



**morley**  
senior high school

## Morley Senior High School

### Attendance Policy and Procedures

# Contents

- IMPORTANCE OF ATTENDANCE..... 3
- POLICY GUIDE ..... 3
- BACKGROUND..... 3
- APPROACHES ..... 4
- PROCEDURES ..... 5
  - ATTENDANCE RECORDS..... 5
  - RETENTION OF RECORDS..... 5
  - RECORDING LATE ARRIVALS..... 5
  - MONITORING ATTENDANCE..... 6
  - PERSISTENT NON-ATTENDANCE..... 8
  - COMMUNITY and SUPPORT AGENCIES ..... 8
  - MEETINGS and CASE CONFERENCES ..... 8
  - RECOMMENDING AN ATTENDANCE ADVISORY PANEL OR PROSECUTION OF THE PARENT ..... 8
- Appendix 1: Students out of class Expectation and Process ..... 10
- Appendix 2: Lateness Follow Up and Management ..... 11
- Appendix 3: Attendance Support Program..... 14
- Appendix 4: Application Reinstatement of Good Standing ..... 15
- Appendix 5: Letter 1-4 templates ..... 16
- Appendix 6: Sample Individual Attendance Plan ..... 20
- Appendix 7: Every Minute Counts Poster..... 24
- Appendix 8: Business Plan Overview..... 25
- Appendix 9: Left class without permission (no duty of care) ..... 26
- Appendix 10: Section 24 Record-keeping on Compass ..... 27
- Appendix 11: School Badged Attendance Officers ..... 28
- Appendix 12- Facing Document..... 28

## **IMPORTANCE OF ATTENDANCE**

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, and the needs of all students are met. This is accomplished when personal achievement is encouraged and celebrated. MSHS is united when we are Courageous in our Collaboration, Commitment, Curiosity and Care to support the highest attendance of all students at Morley Senior High School.

## **POLICY GUIDE**

Principals manage student attendance in accordance with the Student Attendance in Public Schools procedures (Student Attendance in Public Schools Policy- version 4.2). 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 DoE 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.
- Respond to school enquiries in a clear and timely manner

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.

## APPROACHES

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

	<b>Promotion approaches</b> that focus on building student, family, school and community resilience, and the promotion of protective factors.
	<b>Prevention approaches</b> that are designed to prevent poor attendance for those students most at risk.
	<b>Response approaches</b> 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 Support Staff has identified the following Performance Indicators in its Operational Plan 2025

1. Regular school attendance to increase to 62% in Semester 1
2. Indicated attendance to decrease to under 20%
3. Aboriginal regular attendance to increase to 40%.
4. Year 7 Semester 1 attendance to increase to 93%
5. Year 10 Semester 1 Attendance to increase to 89%
6. Year 10 Semester 1 Attendance to increase to 90%
7. Annual unexplained whole school attendance is below 5%
8. Annual unauthorised absences to decrease below 20%

# 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.

Students legitimately off school site during school hours are provided a *Sign out slip* to allow students to be readily recognised by the community, police and other agencies. This 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.
- Teaching staff directly enter data into Compass within the first 10 minutes of each period.
- School Officers record absences into Compass when evidence is provided and approve daily Compass messages inserted directly from parents.
- Student Support and Deputy Principals track ongoing truancy

## **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 attend their Tute class directly if before 9:14am.
- Students report to the front office or Student Support Hub after 9:14am to record late on Compass Kiosk.

The school's policy and associated responsibilities on Lateness is located in Appendix 2.

## **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:

- Compass
- 'At risk attendance' (below 90%) letters generated by Compass (Appendix 5).
- Individual contact/follow up to families via Year Coordinators, Program Coordinators and School Officers

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 Support Team will organise a parent/carer meeting at the earliest opportunity to identify the issues related to the non-attendance and plan for improvement.

## **DAILY ATTENDANCE PROCESSES**

1. Students arriving late (after 9:14am) must sign in at the Hub or front office.
2. 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 10:50am reflecting the attendance of students Periods 1 and 2.
3. 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 4:15pm SMS reflecting the attendance of students Periods 3, 4 and 5.

