

Tamworth Operational Directorate

STUDENT ATTENDANCE

in NSW Public Schools

Quality Systems, Leadership & Innovation

Lake Macquarie Networks

SYSTEM PROCESSES				
ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
Policies, Procedures and School Plan	<ul style="list-style-type: none"> Most attendance records are accessible to the Director of Public Schools NSW, attendance officers and other personnel nominated. 	<ul style="list-style-type: none"> All attendance records including details of transfers and exemptions are accessible to the Director of Public Schools NSW, attendance officers and other personnel nominated. (3.1) 	<ul style="list-style-type: none"> Documented processes describe procedures that ensure All attendance records including details of transfers and exemptions are accessible to the Director of Public Schools NSW, attendance officers and other personnel nominated. 	
	<ul style="list-style-type: none"> Limited evidence of evaluation of attendance and/or use to inform school plan. 	<ul style="list-style-type: none"> School regularly evaluates and addresses school attendance through the school plan. (3.2) 	<ul style="list-style-type: none"> Evidence that actions have been taken to improve attendance as a result of regular evaluations and included in the school plan. 	
	<ul style="list-style-type: none"> Limited or no evidence of annual training. 	<ul style="list-style-type: none"> Staff are trained to implement school attendance policies and procedures. (3.6) Personnel with delegated responsibility for maintaining attendance records are supervised. (3.6) 	<ul style="list-style-type: none"> Documented processes describe regular training for all permanent staff including a record of training. Documented processes describe the induction of new and casual staff on a needs basis. 	
Attendance Registers	<ul style="list-style-type: none"> Attendance register is only partially evident for the preceding 3 years. 	<ul style="list-style-type: none"> Attendance Register retained in the school for 3 years. (10.1) 	<ul style="list-style-type: none"> Documented processes describe how attendance registers are retained within the school for 3 years and the process for disposal after 3 years. 	
	<ul style="list-style-type: none"> Not all manual Attendance registers are secured in a location within the school (if applicable) 	<ul style="list-style-type: none"> Manual Attendance registers are secured in a location within the school (if applicable). (11.6) 	<ul style="list-style-type: none"> Documented processes describe how manual Attendance registers are secured in a location within the school (if applicable) and practices are evident. 	

Student Attendance in Government Schools Procedures – Learning and Engagement Directorate 2015

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Attendance Registers</p>	<ul style="list-style-type: none"> Not evident that the schools attendance register and special circumstances registers are preserved as a complete record of the of students’ absences for that year. 	<ul style="list-style-type: none"> Principal ensures that the attendance register and special circumstances registers are preserved as a complete record of the students’ absences for that year. (11.6) 	<ul style="list-style-type: none"> Documented processes describe how the Principal ensures that the attendance register and special circumstances registers are preserved as a complete record of the students’ absences for that year. 	
	<ul style="list-style-type: none"> Not all written notes, records of verbal explanations and records of electronic explanations for absences are retained for 2 years. 	<ul style="list-style-type: none"> Written notes, records of verbal explanations and records of electronic explanations for absences are retained for 2 years. (10.1) 	<ul style="list-style-type: none"> Documented processes describe how written notes, records of verbal explanations and records of electronic explanations for absences are retained for 2 years and process is evident. 	
<p>Student Enrolment</p> <p>Student Attendance in Government Schools procedures:</p> <p>Related DoE Policy: Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997)</p>	<ul style="list-style-type: none"> Most Student enrolment procedures are compliant with <i>Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997)</i> 	<ul style="list-style-type: none"> Student enrolment procedures for all students are compliant with <i>Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997)</i> 	<ul style="list-style-type: none"> Written school procedures describe the enrolment practices that ensure compliance with <i>Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997)</i> and where appropriate the <i>Enhanced Enrolment Procedures</i> are utilised. 	
	<ul style="list-style-type: none"> Removal of students from the Attendance Register is not always compliant with all processes outlined in delivering. 	<ul style="list-style-type: none"> Removal of students from school Attendance Register is conducted in accordance with: <ul style="list-style-type: none"> - Parent advises of enrolment in non-government or other registered school (20.1) - Student has enrolled in another NSW government school (20.2) - Student registered for home-schooling (20.3) - Student completed year 10 and now engaged in fulltime study and/or employment (20.4) - Student has moved out of NSW and have not applied for a cross –border enrolment in NSW (20.5) - Students have moved out of NSW and school has received an Interstate Student Data Transfer Note (20.6) - Student has been expelled from the school (20.7) - Student Status Left-Destination Unknown and process for recording (21.2, 21.5, 21.6, 21.7) 	<ul style="list-style-type: none"> Documented processes outline the removal of students from the Attendance Register and ensure compliance with all processes outlined in delivering. 	
			<ul style="list-style-type: none"> Evidence of staff training in processes. 	

