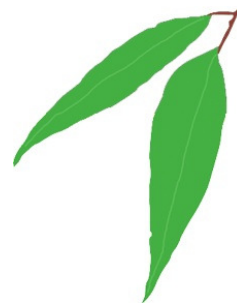


# ATTENDANCE POLICY



## Tea Tree Gully Primary School

11-13 Neale Street,  
Tea Tree Gully, SA 5091

T (08) 8264 2677  
F (08) 8396 1718

E [dl.0432.info@schools.sa.edu.au](mailto:dl.0432.info@schools.sa.edu.au)

### Rationale:

As at 2017, the Department for Education (DfE) target for attendance across the system is 95%. At Tea Tree Gully Primary School we are committed to working with students and families to achieve or better this attendance rate.

### **Parents/carers have a responsibility to ensure that their children attend school.**

- Society has a responsibility to prepare young people for successful participation in learning and the broader community
- Families, society, peers and educators and other significant adults influence the life choices of young people
- Attendance has benefits and consequences that increase or decrease life choices
- Individuals are able to accept responsibility for their participation in educational programs according to their level of development
- Continuity of relationships and learning in an educational program is dependent upon attendance
- Attendance is a shared responsibility between the staff of preschools and schools, parents/caregivers, children and students, and members of the wider community
- Attendance is critically linked to the quality of the curriculum, teaching and learning and the development of relationships, which then foster improved learning outcomes and increased wellbeing for individuals and groups
- Participation in educational programs fosters the development of personal and social skills

### Importance of regular attendance:

The likelihood of success in learning is strongly linked to regular attendance and appropriate participation in educational programs. It is crucial that children and students develop habits of regular attendance at an early age, even from the time they are enrolled in a preschool setting. Students who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations. These learners may:

- Be socially isolated
- Place themselves at risk of harm during times of absence
- Be more likely to be involved in socially unacceptable and/or illegal activities
- Have gaps in their knowledge and understanding of basic concepts
- Feel insecure in the preschool or school environment
- Be more likely to leave school early
- Be over-represented in the juvenile justice system
- Be the victims of bullying and harassment

Once learners have begun to absent themselves from preschool or school, and the initial cause of this remains undetected or unexplored, it is likely that the pattern of absence will continue and escalate through the student's school career. Late arrival at school through the primary years is often related to non-attendance during secondary school.

### **Early warning signs:**

Early intervention for students at risk of developing irregular patterns of attendance is crucial in order for these patterns to be reversed. Indicators of students at risk of developing these patterns include the following:

- Frequent lateness and missing lessons
- Leaving school early
- Being the victim of bullying and harassment
- Learning difficulties
- Many days absent, either through illness, unexplained reasons or family commitments
- Unresolved issues with school personnel (staff or students)
- Social or emotional issues
- Difficulties at times of transition
- Health issues experienced by the student and/or family members

### **Benefits of regular attendance for students:**

- Getting the maximum benefit from school will optimise life choices
- Attending school regularly will develop skills and attitudes that will help them to be successful in later life. These include self-discipline, punctuality, being organised and keeping to routines
- Regular attendance leads to an increased likelihood of being successful at school
- Attending regularly leads to making friends and learning to maintain relationships over a length of time
- The acquisition of social skills necessary to live and work successfully with others
- It is safer to be at school than unsupervised away from school
- People will be more positive towards students if they have a good attendance record
- Attending school provides opportunities for socialising with friends
- Good attendance will mean that students will learn more and will be more likely to enjoy school

### **Benefits of regular attendance for educators:**

- You are able to fulfil your responsibilities to the students in your care
- There will be improved learning outcomes
- You will enjoy less complex management of the learning program as you will not need to re-teach parts of it to students who were away when you introduced something new
- There will be less complex classroom management because you will not need to help students re-establish relationships following periods of absence
- You will be able to help students develop habits such as punctuality, self-discipline and organisation which will be of value to them in everyday situations
- Resources currently being spent on following up absences can be spent on the classroom program

### **Benefits of regular attendance for parents/carers:**

- By encouraging regular attendance you will know that you have positively influenced your child's education
- You will know that your child is safe at school and not at risk elsewhere
- You will know that your children are learning more appropriate things than if they were truanting
- Your child is more likely to finish year 12 and have broader opportunities
- You will avoid legal action due to your child's poor attendance at school

## Ways for parents/carers to communicate student absence to the school:

- Phone **82642677** – Office hours are 8:30am to 4:00pm weekdays
- In person: provide details to the front office or to the class teacher
- In writing:
  - Via Skoolbag App.
  - Email: [dl.0432.info@schools.sa.edu.au](mailto:dl.0432.info@schools.sa.edu.au)
  - Write a note in the students diary or communication book
  - Send a signed and dated note/ letter with a sibling/family member/friend to the front office or class teacher

Ensure children are not dropped at school until 8:30am unless they are attending Out of School Hours Care.

In the event that the student/s are unable to be picked up by 3:20pm, emergency placement in OSHC will be provided (at a cost to the family) unless prior arrangements have been made with the front office.

The siren will sound at 8.55am to signify the start of the school day.

Parents/carers are requested to advise the front office prior to the start of the school day if their child/ren are going to be absent. It is advisable to also provide written communication explaining the student absence. A certificate from a qualified medical practitioner is required for student absences for three consecutive days or more.

The teacher will call the roll between 8:55am – 9:00am.

Any student absent when the roll is called will be marked as an unexplained absence for the day if the school has not received notification as to the reason for the absence. This will be adjusted if parents/carers provide information at a later time.

Any student arriving at school after 8:55am must sign in at the office and obtain a 'late slip' from the front office staff. The student then proceeds to class and gives the late slip to the class teacher.

The roll book is sent to the front office each day by 9am.

Early departure - parents/carers report to the front office. Parent/carer signs child/ren out and either goes to class to collect child or teacher is notified and child/ren meets parent/carer at front office.

The details of each child's attendance (absence, lateness, early departure) are recorded daily in the class roll book and electronically in the DfE EDSAS software. Class teachers and front office staff will bring persistent lateness/early departures and absenteeism to the notice of Leadership for action.

Following three consecutive days of unexplained absence the class teacher will contact the parents/carers. If unsuccessful, the matter will be referred to the leadership team for action. There will be a phone call home and the matter may be reported to the Attendance & Engagement Officer.

Ensure that the principal is informed of any cases of temporary absences of up to 12 months (eg. Overseas holidays etc.) via the Application for Exemption from the School Form (ED 175), available from the front office.

# Absenteeism Flow Chart:

