who have not attended and no contact made				
4		Student Services Manager to present current attendance data at the Student Services meeting			
5	First round of attendance letters provided to Year Coordinators for dissemination				
6					
7					
8					
9	Students identified who are at educational risk <90%				
10	Next round of letters Letter 1 for new students who have fallen under 90% Letter 2 for students who remain under 90% and has received letter 1 Continued monitoring by School Officer, Year Coordinators and Student Services Manager				

Appendix 1: Students out of class Expectation and Process

Morley SHS is committed to *Every student, Every classroom, Every day*. The school will provide policies and procedures, along with the required accountability, to ensure that students at Morley SHS attend all scheduled classes and remain in their class for the entirety of the lesson. The current policy is in the review process and will be made available to you. The school acknowledges its duty of care to students and the link between attendance and achievement. Appropriately it insists that no more than one student from any class would be out of class at any given time.

What does this mean?

- At Morley SHS only one (1) student per class would be out of class at any time.
- At Morley SHS students are given a staff member's *Out Of Class Pass* to leave class or they will be asked to explain why they are out of class.
- At Morley SHS students are required to hand the teacher their mobile phone before receiving the 'pass' and leaving class.
- When this pass is out no other student will be permitted to leave the room except for the below reasons.
 - Students attending a scheduled meeting with Deputy Principal, Nurse, Psychologist or Chaplain will have a signed note indicating their appointment time and this will be communicated on Compass
 - Students with a check-in card may leave as per their plan.

Teachers are encouraged to reinforce the below classroom expectations

- At Morley SHS students are encouraged to bring suitable water bottles for use in classrooms and refill their bottles (if required) during breaks ideally, or between classes.
- At Morley SHS students are encouraged to use school toilets during breaks ideally, or between classes.
- At Morley SHS students are **NOT** sent directly to Student Services unless for a reason considered critical by staff or through pre-communicated planning. If this occurs students **must be** provided a note or escorted if needed

Teachers are encouraged to follow up non-compliance to this process

- At Morley SHS a student that is out of class and has knowingly left without permission, or has not returned from approved leave, is considered Truant. This can be recorded via Chronicle Entry- In school truancy

Appendix 2: Lateness Follow Up and Management

Rationale

Student attendance and time management is essential to the smooth running of Morley Senior High School, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Morley SHS views attendance and time management as a means of achieving desired student academic, personal and social outcomes.

Aims

To develop a supportive learning environment and an engaging and relevant curriculum that creates conditions conducive to regular time management

Morley SHS's Late policy is underpinned by our belief in collaboration with Morley SHS's agreed Expectations Matrix which aims to:

- Build a safe, respectful and organised learning environment which promotes engagement, participation and expected behaviour;
- Manage student lateness in a positive and professional manner; and
- Establish well understood and logical processes for dealing with students who are late.

Implementation

All staff and students will be fully informed of the Lateness policy and procedures.

A supportive and engaging learning environment will play a significant role in the day to day operation of this policy.

Responsibilities

All students have the responsibility to:

- Attend school and classes on time.
- Follow the late to school procedures.
- Bring a note explaining reasons for being late to school or have a parent/carers contact administration

All parent/carers members of the school community have the responsibility to:

- Ensure their child/ren attend school on time.
- Provide an explanation for their child's lateness either in writing, via a SMS or with a phone call on the day.
- Provide their child/ren with a note if they need to leave the school grounds during the day for a prearranged appointment.
- To attend any meeting/conference that may be arranged to improve student lateness.

Morley Senior High School has the responsibility to:

- Keep accurate records for every student at school.
- Contact parents via phone call if their child/ren is frequently late and if consequences are given.
- To record whether a student's lateness was authorised or unauthorised.
- Keep records of all contact, or attempts to make contact, with the student's family.
- Maintain documentation of all intervention strategies implemented in attempts to restore a student's time management.

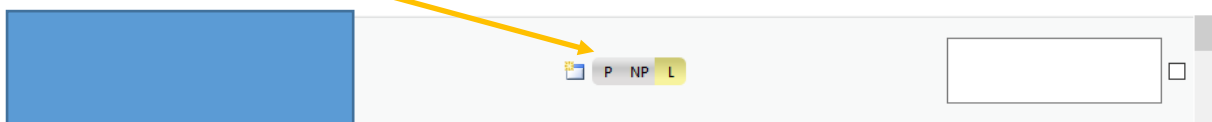
This policy should be viewed as being consistent with the relevant DoE policies.

Evaluation:

This management process will be reviewed annually similarly to the school's Attendance policy and procedures.

Procedures for students arriving late to school:

1. When a student arrives late to school after 9:30am they must sign in at the Front Office.
2. They use the Compass Kiosk where their arrival is logged.
3. They then go to their timetabled class where the classroom teacher marks their attendance as Late on Compass.



