



School Vision Statement

At Cootamundra High School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Together, with all stakeholders: Parents, students, staff, community, we will collaboratively empower our students to become adaptable, connected, resilient and self-directed learners who make a successful transition from school to future pathways.

Our core values are Respect, Responsibility and Excellence. Our mantra is Teachers Teach, Students Learn and Be Kind all of which are demonstrated by Every Student, Every Staff member, Every Leader, in Every Classroom, Every day through their Behaviour, Attitudes and Actions.

Cootamundra High School Attendance Procedure

Rationale

Cootamundra High School recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes. The purpose of this document is to document obligations and procedures that must be followed to meet those obligations.

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students. While parents and carers are legally responsible for promoting the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Cootamundra High School expects all members of the school community to meet the requirements of the Department's attendance policy and the school's attendance processes.

Cootamundra High Schools attendance process aims to monitor regular student attendance, allowing students to access a quality education, enabling them to realise their full potential, socially, emotionally and academically.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Cootamundra High School

- is committed to promoting the key messages of the Department's attendance policy
- believes all students should attend school all day, every day
- monitors, communicates and implements strategies to improve regular school attendance
- believes truancing can place a student in unsafe situations
- believes attendance at school is the responsibility of everyone in the school community.

Responsibilities

Cootamundra High School has a responsibility to record student attendance and respond to instances of irregular attendance. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Cootamundra High School teachers are legally required to monitor and accurately record attendance of students in their care on a daily and period by period basis, whether absent or present in class, on excursion or at a school-based activity.

Legal guardians of children have a legal obligation, as set out by the NSW Department of Education, to ensure their child is enrolled at, and attends, school.

Class rolls, whether electronic or paper-based, can be required as evidence in court and assist in establishing that a school has met their common law duty of care to students. Attendance records are required as part of a school's Workplace Health and Safety requirements and can be a critical factor in identifying serious student protection concerns. In addition, student attendance records are used for student reporting and government reporting.

The Principal and delegated staff have a legal responsibility to accurately record and monitor attendance and take appropriate action to address incidents of non-attendance. Student attendance, therefore, is everyone's business.

| ROLES & RESPONSIBILITIES | |
|-----------------------------|--|
| Classroom Teacher | <ul style="list-style-type: none"> • Attendance – promote regular attendance at school through teaching and learning activities that are engaging and acknowledge the learning and support needs of students. <ul style="list-style-type: none"> ✓ School Based Programs – Breakfast Club etc ✓ Positive Behaviour for Learning (PBL) Awards & Acknowledgement activities ✓ School Promotion – via newsletter, Skoolbag App (See attachment A), Sentral Parent Portal, Facebook, PBL canteen voucher draw etc • Sentral – maintain accurate records of student attendance with Sentral Attendance and PxP rolls. Teachers make phone calls home. Complete CHS Attendance, Wellbeing, Engagement phone call Check-In Slip (See Attachment 2) and return to designated SASS member. Record on Sentral. • Absence Notes – all written and verbal (phone call) explanations of absences from legal guardians are to be referred to the office (Administrative Staff) to amend rolls on Sentral/EBS4. The legal guardian has 7 days to provide reason for absence. <ul style="list-style-type: none"> ✓ Regularly monitoring student attendance and follow up via SCOUT Attendance Engagement App. • Referral – alert the Head Teacher, then Year Advisor, when a student's pattern of attendance is of concern, or if no explanation is received from the parent or carer within required timeframes. Then lodge a referral to the Learning & Support team. • Childstory – if you suspect a child or young person is at imminent risk or significant harm, it is your responsibility as a mandatory reporter to report your concerns as a Wellbeing Notification and inform the Senior Executive team (this includes students not attending school – educational neglect). |
| Administrative Staff | <ul style="list-style-type: none"> • Unexplained absence – notify legal guardians via SMS text message that their child is absent and the school requests an explanation. Update Attendance in Sentral to reflect notifications received from parents. Post weekly unexplained absence letters home to parents/carers. Update Sentral to reflect notifications received. • Sentral – manage Sentral Parent Portal and provide all enrolments (students and parents) access to this facility. • Skoolbag App – Daily check of Skoolbag App parent/career attendance responses. Update in Sentral. • EBS4 – export attendance data to DoE systems at least weekly. • Late arrivals and early departures – Any notes from parents need to be sent to Deputy Principal, signed and returned to SASS Staff who then records variations to daily attendance on Sentral. |