Student Attendance in Government Schools Procedures – Learning and Engagement Directorate 2015

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Attendance Codes</p> <p>Student Attendance in Government Schools procedures:</p> <ul style="list-style-type: none"> - Section 18 - Section 19 	<ul style="list-style-type: none"> ○ Some codes used correctly 	<ul style="list-style-type: none"> ○ Attendance codes are used correctly; <ul style="list-style-type: none"> - A - S - L - E - M - F - B - H1 <p>Review: School Attendance Register Code 2015</p>	<ul style="list-style-type: none"> ○ Written procedures clearly indicate the codes, their use and approval process for each including non-acceptance processes. 	
	<ul style="list-style-type: none"> ○ Limited processes to approve or not accept explanations or requests for leave. 		<ul style="list-style-type: none"> ○ Annual training for all staff in relation to the codes their use and approval process for each including non-acceptance processes. 	
<p>Leave Pass</p>	<ul style="list-style-type: none"> ○ Leave pass practices are not systemic and consistent in operation. 	<ul style="list-style-type: none"> ○ System in place and communicated to all staff the process for issuing a leave pass to all students in (Yr7-12) who have permission to leave school premises during school hours is communicated to all staff. (17.1) 	<ul style="list-style-type: none"> ○ Leave Pass process and purpose regularly communicated to parents/carers 	
			<ul style="list-style-type: none"> ○ Evaluation of student attendance history prior to approval 	
<p>Roll Marking Procedures</p>	<ul style="list-style-type: none"> ○ Inconsistent roll marking practices that are based on individual teacher understandings as opposed to systemic practice 	<ul style="list-style-type: none"> ○ School procedures clearly articulate the processes for marking rolls for student attendance at the beginning of each day. (11.3) 	<ul style="list-style-type: none"> ○ All permanent and temporary staff receive training in Roll marking procedures and there is evidence of consistent application of process. 	
	<ul style="list-style-type: none"> ○ School has no documented procedures for collecting or recording explanation notes. 	<ul style="list-style-type: none"> ○ School procedures articulate the process for collecting and recording Explanation Notes. (11.3) 	<ul style="list-style-type: none"> ○ Every member of staff can access written procedures for roll marking that are version controlled. 	<ul style="list-style-type: none"> ○ Casual staff induction includes Roll marking processes and responsibilities
<ul style="list-style-type: none"> ○ All appropriate staff including Principal, Teachers and SASS staff receive annual training in roll marking and record keeping procedures. 				

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Roll Marking Procedures</p>	<ul style="list-style-type: none"> Limited practices around non-acceptance of explanation of absence. 	<ul style="list-style-type: none"> School procedures clearly indicate process and authority for decision making around non-acceptance processes. (6.1) 	<ul style="list-style-type: none"> Practices clearly demonstrate that explanation for an absence are evaluated and where appropriate not accepted. 	
	<ul style="list-style-type: none"> No identified process exists to ensure that the Principal or staff member responsible for monitoring attendance, when a student's pattern of attendance of concern, or no explanation is received. 	<ul style="list-style-type: none"> Clear process in place to inform the principal or staff member responsible for monitoring attendance, when a student's pattern of attendance of concern, or no explanation is received. (4.4) 	<ul style="list-style-type: none"> Documented process in place to inform the principal or staff member responsible for monitoring attendance, when a student's pattern of attendance of concern, or no explanation is received. 	
	<ul style="list-style-type: none"> Secondary school rolls are marked only once per day No identified consistent practices or procedures for roll marking at Variation to Routine events. 	<ul style="list-style-type: none"> In secondary school Rolls are marked each lesson or period. (11.3) School processes articulate roll marking procedures at Variation Routine events (VoR) eg: Excursions. (11.1) 	<ul style="list-style-type: none"> Clear evidence that roles are marked each lesson or period and a timely process exists in the event of inconsistencies. Clear evidence that staff know, understand and apply roll marking procedures for Variation to Routine events. 	
	<ul style="list-style-type: none"> In primary schools attendance is recorded only in homeroom Errors in attendance are not amended consistently within 7 days of the absence. 	<ul style="list-style-type: none"> In Primary schools attendance is recorded in classes regularly conducted in locations other than the home classroom eg: Literacy groups. (11.3) Review of Attendance Rolls demonstrates compliance with Student Attendance in Government Schools procedures: (11.1) Staff are ensuring that where errors occur in roll marking they are amended within 7 days of the absence. (11.4) 	<ul style="list-style-type: none"> Documented process exist to support staff training in roll marking procedures. 	