- Every Friday, the School Officer will send to Student Services Manager and Year Coordinators a report outlining all students who have been late throughout the week.
- Year Coordinators will monitor Year group lateness and work with students and their families on strategies to minimise lateness.
- Ongoing lateness may result in Loss of Good Standing

Links to AITSL Professional Standards for Teachers (Proficient):

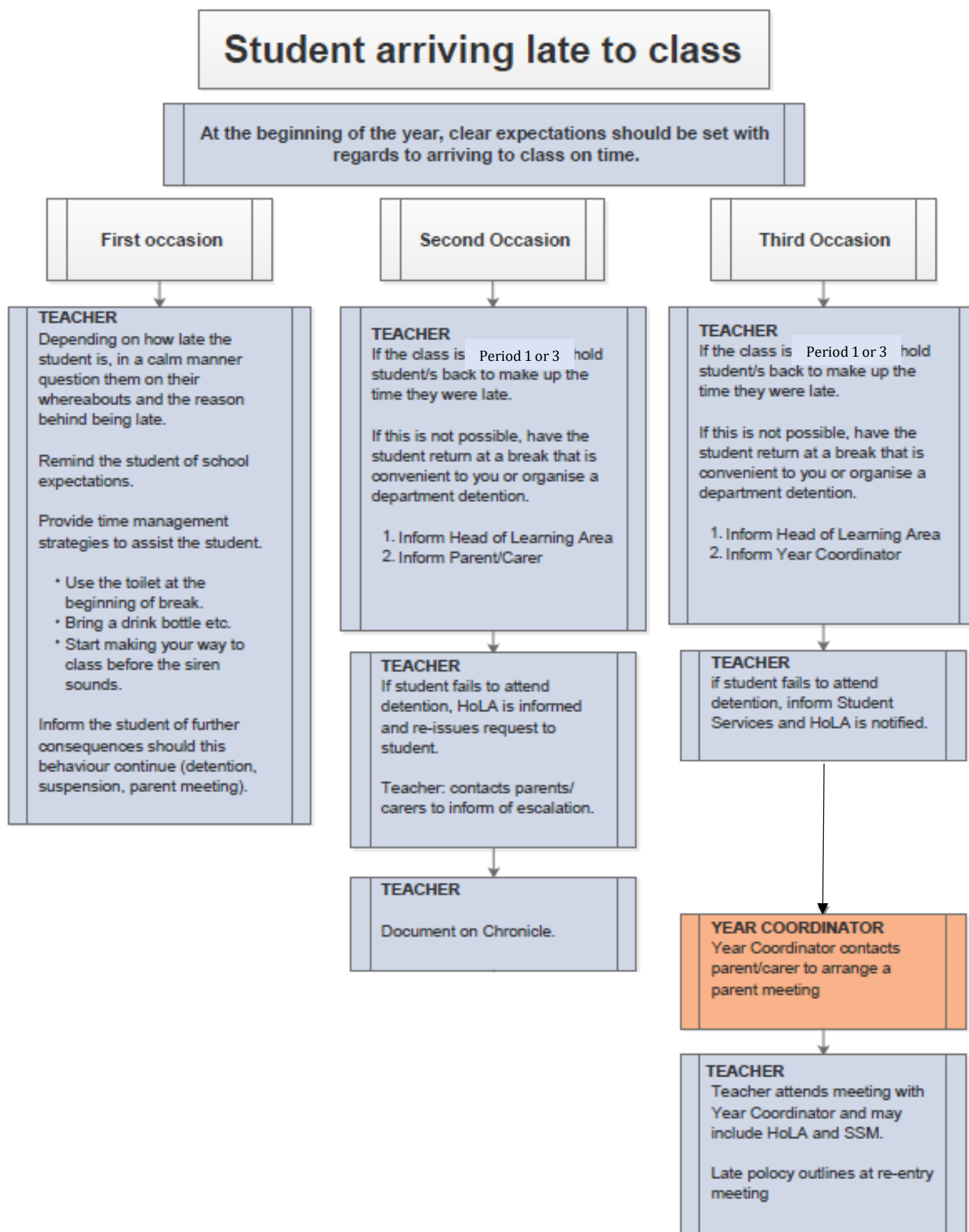
4.4 Maintain student safety

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Procedures for students arriving late to class:



Appendix 3: Attendance Support Program

Rationale

Student attendance and time management is essential to the smooth operations of Morley Senior High School, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Morley SHS views attendance and time management as a means of achieving desired student academic, personal, and social outcomes.

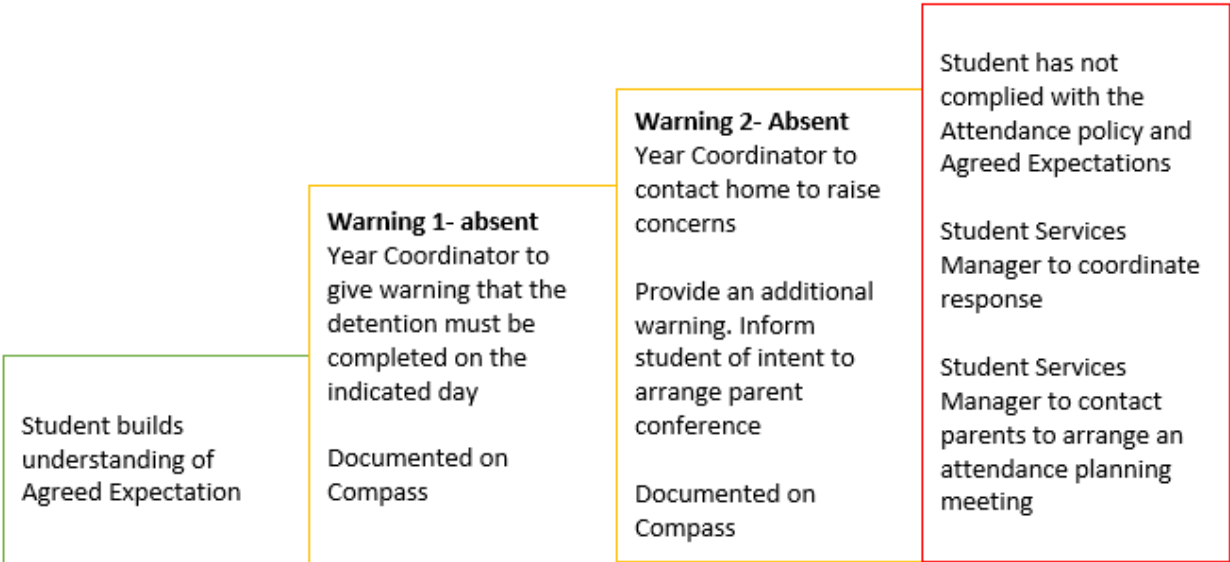
This support Program is to assist students who are late to school, to develop time management skills.

