



Killarney Heights High School Attendance Procedures

This document should be read in conjunction with the [School Attendance Policy](#) and [Attendance Matters Website](#).

1. **Rationale**

Supporting positive school attendance is a shared responsibility - everyone has a role.

The following attendance procedures outline the expectations and protocols for students, parents/guardians, and staff at Killarney Heights High School. Attendance is critical for academic success, and we appreciate your cooperation in ensuring that our students are present and engaged in their learning.

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnerships with parents/guardians are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences.

Schools provide a nurturing teaching and learning environment that addresses the needs of all students, including those with additional learning and support needs or complex health conditions. This approach fosters students' sense of well-being and belonging within the school community

2. **Roles and responsibilities**

Students	<ul style="list-style-type: none"> • Be present and ready to learn. • Know what class activities are on which school day and having a copy of your timetable. • Make sure you are ready for each school day: uniform, equipment, bag, lunch. • Speak with family, a friend or teacher if you have concerns about attending school, or something is making it difficult to get to school. • Ask a teacher or Year advisor for help if schoolwork is challenging.
Parents/carers	<p>Parents and carers can help foster positive attendance habits by:</p> <ul style="list-style-type: none"> • Help their child learn the importance of punctuality and routine. • Ensure their child arrives on time from the start of the school day and is ready to participate in learning. • Reduce disruption to learning where possible, by planning any necessary appointments outside of school time. • Work with the school to encourage and support regular attendance. • Parents are required to explain the absences of their children from school promptly and within seven days to the school at the front office, through Sentral app, text message, phone call or email. <p>Parents/carers work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.</p>

Office Staff	<ul style="list-style-type: none"> • Ensure period 1 roll is marked by classroom teachers by 8:55 AM each day, with an SMS notification sent to parents/carers of absent students around 10:30 AM. • Enter details from notes, Sentral app, SMS, and phone calls that explain student absences into the school attendance recording system. • Collaborate with Year Advisors and the Head Teacher of Wellbeing regarding students who are leaving the school. • Regularly reach out to parents and caregivers to clarify and confirm the reasons behind absences or unexplained absences. • Handle the processing of leave and exemption from attendance applications. • Consistently monitor and update attendance records. • Ensure that attendance data is accurate for reporting and analysis. • Assist in the implementation of school-based strategies and programs aimed at improving attendance. • Provide information and guidance to parents and caregivers about school attendance policies and procedures. • Manage the mail merge and sending of school letters to families in Week 3 and Week 8, addressing attendance matters.
Teachers	<ul style="list-style-type: none"> • Accurately mark attendance for each class and submit period 1 roll on Sentral by 8:55 AM every day. • If students arrive after 8:55 AM, send students to the front office to sign in. • If students arrive late teachers update the attendance record and check for errors before submitting Sentral roll. • Discuss attendance issues with students, highlighting how it affects their course completion. • Use Sentral to report any attendance concerns to the Year Advisor. • Inform the Year Advisor and Head Teacher of Wellbeing about students with chronic absenteeism for further discussion in relevant meetings. • Ensure all student attendance, including partial attendance, is accurately monitored and recorded on Sentral for each period.
Year Advisors	<ul style="list-style-type: none"> • Meet fortnightly with the Head Teacher Wellbeing to monitor and act on attendance issues focusing on full-day absences and lateness, including progress updates on UP Program participants. • Conduct interviews with students having attendance concerns, prioritising Tier 1 and Tier 2 students enrolled in the UP Program. • Proactively contact parents/carers of students with attendance issues, specifically those included in the UP Program, to inform them about their child's participation and the program's objectives. • Report concerning students, especially those enrolled in the UP Program, to the Head Teacher of Wellbeing each fortnight to discuss and develop school-based strategies or intervention options, ensuring alignment with UP Program goals. • Inform the Deputy Principal/Head Teacher Wellbeing of any significant welfare issues identified among UP Program participants, collaborating to address these issues effectively within the framework of the program.
Head Teachers	<ul style="list-style-type: none"> • Work closely with teachers to create a supportive environment for student. • Guide teachers in recognising and addressing early signs of attendance problems. • Manage the issue of 'N Warning' letters for attendance concerns "not meeting course outcomes". Use these letters as a starting point for engaging with students and their families. • After sending 'N Warning' letters, follow up with students and families to understand and address the root causes of attendance issues, and develop appropriate support plans.
Head Teacher Wellbeing	<ul style="list-style-type: none"> • Oversee Year Advisors in providing timely and effective wellbeing interventions for at-risk students. • Regularly conduct percentage attendance checks and coordinate the distribution of related letters. • Specifically manage attendance concerns for students in tier 2. • Work closely with Year Advisors, Learning and Support Team (LST), counsellors to communicate and manage attendance concerns. • Lead complex case meetings to discuss Tier 2 and Tier 3 students, with the objective of improving their school engagement and attendance. • Liaise with the Deputy Principal and external agencies to plan and coordinate intervention programs. • Directly refer cases to the Deputy Principal, Counsellor, Headspace, Home School Liaison Officer (HSLO), and Child Wellbeing Unit (CWU) as needed.