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
Late Arrivals / Early Leavers	<ul style="list-style-type: none"> ○ A limited process exists but does not capture all the required information and/or recording it using the relevant attendance code. 	<ul style="list-style-type: none"> ○ A process exists that articulates how and where students sign in when arriving late and signing out when leaving early. ○ The precise time of arrival or departure is recorded using the relevant code. (11.3) 	<ul style="list-style-type: none"> ○ Proactive communication practices clearly describe the importance of being at school all day every day but allow for the provision of parents to request a late arrival or an early departure including the parent and student responsibilities ○ Staff know, understand and implement the documented processes ensuring that student late arrivals and early departures are recorded accurately utilising the relevant attendance code and informing school WH&S emergency procedures. 	
Application for Extended Leave (travel or Holiday)	<ul style="list-style-type: none"> ○ Processes utilised to evaluate extended leave (travel or holiday) requests are not applied consistently with all aspects of Section 14. 	<ul style="list-style-type: none"> ○ Principals consistently manage applications for extended leave (travel or holiday) utilising Section 14, and evaluate the educational and wellbeing needs of the student to make a determination as to whether to accept the application for extended leave and issue a certificate. (Section 14) 	<ul style="list-style-type: none"> ○ Documented and communicated practice to the school community outlining the process for application for extended leave (travel or holiday) consistent with Section 14. 	

COMMUNICATION				
ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
Proactive – Importance of Attendance	<ul style="list-style-type: none"> ○ Limited or no communication within the school community regarding attendance. 	<ul style="list-style-type: none"> ○ Communication to parents that it is a requirement that all children of compulsory school age must be enrolled in a school or registered with BOSTES for home schooling and that children are required to attend school every day that the school is open. (2.1, 2.2) 	<ul style="list-style-type: none"> ○ Communication to the broader community regarding the legal requirements of student enrolment and attendance with a focus on building a shared partnership with all key stakeholders. 	
Proactive – Attendance Procedures and Practices	<ul style="list-style-type: none"> ○ Limited communication within the school community regarding attendance and limited use of communication tools. 	<ul style="list-style-type: none"> ○ Parents, students and the school community are regularly informed through a range of resources of the importance of school and attendance requirements. (3.11) 	<ul style="list-style-type: none"> ○ Strategic, ongoing communication plan developed and implemented with all stakeholders and attendance data monitored regularly with feedback to community. 	
	<ul style="list-style-type: none"> ○ Regular and ongoing communication strategy targeted at parents and carers that reinforces the need for high expectations regarding student attendance and the impact that it has on student outcome achievement. 		<ul style="list-style-type: none"> ○ Regular and ongoing communication strategy targeted at students that reinforces the need for high expectations regarding student attendance and the impact that it has on their outcome achievement. 	
	<ul style="list-style-type: none"> ○ Parents are not informed of partial attendance procedures or legal ramifications regarding their child’s absences. 	<ul style="list-style-type: none"> ○ Parents are informed annually regarding the systems for signing students in and out of school for partial attendance and parents legal ramifications regarding carrying leave certificates. (17.1, 17.3, 17.4) 	<ul style="list-style-type: none"> ○ A general reduction in the number of instances where students require partial absences. 	
			<ul style="list-style-type: none"> ○ All partial absences comply with the identified school system. 	