Process

1. Staff nominated to coordinate this program will have a non-contact period before lunch
2. Please collect the file from the front office.
3. Please be prompt to room K4
4. Students are to undertake 15 minutes of detention from the time they arrive
5. If a student arrives after 5 minutes, they are not to enter.
6. Please return the file at the end of period- The front office will email Year Coordinators and the Student Services Manager

Management of students not attending

Front office to send to Year Coordinators and SSM attendance





ATTENDANCE DAILY REPORT

NAME: _____

Year: _____

TO THE STUDENT: Show this sheet to each teacher each period and have it signed. At the end of each day please return to Student Services.

TO THE TEACHER: Please sign and comment on any lateness or attendance issue

INSERT GREEN SHEET

Student Services Manager: _____



Appendix 4: Letter 1-4 templates

Date

[Title] [Parent 1] and [Title] [Parent 2]
[Address 1]
[SUBURB] WA [POSTCODE]

Dear [Title] [Parent 1] and [Title] [Parent 2],

Letter 1- NOTIFICATION OF CONCERN

It has come to our attention that _____'s attendance is below an acceptable level.

At Morley Senior High School we are striving to increase the attendance of all students. The *School Education Act 1999* requires parents to send their children to school each school day unless there is a good reason for them not to attend.

Everyday attendance increases their educational outcomes thereby increasing their lifelong and career opportunities.

Please contact me, if there are issues that you wish to discuss or if you would like support in ensuring your child's attendance at school each day.

Statistics show that attendance below 90% places a child AT RISK of not achieving their educational potential.

90-100% Attendance is regarded as REGULAR

80-89% Attendance is regarded as at RISK

60-79% Attendance is regarded as at HIGH RISK

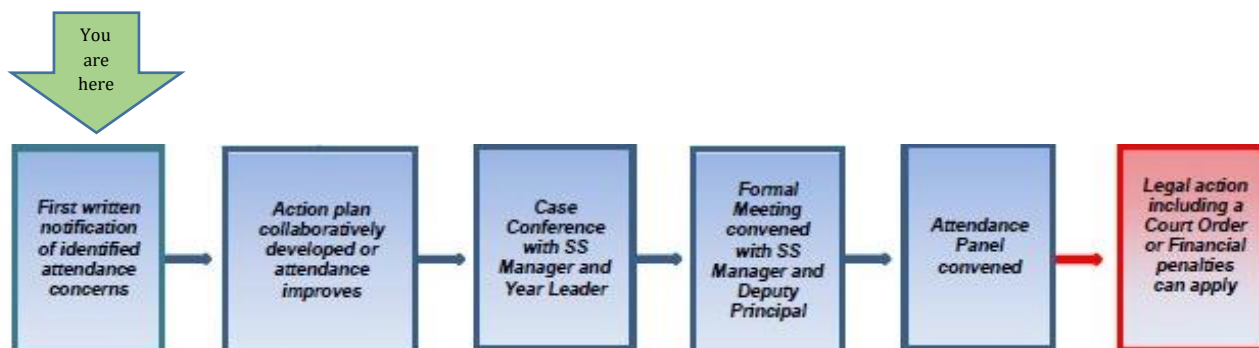
0-59% Attendance is regarded as at SEVERE RISK

Your child's attendance rate is currently at -----% indicating -----RISK

We ask that you work with us to support your child by encouraging him/her to attend school regularly.

Yours sincerely

Mr Andrew Neho
Student Services Manager
Morley Senior High School





Date

[Title] [Parent 1] and [Title] [Parent 2]
[Address 1]
[SUBURB] WA [POSTCODE]

Dear [Title] [Parent 1] and [Title] [Parent 2],

Letter 2- NOTIFICATION OF ATTENDANCE IMPROVEMENT PLANNING

At Morley Senior High School we are striving to increase the attendance of all students. The *School Education Act 1999* requires parents to send their children to school each school day unless there is a good reason for them not to attend.

Everyday attendance increases their educational outcomes thereby increasing their lifelong and career opportunities.

Statistics show that attendance below 90% places a child AT RISK of not achieving their educational potential.