	<ul style="list-style-type: none"> Organise the generation of data for 95% semester attendance certificates, to be awarded in Year Meetings. Actively monitor and generate attendance-related communications and promotions. Complete applications for Distance Education, additional funding and support, or alternative educational enrolments as necessary. Make HSLO referrals when required, ensuring appropriate support is provided. Specifically manage attendance concerns for students in tier 2, to develop attendance improvement plans support strategies for students facing attendance or wellbeing issues.
Learning and Support Team	<ul style="list-style-type: none"> Discuss students who have attendance concerns linked to learning difficulties, using insights from Year Advisors (YA), Head Teacher Wellbeing (HTW), Deputy Principal (DP), and school counsellors. Formulate learning strategies that address the specific educational needs of these students, which may contribute to their attendance issues. Provide clear guidance and follow-up instructions to teaching staff on implementing learning support strategies, ensuring they are effectively integrated into classroom practices. Maintain an ongoing dialogue within the LST regarding the progress and effectiveness of these strategies. Focus on offering targeted support to students with learning difficulties to enhance their academic engagement and, consequently, their attendance. Regularly review and adjust learning strategies as needed, based on the students' responses and evolving educational needs.
Deputy Principal	<ul style="list-style-type: none"> Establish and maintain communication with external providers to assist parents in re-engaging their children with school. Aid the Head Teacher of Wellbeing and Year Advisors in developing strategies to assist parents in re-engaging students with their school responsibilities. Participate in Learning support, Wellbeing and Complex Case meetings to provide strategic oversight on student attendance issues and guide staff in creating effective re-engagement strategies. Collaborate with the Home School Liaison Program to formulate and implement Attendance Improvement Plans. Manage the submission of Home School Liaison Officer (HSLO) applications and coordinate with HSLO for case management, particularly focusing on Tier 3 students. Truancy Monitoring Assistance: Offer support to teaching staff in the monitoring and communication of truancy issues. Work closely with the Head Teacher of Wellbeing to specifically address and manage Tier 3 student cases, ensuring tailored strategies and interventions are applied.
Principal	<ul style="list-style-type: none"> Authorise sick leave for students when absences are satisfactorily explained as due to illness. Accept non-illness-related explanations for absences and record them as 'L' (legitimate). Reserve the right to decline explanations for absences and record them as unjustified when necessary. Grant exemptions from school attendance for up to 100 days in a 12-month period, provided certain conditions are met (refer to Exemption from School Procedures). Allow part-day exemptions from school for periods adding up to 100 days in a 12-month period, as detailed in the Exemption from School Procedures. Grant exemptions from enrolment for students who have completed Year 9 and are approved to continue their education under special circumstances, such as through an apprenticeship or traineeship (refer to Exemption from School Procedures).
Home School Liaison Officer	<p>Role Overview: HSLO officers are pivotal in forging connections between students, parents, schools, and external agencies, ensuring students have optimal opportunities to engage in their learning.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> Aid in maintaining regular attendance for students aged 6 to 17 years, identifying and addressing attendance-related challenges. Regularly review attendance registers, highlighting areas for development and pinpointing emerging issues or concerns. Collaborate in developing and implementing school-based strategies and plans aimed at enhancing attendance. Provide expert advice to School Services and school staff on attendance-related matters, including professional learning opportunities. Engage with community, government, and non-government organisations for comprehensive support and resource sharing. Conduct 85% attendance roll checks to identify students needing additional support.

