



NOSSAL HIGH SCHOOL ATTENDANCE POLICY

1. Purpose:

- 1.1 The Nossal High School Attendance Policy supports student attendance at school every day the school is open for instruction.
- 1.2 The purpose of this policy is to ensure students, staff and parents/carers have a shared understanding of the importance of attending school.
- 1.3 The Nossal High School Attendance Policy outlines whole school strategies which promote attendance, inclusive of staff, students and parents/carers to:
 - Support, monitor and maintain student attendance
 - Record, monitor and follow up student absences.

2. Scope:

- 2.1 This policy applies to staff, students and parents/carers of Nossal High School and their responsibilities in complying with the NHS Attendance policy, to ensure that students are always supported to attend school when the school is open for instruction.
- 2.2 This policy should be read in conjunction with the Department of Education and Training's School Attendance Guidelines <https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/attendance.aspx> and the Student Engagement Policy.

3. Policy Statement:

- 3.1 In accordance with the Education and Training Reform Act 2006, schooling is compulsory for young people aged to 17 years unless an exemption has been granted.
- 3.2 Nossal High School values the importance of attendance at school every day in ensuring that students do not fall behind either socially or developmentally. Nossal High School values the importance of regular attendance in maximising student outcomes in knowledge, skills, health, employment and life opportunities.

4. Responsibilities

Compliance, monitoring and review

- 4.1 When enrolling at Nossal High School, students and their parents/carers will receive a New Student Handbook which includes information pertaining to the school attendance guidelines.
- 4.2 When commencing at Nossal High School, students agree to the rules and responsibilities and sign their consent in the Enrolment Agreement (Appendix A) to abide by these rules and responsibilities. This signed consent is stored in students' confidential files in Administration.
- 4.3 The Executive Leadership Team are responsible for communicating the NHS Attendance Policy, in conjunction with the Student Wellbeing and Engagement Policy, with all staff at the beginning of each school year and throughout the year, informing staff of where the policies are located and associated roles and responsibilities.
- 4.4 It is the responsibility of Nossal High School staff to be familiar, comply with and enforce the NHS Attendance Policy. When staff become aware of frequent absences, extended periods of absence, lateness to classes or other attendance related issues, NHS staff must document the breach on Compass chronicle and follow up with tutorial staff, Head of House, the Executive Leadership Team, the Wellbeing Team, students and parents/carers, as deemed appropriate to the individual circumstances.
- 4.5 It is the responsibility of Nossal High School students and parents/carers to be familiar with and comply with the NHS Attendance Policy as documented in the Enrolment package and the Student Study Planner and inform staff at Nossal High School when their student will be absent, late or when they are required to leave school earlier than the scheduled end of the day.
- 4.6 Parents/carers will be notified of student absences via the automated SMS message at 10.45am each day, email/phone contact from the Wellbeing Support Officer, Head of House or Tutorial teachers

Reporting

4.7 Attendance is reported to the Department of Education (DET) through the School Census, which occurs at the beginning of each semester, typically February and August each year.

4.8 Attendance data is uploaded monthly to the Department of Education (DET).

Records Management

4.9 All staff are responsible for documenting breaches and maintaining student chronicle posts to ensure compliance with the NHS Attendance policy.

4.10 The Wellbeing Support Officer will maintain documentation on Compass relating to attendance.

5 EVALUATION

5.1 This policy will be reviewed every 3 – 4 years by School Council and the Executive Leadership Team.

6 RELATED LEGISLATION AND DOCUMENTS

6.1 Education and Training Reform Act 2006

6.2 Education and Training Reform Regulations 2017

<https://www.education.vic.gov.au/about/department/legislation/Pages/act2006regs.aspx>

6.3 School Attendance Guidelines:

<https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/attendance.aspx>

6.4 Student Engagement Policy:

<https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/engagepol.aspx>

7 THIS POLICY IS AVAILABLE ON THE FOLLOWING PLATFORMS:


7.1 School website <http://nossalhs.vic.edu.au/>

7.2 Nossal High School Student Study Planner

7.3 Nossal High School Staff Handbook

7.4 Nossal High School New Student Handbook

8 APPROVAL AND REVIEW DETAILS

Date Implemented	20th November 2018
Author	Assistant Principal - Fiona Vanstan
Approved By	Nossal High School Council
Approval Authority (Signature & Date)	
Proposed Review Date	
Responsible for Review	Assistant Principal - School Operations
Date Reviewed	
Amended - YES or NO	

9. APPENDICES

Appendix A: Student agreement form

Appendix B: 2019 Nossal High School Attendance General Implementation Documentation for staff, students and parents/carers. (information can be adapted for the Student Study Planner, NHS Staff Handbook)

Appendix C: Variance to SAC time application form

Appendix D: 2019 Nossal High School Staff roles and responsibilities in managing Student absences

Appendix E: Daily Attendance Procedures – A guide for the Wellbeing Support Officer

Appendix F: Whole school strategies to promote attendance

10. FEEDBACK

10.1 Nossal High School staff, parents/carers and students may provide feedback about this document by emailing nossal.hs@edumail.vic.edu.au.

APPENDIX B: 2019 NOSSAL HIGH SCHOOL ATTENDANCE GENERAL IMPLEMENTATION DOCUMENTATION FOR STAFF, STUDENTS & PARENTS/CARERS

Nossal High School recognises the importance of daily attendance to maximise success in education and to ensure that students don't fall behind both socially and developmentally. School participation maximises life opportunities for young people by providing them with education and support networks. It also aids young people in developing important skills, knowledge and values that set them up for further learning and participation in their community. Students are expected to attend school every day and be present in all scheduled classes and activities. Regular and punctual attendance is expected of all students. Absences and lateness to classes will affect attendance rates.

1. Class times

- 1.1 Students are expected to be at school by 8.40am each school day.
- 1.2 Tutorial begins at 8.48am and classes finish at 3.20pm, except for Wednesday afternoon when classes finish at 1.20pm. This enables staff to engage in extended professional learning to better meet the needs of the student cohort.
- 1.3 Wednesday afternoons may be used for Nossal Service Duty, redemption time or to run SACs. Students who are studying a Unit 3&4 subject must expect that this time may be used for this purpose.
- 1.4 On Tuesday, Wednesday, Thursday and Friday, lessons are one hour in length. Mondays have 6 x 50-minute periods.

	Tutorial	Period One	Period Two	Recess	Period Three	Period Four	Lunch	Period Five	Period Six
Monday	8.48 – 9.00am	9.00 – 9.50am	9.50 – 10.40am	10.40 – 11.00am	11.00 – 11.50am	11.50 – 12.40pm	12.40 – 1.40pm	1.40 – 2.30pm	2.30 – 3.20pm
Tuesday	8.48 – 9.00am	9.00 – 10.00am	10.00 – 11.00am	11.00 – 11.20am	11.20 – 12.20pm	12.20 – 1.20pm	1.20 – 2.20pm	2.20 – 3.20pm	
Wednesday	8.48 – 9.00am	9.00 – 10.00am	10.00 – 11.00am	11.00 – 11.20am	11.20 – 12.20pm	12.20 – 1.20pm			
Thursday	8.48 – 9.00am	9.00 – 10.00am	10.00 – 11.00am	11.00 – 11.20am	11.20 – 12.20pm	12.20 – 1.20pm	1.20 – 2.20pm	2.20 – 3.20pm	
Friday	8.48 – 9.00am	9.00 – 10.00am	10.00 – 11.00am	11.00 – 11.20am	11.20 – 12.20pm	12.20 – 1.20pm	1.20 – 2.20pm	2.20 – 3.20pm	

- 1.5 There are no bells to signify lesson times, so all students are encouraged to wear a watch or use their phone.