90-100% Attendance is regarded as REGULAR

80-89% Attendance is regarded as at RISK

60-79% Attendance is regarded as at HIGH RISK

0-59% Attendance is regarded as at SEVERE RISK

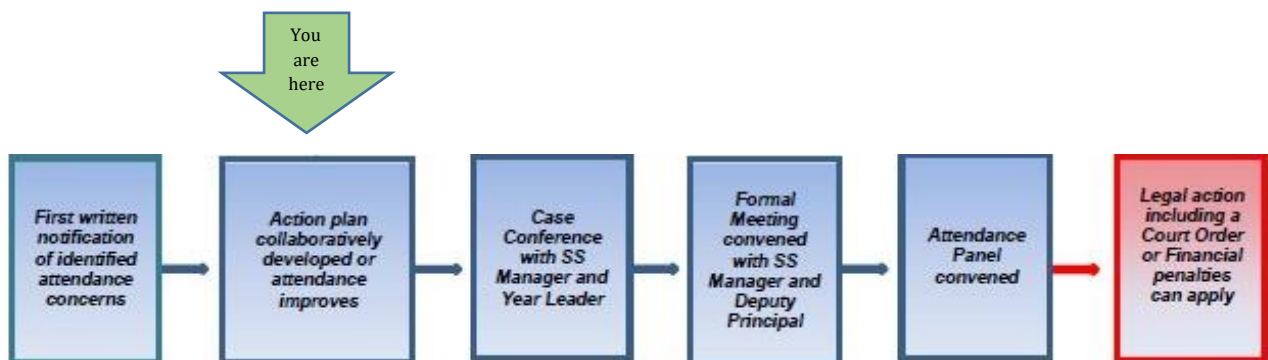
Your child's attendance rate is currently at -----% indicating -----RISK

Earlier this year we communicated a concern with your child's attendance at school. The attendance continues to be a concern as it remains below an acceptable level.

We request your attendance at a collaborative meeting to develop an Attendance Improvement Plan for your child. Please contact me to arrange a suitable day and time for both yourself and your child to attend a collaborative meeting with our Student Services team.

Yours sincerely

Mr Andrew Neho
Student Services Manager
Morley Senior High School





Date

[Title] [Parent 1] and [Title] [Parent 2]
[Address 1]
[SUBURB] WA [POSTCODE]

Dear [Title] [Parent 1] and [Title] [Parent 2],

Letter 3- NOTIFICATION OF CASE CONFERENCE

At Morley Senior High School we are striving to increase the attendance of all students. The *School Education Act 1999* requires parents to send their children to school each school day unless there is a good reason for them not to attend.

Everyday attendance increases their educational outcomes thereby increasing their lifelong and career opportunities.

Please contact me, if there are issues that you wish to discuss or if you would like support in ensuring your child's attendance at school each day.

Statistics show that attendance below 90% places a child AT RISK of not achieving their educational potential.

90-100% Attendance is regarded as REGULAR

80-89% Attendance is regarded as at RISK

60-79% Attendance is regarded as at HIGH RISK

0-59% Attendance is regarded as at SEVERE RISK

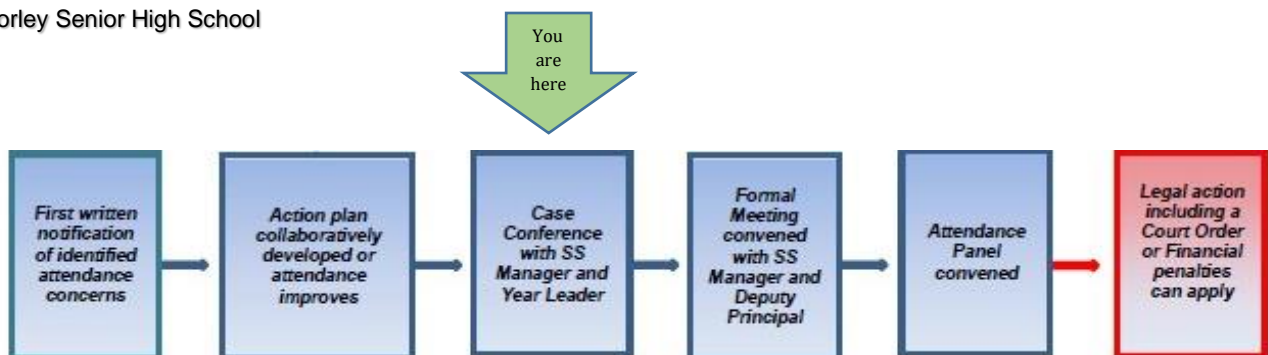
Your child's attendance rate is currently at -----% indicating -----RISK

Earlier this year we communicated a concern with your child's attendance at school. We have followed this with a request to collaboratively build an Attendance Improvement Plan.

We again request your attendance at a meeting with our Student Services team in the form of a Case Conference. Please contact me to arrange a suitable day and time for both yourself and your child to attend a Case Conference with our Student Services team.

Yours sincerely

Mr Andrew Neho
Student Services Manager
Morley Senior High School





Date

[Title] [Parent 1] and [Title] [Parent 2]
[Address 1]
[SUBURB] WA [POSTCODE]

Dear [Title] [Parent 1] and [Title] [Parent 2],

Letter 4- NOTIFICATION OF FORMAL MEETING REQUIRED

According to our records (Students name) has missed a significant amount of school so far this year, placing him/her at **Academic Risk**.

Statistics show that attendance below 90% places a child AT RISK of not achieving their educational potential.

90-100% Attendance is regarded as REGULAR
80-89% Attendance is regarded as at RISK
60-79% Attendance is regarded as at HIGH RISK
0-59% Attendance is regarded as at SEVERE RISK

Your child's attendance rate is currently at -----% indicating -----RISK.

The School Education Act 1999 requires parents or caregivers to ensure that children of compulsory school age attend school on each day that the school is open for instruction. If children are absent from school, a parent or responsible person must provide the school with an acceptable explanation within three days of the absence. Attendance requirements do not apply for students undertaking home education.