If:

- a student is participating on an off-site arrangement, MSHS manages the student's attendance in conjunction with the alternative location or provider.
- MSHS requests a reason for a student's absence be provided to the Principal's satisfaction; and
- a student cannot be located, and their parent/s cannot be contacted within 15 days of the start of an absence, MSHS:
  - completes a Student Whereabouts Unknown 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
- 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.

## **PERSISTENT NON-ATTENDANCE**

At MSHS, students who are at risk/of concern regarding attendance issues are subject to a range of strategies and measures aimed at restoring acceptable attendance levels.

MSHS follows the Attendance Intervention Process (Appendix 12) in dealing with students with any absences.

## **COMMUNITY and SUPPORT AGENCIES**

MSHS uses the following community and support agencies to assist students and parents/carers is to address attendance concerns:

- Youthcare Chaplain
- School Psychology Services
- Community Health Nurse
- Attendance and Participation Team
- Department of Communities
- CAMHS
- Regional Office Transition and Engagement Team

## **MEETINGS and CASE CONFERENCES**

If a student has been identified as being an irregular or chronic non-attende and repeated efforts to work with parents to restore attendance have not been successful, the Principal (through the Student Support Team and Deputy Principals) will arrange a meeting with parents to develop or revise attendance improvement plans.

At Case Conferences and the Formal Meeting, the Principal (through the Student Support Team and Deputy Principal) will ensure any factors preventing attendance or participation are explored, request the parent engages with alternative strategies to improve attendance and document a formal attendance improvement plan.


In the event that acceptable attendance is not restored, the Principal (through the Student Support Team and Deputy Principals) may recommend a Responsible Parenting Agreement.

*Guidelines and template for Responsible Parenting Agreements*

<http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/student-attendance/?page=11#toc11>

## **RECOMMENDING AN ATTENDANCE ADVISORY PANEL OR PROSECUTION OF THE PARENT**

Where our school's many strategies have not been successful in securing an improvement in school attendance (or engagement in another educational program); an Attendance Advisory Panel may be offered. The Panel is a group of independent people [convened under S39 of the School Education Act] which considers all efforts and measures made by the school to improve attendance, and also assesses the responses made by the parent/carers and child. The Panel is convened with the intention of advising on attendance improvement and recommending attendance improvement. The Panel has the authority to inquire into the reasons for a child's



failure to attend school and also to advise or assist the family to try and restore satisfactory attendance.

Where failure to follow advice or engage with assistance provided by a panel persists, the Panel may issue a certificate to commence procedures pursuant to Section 42 of the School Education Act 1999.

## 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 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.

### Procedures:

- All students must have permission from their teacher to be out of class. This permission is given by a member of staff and is in the form of a
  - Out of Class Pass; or
  - Signed consent in a student diary.
  - Handwritten notes will not be sufficient.
- No student is to be allowed out of class in the first 15 minutes of the lesson or the last 15 minutes of the lesson.
- Only one (1) student per class is permitted out of class.
- At Morley SHS students are required to hand the teacher their mobile phone before receiving the 'pass' and leaving class. This will be returned after the lesson.
- Teachers and staff will ensure they maintain their school allocated *Out of Class Pass*. This pass must be given to any student that has been given permission to be out of class.
- Students without an *Out of Class Pass* will be asked to explain why they are out of class.
- If students are out of class as part of their multimedia work, they will show 'Learning Area Out of Class' pass.
- A student that is out of class and has knowingly left, or never arrived, without permission by the teacher is to be considered Truant. The appropriate Compass template is used to document this.
- Some students have been allocated with Blue Cards and may use these. If used appropriately these students do not require a staff member's *Out Of Class Pass*.
- Students are NOT to be sent directly to Student Services unless a Phase 4 behaviour, NSSI or suicidal ideation. In this event, students should be accompanied by a staff member.
- If a student is unwell or requires medical attention, two students are permitted to leave class. The student returning to class will hold and return the pass.
- If students have an assigned appointment with Student Services staff, this will be communicated on Compass and a note will be provided to the classroom teacher on their return.