2. Attendance Guidelines

- 2.1 Students are expected to attend every day that the school is open for instruction. Students and parents/carers will be notified of term dates, student-free days and key events through the fortnightly school newsletter, Compass events and emails sent through Communications.
- 2.2 Attendance must be recorded for every class/school event.
- 2.3 Attendance at all House and other school events (Swimming, Athletics, Cross Country and House Performing Arts Festival) is compulsory and contributes to the attendance requirement. Any unexplained absences will be followed up by the Tutorial teacher in consultation with the Head of House.
- 2.4 It is the unconditional policy of Nossal High School that every student must attend all classes until their final assembly. Any student who has not completed all course requirements will be expected to attend school until they have satisfied all these requirements.
- 2.5 Student attendance at the Annual Speech Night is compulsory.

3. Student absences

- 3.1 Parents/carers are requested to login to Compass, phone the Attendance Hotline - 03 87624625 or email absence@nossalhs.vic.edu.au prior to 10.30am on the day of a student absence.
- 3.2 If students are expected to be absent for more than one day, please provide relevant details when contacting the school and submit a medical certificate to the Wellbeing Support Officer, upon return to school.
- 3.3 On the day of a 'special' event (eg. excursion, co-curricular activity, exam or other school assessment)

parents/carers are asked to phone or email the school or the teacher in charge as soon as the absence is known. The emergency contact details for an event are found in the excursion or event details in Compass.

4. Extended Absences during the year

- 4.1 Extended absence during school terms is strongly discouraged. Attendance rates and success in academic studies are strongly correlated, with students most likely to perform well in their academic studies when they attend school consistently. Participation in class enables the student to build their skills with guidance, support and feedback from their teachers. It should be noted that extended absences can place undue stress on the student who may feel that they will fall behind in their studies.
- 4.2 Any requests for extended absence during the school term are to be submitted in writing to the Principal **prior to the absence**. This absence should also be communicated with subject teachers to provide work for completion while absent.
- 4.3 Any student who has commenced studies in Unit 3&4 VCE should not expect to be granted permission for extended absence for family travel. Absence during this time may impact the attendance requirements for satisfying their VCE studies.

5. Lateness

- 5.1 Punctuality is expected at all times. Students who arrive late to school must scan their student card at the attendance kiosk located outside the Attendance Office. Students should provide a note from a parent/carer to the Wellbeing Support Officer explaining the reason for being late.
- 5.2 Students who are late without a valid reason may be given a Nossal Service Duty by their Tutorial Teacher, which may be held at lunchtime or after school.
- 5.3 Year 12 students who have a study period in Period 1 are permitted to arrive later, in time for their first scheduled class of the day. On arrival they should scan in via the attendance kiosk. It is their responsibility to be informed of any notices delivered or made during the Tutorial they would have missed. If Year 12 students are present at the start of the day, they are expected to attend Tutorial regardless of whether they have a Period 1 study or not.

6. Permission to leave school during school hours

- 6.1 A student who needs to be excused from school for any part of the day must bring a note signed by their parent/carer, specifying the date, time and reason for the absence. This note must be presented to the Wellbeing Support Officer **prior to the time of their departure** from the school, preferably prior to Tutorial. The Wellbeing Support Officer will provide the student with an orange "Early Leaver Pass".
 - The Wellbeing Support Officer may contact the parent/carer to confirm the authenticity of the note.
 - Students must show staff the "Early Leaver Pass" prior to the beginning of a lesson (if they need to leave during a lesson) or as they leave school grounds, if requested by a Nossal staff member.
 - Prior to departure from school the student must scan out via the attendance kiosk (Note: Students may only scan out if a parent/carer note has been provided)
- 6.2 Year 12s have permission to study at the Berwick Campus of Federation University in their study periods, but they must sign out at the Attendance Kiosk when they leave and sign in again when they return.
- 6.3 Year 12s are permitted to sign out and leave after Period 4 if they have a study period during Period 5.
- 6.4 Students are not allowed to leave school grounds during the day (with the exception of Year 12s who visit Federation University during study periods and Year 12 students who do not have a Period 5 class).

7. Illness and First Aid

- 7.1 Students who are ill should stay at home as the school does not employ a nurse and the First Aid room is used for the short-term treatment of injuries.
- 7.2 If a student becomes ill while at school, they will be treated in the first aid room and parents/carers will be contacted, if required.
- 7.3 Students will not be sent home without the consent of the parents/carers.
- 7.4 **Students must not sign themselves out if they feel unwell without visiting First Aid first, nor should they call parents/carers directly and arrange to be collected from school during the day.**
- 7.5 In an emergency a student may be taken to hospital by ambulance; it is therefore essential that all emergency telephone numbers (home, personal, business) are updated regularly. Membership of Ambulance Victoria is highly recommended as, in some instances, the school is mandated to call an ambulance. Related costs are charged to families by Ambulance Victoria and are not the responsibility of the school.

8. Absence during assessment periods for VCE students

- 8.1 All VCE students who are absent without acceptable reason throughout a period in which School Assessed Course (SAC) assessment is being conducted will not receive a scored assessment for that SAC. **This includes students arriving late to school/not attending regular classes due to a SAC Assessment scheduled for that day.**
- 8.2 All absences during assessment periods require formal documentation (e.g. medical certificates, statutory declarations, or official documentation from other professionals) if the student is to be allowed to undertake the assessment on another occasion or be given an extension of time.
- 8.3 Students who are absent due to illness should contact their subject teacher and the Director of VCE and Pathways on the day of the SAC. They must obtain permission from the Director of VCE and Pathways to sit SACs at an alternative time.
- 8.4 In the case of school-based activities, which potentially interfere with an assessment period, students involved in the activity must apply in advance for a Variance to SAC time (Appendix C) to complete the assessment. This must be done via an application form available from the Director of VCE and Pathways, and students should be aware that permission will only be given after consideration of the circumstances and permission may be refused.

Please note: Sitting a SAC at a different time may mean that you will be given different work to complete. Multiple variations of SACS will not be permitted.
- 8.5 Students in Years 9-11 who are absent from the internal Nossal Examinations in November will not be given an opportunity to sit the examinations at alternative times (unless they are participating in a School Approved Activity).

9. Truancy

In this instance, truancy is defined as the absence from school without good reason and the knowledge or approval of the parent/carer. This may also occur when students sign out of the school without following the processes for leaving the school grounds.