We have previously advised you that -----'s attendance is a matter of concern and offered our assistance in getting your child to attend school regularly. You have elected not to access this support.

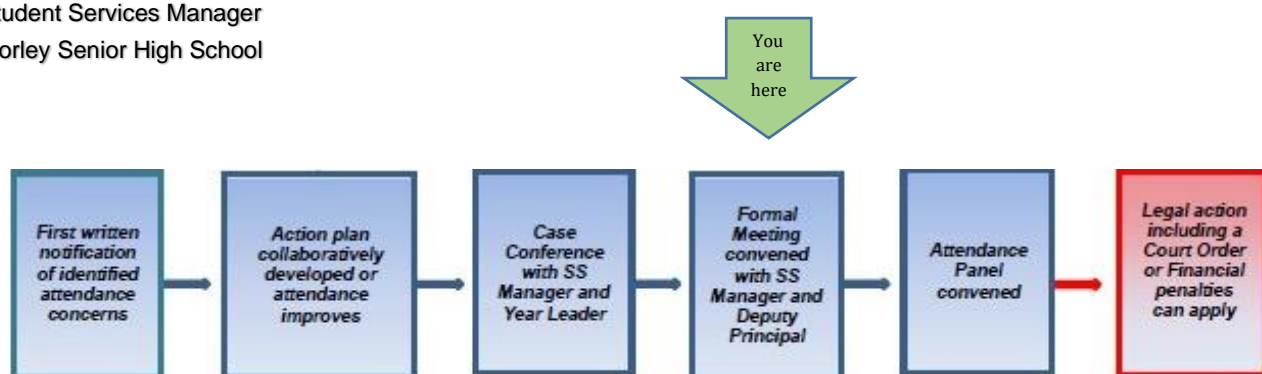
It is very important that we now work together to resolve this issue and have therefore arranged an appointment time for us to meet at the school to discuss strategies and implement an attendance plan for your child to reengage with the school.

Your appointment is: -

If this appointment date and time are not suitable please contact the school on 9376 5555 and arrange an alternate date and time for our meeting. If you fail to attend the appointment without making alternate arrangements, you will be in violation of *The School Education Act 1999* which may affect Centre Link entitlements.

Yours sincerely

Mr Andrew Neho
Student Services Manager
Morley Senior High School



Appendix 5: Sample Individual Attendance Plan



My Attendance Success Plan

(Student Initials)

Date: _____

**Individual Attendance Plan:
Morley Senior High School
2020- 2021**



Student details	
Student's Name:	Year:
DOB	Principal: Sue Gilchrist
Parent/Guardian:	Deputy Principal:
Parent/Guardian:	Teacher/Year Coordinator:
Date of implementation:	Review date:

AIM

The aim of this Individual Attendance Improvement Plan is to assist Morley Senior High School to provide a safe, engaging environment for all students. Students on this plan will have the opportunity to make good choices and to accept responsibility for their attendance. These students will also gain appropriate positive attention for targeted behaviours and minimum attention for inappropriate behaviours, lateness, truanting or unjustified absenteeism. The plan will also assist students to develop social skills appropriate for the school environment.

TARGET ATTENDANCE GOALS

- ☐ 95% Attendance
- ☐ 90% Attendance
- ☐ 85% Attendance
- ☐ 80% Attendance
- ☐ Attend all timetabled classes
- ☐ Arrive to class on time
- ☐ Attain an 'Out of Class' pass each time the classroom is left

STRENGTHS: Outline any strengths/ skills that could help you to engage at school

BARRIERS AFFECTING SCHOOL PERFORMANCE

Anxiety/Depression	<input type="checkbox"/>	Friendship Difficulties	<input type="checkbox"/>
ADHD/ Concentration Issues	<input type="checkbox"/>	Significant Health Concerns/Illness	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	Changing School	<input type="checkbox"/>
Cultural Conflict	<input type="checkbox"/>	Family Problems	<input type="checkbox"/>
Learning Difficulties	<input type="checkbox"/>	A Feeling of not belonging	<input type="checkbox"/>
Physical Problems	<input type="checkbox"/>	Juvenile Justice Issues	<input type="checkbox"/>
Substance Abuse	<input type="checkbox"/>	School Refusal	<input type="checkbox"/>

TEACHING AND LEARNING ADJUSTMENTS

TEACHER	<ul style="list-style-type: none"> ✓ On time and greeting student pleasantly at the door ✓ Set high standards of attendance and lateness ✓ Follow up on attendance related behaviours as outlined in the (Attendance Policy) ✓ Avoid students leaving class in the first and last 15 minutes of class ✓ Ensure 'out of class pass' is given to students when they leave the room ✓ Request support from HoLA and Year Coordinator ✓ Regular contact home ✓ Other: ✓ Other:
HoLA	<ul style="list-style-type: none"> ✓ Follow up and support chronicle incidents related to poor attendance behaviours ✓ ensure consequences are met and followed through ✓ Regular contact home ✓ Liaise with teacher and Year Coordinator regarding student's progress ✓ Other: ✓ Other:
PARENT/ GUARDIAN	<ul style="list-style-type: none"> ✓ Contact the school each and every time your child is absent ✓ Reiterate the importance of attendance ✓ Support this plan by working and supporting the teacher and school ✓ Accept your child's consequences and be aware of their attendance choices and actions that have led to these consequences ✓ Reinforce positive entries on Compass regarding your child's progress ✓ Other: ✓ Other:
STUDENT	<ul style="list-style-type: none"> ✓ Acknowledge this plan and the fact it is to support you. ✓ Be aware of this plan, the procedures involved and the consequences of undesired attendance behaviours ✓ Be accountable for own behaviours and accept responsibility ✓ Be open to establishing, maintaining and if required restoring relationships ✓ Communicate with the Year Coordinator or trusted staff member regarding class avoidance reasons ✓ Other: ✓ Other:
SUPPORT STAFF (EA, AIEO)	<ul style="list-style-type: none"> ✓ Student Services to oversee and manage accordingly ✓ Student Services to act on students referred for suspension by the HoLA ✓ Other: ✓ Other:

POSSIBLE STRATEGIES TO IMPROVE MY ATTENDANCE

I will make attending school every day a priority.	I will find a relative, friend or neighbour who can take me to school if I miss my bus.
I will keep track of my attendance and absences.	If I am absent, I will contact my teachers to find out what I missed.
I will set my alarm clock for a.m.	I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day I will try to attend school, the majority of the day.
I will attend school every day unless I'm truly sick.	When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

KEY MESSAGES

Some key messages teachers, support staff, the Deputy Principal and Principal will promote to parents/carers, students and the community:

- Students are only in school for a very short time so it is essential they come to school every day to reach their educational potential.
- Every Minute Counts. Every day at school matters and everyday counts.
- Going to school is a legal requirement from Pre-Primary through to Year 12.
- Children need to attend school regularly so they can take advantage of ALL the educational opportunities made available to them.
- School enables children to build on their knowledge and skills each day, each week and each year.
- Consistently poor school attendance and lateness to class will affect a child's educational understanding and progress.
- Patterns of punctuality and regular school attendance are developed at an early age. We need to get students attending regularly and on time from an early age.
- Consistent attendance allows children to build confidence in areas such as communication, teamwork, organisation and social skills.
- Positive and well-established attitudes towards attendance in primary school will help prevent problems as students' progress to secondary and boarding school and beyond.

SEVERE CLAUSE

In the event that student attendance jeopardises the safety of them self-e.g. Noncompliance to safety planning or Risk Management Plans, contact will be made directly to:

- Parent/ Guardian
- Follow up with text messages if no response to above.

When this is necessary carers will immediately collect Student from Morley Senior High School to ensure health and safety of students. If all parties are uncontactable Student remains with Student Services until they can be collected.

If Student Services Manager is absent from school: the nominated person will be Ms Wallis and Mathew White

FURTHER SUPPORT

Support Cards:

Student is on an Attendance Monitoring Card Yes ☐ No ☐

Blue Check-in card Yes ☐ No ☐

Additional Supports:

Student is required to engage with the School Psychologist Yes ☐ No ☐

Student is required to engage with the School Chaplain Yes ☐ No ☐

Student is required to engage with the Student Support Officers Yes ☐ No ☐

SIGNATURES

Parent		Year Coordinator	
Student		Nominated Staff member	
Student Services Manager		School Psychologist	
Learning Support Coordinator		Other	

DATE:

REVIEW DATE:



EVERY MINUTE COUNTS...

When you miss just...	that equals....	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1 ½ weeks per year	Near ½ a year
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 3 weeks per year	Nearly 1 year
30 minutes a day	Nearly half a day of learning each week	Nearly 4 weeks per year	Nearly 1 ½ years
1 hour a day	Nearly 1 whole day of learning each week	Nearly 8 weeks per year	Over 2 ½ years

Your best learning

time is at the

beginning of the day!

School starts at

9:14 am

DON'T BE LATE!

EVERY DAY COUNTS...

A day here or there doesn't seem like much, but...

When you miss just...	that equals....	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best you can achieve is....
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equals to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Over 8 years of learning	Equals to finishing Year 4

**If you want to be successful at school then YES,
attendance does matter!**



Morley Senior High School aims to achieve the following student improvement targets by 2023:

- The percentage of students who attend regularly (90% or more of the time) is increased in all year groups.
- The rate of progress from Year 7 to 9 in NAPLAN Reading, Writing and Numeracy is higher than Australian Schools.
- The percentage of students achieving Band 8 and above in Year 9 NAPLAN Writing, Reading and Numeracy is increased.
- WACE achievement to be above the State mean.
- The rate of progress from Year 10 to 12 in OLNA Reading, Writing and Numeracy is higher than Like Schools.
- The differential between Perceived and Actual results, as reported by students in the National School Improvement Partnership survey 'Reporting and Seeking Help' domain, is decreased.

Data Sources:

Schools Online

My School website

National School Improvement Partnership – Student Voice:

What's Happening in This School survey

HIGH QUALITY TEACHING

Together we will:

- Ensure the consistent use of Morley Common Instructional Language in all classrooms.
- Use student achievement data and student feedback each semester, to monitor, analyse and diagnose the effectiveness of teaching and learning.
- Increase staff capacity and confidence in their use of ICT.
- Empower staff and increase their capacity to lead improvement in teaching and learning.