	<ul style="list-style-type: none"> • liaise with the Head Teacher Wellbeing (HTW), Deputy Principal (DP), and Principal for coordinated efforts in student attendance. • Case manage Tier 3 students and develop tailored Attendance Improvement Plans to support their specific needs. •
School Counsellor	<ul style="list-style-type: none"> • In coordination with Year Advisors (YA), Head Teacher of Wellbeing (HTW) and the Deputy Principal (DP), conduct meetings with students who have attendance concerns to explore and understand the factors contributing to their poor attendance. • Collaboratively discuss with YA, HTW and DP to devise appropriate strategies that are customized for the individual needs of students struggling with attendance. • Remain available to meet with students who are included in the Home School Liaison Officer (HSLO) Attendance Improvement Plans, offering targeted support and counsel.

3. Attendance support strategies and programs

Interventions levels, strategies (early, proactive and intensive)

Affirmation: 95%-100%	<ul style="list-style-type: none"> • Monitor student attendance and reinforce its importance. • Promote attendance benefits in school communications. • Foster positive teacher-student relationships. • Celebrate excellent attendance through Killas • Monitor for attendance rate decreases.
Proactive: 90%-94%	<ul style="list-style-type: none"> • Monitor and stress the importance of regular student attendance at assemblies, year meetings and daily notices. • Consistently promote attendance benefits in school communications such as emails, social media and newsletter. • Develop strong teacher-student ties. • Celebrate outstanding attendance through multiple avenues. • If attendance declines, Year Advisors contact students/parents.
Tier 1 Intervention: 80%-89%	<ul style="list-style-type: none"> • Year Advisor investigates attendance percentages using data provided by the Head Teacher of Wellbeing. Students identified within this range may be enrolled in the UP program for additional support. • Year Advisor meets with the student as part of the UP program to outline and implement support strategies tailored to improving attendance. • Year Advisor contacts parents to discuss attendance concerns, exploring causes such as wellbeing issues, learning needs, disabilities, or EAL/D. The UP program is introduced as a supportive measure. • Year Advisor fosters positive teacher-student relationships and monitors attendance through the UP program. • Year Advisor ses and celebrates improvements in attendance through theUP program initiatives like Killas. • Admin staff send Teir 1 attendance concern letters to families in Week 3 and Week 9 until attendance surpasses 90%.
Tier 2 Intervention: 50%-79%	<ul style="list-style-type: none"> • Year Advisor/Head Teacher of Wellbeing devises a comprehensive wellbeing/attendance plan, incorporating the UP program to provide structured support and intervention. • Head Teacher of Wellbeing organizes an attendance improvement meeting involving the student, parent, Student Support Officer, and if necessary, a counsellor. The UP program is a key element of the strategy to reinforce positive attendance habits. • Determine issues or environmental factors affecting attendance to change routine. • Admin staff send Teir 2 attendance concern letters to families in Week 3 and Week 8 until attendance surpasses 90%. • Depending on individual circumstances and reasons for absence, contemplate a mandatory report on educational neglect. • Engage the HSLO for additional student support.

Tier 3 Intervention: 0%-49%	<ul style="list-style-type: none"> • DP/Principal intervention with an interview involving the student and parent, with HTW support. Invoke HSLO intervention, engage external agencies, the school counsellor, and the Careers adviser. • Implement a rigorous wellbeing plan wherein the principal collaborates with the student, and parent/carer to for the reasons behind non-attendance. • Discuss student attendance at fortnightly complex case meeting to develop strategies to support the student. • Implement daily monitoring, including daily check-in. • Consider adjusting the student's timetable and incorporate significant wellbeing strategies such as taking rest breaks or dropping an elective. • Assemble a complex case team to strategies interventions, involving all pertinent internal and external agencies.
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4. Communication strategy

