



**ATWELL COLLEGE ATTENDANCE ROLES AND RESPONSIBILITIES**

<p><b>Student Parent/Guardian</b></p>	<p><u>Expectations</u></p> <ol style="list-style-type: none"> <li>1. Maintain 100% attendance unless there is a legitimate reason for absence. (Illness or bereavement)</li> <li>2. Provide a timely explanation of all absences and late arrivals.</li> <li>3. Provide a medical certificate for illness absences of three or more days to Student Services.</li> </ol> <p><u>Guidelines:</u></p> <ol style="list-style-type: none"> <li>1. <u>If you are absent</u> <ul style="list-style-type: none"> <li>• On the day of absence or late arrival, the parent/ guardian should add an attendance note on Compass with a valid reason/explanation.</li> <li>• If the absence results in an assessment deadline not being met, an explanation from a medical practitioner is required as per the Atwell College Assessment Policy.</li> </ul> </li> <li>2. If you are aware of an absence in advance you need to notify your teacher/ Student Services.</li> <li>3. If an extended absence is anticipated the parent/guardian should notify the Principal in writing.           <ul style="list-style-type: none"> <li>• Note: personal holidays should not be taken during the school term. Schools are not obligated to assist you with missed work or assessments.</li> </ul> </li> </ol>
<p><b>Teacher</b></p>	<ul style="list-style-type: none"> <li>• Promptly mark attendance at the beginning of each class.</li> <li>• Deal with lateness, establish expectation of punctuality and facilitate consequences for non-compliance.</li> <li>• Monitor student’s attendance of each class checking for absence explanations on Compass:           <ul style="list-style-type: none"> <li>- Review written explanations/Medical Certificates provided where the absence results in an assessment deadline not being met, consult with HOLA/Student Services / Deputy Principal to establish eligibility to complete missed assessment.</li> <li>- Medical certificates recorded in the absence notes on Compass will suffice when considering any assessment policy adjustment.</li> </ul> </li> <li>• Where a student’s absence impacts on the student’s capacity to complete the educational program (i.e., has missed more than 2 consecutive lessons, student misses an assessment task or deadline) the teacher should contact the parent guardian to advise of concern. Send ‘Letter of Concern’. Document contact on Compass.           <ul style="list-style-type: none"> <li>- If explanation of absence(s) is provided, details should be forwarded to the Attendance Officer.</li> <li>- If evidence of truancy is revealed, liaise with Student Services Coordinator to determine follow up action.</li> <li>- If pastoral care issues are identified, enter a Well Being Concern on Compass.</li> </ul> </li> </ul>
<p><b>Year Coordinators</b></p>	<ul style="list-style-type: none"> <li>• Liaise with Attendance Officer every three weeks to determine appropriate follow-up for students in Moderate category. (60%-79%)</li> <li>• Document student appointments and parent contact on Compass, in ‘attendance follow up’.</li> <li>• Once a term award, reward students with 10 PBS points for 100% attendance and acknowledge at assembly.</li> </ul>
<p><b>School Officers / Student Services</b></p>	<ul style="list-style-type: none"> <li>• When received, enter data in COMPASS re student absence explanation received from parents/guardians, teachers. Add initials to Compass notes entry.</li> <li>• Store explanatory notes in student file.</li> </ul>

	<ul style="list-style-type: none"> <li>• Store copies medial certificates in main student files and document dates covered by medical certificate in COMPASS 'attendance notes'.</li> <li>• Pass on relevant information from parents to relevant staff.</li> <li>• Pass on evidence of incorrect attendance to Attendance Officer for follow up.</li> <li>• Keep accurate records when notifications are received of compulsory age students transferring to other school, training organisations or employment and refer to Attendance Officer for processing.</li> <li>• SMS am and pm</li> </ul>
<b>Attendance Officer</b>	<ul style="list-style-type: none"> <li>• Monitors students between 60% - 89% and contact parent/guardian to attempt re-engagement. <ul style="list-style-type: none"> <li>• Sending weekly updates to families of students with unexplained absences.</li> <li>• If pastoral care issues are identified, book meeting with year coordinator.</li> <li>• If attendance continues to fall, convene case management meetings with student and parent/guardian, Student Services Coordinator, and relevant outside agencies, eg. DOCS, CAHMS to develop documented attendance plan, keeping accurate records of interventions.</li> <li>• Provide information to families with alternative education pathways in advance of case conference.</li> </ul> </li> <li>• Students below 59%- every fortnight the Attendance Officer sends Letter 1, 2 or 3.</li> <li>• Maintain spreadsheet of attendance letters.</li> <li>• Work with Student Services Coordinator to facilitate DOE Participation and ENGAGE referrals.</li> <li>• Facilitate the process for NOA's and Exemptions.</li> <li>• Conduct home visits as necessary for completion of referrals.</li> <li>• AIEO to be included in any communications sent to Indigenous families regarding attendance.</li> </ul>
<b>SS Coordinator</b>	<ul style="list-style-type: none"> <li>• Case managing SAER as a result of critical attendance (under 60%).</li> <li>• Liaise with Attendance Officer as necessary.</li> <li>• Refer to appropriate school, community-based organisations, or agencies where appropriate.</li> <li>• Uses Department of Education procedures to manage non-attenders where resolution is not possible. (ie. Attendance panel)</li> <li>• When necessary, conduct home visits pertaining to attendance issues</li> <li>• Investigates and initiates alternative educational pathway agency referrals.</li> <li>• Develop documented plans addressing attendance concerns.</li> </ul>
<b>AIEO</b>	<ul style="list-style-type: none"> <li>• Co-case manage individual students through SAER meetings.</li> <li>• Refer Indigenous students to relevant engagement programs, such as Follow the Dream</li> <li>• Build Indigenous family ability to use attendance functions on Compass.</li> <li>• Represent and support Indigenous families at attendance meetings.</li> <li>• Attend home visits where required for Indigenous families.</li> <li>• Make contact within 48 hours with families of students whose attendance has declined.</li> <li>• Record all attendance actions on Compass in 'attendance follow up'.</li> <li>• Communicate with families to negotiate a suitable meeting place.</li> </ul>