RELATIONSHIPS

Together we will:

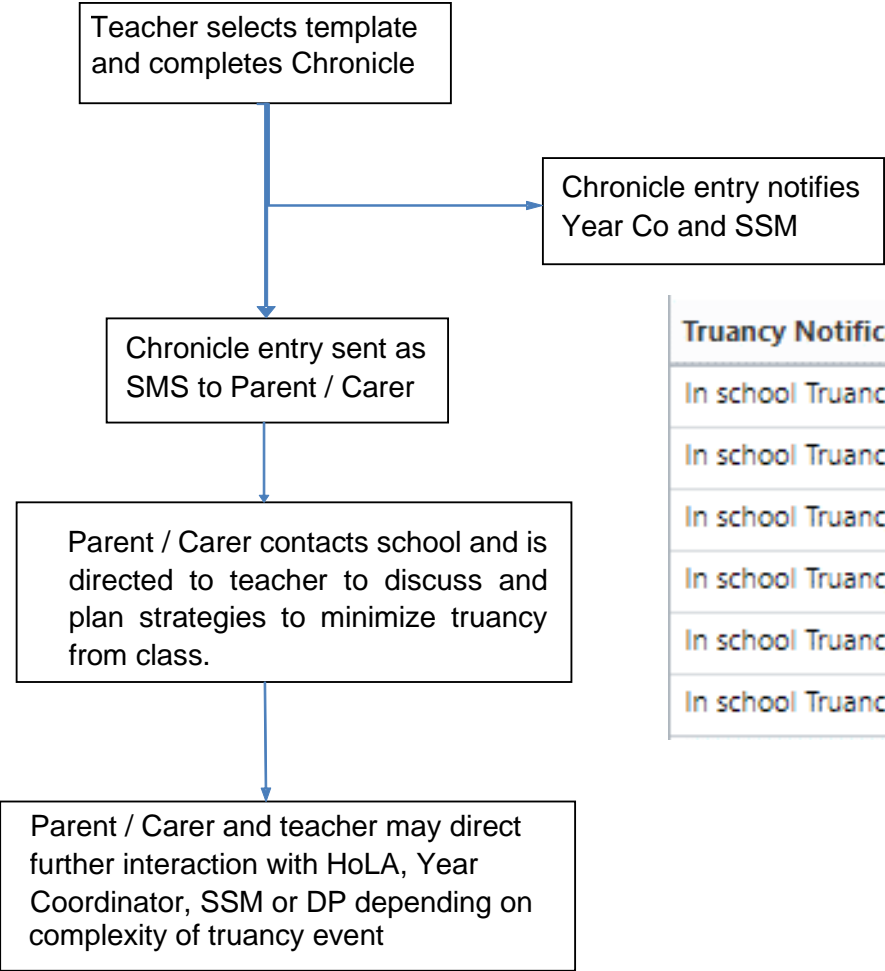
- Work collaboratively to improve teaching and learning, including strengthening professional learning communities.
- Identify potential leaders in the school community and provide them with development opportunities.
- Strengthen existing community connections (with local school networks, universities, community-based agencies, local employers and international partnerships) and seek new partnership opportunities.

POSITIVE LEARNING ENVIRONMENT

Together we will:

- Support all members of the school community to accept responsibility for their own learning outcomes.
- Ensure an inclusive learning environment through the consistent application of high expectations of positive behaviour across the school.
- Promote positive recognition of students and staff.
- Support student wellbeing to enhance readiness for learning.

Appendix 8: Truancy (no duty of care) Entries on Chronicle



Truancy Notification
In school Truancy- Year 10
In school Truancy- Year 11
In school Truancy- Year 12
In school Truancy- Year 7
In school Truancy- Year 8
In school Truancy- Year 9

Appendix 11: Section 24 Record-keeping on Compass

1. When S24 is signed it is scanned and added as an attachment to the Compass Chronicle template "Section 24".
2. If 'Other' is selected, then there is room to enter the details of this arrangement.
3. There is a date field that indicates the date the S24 arrangement commences.

Create Chronicle Entry For Student

Details Communications Notification Chain

Template: * Section 24 Rating: * Grey
Used to document and store signed Section 24s

Staff Visibility: Level 3: Admin

Parent/Student Visibility: Hidden

Date Occurred: 21/07/2021 10:15 AM

Points (+/-): 0

Details: * Enter additional details...

start date: * Start date

Students
Add other students...
There are no students associated with this chronicle entry

Add Attachments
Filename
This chronicle entry has no attachments.
Drag files here to upload.

Notification Chain
Susan Wallis - swallis
Matthew White - mwhite
Andrew Noho - aneho

Facing Document

WHO DOES WHAT IN THE ATTENDANCE PROCESSES AT MORLEY SENIOR HIGH SCHOOL?