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| | <ul style="list-style-type: none"> • Childstory – if you suspect a child or young person is at imminent risk or significant harm, it is your responsibility as a mandatory reporter to report your concerns as a Wellbeing Notification and inform the Senior Executive team (this includes students not attending school – educational neglect). |
| Year Advisor | <ul style="list-style-type: none"> • Phone Calls – make regular contact with families and record actions and outcome of conversations about Attendance on Sentral. Complete CHS Attendance, Wellbeing and Engagement phone call check-in slip. Return to SASS staff. (See Attachment 2) • Sentral – monitor attendance via Sentral and automatic notifications. <ul style="list-style-type: none"> • Regularly monitoring student attendance and follow up via SCOUT Attendance Engagement App. • Year Advisor Wellbeing Team Meetings – attend Wednesday 12-12:30pm week 4 and 8 meetings - collect and read fortnightly attendance report - record attendance concerns and follow up actions on CHS Attendance Tracking form for each student of concern. Promote & celebrate >90% attendance at <u>fortnightly YAM meetings</u>. • Guidance – promote and discuss the importance of regular attendance for educational outcomes with both the student and the parent/carer. Seek guidance and support from HT Wellbeing and Engagement. • Student Meeting – discuss absenteeism with students who have attendance that is causing concern and seek resolution. Discuss the possibility of School Based Attendance Improvement Plan (SBAIP) if attendance does not improve.(See attachment C and D • Childstory – if you suspect a child or young person is at imminent risk or significant harm, it is your responsibility as a mandatory reporter to report your concerns as a Wellbeing Notification and inform the Senior Executive team (this includes students not attending school – educational neglect). |
| Learning & Support Team (members – Principal, DP, HT Wellbeing & Engagement, SSO, Year Advisors, Teacher Reps, School Counsellor, AECG Rep) | <ul style="list-style-type: none"> • Phone Calls – contact families regarding attendance concerns (unexplained absences; consistent late arrivals) and record information on Sentral for reason of student absence. <ul style="list-style-type: none"> - Regularly monitoring student attendance and follow up via SCOUT Attendance Engagement App. • Attendance Warning Letters – monitor attendance via Sentral and automatic notification and follows up as required. HSLO Attendance letter 1. (See attachment E) • Student Interviews – touch-base with the student concerning the change in their attendance and seek clarification for absenteeism. Look at learning and behaviour data & implement interventions to assist with re -engagement - Enrichment Studio, LST support, SLSO support, differentiated tasks/assessments, sensory gym, etc • Weekly Student Check In – meet with student to discuss their progress according to the SBAIP. This will be closely monitored and immediate contact with the family if student is away. • Childstory – if you suspect a child or young person is at imminent risk or significant harm and/or have been notified by staff, it is your responsibility as a mandatory reporter to report your concerns as a Wellbeing Notification and inform the Senior Executive team (this includes students not attending school – educational neglect). |
| Senior Executive Team | <ul style="list-style-type: none"> • Regularly monitoring of student attendance and follow up via SCOUT Attendance App Engagement App. • School Based Attendance Improvement Plan – oversee, along with Year Advisor, a SBAIP with the legal guardian and student to support regular attendance, if necessary. |