## **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/carer 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.

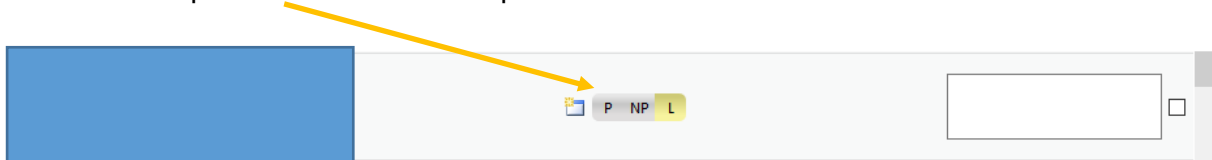
This policy should be viewed as being consistent with the relevant DoE policies.

### **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 9:14am they must sign in at the Hub or 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 from unexplained to Late on Compass.



- Year Coordinators will monitor Year group lateness to school and Period 1 and work with students and their families on strategies to minimise lateness.
- Ongoing unexplained 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:



# Students Arriving Late to Class



*At the beginning of the year, clear expectations should be established with regards to arriving to class on time.*

FIRST OCCASIONS	SECOND OCCASION	THIRD OCCASION
<p><b>TEACHER:</b></p> <p>POSITIVE WELCOME</p> <p>DEPENDING ON HOW LATE THE STUDENT IS, IN A CALM MANNER, QUESTION THEM ON THEIR WHEREABOUTS AND THE REASON BEHIND BEING LATE.</p> <p>REMIND THE STUDENT OF SCHOOL EXPECTATIONS</p> <p>PROVIDE TIME MANAGEMENT STRATEGIES</p> <ul style="list-style-type: none"><li>• USING TOILET DURING BREAKTIME</li><li>• BRINGING A DRINK BOTTLE</li><li>• MOVE TOWARD CLASS BEFORE THE SIREN</li></ul> <p>INFORM THE STUDENT OF FURTHER ACTIONS SHOULD THIS CONTINUE</p> <p>MINUTE FOR MINUTE CATCH UP</p>	<p><b>TEACHER:</b></p> <p>POSITIVE WELCOME</p> <p>IF THE CLASS IS PERIOD 2 OR 4, HOLD THE STUDENT BACK TO MAKE UP THE TIME THEY WERE LATE.</p> <p>IF THIS IS NOT POSSIBLE, HAVE THE STUDENT RETURN AT A BREAKTIME CONVENIENT TO YOU OR ORGANISE A DEPARTMENT DETENTION.</p> <ul style="list-style-type: none"><li>• INFORM PARENT/CARER</li></ul> <p>IF STUDENT FAILS TO ATTEND DETENTION, HOLD A IS INFORMED AND THE DETENTION IS AGAIN ISSUED</p> <p><b>HEAD OF LEARNING AREA:</b></p> <ol style="list-style-type: none"><li>1. HOLA TO REQUEST PERMISSION FROM SCHOOL COORDINATOR TO GIVE INTENT TO SUSPEND</li><li>2. PARENTS NOTIFIED</li><li>3. TEACHER PLACES STUDENT ON DETENTION AGAIN</li></ol> <p>MINUTE FOR MINUTE CATCH UP</p>	<p><b>TEACHER:</b></p> <p>POSITIVE WELCOME</p> <p>IF THE CLASS IS PERIOD 2 OR 4, HOLD THE STUDENT BACK TO MAKE UP THE TIME THEY WERE LATE.</p> <p>IF THIS IS NOT POSSIBLE, HAVE THE STUDENT RETURN AT A BREAKTIME CONVENIENT TO YOU OR ORGANISE A DEPARTMENT DETENTION.</p> <ul style="list-style-type: none"><li>• INFORM PARENT/CARER</li><li>• NOTIFY YEAR COORDINATOR</li></ul> <p>IF STUDENT FAILS TO ATTEND THEIR DETENTION, INFORM RELEVANT STUDENT SUPPORT SCHOOL COORDINATOR.</p> <p><b>SCHOOL COORDINATOR:</b></p> <ol style="list-style-type: none"><li>1. FURTHER ACTION IN LINE OF BMIS</li></ol> <p><b>YEAR COORDINATOR:</b></p> <ol style="list-style-type: none"><li>1. YEAR COORDINATOR WILL ARRANGE AN ATTENDANCE MEETING WITH PARENTS/ CARER</li></ol>

IN CIRCUMSTANCES WHERE ALL INTERVENTION AND SUPPORTS ARE INEFFECTIVE, STUDENTS WILL BE PLACED ON DOCUMENTED PLANNING OUTLINING AGREED TERMS, CONDITIONS AND FOLLOW UP ACTIONS THAT ALIGN WITH THE POSITIVE BEHAVIOUR IN SCHOOLS POLICY.