Parent/carer and student responsibilities:

- 9.1 Parents/carers are asked to support student attendance at all school events and are therefore asked not to approve discretionary absences for their child.
- 9.2 Parents/carers are reminded that their Compass login details have a higher level of permissions such as approving student absences. Parents/carers must not share their Compass login details with their child. Parents/carers who need support in accessing Compass can contact the school. **Students are not permitted to approve their own absences.**
- 9.3 Students are expected to attend all scheduled classes and compulsory school events (House Performing Arts Festival, House Athletic Sports Carnival, House Swimming Sports Carnival, Speech Night etc).
- 9.4 All student absences must be accounted for and written consent provided from the parent/carer.

Staff responsibilities:

- 9.5 If a situation arises in which a student does not have parental/carer permission for an absence, the Wellbeing Support Officer must be notified to change attendance status to "Truancy".
- 9.6 A Nossal Service Duty will be given by the Tutorial teacher or Head of House for the student to redeem the time missed due to their absence.


10. Unexplained absences and catch-up provisions

In this instance, an unexplained absence is defined as the absence from school without the provision of parent/carer explanation. As outlined in points 3.1 – 3.3 above, parents/carers are requested to login to Compass, phone the Attendance Hotline - 03 87624625 or email absence@nossalhs.vic.edu.au prior to 10.30am on the day of a student absence. Upon return to school it is the responsibility of the student to submit a parent/carer note outlining the reason for the absence or a medical certificate to the Wellbeing Support Officer in the Attendance Office.

- 10.1 Unexplained absences (from a class or whole school day) will require students to redeem the time that has been missed, as determined by the classroom teacher, Tutorial teacher or Head of House.
- 10.2 Time redemption may involve attending lunch time or after school catch up classes or negotiated use of study periods.
- 10.3 In the event that unexplained absences in any study exceed 10 periods in one semester, then an N result will be recorded for the unit as the student will not have provided enough opportunity for the classroom teacher to authenticate their work.

11. School approved absences

Staff responsibilities:

- 11.1 Students must be accounted for at all times in the event of evacuation, duty of care and concern for student wellbeing. All events/activities that a student is involved in will appear in advance of the event/activity so that students, parents and teaching staff are informed of where a student is at any point in time and student attendance/absence is correctly calculated.
- 11.2 In the event that the student has a scheduled appointment with a Student Wellbeing Counsellor, Careers Practitioner, Director of VCE and Pathways, Instrumental Music lesson or another staff member, this must be added as an event to show up on the student and relevant staff members Compass schedule.
- 11.3 In the event that the student does not have a scheduled appointment (eg; illness), the staff member (Student Wellbeing Counsellor, Careers Practitioner, Director of VCE and Pathways, First Aid), the student absence must be recorded immediately. The records must be amended immediately in two ways:
- Contact the Wellbeing Support Officer in person, by phone or Teams message to request the amendment.
 - Enter a message on the student's roll in the comment box. A Teams message to the relevant staff member is suggested so that they are aware of the student absence.
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APPENDIX C: VARIANCE TO SAC TIME APPLICATION FORM

Complete Parts A, B and C before submitting it to the Director of VCE and Pathways for consideration.
Students and parents should not assume this application will be approved.

Part A: Student

Name:..... Tutor Group:.....
Subject : Teacher:
SAC: Date of scheduled SAC:
Reason(s) for Change:

Suggested earliest date for alternative SAC time: Student Signature

Part B: Parent/Carer

I have discussed the change of SAC time with my son/daughter and endorse their request to change the time/ date of the SAC. I understand the school reserves the right to decline this request in accordance with VCAA's rules; the grounds for approving such a request are published in the Nossal High School VCE Handbook for Students. I understand that the school may decide to provide my child with an alternative SAC, different from the SAC provided to all other students enrolled in this subject at Nossal High School.

Parent signature: Best contact number:

Part C: Subject teacher

I have discussed the situation with this student and am in a position to provide advice to the Director of VCE and Pathways about the possibility of an alternative SAC time/date/task. Please note that by signing this, I am neither approving or disapproving the request, I am acknowledging that I have an awareness of the situation.

Subject teacher:

Counsellor: (if applying because of stress)

Part D: Director of VCE and Pathways

Your request for a change of SAC time has been:

Approved

.....

The new date and time for your SAC is: Date: Time: Venue:

Denied. You are required to sit your SAC at the original scheduled time. A failure to do so will result in an **N** for that outcome and an **N** for this subject. Any grievances associated with this decision should be directed to me in writing within 2 school days and prior to the original SAC time.

Signed: Katherine Warriner, Director of VCE and Pathways

Two copies of this form should be made for: 1. Student 2. Subject teacher 3. Director of VCE and Pathways (original)

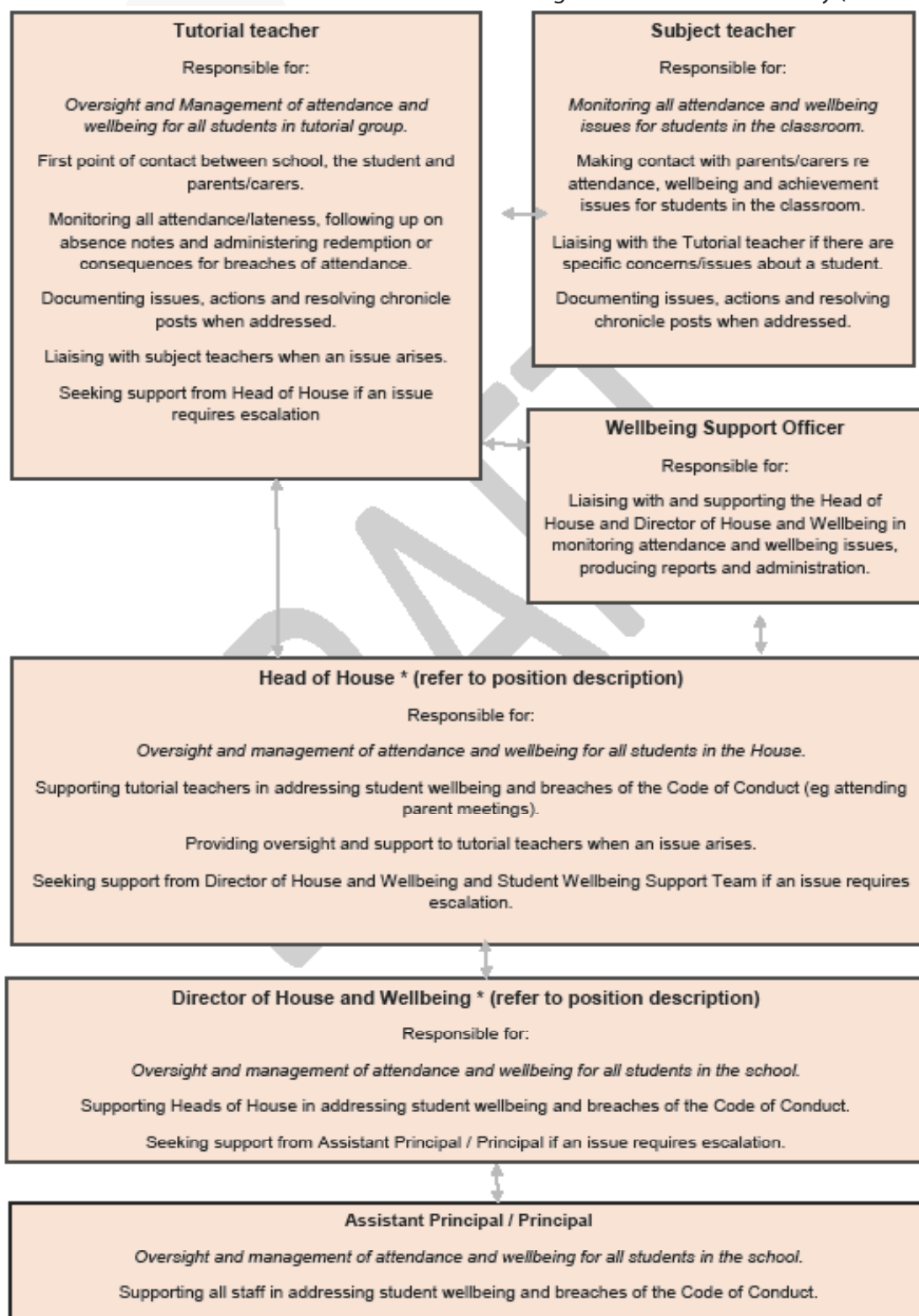
APPENDIX D: 2019 NOSSAL HIGH SCHOOL STAFF ROLES AND RESPONSIBILITIES IN MANAGING STUDENT ABSENCES