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Reactive – Response to Absence(s)</p>	<ul style="list-style-type: none"> No or limited interpretation services are offered. 	<ul style="list-style-type: none"> Principals ensure that interpreters are available when communicating with parents from language backgrounds other than English. (3.5) 	<ul style="list-style-type: none"> School is aware of families who require interpretative services and proactively facilitate them. 	
	<ul style="list-style-type: none"> No or limited effort is made to contact parents who have not informed the school of reasons for absences. 	<ul style="list-style-type: none"> Principals or delegates must make reasonable efforts to contact parents within 2 school days after the 7 day timeframe of an unexplained absence has elapsed. (5.3) 	<ul style="list-style-type: none"> School has established and documented systems to ensure reasonable efforts are made to contact parents within 2 school days after the 7 day timeframe of an unexplained absence has lapsed. 	
	<ul style="list-style-type: none"> Principal or delegate makes limited or no effort to contact parents in regard to attendance. 	<ul style="list-style-type: none"> Principals or delegates may elect to contact parents on the same or following day of an absence to support regular attendance. (5.2) 	<ul style="list-style-type: none"> Principal ensures that school systems are in place to facilitate immediate communication with parents on the day of absence via appropriate medium e.g telephone, SMS, email, etc. ensuring all absences are explained each day. 	
	<ul style="list-style-type: none"> Principal does not contact or is not aware of students who are on extended leave. 	<ul style="list-style-type: none"> Principal is to contact any parents of students who do not return from extended leave on the specified date. HSLO processes are to be implemented if no contact is established. (14.11) 	<ul style="list-style-type: none"> School has a documented system that ensures that the return of student on extended leave is monitored and that appropriate practices in accord with 14.11 are actioned. 	
<p>Reactive – Response to patterns of attendance causing concern</p>	<ul style="list-style-type: none"> Principal or delegate makes no contact or does not follow the procedures for referral to HSLO program. 	<ul style="list-style-type: none"> Principal ensures that parents are contacted if the student’s attendance is causing concern or the parent has failed to provide a satisfactory explanation for an absence. (3.4) 	<ul style="list-style-type: none"> Evidence exists to show that school contact regarding student attendance causing concern has resulted in actions that lead to a direct improvement in individual student attendance. 	
	<ul style="list-style-type: none"> Where a student has been absent for a period exceeding 10 consecutive days and is believed to have left the school no further action is taken. 	<ul style="list-style-type: none"> Where a student has been absent for a period exceeding 10 consecutive days and is believed to have left the school the school: <ul style="list-style-type: none"> - Contacts the parents - Contacts emergency contact - Investigates enrolment status on ERN - Contacts all schools within reasonable radius of any presumed new residential address. (21.3) 	<ul style="list-style-type: none"> School has an established and documented system to ensure that the actions listed in “Delivering” are consistently applied where a student has been absent for a period exceeding 10 consecutive days and is believed to have left the school. 	

MONITORING & INTERVENTION

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Data</p>	<ul style="list-style-type: none"> ○ Attendance reports are not consistently generated every fortnight nor is appropriate action is undertaken. ○ Staff actions are not consistent with school attendance requirements and/or the early identification of students at risk of developing poor patterns of attendance. ○ Limited systemic practice for receiving and collecting explanations of absence and making a determination on the validity of the explanation provided. ○ Not all absences are followed up for verification or data collection. 	<ul style="list-style-type: none"> ○ Systematic procedures exist for monitoring all students through: (3.8) <ol style="list-style-type: none"> 1. Regular roll checks to facilitate early identification of students at risk of developing poor school attendance. 2. Attendance reports are generated fortnightly and tabled at Learning and Support Team meetings for follow up by staff. (3.9) 3. Explanations for absence are investigated and addressed where appropriate. (3.7) 4. Poor attendance is identified and addressed through appropriate interventions. 	<ul style="list-style-type: none"> ○ Documented evidence to confirm that the 4 points listed in delivering have been implemented over a sustained period, resulting in improved overall student attendance. 	
<p>Intervention Practices</p>	<ul style="list-style-type: none"> ○ Limited or no partnership exists between parent and the school to support student attendance. ○ There is no consistent school-wide approach to intervention. ○ Attendance is dealt with separately to broader wellbeing and engagement issues. ○ Low level explanations are accepted on face value. 	<ul style="list-style-type: none"> ○ Parents/carers work in partnership with the school to plan and implement strategies to support regular attendance at school. This includes communicating with the school if they are aware of issues impacting on their child’s attendance or engagement with school. (2.4) ○ Resolution of student attendance difficulties is achieved utilising a range of targeted school based strategies including: <ul style="list-style-type: none"> - meeting with the student and parents - referral to the school’s Learning and Support Team to identify and implement strategies that address the learning and support needs for the student. (3.10) - development of an individual school-based attendance improvement plan with the student and parents - engaging identified groups of students in programs that support regular attendance and punctuality - referral to the school counsellor 	<ul style="list-style-type: none"> ○ Attendance procedures are integrated with student wellbeing, child protection, learning culture and data management procedures and embedded in the culture of the school. ○ School has a holistic approach to student attendance that includes documented suite of support utilised to address individual student attendance and is reflected in student attendance rates that are at or above state average. 	