## **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 for staff**

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.

1. Members of Exec will supervise this program
2. Year Coordinators are responsible for enrolling students who are late to school or Tutorial on more than 3 occasions in one week. Students with continual lateness will also be enrolled.
3. Year Coordinators and Program Coordinators are responsible for monitoring student truancy

### **Management of students not attending**

4. If a student does not attend, they will be given another opportunity to catch up
5. If a student again, fails to attend, they will lose their Good Standing and parents will be notified
6. On the third occasion, parents will be required to work with the school for attendance improvement planning

# Appendix 4: Application Reinstatement of Good Standing

## APPLICATION FOR REINSTATEMENT OF GOOD STANDING



Student Name: \_\_\_\_\_ Tutorial: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_

1. What has happened for you to lose your Good Standing?  
\_\_\_\_\_  
\_\_\_\_\_
2. What impact has this action had on you and others? (NA if uniform is the reason)  
\_\_\_\_\_  
\_\_\_\_\_
3. What have you done to make things right?  
\_\_\_\_\_  
\_\_\_\_\_
4. Give reason why you should get your Good Standing back?  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-----~~School Use~~-----

Good Standing Reinstated: YES  NO

If NO, further student action required for reinstatement of Good Standing.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Appendix 5: 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.

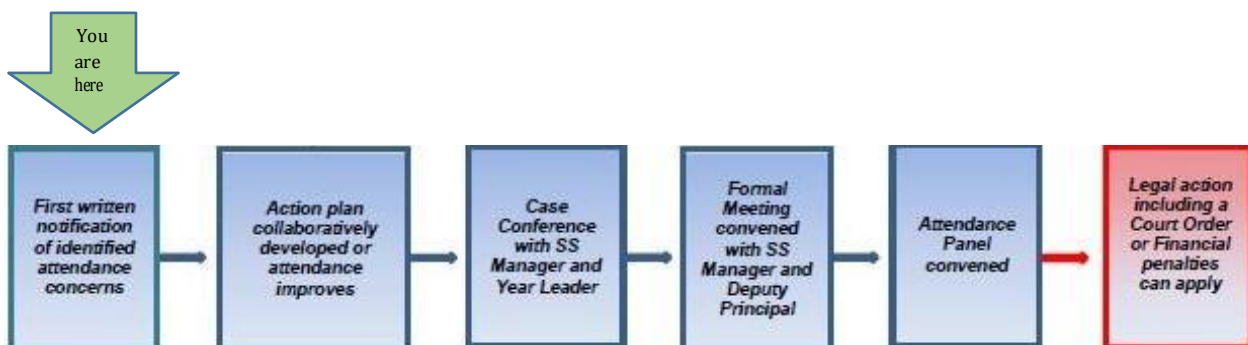
90-100% Attendance is regarded as REGULAR
80-89% Attendance is regarded as at RISK
60-79% Attendance is regarded as at HIGH RISK
0-59% Attendance is regarded as at SEVERE RISK