Audience	Communication channel	Frequency
Student and Parents	<ul style="list-style-type: none"> • Student meetings & parent meetings • Awards at assemblies • Positive phone calls home, SMS • Letters home • Fortnightly monthly individual attendance letter to all students 	Ongoing
All staff	Attendance Procedural Documents Induction handbook Attendance Whole School Evaluation	Annual
All staff	Attendance Professional learning (online and staff development day) <i>This may include; roll marking training, MRG training, attendance data analysis or new resources on attendance matters.</i>	Termly
Attendance Team and Executive Team	<ul style="list-style-type: none"> • Agenda item on the Learning and Support Meeting • Regular Attendance Meetings • Chapter 16 A – request for information 	Weekly/Fortnightly
Whole School Community	<ul style="list-style-type: none"> • Newsletters • School Website • Attendance posters • Social Media Posts 	Ongoing

5. Unsatisfactory pattern of attendance

A child is considered to have an unsatisfactory school attendance when they have:

- regular absences without explanation (despite follow-up from the school)
- regular absences and explanations provided by parents are not accepted by the principal, or
- extended periods of absence without an explanation or the explanation is not accepted by the principal.

An extended period of absence may be consecutive or irregular patterns of non-attendance.

All cases of unsatisfactory attendance, including part day absences, are investigated promptly and school based factors impacting on attendance are addressed. Early identification of students at risk of developing poor school attendance patterns through strategies such as regular roll checks and review of attendance data.

Attendance reports from roll checks are generated at least fortnightly for Year Advisors for follow up.

6. Learning and support needs, illness, and wellbeing

The school's complex-case team in partnership with parents identify and implement strategies that address the learning and support needs of a student with attendance patterns of concern.

When a student is frequently absent due to illness. The following process will occur:

- Consultation occurs with parents regarding the health care needs of the student
- Medical certificates are sought for the absences
- Where there are ongoing concerns, approval is sought from parents to contact the student's doctor so the school has all relevant information regarding the student's health care needs
- Strategies are developed to ensure regular attendance at school.

7. Reporting Child Protection concerns

Our school ensures that any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student:

- consideration is given to the requirements of the [Child Protection Policy Guidelines: Responding to and reporting students at risk of harm](#)
- all required reports are made to the Community Services Child Protection Helpline or contact made with the Child Wellbeing Unit (as required by the Mandatory Reporter Guide).

8. Procedure for Late Arrivals

Where students are late to school for any reason, they are required to report to the Administration Office, sign in and receive a late pass that needs to be handed to their classroom teacher.

Where students are consistently late, parents are informed by letter in the final weeks of each term. It is the responsibility of all students to attend school on time and to attend all scheduled lessons.

9. Procedure for Repeated late arrivals/Absence

- **Documentation and tracking:** the school keeps a record of each instance of lateness for the student. This documentation helps track the frequency and duration of lateness, allowing the school to identify patterns and determine the extent of the issue.
- **Notification to parents:** The year advisor will communicate with parents or guardians to inform them about their child's repeated lateness. This communication may occur through phone calls, and emails. The purpose is to raise awareness of the lateness issue and emphasize the importance of punctuality.
- **Meeting with the student:** the Year advisor will arrange a meeting with the student to discuss the persistent lateness. During this meeting, they can collaboratively explore potential solutions, such as setting alarms, building routines, and establishing strategies to leave home on time.
- **Meeting with parents:** the school may request a meeting with the parents or guardians of the student to discuss the persistent lateness. During this meeting, school staff can address concerns, discuss the impact of lateness on the student's education, and collaboratively explore potential solutions.
- **Identifying underlying causes:** It is essential to understand the underlying causes of repeated lateness. The school and parents can work together to identify any factors contributing to the lateness, such as transportation challenges, family circumstances, or difficulties in time management. Identifying these causes can help tailor appropriate interventions.
- **Interventions and support:** the school may implement specific interventions to address repeated lateness. These interventions can include providing guidance on time management skills, setting up routines and schedules, or offering additional support such as counselling or mentoring if necessary. The aim is to support the student in improving their punctuality.
- **Regular monitoring and communication:** after implementing interventions, the school will continue to monitor the student's lateness closely. This may involve regular check-ins with the student, ongoing communication with parents, and tracking the progress made in improving punctuality.

10. Procedure for Student Absences

- **Notification to Parents:** A text message is sent to parents/caregivers requesting an explanation for the student's absence.