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Intervention Practices</p>		<ul style="list-style-type: none"> - requesting and sharing information and working collaboratively with other government or non-government agencies - seeking advice about culturally appropriate responses from relevant services and working collaboratively with them. (8.4) o Consideration is given to the Mandatory Reporter Guide (MRG), specialist advice and professional judgement, where there are concerns about suspected risk of harm. In accordance with the MRG Neglect Education - Habitual Absence is defined as 'The child/young person is of compulsory school age (6 years to current leaving age) AND is habitually absent'. 'Habitually absent is a minimum of 30 days absence within the past 100 school days. However, principals should consider other factors, such as the student's age and learning support needs in deciding on action earlier than the 30 days indicated. (3.16) o Where frequent absences are explained as being due to illness consultation with parents occurs regarding the health care needs of the child. (7.1) o Principals request that the parents provide medical certificate/s if they have concerns with the explanation provided, or where there is a history of poor attendance. (7.2) o Where principals have ongoing concerns they request the parent's consent for a doctor to provide information to the school about their child's health condition. If the request is denied or if the principal is still not satisfied with the reason for absence, they record the absence as 'unjustified'. The principal considers whether the habitual absence or parental attitude places the child or young person at suspected risk of harm. (7.4) 		

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<p>HSLO</p>	<ul style="list-style-type: none"> ○ School actions post referral to the HSL program do not reflect the schools responsibility to provide ongoing support and intervention to students with attendance difficulties. ○ HSLO / LST/ CRT work in isolation on attendance issues 	<ul style="list-style-type: none"> ○ After a range of school based interventions has been unsuccessful in resolving attendance difficulties the principal requests support through an application to the Home School Liaison Program by submitting an application to Educational Services Team. Parents are advised using the letter_Example letter – Principal to parent advising application to Home School Liaison Program. (8.6) ○ Copies of communication with parents and documented strategies that the school has implemented to address student attendance issues are included with the application for Home School Liaison Support. (8.7) ○ School continues support even after application to HSLO (8.9) ○ In managing attendance concerns consideration is given to whether the pattern of unsatisfactory attendance may on its own or with other risk factors impact on the safety, welfare or wellbeing of the student. Contact with the CWU is made or a report to the Child Protection Helpline if they believe the student is at suspected risk of significant harm. (8.10) ○ Where the school is unable to determine the location of a student following its investigation, the school submits an Application for Home School Liaison Program support to their local Educational Services Teams. The Home School Liaison Officer (HSLO) will investigate the matter. If, on investigation the enrolment destination cannot be determined the HSLO will advise the principal that the student’s registration can be changed to ‘Left – Destination Unknown’. (21.4) 	<ul style="list-style-type: none"> ○ Documented evidence clearly articulates a personalised approach to range of interventions prior to application of support via the HSL program. ○ Documented evidence articulates ongoing support that compliments the strategies implemented by the HSLO and is reflected in improved student attendance. 	