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

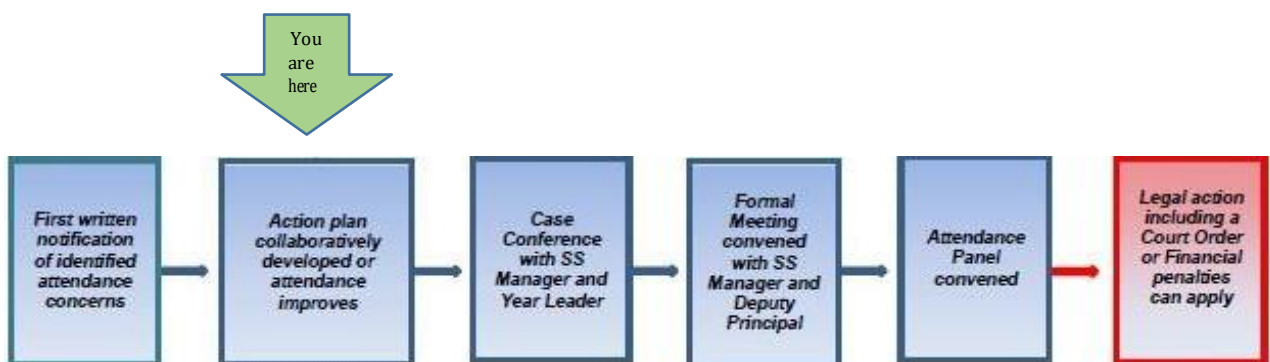
Your child's attendance rate is currently at -----% indicating ---- RISK

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 Noho  
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

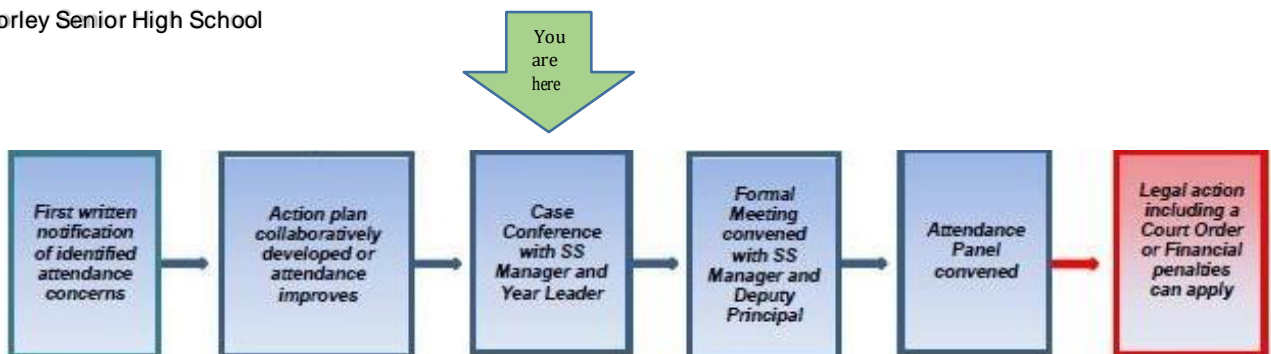
Your child's attendance rate is currently at ----% indicating ---- RISK

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.

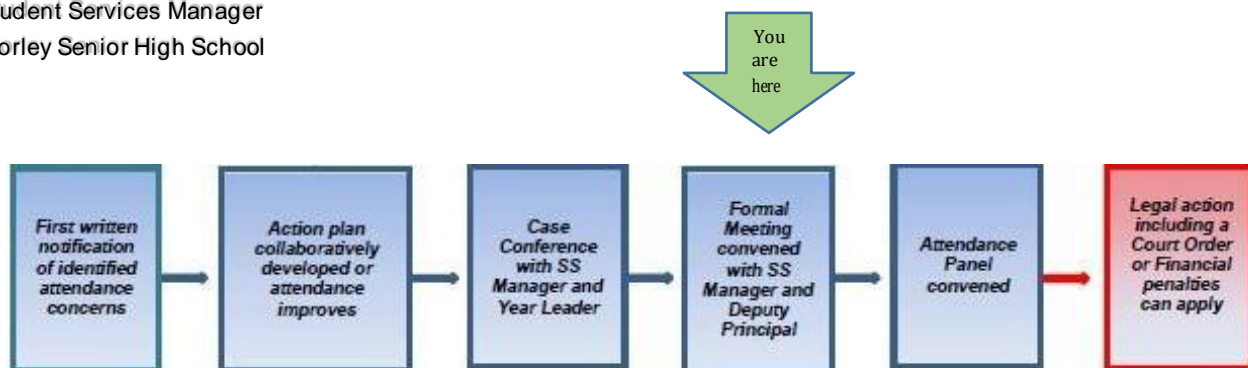
It is very important that we now work together to resolve this issue and have therefore arranged an appointment time for us to meet at the school to discuss strategies and implement an attendance plan for your child to reengage with the school.