Procedure for Unexplained Absences:

- **Automated Reminder:** If an absence remains unexplained after three days, an automated reminder is sent to parents/caregivers via the school management system.
- **Year Advisor Follow-Up:** If there is still no explanation after seven days, the year advisor will contact the parents to follow up on the unexplained absence.

Procedure for Repeated Absences:

- **Notification via Sentral:** Head Teacher of Wellbeing will send a letter to parents through Sentral, and a copy of the letter is also sent home with the student to address and discuss repeated absences.

11. Partial Absences

Partial absences from school are recorded as legal absences and must be explained by parents/carers.

- If you must be absent from school for part of the day you must bring a note from home and take it to the front office. Students will need to be signed out of school through the front office.

12. Early Leaver

All early leavers must provide a note of explanation from parent or carer to the front office on the morning of the absence at the latest. Students will be issued with an early leaver slip to allow them to leave class at the organised time and must sign out of the front office when leaving the school.

Students returning to school after a partial absence must sign back in at the front office, where they will be issued with a late arrival slip and will then proceed to class. An executive will contact the parents of students whose partial absences from school are an ongoing concern.

13. School leave pass

Early Leave Procedure: If your child needs to leave school early, they must submit evidence, such as a note signed by a parent, to the Administration Attendance Officer (Attendance Window, A Block) before period 1 commences. This information will be communicated to teachers via Sentral.

For Sport-Related Early Leave:

For Sport-Related Early Leave the NSW Department of Education's sports policy mandates 150 minutes of physical activity at school each week. Wednesday afternoon sport contributes 90 minutes to this requirement.

Therefore, students are expected to attend sport every week. In exceptional circumstances, if your child needs to attend an appointment that cannot be arranged outside of school hours, a leave pass will be granted when evidence of the appointment booking is provided before period 1 commences on a Wednesday.

In most cases, if evidence of an appointment booking is not provided or a medical certificate is not sent to the school office by 9 am the next day, students may be marked as an 'unjustified absence' or 'truant'. Before leaving school, students must sign out at the front office and collect a 'School Leave Pass'. Adhering to these procedures helps maintain accurate attendance records. Wednesday leave passes will not be granted for students' whose sport is cancelled due to poor weather, as alternative activities will be provided by sports teachers. Rooms are provided for quiet study and homework for students who prefer to quietly do schoolwork instead of the alternate activities.

Students that cannot participate due to injury are still expected to remain at school either assisting their sports group by refereeing or scoring or a classroom can be provided for them to complete quiet study.

Year 11 and 12

Senior students are required to attend school as per this Attendance Procedures and full time attendance is compulsory.

Attendance for senior students may vary due to individual patterns of study, and the Principal may authorise flexible timetables where appropriate.

Students may leave school grounds during normal school hours by signing out at the front office and must sign back in upon their return.

14. Truancy

Fractional Truancy

Step 1:

Each time fractional truancy occurs:

- The classroom teacher will record the truancy as an incident on Sentral.
- The classroom teacher will facilitate restorative actions (e.g., reflection time, collaborative catch-up sessions) to address the situation and support learning.
- The classroom teacher will follow the behaviour policy and procedures and contact parents/caregivers.
- The Head Teacher will intervene if truancy continues in the same subject, as per behaviour policy.

Step 2:

- In cases of repeated truancy across multiple subjects, the Deputy Principal will initiate more formal communication with the parents or caregivers, detailing the nature of the truancy and its potential consequences on the child's learning.
- If truancy persists, a referral will be made to the HSLO. The HSLO will then work with the student, family, and school to understand the underlying issues contributing to the truancy and develop a tailored intervention plan.
- All actions taken, including parent communications and HSLO referrals, will be recorded for future reference and ongoing monitoring.

15. Exemption

Parents/guardians who seek permission for student absence for a period more than five days should request an 'Application for Extended Leave' from the Principal well in advance.

In a small number of cases a 'Certificate of Exemption' may be granted by the Principal in accordance with the Education Act and NSW Department of Education School Attendance Policy.

International students are required to attend 80% or more of their classes for each course of study. This is a condition of their student visa issued by the Australian Government. If the attendance percentage is not met, their visa can be cancelled.