STUDENT WELLBEING				
ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
Child Protection	<ul style="list-style-type: none"> ○ Child protection concerns are sometimes considered when reviewing student attendance issues. 	<ul style="list-style-type: none"> ○ Child protection concerns underlying school attendance issues (including educational neglect) are managed consistent with the <u>Protecting and Supporting Children and Young People Policy and Procedures. (3.14)</u> 	<ul style="list-style-type: none"> ○ Documented evidence articulates processes and practices where student attendance issues are managed consistent with The <u>Protecting and Supporting Children and Young People Policy and Procedures</u> and results in improved patterns of individual student attendance. 	
	<ul style="list-style-type: none"> ○ Not all staff are aware of the requirement for reporting the safety, welfare or wellbeing of a child or young person to the principal. 	<ul style="list-style-type: none"> ○ Staff who have concerns about the safety, welfare or wellbeing of a child or young person reports their concerns to the principal. (4.6) 	<ul style="list-style-type: none"> ○ Documented systems and practices articulate staff requirement to report issues relating to the safety, welfare, or wellbeing of a child or young person to the principal and there are examples of actual practice. 	
	<ul style="list-style-type: none"> ○ Not all staff are knowledgeable of the mandatory reporting guide nor the capacity to utilise other decision making trees. 	<ul style="list-style-type: none"> ○ Staff are knowledgeable of the Mandatory Reporting guide and are aware other decision trees can be used if the underlying issues impacting on school attendance are also of concern. (3.17) 	<ul style="list-style-type: none"> ○ Documented systems and practices articulate the processes relating to mandatory reporting and the range of decision trees is available. There are examples of actual practice. 	
	<ul style="list-style-type: none"> ○ Principal not informed of non-sighting of child or inconsistent reporting practice to NSW Police. 	<ul style="list-style-type: none"> ○ If concerns includes not sighting the child the principal must, contact the NSW Police Force to request that a child safety check be undertaken. (3.15) 	<ul style="list-style-type: none"> ○ Documented systematic practice ensures that the principal is aware of the non-sighting of a child and necessitates principal contact with NSW Police. 	

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
Interaction with prescribed bodies under Section 16A of the Child and Young Persons Act	<ul style="list-style-type: none"> ○ Principal rarely seeks information from Interaction with prescribed bodies under Section 16A of the Child and Young Persons Act ○ When seeking information under Section 16A principal does not always contact the Child Wellbeing Unit or Child protection Helpline if they believe the student is at risk of significant harm. 	<ul style="list-style-type: none"> ○ Principal seeks information from prescribed bodies under Chapter 16A of the Children and Young Persons (Care and protection) Act 1998 where they have ongoing concerns regarding a student’s safety, welfare or wellbeing. (7.5) ○ Principal contacts the Child Wellbeing Unit or Child protection Helpline if they believe the student is at risk of significant harm. (7.5) 	<ul style="list-style-type: none"> ○ Documented Systems clearly articulate the proactive process that the principal employs to seek information under Section 16a of the Child and Young Persons Act. 	
Personalised Learning and Support processes that enhance attendance	<ul style="list-style-type: none"> ○ Not all staff provide affective personalised teaching experiences that support the needs of all students. 	<ul style="list-style-type: none"> ○ School staff promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students. (4.2) 	<ul style="list-style-type: none"> ○ School culture is centred on the effective personalisation of learning to meet the needs of all students and staff are supported through dynamic professional learning that build capacity to cater for all students. 	
“Left Destination Unknown”	<ul style="list-style-type: none"> ○ Student recorded as Left-destination Unknown with limited or no follow-up actions. 	<ul style="list-style-type: none"> ○ In changing the student’s enrolment status to ‘Left – Destination Unknown’ the principal must ensure: (21.5) <ul style="list-style-type: none"> - any risk of significant harm issues including educational neglect have been reported to the Child Protection Helpline - where the family or student is missing (or their destination is unknown) and there are concerns for their safety, welfare or wellbeing, in line with DEC Incident Reporting Procedures, a report is made within 24 hours to the Safety and Security Directorate to determine if the matter has been reported to the Police. Where no report is made the principal is to report the matter to their Local Police and the Director Public Schools NSW is informed that following investigation by the Home School Liaison Program the student is unable to be located and their enrolment status has been changed to ‘Left – Destination Unknown’ 	<ul style="list-style-type: none"> ○ Documented systems articulate the process and actions required when a student is recorded as Left-Destination Unknown and there is evidence of actual practice. 	

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
		<ul style="list-style-type: none"> - If a student is later located the school is able to change the status on the Enrolment Registration Number (ERN) system to 'Left – Located'. 		