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| | <ul style="list-style-type: none"> • Home School Liaison Officer – refer to Home School Liaison Officer (HSLO) (HSLP access request) if unable to contact or engage student or family. Record all communications on Sentral. Meet weekly with HSLO and discuss attendance patterns and concerns. Implement HSLO Attendance Improvement Plan. (See attachment F) • Parent, Student Meeting – to inform legal guardian of legal responsibilities and attendance policy if there is no improvement with the SBAIP discuss further action or other options. A second SBAIP will then be created to allow for an improved outcome. • External Agencies and Regional Wellbeing Team – liaise with external providers and the Regional Wellbeing Team such as Mission Australia, CAMHS, AECG, TAFE & CHS Outreach Centre. • Partial Attendance – manage applications for Part Day Exemptions and Distance Education to support student reengagement with their education. (Refer to attachment G). • Leave Applications – manage applications for approved leave, exemption from attendance and enrolment. • Childstory – if you suspect a child or young person is at imminent risk or significant harm, or it has been reported to you, it is your responsibility to call Child Protection Helpline on 132 111 or make a report https://reporter.childstory.nsw.gov.au/s/login/ this includes students not attending school (educational neglect). |
| Home School Liaison Officer | <ul style="list-style-type: none"> • Students Attendance – monitor student attendance on Sentral/EBS4 and maintain regular contact with school. • Parent, Student Interview – explain HSLO role and the consequences if student does not attend school regularly. • Department of Education Attendance Improvement Plan – develop this alongside the School Executive, legal guardian and student to encourage regular attendance. • Secretaries Conference – to discuss reasons for student absenteeism and encourage regular attendance (Learning & Wellbeing Advisor). • Local Court – present case to local magistrate with a potential penalty that is up to \$11,000. • Childstory – if you suspect a child or young person is at imminent risk or significant harm, it is your responsibility as a mandatory reporter to call Child Protection Helpline on 132 111 or make a report https://reporter.childstory.nsw.gov.au/s/login/ this includes students not attending school (Educational neglect). |
| <pre> graph LR A[Classroom Teacher Administration Staff] --> B[Year Advisor] B --> C[Attendance Team] C --> D[Deputy Principal] D --> E[Home School Liaison Officer] </pre> | |

MANAGING STUDENT ATTENDANCE

STUDENT ABSENCES

- Excessive number of absences –either explained or unexplained
- Irregular patterns of attendance
- Absent 3 or more consecutive days
- Unresolved suspensions

Identified by:

- Roll teachers
- Class Teachers
- Year Advisors
- Deputies
- HSLO roll checks

What to Do

Roll teacher/ class teacher

- Request explanation/ note from student
- Speak to student – refer issues to Learning Support Team/ Welfare Team/ Attendance Officer
- Attempt contact with parent
- Compulsory school attendance notices sent to parent following absences

**Problem Resolved
Continue to Monitor**

Wellbeing Team/ Year Advisor/ Deputy Principal

- Attempt contact home –phone call
- Address learning issues – refer Learning Support Team
- Request meeting at school with parent/carer
- Establish positive attendance program
- Develop Individual education program
- Address any issues -eg bullying, learning difficulties
- Set up buddy/ mentor program
- Focus on student needs –breakfast, clothing, medical
- Referral to school counsellor/FRS
- Provide intensive support from AEA if student is Indigenous.
- Document Intervention

PRINCIPAL

- Send “Letter 5” to parents
- If no change in attendance noted in 1-2 weeks refer on

APPLICATION FOR HSLO SUPPORT

Ensure:

- All school-based interventions are outlined thoroughly.
- The application form is correctly completed and signed by the principal
- Copy of letter 5 sent to the parents/carer is attached to the

MANDATORY REPORTING

Educational Neglect-Habitual absence is defined as ‘The child/young person is of compulsory age (6-17) AND is habitually absent’. Habitual absence is a minimum of 30 days absence within the past 100 school days.

SECONDARY SCHOOLS ROLL MARKING

Roll call
or first period

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graph TD; A([Roll call or first period]) --> B[✓ Ensure students recorded as 'present' are sighted  
✓ Where student is absent mark with appropriate code  
✓ If a student arrives to class late follow school procedure for late arrival  
✓ If a student who has been absent has returned to school, request explanation note from parent  
✓ Sign and date roll  
✓ Return roll to front office]; B --> C([DURING THE DAY IN CLASS]); C --> D[✓ Mark class roll for every lesson  
✓ Follow up any student absent in accordance with the school's procedure  
✓ If a student arrives at class late, a late note from the front office is required];
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- ✓ Ensure students recorded as 'present' are sighted
- ✓ Where student is absent mark with appropriate code
- ✓ If a student arrives to class late follow school procedure for late arrival
- ✓ If a student who has been absent has returned to school, request explanation note from parent
- ✓ Sign and date roll
- ✓ Return roll to front office

DURING THE DAY
IN CLASS

- ✓ Mark class roll for every lesson
- ✓ Follow up any student absent in accordance with the school's procedure
- ✓ If a student arrives at class late, a late note from the front office is required