Student Attendance is electronically recorded by Tutorial teachers, class teachers, supervising teachers and replacement teachers using Compass. Compass is accessible via the teacher notebook or an app available on a smartphone/ipad.

It is a legal requirement that rolls are marked promptly and accurately at the **beginning** of each lesson. Accurate roll marking is essential for emergency management purposes, VCE accountability and DET requirements.

Parents/carers are advised if their child is absent from school via the automated **SMS messaging at 10.45am** each day. It is essential that all class roll, event rolls and activity rolls are accurately marked for this message to be correct and to prevent any undue stress on parents.

Students who arrive late to school are required to sign in/out via the kiosk located outside the Attendance Office. A parent/carer note must be presented to the Wellbeing Support Officer at the time of sign in. Students who arrive late on more than three occasions without a note will be given a Nossal Service Duty (teacher discretion).



The role of the Wellbeing Support Officer:

1. The Wellbeing Support Officer is responsible for overseeing the sign-in process of students who arrive late to school every day.
2. The Wellbeing Support Officer is responsible for overseeing the sign-out process of students. Students will present a note from the parent/carer prior to departure from school, preferably prior to tutorial, to receive an orange "Early Leaver Pass".
3. The Wellbeing Support Officer will run the Unexplained Absence Reports twice daily (at the end of Period 2 and at the end of the day) to provide oversight of students who are absent from school each day and will notify the relevant staff (Head of House, Principal Class) of any concerns or issues.
4. An automated SMS will be sent to all parents/carers of absent students at 10.45am each day.
5. The Wellbeing Support Officer is responsible for entering student details (name, date/ time of absence, length of absence and reasons) on Compass from parent messages received daily via the Attendance Hotline and from parent email messages received daily via absence@nossalhs.vic.edu.au
6. The Wellbeing Support Officer is responsible for entering all parent/carer notes received to explain student absences that are received daily.
7. The Wellbeing Support Officer will run the Unmarked Rolls report at the end of each day and send a MS Teams message to teaching staff who have not marked their rolls requesting urgent attention.
8. The Wellbeing Support Officer will support the administration of attendance data and will liaise with the appropriate staff as required (Tutorial teacher, subject teacher, Head of House, Principal Class, First Aid / Administration).
9. The Wellbeing Support Officer will meet as part of the Wellbeing Team weekly. This team comprises of the Assistant Principal (Wellbeing), Head of House (Garuda, Griffin, Phoenix, Pegasus) and Student Counsellors.
10. The Wellbeing Support Officer will liaise with the Head of House in matters relating to Attendance and Wellbeing on a regular basis.

(Please note: The Wellbeing Support Officer has other Responsibilities and Specific Duties as outlined in Education Support role statement which are not specific to Attendance)

The role of the Tutorial teachers in monitoring attendance:

The tutorial teacher has a very significant role in helping students to remain connected, and thrive academically, socially and emotionally. The role of the Tutorial teacher is one of personal trust, pastoral care and accountability. **You are often the first adult face that the student meets at school, and it is vital that a relationship can thrive between you, the student and their family.** Monitoring your Tutorial group with effective communication (between both the students and parents/carers), will help to keep students 'on track' and thereby help to enhance student wellbeing and academic success.

1. Tutorial teachers will have oversight and management of the attendance and wellbeing needs for all students in their tutorial.
2. Tutorial teachers must be prepared and present in the tutorial room for an 8.48am start.
3. Tutorial teachers will accurately mark the tutorial roll during tutorial each morning.
To establish high expectations, any student who arrives after 8.48am will need to follow the late procedures and sign in at the Attendance Kiosk.
4. If a student is absent during tutorial, please take the time to **check Compass and determine if the absences are unapproved.** If the absence is unapproved the Tutorial teacher should contact the parent/carer via email/phone. Even if the absence is approved, a call may be greatly appreciated. **Details of this contact must be recorded in Compass Chronicle including who was contacted, actions for follow up and/or Resolve the issue if completed.**
5. Tutorial teachers must contact parents/carers if a student is regularly not arriving to tutorial on time, preferably through a phone call. Appropriate consequences must be given to students who are persistently late. Appropriate consequences may include asking them to make up the time at lunch, recess or after school on Wednesday or asking them to tidy classrooms at the end of the day. If a student is to be kept back after school an email/phone call must be sent to the parent/carer at least the day before so that they are aware that their student will be late.
6. Redemption for time missed (due to lateness, truanting class, unexplained absences etc) should be chronicled and resolved once the time has been made up or absences have been explained.
7. Tutorial teachers will track the absences for students who have been absent and manage unapproved absences, reminding students to submit parent/carer notes and medical certificates to the Wellbeing Support Officer upon their return from absence and requesting written notification from the parent/carer explaining the absence so that these notes can be entered onto Compass in a timely manner.
8. In instances where absences remain unexplained, Tutorial teachers must email/phone/send home student absence notes requesting parent/carer approval for unexplained absences. All notes/medicals received should be given directly to the Wellbeing Support Officer (refer to instructions showing how to generate unexplained letters).
9. Tutorial teachers will discuss attendance and wellbeing concerns with the Head of House to escalate concern about the issue. Examples of the need to escalate may include but are not limited to:
 - Knowledge of a student approving their own absences
 - Numerous approved absences appearing on Compass which are parent approved (Bereavement, Dentist etc)
 - A pattern of non-attendance on specific days
 - Numerous unapproved absences
10. Tutorial teachers should regularly monitor their tutorial students on Compass Digest and follow up issues with students / teachers. It is recommended that this monitoring occurs daily enabling you to establish strong connections and high expectations of your students. This daily monitoring should also assist in supporting your students before issues arise.
11. Interactions which may include; discussion with the student relating to chronicle entries, contact between home and the school, lateness etc should be documented and resolved on Compass chronicle.

Specific instructions for accessing and monitoring student attendance for Tutorial teachers:

1. Select the tutorial group to get an overview of attendance issues.

Attendance: School-Level Tools

The screenshot shows the 'Attendance: School-Level Tools' dashboard. The 'Attendance Reports and Exports' section is highlighted. The 'OS7' group is circled in the 'Form Groups - Profile Pages' section.

2. Look at students with amber or red attendance levels. You can click on "Attendance – By Students" to get an overall picture or "Attendance – By Class" which will provide a snapshot of attendance in every class/subject.

Group: OS7

The screenshot shows the 'Attendance - By Students' report for Group OS7. The 'Attendance - By Students' tab is circled. The table shows student attendance data with columns for Present, Late, and Not Present, and a color-coded percentage column.

Student	ID Code	Run	Present	Late	Not Present	MP	NP	MP	NP	MP	NP	MP	NP	MP	NP	MP	NP	MP	NP
633	6	9	636	17	106	1	100	100	100	100	100	100	100	100	100	100	100	100	100
747	2	9	746	30	16	0	100	100	100	100	100	100	100	100	100	100	100	100	100
44	1	9	46	3	145	17	80	100	100	100	100	100	100	100	100	100	100	100	100
393	4	9	397	45	32 (5)	0	88	100	100	100	100	100	100	100	100	100	100	100	100
885	9	9	886	63	26	0	86	100	100	100	100	100	100	100	100	100	100	100	100
884	2	9	886	36	2	0	40	100	100	100	100	100	100	100	100	100	100	100	100
790	3	9	790	24	31	0	86	100	100	100	100	100	100	100	100	100	100	100	100
880	1	9	881	36	24	0	76	100	100	100	100	100	100	100	100	100	100	100	100
140	9	9	144	45	31 (5)	0	86	100	100	100	100	100	100	100	100	100	100	100	100
889	3	9	888	71	30	0	88	100	100	100	100	100	100	100	100	100	100	100	100
759	8	9	759	39	26	0	86	100	100	100	100	100	100	100	100	100	100	100	100
774	2	9	776	47	30	0	76	100	100	100	100	100	100	100	100	100	100	100	100
144	8	9	147	27	35	0	80	100	100	100	100	100	100	100	100	100	100	100	100
811	5	9	816	72	36 (5)	0	86	100	100	100	100	100	100	100	100	100	100	100	100

Group: OS7

The screenshot shows the 'Attendance - By Class' report for Group OS7. The 'Attendance - By Class' tab is circled. The table shows attendance data by class and subject, with columns for Present, Late, and Not Present, and a color-coded percentage column.

Student	Subject	Class	Run	Present	Late	Not Present	MP	NP	MP	NP	MP	NP	MP	NP	MP	NP	MP	NP	
01		01	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
01		01	3	3	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
02		02	39	29	0	0	29	2	8	0	10	74	100	79	79				
04A		04A	4	3	0	0	3	0	1	0	1	75	100	75	75				
04		04	48	37	0	0	37	1	8	0	9	80	100	83	83				
04A		04A	6	6	0	0	6	0	0	0	0	100	100	100	100				
01		01	42	32	0	0	32	0	10	0	10	76	100	76	76				
04A		04A	7	7	0	0	7	0	0	0	0	100	100	100	100				
04		04	45	38	0	0	38	3	5	0	8	85	100	89	89				
02		02	4	4	0	0	4	0	0	0	0	100	100	100	100				
04		04	82	80	2	0	73	0	16	0	18	76	100	76	76				

The grid above gives an overview for each student within the group. The first 9 columns list the number of lessons or activities in each of the categories.

Run	Number of instances/activities that the student was scheduled to attend within the date range.
Present	Number of instances where the student was marked 'Present'.
Late Approved	Number of instances where the student has been marked 'Late' within the given date range and the 'Late' has been explained by other activity or approval.
Late Unexplained	Number of instances where the student has been marked 'Late' and this Late has not been explained by another activity or approval.
In Class: Total	Total number of instances where the student has been marked as in class – (Total of Present and All Lates).
Not Present: School Explained	Number of instances where the student has been marked 'Not Present' at the activity and this Not Present has been explained by a school related activity (School Activity, Music/Support Class, Event/Excursion).
Not Present: Parent Explained	Number of instances where the student has been marked 'Not Present' at the activity and this Not Present has been explained with a Note/Approval.
Not Present: Unexplained	Number of instances where the student has been marked 'Not Present' at an activity and this Not Present has not been explained by another activity or Note/Approval.
Out of Class: Total	Total number of instance where the student has been marked as out of class – (Total of all 'Not Present' instances)

Within the data table you can double-click on any square within the grid to drill-down into the data and see which instances the student was marked with a particular status.

This is a drill-down list of the 3 instances that student Michelle Allen has the attendance status of 'Not Present Unexplained' in the example below.

The screenshot shows an attendance summary interface. At the top, there are filters for Start (01/01/2018), End (20/06/2018), Students (Active), Class % (All), Act'd % (All), VCE % (All), and Sch'l % (All). Below the filters is a table with columns for Student, ID Code, Form, Run, Present (Prnt, Late Appr, Late Un'd, Total), Not Present (NP Sch'l, NP Parnt, NP Un'd, Total), and Percentages (Class %, Act'd %, VCE %, Sch'l %).

Student	ID Code	Form	Run	Present			Total	Not Present			Total	Percentages			
				Prnt	Late Appr	Late Un'd		NP Sch'l	NP Parnt	NP Un'd		Class %	Act'd %	VCE %	Schl %
ALLEN, Michelle	ALL0014	01B	57	10	2	1	13	1	40	3	44	23	95	25	25
BARNSWORTH, Adrienne	BAR0058	01B	57	30	0	14	44	1	2	9	13	77	84	79	79
BELCHER, Louise	BAW0007	01B	56	16	0	7	23	0	24	9	33	41	84	41	41

Below the main table is a drill-down window titled "Attendance Summary Drill-down". It contains a table with columns: Activity Name, Start, Finish, Pd, Location, Staff, and Status. Three rows are highlighted in red, showing instances of "Not Present: Unexplained" for Michelle Allen in a "01GEN_01B (Yr 1 Generalist)" class.