INTERAGENCY				
ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
Initiate contact and liaise with appropriate agencies	<ul style="list-style-type: none"> Limited evidence of engagement with agencies to support attendance 	<ul style="list-style-type: none"> The school identifies if other agencies are involved with the family and liaise with them when a student’s attendance is of concern. (8.5) 	<ul style="list-style-type: none"> The school has proactive processes to identify agencies already involved with the family and to further engage other appropriate agencies which results in significant improvement of individual student pattern of attendance. 	
		<ul style="list-style-type: none"> Family case discussions are attended by school representatives if the issues relate to students whose attendance is a concern. (8.5) 	<ul style="list-style-type: none"> Evidence exists that school practices are informed via the schools attendance at family case discussions. 	
		<ul style="list-style-type: none"> Meetings and interviews at the school involve representatives from support agencies. (8.5) 	<ul style="list-style-type: none"> Strong productive relationships exist between the family, agencies and the school which have been developed over an extended case management process, and clearly articulate individual and shared responsibilities to support improved student attendance. 	
	<ul style="list-style-type: none"> Limited referral processes exist in the school 	<ul style="list-style-type: none"> Principals must ensure effective referral processes are established and documented to ensure families can be connected with relevant services. (3.12) 	<ul style="list-style-type: none"> Established Learning Support Teams including interagency members proactively share information and strategies re student attendance including reporting of at risk students. 	
<ul style="list-style-type: none"> Limited communication, collaboration and information sharing occurs with other services and agencies 	<ul style="list-style-type: none"> Principals ensure communication, collaboration and information sharing occurs with other services and agencies to enhance the effectiveness of interventions with students and families. (3.13) 	<ul style="list-style-type: none"> Documented systems define the process of communication and collaboration practices, which results in improving individual student pattern of attendance. 		

EXEMPTIONS				
ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Authority to grant exemptions</p>	<ul style="list-style-type: none"> ○ There is little evidence of an understanding of delegations 	<ul style="list-style-type: none"> ○ The principal is applying the delegations in accordance with policy (1.2.1): <ul style="list-style-type: none"> - Exemption from school attendance for students engaged in employment in approved entertainment industry activities up to 100 days in a twelve month period for any one student – Director or Principal. - Exemption from school attendance for students participating in elite arts or elite sporting events up to 100 days in a twelve month period for any one student – Director or Principal. - Exemption from school attendance totalling up to 100 days in a twelve month period for any one student – Director or Principal. - Exemption from school attendance totalling 100 days or more in a twelve month period for any one student – Executive Director. - Exemption from enrolment: Age – Deputy Secretary or Executive Director. - Exemption from Executive Director (Schools) enrolment: Health, learning or social needs or disability – Deputy Secretary or Executive Director. - Exemption from enrolment: Completion of Education under Special Circumstances – Executive Director, Director, Secondary Principal. 	<ul style="list-style-type: none"> ○ Documented systems and practices articulates and applies understanding of delegations. 	

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Exemption from attendance at school</p> <ul style="list-style-type: none"> - Reasons for granting part day exemptions from attendance at school 	<ul style="list-style-type: none"> ○ Inconsistent application of the policy, Clear processes are not evident 	<ul style="list-style-type: none"> ○ Exemption procedures are clearly communicated to the school community, and support including translation services are available to parents. ○ For students participating in the entertainment industry, elite arts or elite sporting programs who are required to attend regular activities/training during school time an Application for Exemption from Attendance/Enrolment at School is completed and submitted to the principal for approval prior to commencing the program. (2.2.2) ○ For students who participate in school based programs including behaviour management transition plans. An Application for Part Day Exemption is completed. (2.2.3) ○ For part day exemption due to the requirements of a health care plan, the principal seeks the parents' consent to obtain information from health professionals responsible for the health care of the child. (Appendices B and F) (2.2.4) ○ Student participating in school programs may be granted part day exemptions for periods of time not exceeding the equivalent number of full school days. Close monitoring of exemption periods is necessary so that the approval period is not exceeded. (2.2.5) ○ Participation in such school programs must be approved by the Director, Public Schools NSW. Principals should submit the transition plan to restore the child to full-time attendance to the Learning and Wellbeing Officer for recommendation who will forward it to the Director, Public Schools NSW. (2.2.6) ○ The attendance register must indicate part day exemptions with the code P/M. (2.2.7) 	<ul style="list-style-type: none"> ○ Documented processes describe regular training for all permanent staff in relation to the procedures and application of the exemption from school procedures. ○ Documentation processes describe processes for the school leadership team having a detailed understanding of the exemption from school procedures their application and documentation required. 	