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 6: Sample Individual Attendance Plan



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

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

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## 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

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

## 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 the student remains with Hub staff until they can be collected.

If Student Support Program Coordinators are absent from school, the nominated support person will be the relevant Deputy Principal

**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**

**School starts at**

**time is at the**

**8:59 am**

**beginning of the day!**

**DON'T BE LATE!**

## EVERYDAY 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!**



# HIGH QUALITY TEACHING & LEARNING

At Morley SHS, we are committed to fostering a shared understanding of excellence in teaching and ensuring consistent delivery across the school. By applying evidence-based instructional practices, we empower our students to develop essential skills and achieve improved academic outcomes, enabling them to reach their full potential as engaged and successful learners.

# RELATIONSHIPS & PARTNERSHIPS

Morley SHS will strengthen existing relationships with our community to provide authentic opportunities for students and families, which will enable us to continue to support student progress and celebrate the diversity of all cultures in our community.

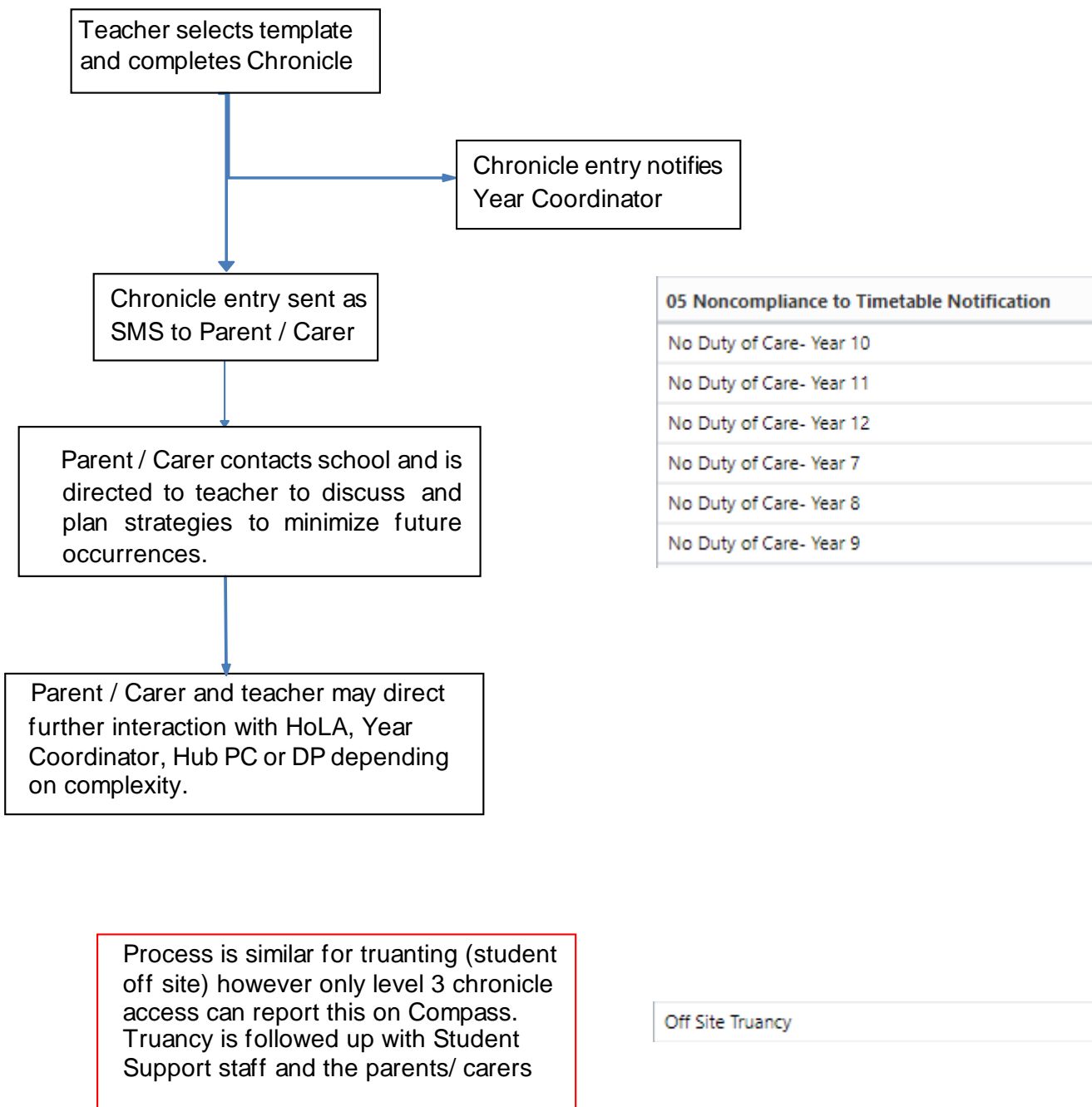
# POSITIVE ENVIRONMENT & WELLBEING

Morley SHS is committed to providing a quality education for all students in a safe, inclusive and caring learning environment. Our vibrant, multicultural school environment focuses on developing a culture of social and emotional wellbeing for all.

# STUDENT ACHIEVEMENT & PATHWAYS

Morley SHS aims to provide every student with a pathway to a successful future with transferable skills that equip them for life and work. A high priority is on every student valuing their learning and ensuring they are engaged and motivated in achieving their personal best in every context.