Activity Name	Start	Finish	Pd	Location	Staff	Status
01GEN_01B (Yr 1 Generalist)	31/01 - 09:00 AM	31/01 - 12:00 PM	AM		PRIS	Not Present: Unexplained
01GEN_01B (Yr 1 Generalist)	28/03 - 12:30 PM	28/03 - 03:30 PM	PM		PRIS	Not Present: Unexplained
01GEN_01B (Yr 1 Generalist)	25/04 - 09:00 AM	25/04 - 12:00 PM	AM		PRIS	Not Present: Unexplained

At the bottom of the drill-down window, it shows "Page 1 of 1" and "Items 10".

The second set of columns shows the student's percentages of attendance.

The second set of columns shows the student's percentages of attendance.

Class %	Is the percentage of time that the student was in the scheduled class (Present + All Lates) / Number of Scheduled Classes
Ac'td %	The percentage of time the student was accounted for by the schools (Present + All Lates + All Approvals) / Number of scheduled Classes
VCE %	Specific calculation for VCE co-ordinators (Present + Lates + School Activities + DET specified allowed Note/Approvals) / Number of Scheduled Classes
Schl %	A useful indicator for schools to calculate the student's actual attendance (Present + All Lates + School Activities) / Number of Scheduled Classes

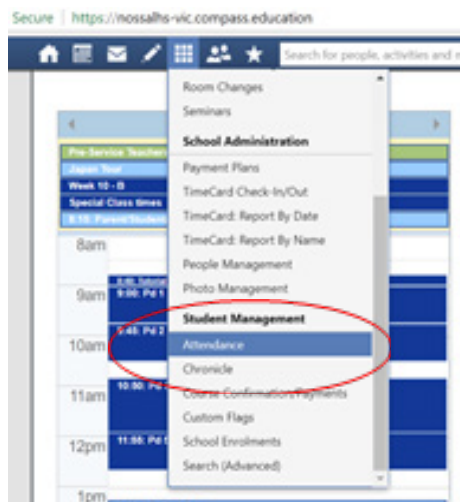
The percentage columns have a visual alert system based on colouring which highlights low attendance.

Colour	Percentage Range
Blue	86-100%
Yellow	70-85%
Red	< 69%

This grid can be filtered using the tools at the top of the page. This can be particularly useful when looking at data for larger groups of students, to identify individuals whose attendance is below a certain threshold.

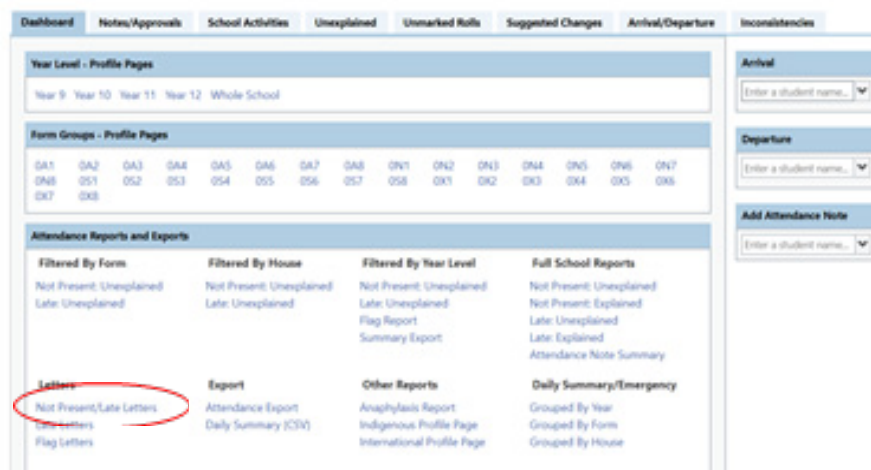
Specific instructions for Tutorial teachers generating unexplained absence letters:

1. Click on the Attendance button under the square icon.



2. Click on the “Not Present / Late Letters”

Attendance: School-Level Tools



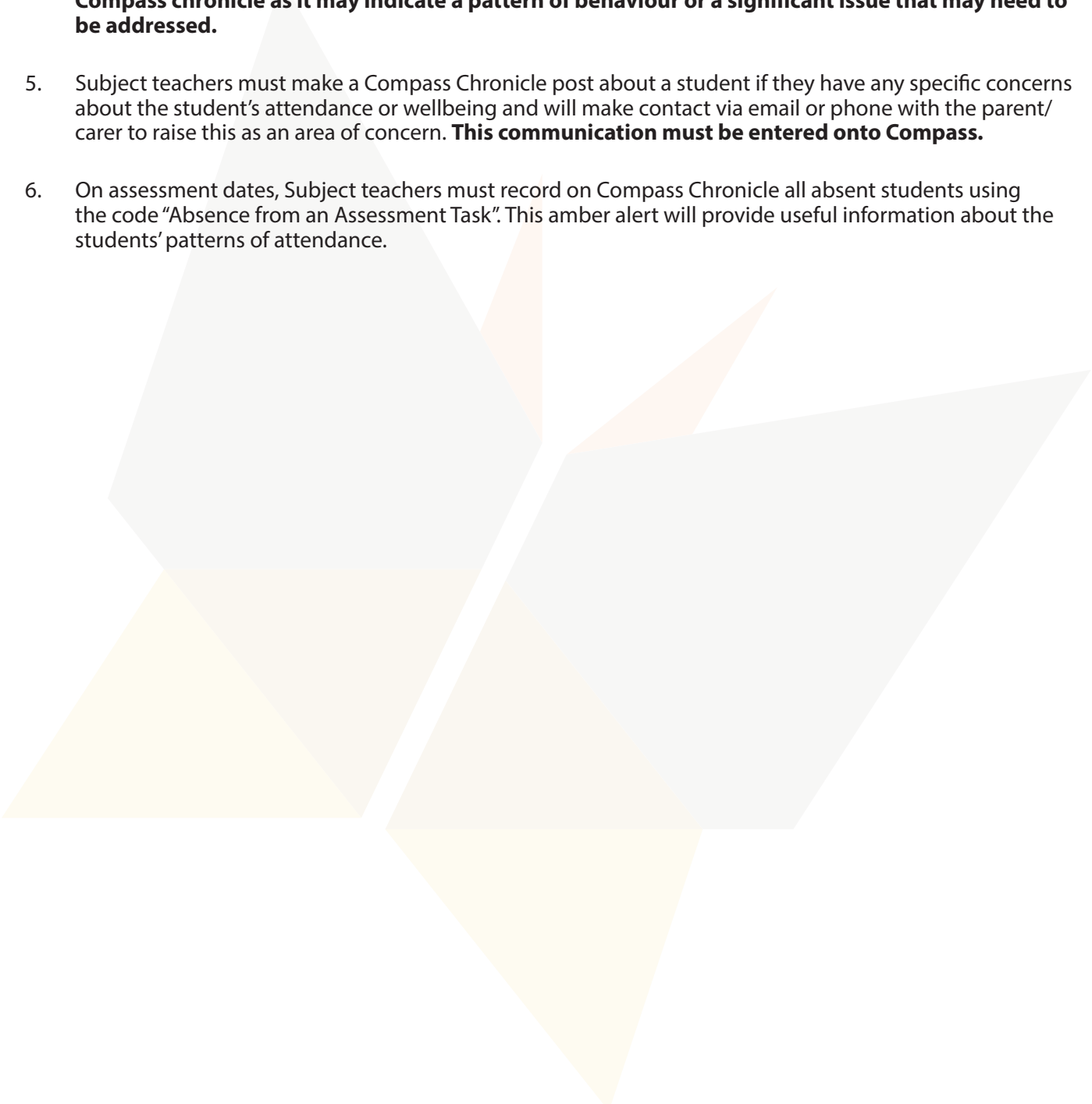
1. Select tutorial group / year level / house and click “Create Letters”