Secondary School Roll Marking

ATTENDANCE PROCEDURES

Daily Attendance Marking

- Daily attendance will be recorded in the Attendance module in Sentral by teachers during roll call. Teachers should make eye contact with every student during Roll Call and count students, then confirm with P X P before submitting.
- Rolls will be checked by the administration staff by 9:15 am each day.
- Remember SMS alerts to parents/carers sent at 9.30 am.
- The administration staff will contact teachers if their rolls are not marked and submitted.
- If rolls are frequently not marked this information will be passed to the School Principal.
- If Sentral cannot be accessed, then Attendance rolls will be marked on the paper form found in the roll call folder.
- The roll call folder is to be returned by 9.05am to the front office for administration staff to process.
- Period-by-period attendance will be recorded in the PxP module in Sentral by classroom teachers.
- Rolls will be marked within five minutes of the start of each lesson.
- School Leadership will be advised of unmarked and incorrectly marked rolls.
- Incorrectly marked rolls will be corrected by the teacher responsible for the class.
- The following codes will be used to explain absences:

| Absence Reasons | | | | | |
|-----------------|------------------|----------|-------------|----------------|-----------------|
| Unexplained | | | | | |
| Code | Description | Counted? | | | |
| W | Absent | Yes | All Day (W) | Late 14:00 (W) | Early 10:00 (W) |
| A | Unjustified | Yes | All Day (A) | Late 14:00 (A) | Early 10:00 (A) |
| Explained | | | | | |
| Code | Description | Counted? | | | |
| S | Sick | Yes | All Day (S) | Late 14:00 (S) | Early 10:00 (S) |
| M | Exempt | No | All Day (M) | Late 14:00 (M) | Early 10:00 (M) |
| F | Flexible | No | All Day (F) | Late 14:00 (F) | Early 10:00 (F) |
| L | Leave | Yes | All Day (L) | Late 14:00 (L) | Early 10:00 (L) |
| B | School Business | No | All Day (B) | Late 14:00 (B) | Early 10:00 (B) |
| H | Shared Enrolment | No | All Day (H) | Late 14:00 (H) | Early 10:00 (H) |
| E | Suspended | Yes | All Day (E) | Late 14:00 (E) | Early 10:00 (E) |
| A | Unjustified | Yes | All Day (A) | Late 14:00 (A) | Early 10:00 (A) |

Present Attendance

Students who are:

- **present in roll call** will be marked as 'present' in the Attendance module on Sentral at the start of the day. This is indicated by a green square on the Attendance Overview grid on a student's profile page.
- **present in class** will be marked as 'present' for the lesson. This is indicated by a green square on the PxP roll in Sentral.
- **participating in activities** (excursions, camps etc.) will have their attendance marked as 'Present-School Business'. The supervising teacher will mark the activity roll and inform the front office so that school administrators to reflect absences can update the Attendance module.
- If a student is present at school, but marked as absent for any reason, then this absence is to be removed by the roll call teacher and the category should be changed to 'present'.
- Students will only be marked as 'Present – Not Required to Attend' (Exempt, Flexible or Shared Enrolment categories) upon instruction from the school's senior executive team.