## Appendix 9: Left class without permission (no duty of care)



# Appendix 10: 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.

The screenshot shows the 'Create Chronicle Entry For Student' interface. The 'Details' tab is selected. The form contains the following fields and sections:

- Template:** Section 24 (dropdown), Rating: Grey (dropdown)
- Staff Visibility:** Level 3: Admin (dropdown)
- Parent/Student Visibility:** Hidden (dropdown)
- Date Occurred:** 21/07/2021 10:15 AM
- Points (+/-):** 0
- Details:** A large text area with a green border containing the placeholder text 'Enter additional details...'
- start date:** A date field with a purple border containing the placeholder text 'Start date'

On the right side of the form, there are three sections:

- Students:** A dropdown menu with the text 'Add other students...' and a message: 'There are no students associated with this chronicle entry'
- Add Attachments:** A section with a '+ Add Attachments' button, a 'Filename' input field, and a message: 'This chronicle entry has no attachments. Drag files here to upload.'
- Notification Chain:** A list of users with checkboxes and email icons: Susan Wallis - swallis, Matthew White - mwhite, and Andrew Neho - aneho.

## Appendix 11: School Badged Attendance Officers

Staff Member	Role
Andrew Neho	Senior School Program Coordinator
Michael Weggelaar	Lower School Program Coordinator
Rebecca Hindley	Lower School Year Coordinator
Lauren Bilaloski	Middle School Year Coordinator
Stewart Horton	Senior School Year Coordinator

### Process

1. Sign in/out of reception
2. Two staff required at all home visits
3. All Home visits recorded on Compass
4. An Attendance Officer may —
  - (a) stop and detain a person whom he or she reasonably believes to be an absentee student or a child who is not complying with section 11I;  
and
  - (b) enter any premises to which the public has access, without paying the charge, if any, for access to the premises, for the purpose of checking whether any absentee student or child who is not complying with section 11I is on the premises.

## Appendix 12- Facing Document

## ATTENDANCE PROCESSES AT MORLEY SENIOR HIGH SCHOOL

POLICY	Classroom teachers	TUTE Teachers	Year Coordinators	School Offices	School Coordinators and SSM
Maintaining accurate attendance records	Each Day 1. mark role on COMPASS accurately for each class within the first 10 minutes of the lesson. 2. accept students who are late and mark as late. Late is classified as longer than 5 minutes between transitions to arrive to class or after the second bell after breaktimes. Please see Lateness Follow Up and Management in the Attendance Policy			Monitor unmarked rolls	Monitor unmarked Rolls
Addressing student absence	Each Day 1. Correct data in COMPASS. 2. Contact parents if there is a pattern of single period absences from your class. 3. Refer persistent absences to Year Coordinator. 4. When a student arrives late with a sign in note from administration, amend your roll,  Excursions 1. Teachers are responsible for completing excursion roll before departure. 2. Teachers out of school on excursions are responsible for following up on accuracy of rolls marked by relief teachers in their absence.	Each Day 1. Encourage Regular Attendance (90%) 2. Check single period absences with students. 3. If student is absent only from TUTE without explanation, follow up with parents. 4. Refer persistent absences to Year Coordinator.  At Need 1. Contact parents if student is more than 3 days absent without explanation.	Each Month 1. Follow up referrals from classroom teachers and TUTE teachers regarding students attendance. 2. Record intervention notes on Compass. 3. Arrange Attendance Improvement Plans with 'At Risk' students. 60-89% 4. Reinforce Regular Attendance at Year Assemblies. 5. Reward students with 100, 99 and 98% attendance. 6. Remove Good Standing from students who do not meet Morley SHS attendance standards. 7. For NNEI students refer to Senior School Deputy Principal (DP). 8. Engage students with the Student Support Program	Each Day 1. Check SMS system for absences and amend attendance records accordingly. 2. Check and approve parent attendance explanations on Compass 3. Contact parents for unexplained absences. 4. DP and Hub triage and attendance. Each Week 1. Create unexplained absences report for students via Compass. 2. Print weekly absence reports for Year Coordinators and SSM on Friday. Each Fortnight 1. Send home absentee letters to parents on Friday for outstanding absences from last 8 days. At Need 1. Print and provide Attendance Certificates.	Each Day 1. Initiate and monitor attendance improvement plans 2. Inform parents and teachers of terms outlined in documented planning. 3. Monitor and follow up from 60> attendance - Home visits - Utilising allied professionals for health and well-being - External referrals 4. Ensure processes are followed inline with DoE attendance toolkit 5. Ensure proactive approaches are taken to improve a positive school culture
Developing plans for persistent absence	Persistent absence 1. Send any evidence or questions about persistent absences to the Year Coordinator. 2. Send evidence or questions about suspicious absences to the Year Coordinator. 3. Refer persistent absence when they exceed more than 5 days without explanation during term to Year Coordinator. 4. Informally monitor students with less than 80% attendance while encouraging students to reach regular attendance 90% 5. Give feedback to Year Coordinator on progress of students on Attendance Improvement Plans.		1. Send home letters to parents of students at indicated risk week 5 and 10 2. Conduct meetings with parents of students with less than 89% attendance in the previous term to discuss persistent absences. Initiate Attendance Improvement Plan. Document parent contact 3. Informally monitor students with less than 89% attendance in the previous term. 4. Initiate and monitor attendance monitoring cards if needed. 5. Inform parents and teachers of use of monitoring cards.  At Need 1. Notify SSM and/or DP of students whose attendance has not improved under Attendance Planning. 2. Notify SSM and/or DP once attendance has fallen below 60% and parents have disengaged. Student Whereabouts Unknown completed through consultation with the SSM- no contact 15 days 3. Provide catch up work via Connect, Compass or Hard Copy to students who have had, or will have, extended absences due to illness or other reasonable causes outside the students control.	1. Send home letters to parents of students at moderate risk week 5 and 10 2. In consultation with Year Coordinators, book meetings for parents of students with less than 85% attendance in the previous term.  During term 1. Refer persistent absence of longer than 4 weeks where parent contact has not been established to Year Coordinator, SSM and DP.	1. Attendance letters- 100%, regular and severe week 5 and 10 2. Attend meetings with Year Coordinators, SC's and SSM for parents of students not improving under Attendance Plan in the previous term to discuss persistent absences. 3. Formally monitor students on Attendance Plan 4. Initiate and monitor attendance monitoring cards if needed. 5. Inform parents and teachers of use of monitoring cards. 6. Refer students with more than 4 weeks' persistent absence to other agencies as needed. 7. Initiate Teams 'at risk' follow up week 1 and 5  At Need 8. Provide staff with data from SAR
alternative attendance arrangements	1. As part of documented plan, provide catch up work to students who have had, have or will have long term absences.		1. As part of documented planning, work with teachers to arrange for and coordinate catch up work for students who have had, have, or will have, extended absences.		1. Refer students with persistent absences to alternative Education arrangements if suitable. 2. E&T referrals for 9 and 10