Letters: Not Present/Late Unexplained

A screenshot of the 'Letters: Not Present/Late Unexplained' form. The form contains several input fields and radio buttons. The 'Select start date' field is set to 01/01/2018, and the 'Select finish date' field is set to 09/10/2018. The 'Select year' field is set to 'Select year'. The 'Select form' field is set to '0A5' and is highlighted with a red circle. The 'Select house' field is set to 'Select House'. The 'Select letter type' section has radio buttons for 'Not Present and Late' (selected), 'Not Present', 'Late', and 'Whole Day Absences'. The 'Generate letters For' section has radio buttons for 'Primary household' (selected) and 'All households'. At the bottom, there is a 'Create Chronicle Entries' checkbox and three buttons: 'Create Letters' (highlighted with a red circle), 'Edit Absence Letters', and 'Letter Options'.

2. The Attendance screen (shown in step 2 above) provides other useful information including:
 - “Daily Summary/Emergency” – shows Present (P) or Not Present (NP) for each lesson
 - “Not Present: Unexplained” – under Filtered by Form to show absences in all classes for students in a tutorial group

The role of the Subject Teachers:

1. Subject teachers must mark their Compass roll in the first 10 minutes of the lesson (activity or event).
 2. When notified of a change to class rolls please amend rolls at your earliest convenience.
 3. Subject teachers will accurately mark their roll and regularly monitor the attendance for students in their classes.
 4. Subject teachers will discuss attendance concerns with a student prior to their percentage (%) school attendance (last column) showing an **amber** or **red** rating. **This discussion must be entered onto Compass chronicle as it may indicate a pattern of behaviour or a significant issue that may need to be addressed.**
 5. Subject teachers must make a Compass Chronicle post about a student if they have any specific concerns about the student's attendance or wellbeing and will make contact via email or phone with the parent/ carer to raise this as an area of concern. **This communication must be entered onto Compass.**
 6. On assessment dates, Subject teachers must record on Compass Chronicle all absent students using the code "Absence from an Assessment Task". This amber alert will provide useful information about the students' patterns of attendance.
- 

Specific instructions for accessing and monitoring student attendance for Subject Teachers:

1. Open up a class group and click on the Attendance button to get an overview of attendance issues.

Student	ID Code	Form	Run	In Class			Total	Out of Class				Percentages			
				Prsent	Late Appro	Late Un'd		NP Schl	NP Param	NP Un'd	Total	Class %	Ac'td %	VCE %	Schl %
ABDELMESSIH, Sophie	ABD0012	051	34	28	0	0	28	3	3	0	6	82	100	91	91
AKARAWITA, Shehane	AKA0001	0X4	34	34	0	0	34	0	0	0	0	100	100	100	100
BENJWAL, Prachi	BEN0003	0N8	34	31	0	0	31	1	1	1	3	91	97	94	94
BHATNAGAR, Dhruv	BHA0014	0X5	34	33	0	0	33	0	1	0	1	97	100	97	97
BHONDI, Rahul	BHO0004	052	34	32	0	0	32	2	0	0	2	94	100	100	100
DAVID, Nathan	DAV0009	0X7	33	28	0	0	28	5	0	0	5	85	100	100	100
EARUNA, Arthi	EAR0004	0X3	34	31	0	0	31	0	3	0	3	91	100	91	91
FERNANDO, Deshan	FER0034	0X4	34	33	0	0	33	1	0	0	1	97	100	100	100
GARG, Minshul	GAR0003	0A1	34	23	0	0	23	0	11	0	11	68	100	68	68
GULER, Sarp	GUL0005	0N8	34	23	0	1	24	0	3	7	10	71	79	71	71
HE, Luke	HE-0004	0X7	34	31	0	0	31	3	0	0	3	91	100	100	100
JACOB, Debra	JAC0002	0X8	34	34	0	0	34	0	0	0	0	100	100	100	100
KATNEHI, Pranathi	KAT0011	057	34	30	0	0	30	4	0	0	4	88	100	100	100
KANMEHR, Vansa	KAA0001	0A8	34	23	1	0	24	1	9	0	10	71	100	74	74
LE, Veronica	LE-0029	0A2	34	29	1	0	30	2	2	0	4	88	100	94	94

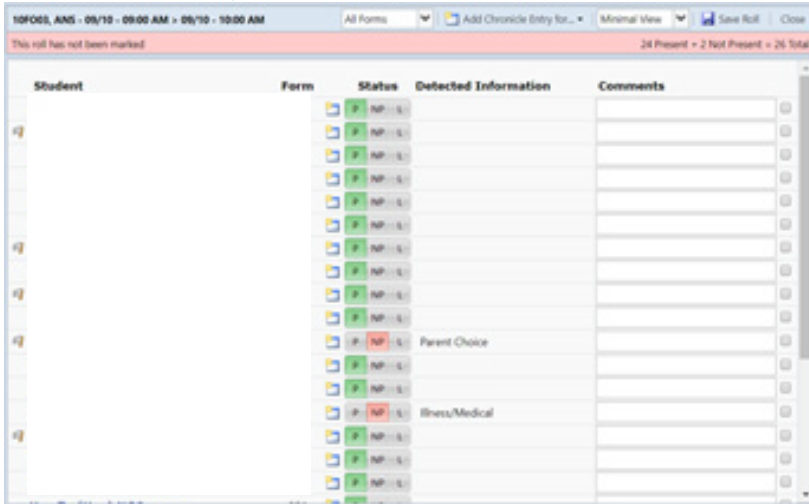
The second set of columns shows the student's percentages of attendance.