Exemption from Schools Procedures – Learning and Engagement Directorate 2015

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Exemption from attendance at school</p> <ul style="list-style-type: none"> - Reasons for granting full day exemptions from attendance at school 	<ul style="list-style-type: none"> ○ Inconsistent application of the policy. Clear processes are not evident ○ Documentation is incomplete or insufficient 	<ul style="list-style-type: none"> ○ Exemption procedures are clearly communicated to the school community, and support including translation services are available to parents. <ul style="list-style-type: none"> - Principals, Directors, Public Schools and Executive Directors (Schools) may grant exemptions due to: <ul style="list-style-type: none"> • exceptional circumstances (including the health of the student where sick leave or alternative enrolment is not appropriate). (2.1.1) - the child being prevented from attending school because of a direction under the Public Health Act 2010. (The parent is not required to complete an application for exemption) • employment in the entertainment industry – refer to children's employment • participation in elite arts or elite sporting events - For any other matter not covered by the above points, the Principal must consult the Director, Public Schools NSW. - The attendance register must indicate full day exemptions with the code 'M'. (2.1.2) 	<ul style="list-style-type: none"> ○ Documented processes describe regular training for all permanent staff in relation to the procedures and application of the exemption from school. ○ Documentation processes describe processes for the school leadership team having a detailed understanding of the exemption from school procedures their application and documentation required. plans 	
<p>Exemption from Enrolment at school</p>	<ul style="list-style-type: none"> ○ Documentation is incomplete or insufficient ○ No exemption is in place. 	<ul style="list-style-type: none"> ○ School has processes in place to inform parents of requirements for enrolment and school attendance, and necessity for provision of a Certificate of Exemption where appropriate. ○ School communicates with Community organisations including pre-schools and employers to ensure awareness of DoE policies and procedures. 	<ul style="list-style-type: none"> ○ Documented processes describe regular contact with school community and employer groups to disseminate information regarding Exemption from Enrolment at School. ○ Documentation processes describe processes for the school leadership team having a detailed understanding of the exemption from school procedures their application and documentation required. 	

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Exemption from Enrolment at school</p>		<ul style="list-style-type: none"> ○ The Deputy Secretary, Education and Executive Director (Schools) may grant such exemptions due to: <ul style="list-style-type: none"> A. age, where a child turns six years on or after 1 October or later in a school year and is engaged in: <ul style="list-style-type: none"> - full time preschool education at an accredited preschool for the remainder of that school year - full or part-time accredited preschool programs for students with disabilities leading to enrolment and full time attendance at a government or registered non-government school not later than six months after the child's sixth birthday Note: B. the health, learning or social needs or disability of a child necessitating the continuation of an individual program supported by medical specialists not longer than six months after the child's sixth birthday (3.1.2) C. Secondary Principals, Director, Public Schools and Executive Director (Schools) may grant exemptions to students from the requirement to be enrolled in school provided approval has been given to their entering a full time apprenticeship or traineeship. This applies to students who have completed year 9 and before they have completed Year 10 		

ASPECT	DEVELOPING	DELIVERING	EXCELLING	EVIDENCE
<p>Issuing Certificates of Exemption from Attendance/Enrolment at School</p>	<ul style="list-style-type: none"> ○ No certificate is issued. ○ Certificates are inappropriately issued, eg. Full day for half day. ○ Evidence fails to support reasons for certificate. 	<ul style="list-style-type: none"> ○ School has processes in place to inform parents of requirements for granting of exemption certificates. ○ On approval, a Certificate of Exemption must be issued and (4.1.1): <ul style="list-style-type: none"> - include any specific conditions that apply to the exemption - state that the exemption may be cancelled if any such conditions are not met or cease to apply - specify dates for which the exemption has been granted (Appendix C), including hours of program participation if a part day exemption period applies ○ The original Certificate of Exemption is to be provided to the parents. (4.1.2) ○ A copy placed in the student’s file. For exemption from enrolment a copy of the Certificate of Exemption will be provided to the school on subsequent enrolment and must be placed in the student’s file. (4.1.3) ○ For Certificates issued by delegates above Principal a copy of the signed Certificate of Exemption will be retained by local Educational Services personnel. (4.1.4) 	<ul style="list-style-type: none"> ○ Documented processes describe training for all staff, including a record of training. ○ Evidence exists of regular communication to the school community on procedures for seeking a Certificate of Exemption. ○ Documented school systems including Learning Support Team minutes provide evidence to support more complex applications for Exemption. ○ The school LST regularly monitors school processes and procedures for exemptions, including appropriate application of Exemption guidelines, and the number and frequency of Exemptions. 	