POLICY STATEMENT	Classroom teachers	TUTE Teachers	Year Coordinators	Front office	Deputies
Maintaining accurate attendance records	Each day <ol style="list-style-type: none"> mark role for each group in the first 10 minutes of the lesson. accept students who are late and mark as late. 				
Addressing student absence	Each week <ol style="list-style-type: none"> Respond to information on YELLOW SLIP: Correct data in ACADEMY if incorrect OR refer back to teacher if absence is confirmed. Sign YELLOW SLIP and return to Front office. Contact parents if there is a pattern of single period absences from your class. Refer persistent absences to Year Coordinator using SAER referral forms. For Excursions <ol style="list-style-type: none"> Teachers are responsible for handing a completed roll of students attending excursion to front office on day of departure. Teachers out of school on excursions are responsible for following up on accuracy of roles marked by relief teachers in their absence. 	Each Day <ol style="list-style-type: none"> Check single period absences with student. Complete YELLOW SLIP and leave in TUTE file for school officers to redistribute to classroom teacher. If student is absent only from TUTE without explanation, follow up with parents. Refer persistent absences to Year Coordinator using SAER referral forms Each week <ol style="list-style-type: none"> Check unexplained absences report issued on Mondays and issue YELLOW slips Collect notes for explained absences and forward to the front office for actioning. At need <ol style="list-style-type: none"> Contact parents if student is more than 3 days' absent without explanation 	Each month <ol style="list-style-type: none"> Follow up referrals from classroom teachers and TUTE teachers with students. Keep notes on interventions. If a pattern of single period absences from a specific subject is identified For NNEI student refer to Senior School Deputy. 	Each day <ol style="list-style-type: none"> Re-distribute YELLOW SLIPS to classroom teacher for single period absences. Action and file YELLOW SLIPS. Update absences from notes and TUTE teachers' information. Contact parents for unexplained absences. Check SMS system for absences and amend attendance records accordingly. Each week <ol style="list-style-type: none"> Create unexplained absences report for TUTE teachers on Friday and put into pigeonholes for Monday. Print weekly absence reports for Year Coordinators on Friday Each fortnight <ol style="list-style-type: none"> Send home absentee letters to parents on Friday for outstanding absences from last 4 weeks. 	At need <ol style="list-style-type: none"> Initiate and monitor attendance monitoring books if needed. Inform parents and teachers of use of monitoring books. Refer students with more than 4 weeks' persistent absence to other agencies as needed.
Developing plans for persistent absence	Truancy <ol style="list-style-type: none"> Send any evidence or questions about persistent absences to the Year Coordinator. Send evidence or questions about suspicious absence to the Year Coordinator. Refer persistent absence when they exceed more than 10 days without explanation during term to Year Coordinator. Together with Year Coordinator attend meetings with parents of students with less than 85% attendance in the previous term Informally monitor students with less than 85% attendance in the previous term on Attendance plan A as needed. Give feedback to Year coordinator on progress of students on Attendance plan A as needed. Illness, extended holiday <ol style="list-style-type: none"> Provide catch up work to students who have had, have or will have long term absences. 		At beginning of Term and from Term 2 <ol style="list-style-type: none"> Conduct meetings with parents of students with less than 85% attendance in the previous term to discuss persistent absences. Invite Tute teachers as needed. Initiate Attendance plan A. Informally monitor students with less than 85% attendance in the previous term on Attendance plan A as needed Initiate and monitor attendance monitoring books if needed. Inform parents and teachers of use of monitoring books. At end of Term 3 and 4 <ol style="list-style-type: none"> Notify Deputy of students whose attendance has not improved under Attendance Plan A. 	At end of Term and from Term 1 <ol style="list-style-type: none"> Send home letters to parents of students with less than 85% attendance in the previous term and forward names to Tute teachers and Year Coordinators In consultation with Year Coordinators, book meetings for parents of students with less than 85% attendance in the previous term During term <ol style="list-style-type: none"> Refer persistent absence of longer than 4 weeks where parent contact has not been established to Year Coordinator and Deputy. 	At beginning of Term and from Term 1 <ol style="list-style-type: none"> Arrange meetings with parents of students not improving under Attendance plan A in the previous term to discuss persistent absences. Invite Year Coordinators as needed. Initiate Attendance Plan B. Formally monitor students on Attendance plan A as needed Initiate and monitor attendance monitoring books if needed. Inform parents and teachers of use of monitoring books. Refer students with more than 4 weeks' persistent absence to other agencies as needed.
Managing alternative attendance arrangements where appropriate	<ol style="list-style-type: none"> As part of documented plan, provide catch up work to students who have had, have or will have long term absences. 		<ol style="list-style-type: none"> As part of documented plan, work with teachers to arrange for and coordinate catch up work for students who have had, have or will have long term absences. 		<ol style="list-style-type: none"> Refer students with persistent absences to alternative Education arrangements if suitable.
Responding to Department requests for reporting and disclosure of attendance data.					<ol style="list-style-type: none"> As needed

Management of persistent absences process	
Stage 1: End of term 1	
First written notification to parents of identified attendance concerns. Year Coordinator and Tute teacher also notified	
Stage 2: Term 2	
Student Monitoring: Student has one term to amend attendance concerns. Year Coordinator and Tute teachers to work together to monitor regularly and informally	
<div> <div>↙</div> <div>Stage 3: End of Term 2</div> <div>↘</div> </div>	
Student attendance improves to expected levels: monitoring ends. Parents notified.	Student attendance level does not improve. Second written notification of identified attendance concerns. Front office to arrange parent/carer meetings with Year Coordinator. Tute teacher may also attend meeting.
Stage 4: Start of Term 3	
Mandatory meeting, parent/carer, student and Year Coordinator to discuss issues causing attendance concerns and create Attendance Plan A. Tute teacher may also attend meeting. Formal monitoring of Attendance plan A for Term 3.	
<div> <div>↙</div> <div>Stage 5: End of Term 3</div> <div>↘</div> </div>	
Student attendance improves to expected levels. Attendance plan continues until end of school year and informal monitoring continues until end of the school year.	Student attendance level does not improve. Third written notification of identified attendance concerns. Front office to arrange parent/carer meetings with Deputy. Year Coordinator may also attend meeting.
Stage 6: Start of Term 4	
Mandatory meeting parent/carer Deputy and Year Coordinator and referral to external agencies such as DoE, CPFS and Centrelink. Attendance Plan B implemented. Alternative plans for attendance considered.	