Class %	Is the percentage of time that the student was in the scheduled class (Present + All Lates) / Number of Scheduled Classes
Ac'td %	The percentage of time the student was accounted for by the schools (Present + All Lates + All Approvals) / Number of scheduled Classes
VCE %	Specific calculation for VCE co-ordinators (Present + Lates + School Activities + DET specified allowed Note/Approvals) / Number of Scheduled Classes
Schl %	A useful indicator for schools to calculate the student's actual attendance (Present + All Lates + School Activities) / Number of Scheduled Classes

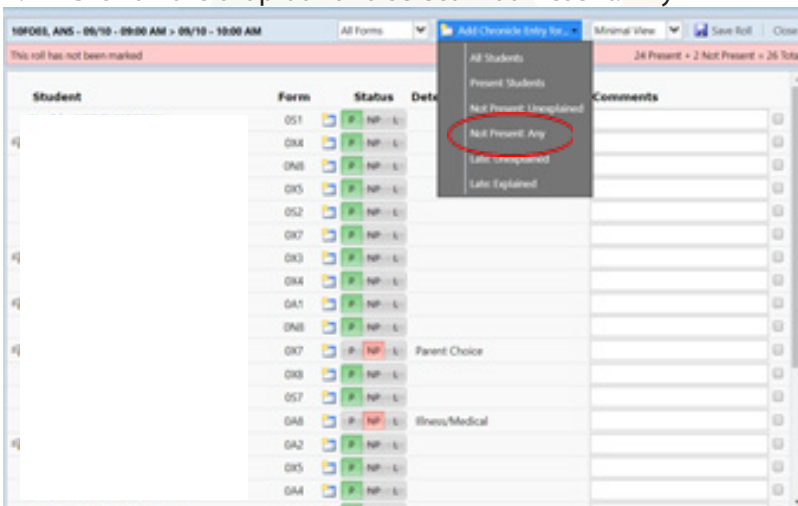
2. As shown above, you can double-click on any square within the grid to drill-down into the data and see which instances the student was marked with a particular status.

Specific instructions for recording student absence from an Assessment Task:

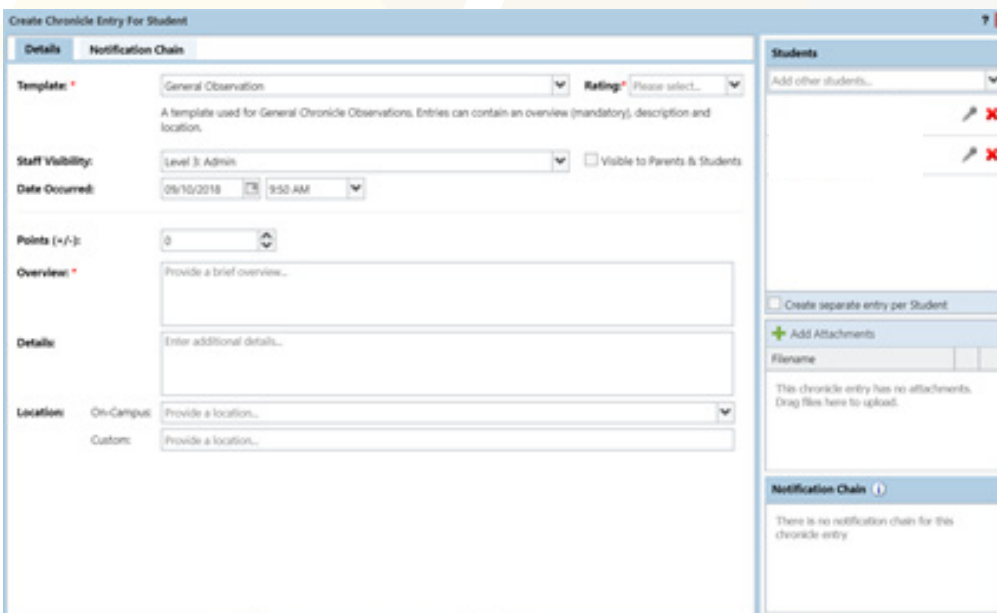
1. When marking the class roll, the screen below will appear.



2. Click on the drop box and select "Not Present: Any"



3. The following screen will appear, "Create Chronicle Entry for Student" showing the students who are absent for the lesson



4. Create a Chronicle Entry for Student
 - Click on "Template" – Absence from an assessment task
 - Click on "Rating" - Amber
 - Click on "Staff Visibility" – Level 1: Admin/Power/Users
 - Change date / time if not completed during assessment lesson.

This will create a Chronicle Entry for all Students at the same time.

This **amber** alert will provide useful information about the students' patterns of attendance in other classes when assessment is taking place.

Create Chronicle Entry For Student

Details Communications Notification Chain

Template: Absence from an assessment task Rating: Amber

DETAILS: Type in a sentence that includes the Subject, Name of SAC, Date and Time it was to be sat

Staff Visibility: Level 1: Admin/Power/Users Visible to Parents & Students

Date Occurred: 09/10/2018 10:00 AM

Points (+/-): 0

Students

Create separate entry per Student

Add Attachments

Filename

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

Notification Chain

There is no notification chain for this chronicle entry

APPENDIX E: DAILY ATTENDANCE PROCEDURES – GUIDE FOR THE ATTENDANCE OFFICE

<https://studentsnossalhsvicedu.sharepoint.com/:b:/s/StaffofNossalHS888/EQz-4gaszgdFvI5SbmNDNy4BsWwwF0l3J8jGM5HwzZoHNA?e=llTx2U>

APPENDIX F: WHOLE SCHOOL STRATEGIES TO PROMOTE ATTENDANCE

Whole-school strategies and clear understandings of processes are important for promoting attendance. Principals and all school staff play an important role in developing and reinforcing clear understandings of the shared expectations for attendance amongst schools, students and parents.

Principals are responsible for communicating these expectations to parents and students when they enrol at the school, and for regularly communicating with all parents about attendance issues.

Schools can promote and maintain high levels of student attendance and participation through developing whole school strategies. A clear whole-school strategy should:

Articulate high expectations to all members of the school community by:

- regularly communicating with parents about expectations for attendance
- promoting awareness that absence results in quantifiable lost learning time and opportunities
- modelling punctuality across the whole school.

Create safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning by:

- developing collaborative and empowering relationships between teachers, students and parents
- implementing effective and supportive transition programs, including student transitions between different learning areas and levels within the school, and pathways and careers support programs
- developing class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers
- encouraging parents to get involved in the life of the school
- immediately following-up any problems identified by students and parents in a transparent manner.

Adopt consistent, rigorous procedures to monitor and record student absence by:

- immediately following-up individual student absences
- correctly using student attendance data management systems (e.g. CASES21, eCASES)
- delegating responsibilities to all staff, with a key member of staff leading attendance improvement initiatives.

Implement data-driven attendance improvement strategies, for example:

- monitoring and analysing school attendance records regularly and using tools for early identification of students at risk of poor attendance (such as the Student Mapping Tool)
- regularly discussing student attendance records in staff meetings and in the staff performance and development review process.

Provide early identification of and supportive intervention for students at risk of poor attendance by:

- understanding the causal factors of absence and the need for targeted interventions
- providing out-of-school programs, including breakfast, homework and walking
- utilising the Student Mapping Tool or similar early identification strategy.

Link with local community groups and agencies to maximise program and individual support by:

- collaborating with other schools, community groups and agencies.

Access specialist support for individual students with identified behavioural, health, or social issues by:

- utilising Student Support Services or external community services where appropriate.

Provide a staged response to non-attendance by:

- focusing on prevention and early intervention by creating a positive school culture
- intervening and providing targeted responses for individual students.

Support students to return to school after absences through:

- setting individual student attendance goals and data-driven improvement plans
- formal procedures for supporting the learning of a student absent for an extended period
- positive and flexible support and follow-up with students on their return to school, including the use of Return to School Plans and modification of learning outcomes where required.