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| Absent Attendance | <p>Students who are:</p> <ul style="list-style-type: none"> – not present at school in roll call, and notification has <u>not</u> been received from a legal guardian, will be marked 'Absent – Unexplained' in the Attendance module. This is indicated by a red square on the Attendance Overview grid on a student's profile page. – not present at school and notification has been received from a legal guardian advising the student is unwell, will be marked 'Absent – Sick'. Other absence reasons will be marked as 'Leave' or other (see above for codes used in Sentral). <ul style="list-style-type: none"> ○ School Administration staff will enter these details into Sentral/EBS4. Explained absences are indicated by a yellow square on the Attendance Overview grid on a student's profile page. – not present in class will be marked 'Absent – Unexplained' on the PxP module of Sentral, even if the teacher knows where they are (see below – 'Unexplained Absences'). • If a student is present in class, but the roll indicates that they were absent in roll call, then they are to be sent immediately to the sign-in desk of the front office to have the roll amended. • Students will only be marked as 'Absent – Not Required to Attend' or 'Absent – Suspended' by the senior executive team. |
| Unexplained Absences & Truancy | <ul style="list-style-type: none"> • A whole-day unexplained absence occurs when the student is not present at school and the legal guardian does not contact the school. <ul style="list-style-type: none"> – an SMS message will be sent advising of an 'Absence – Unexplained' to the main contact listed on a student's profile by approximately 9.30am each day (see below). <ul style="list-style-type: none"> ○ any incorrect messages caused by incorrect roll-marking will be made known to the teacher and Head Teacher first. Ongoing issue will be referred to the Deputy Principal and then the Principal. All teachers are required to follow up unexplained absences or trancies from their lessons telephoning the student's legal guardians. • An unexplained absence in any period occurs when a student is not present in class, but the whole day attendance indicates that they are present at school. <ul style="list-style-type: none"> – teachers mark all students as 'Absent – Unexplained' if they are not present in class, even if they know where they are. - any instances of Truancy are recorded in Sentral by the teacher and forwarded on to Heat Teacher for further action. • If Sentral records indicate that a student has been absent for more than two days in any week without an explanation from a legal guardian then an Attendance , Wellbeing phone call should be made by classroom teachers. |
| Incursions | <ul style="list-style-type: none"> • Teachers who take students out of any class for any reason for an activity held at school are to create an incursion for all students involved • SASS members amend rolls on Sentral, changing all absences covered by the incursion to 'absent – explained' |
| Late Arrivals | <ul style="list-style-type: none"> • A student is considered to have arrived late any time after the 8.58am bell for roll call. <ul style="list-style-type: none"> – All students arriving late must be signed in or a note provided by a legal guardian at the school office and will be given a late slip at the sign-in window by the school administration staff, who will enter it into the Attendance module on Sentral. <ul style="list-style-type: none"> ○ Deputy Principal to be informed of any late arrivals and to read all explanation notes. ○ This slip needs to be presented to the teacher when arriving in class. ○ If they do not have a late slip they are to be sent to the school office to sign in. • If Sentral records indicate that a student has arrived late for more than two days in any week without an explanation from a legal guardian then the Year Advisor is to follow up with a phone call and advise SASS staff of the outcome so data can be updated in Sentral. |

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| Early Departures | <ul style="list-style-type: none"> • A student is considered to be leaving early if they depart school before the 3.25pm bell. <ul style="list-style-type: none"> – as with Late Arrivals, all students leaving early must be signed out at the school office by a legal guardian by school administration staff, who will enter the details on Sentral and provide students with a sign-out slip. – Deputy Principal to sight and approve all notes requesting early departure and follow up with parent/carer if they have concerns before a sign out slip will be provided. |
| Non-Marking of Electronic Roll | <ul style="list-style-type: none"> • If the school computer system is offline, hard copies of all class rolls will be provided by the school office. Once the system is online the office staff will mark the rolls in Sentral/EBS4. This may be done the next day if necessary. • In the event of an evacuation, hard copies of rolls will be taken to the evacuation area to be marked by Administration staff. Office staff will advise the Evacuation coordinator of unexplained absentees. • During a lockdown the roll will not be marked. |
| Activities away from school | <ul style="list-style-type: none"> • An activity will be entered into Sentral for students attending excursions, camps and other school-based activities. • Activities will be marked by the staff member responsible for the event as 'Present – School Business'. This attendance category will be current for the rest of the student's timetable for the day. • If the student arrives late to the event, the legal guardian must sign student in on the paper roll with a time, and the teacher notify the school office. • If the students leaves the event early, the legal guardian must sign the student out on the paper roll with a time. The teacher must hand roll over to the office staff to update Sentral/EBS4. • These attendance categories <u>must not</u> be changed, unless the student is present at school and then the category should be changed to 'Present – In Class'. |
| Attendance Marking Training | <ul style="list-style-type: none"> • The school leadership team will provide attendance marking training to teaching staff annually. • The school leadership team will ensure all staff receive a written copy of the Attendance Policy and Procedures document and will review this document annually. • A copy of the Attendance Policy and Procedures document will be included in Relief staff folders/School faculty drive. |
| Relief Staff | <ul style="list-style-type: none"> • Casual staff will be provided with a login to Sentral and complete electronic PxP Roll marking and lesson marking. • Casual staff will also be provided with a paper PxP roll • If there is an issue with electronic roll marking, casual staff are to complete the paper roll and send it to the office for Sentral to be amended |
| Part-time Students | <ul style="list-style-type: none"> • Partial students will sign in and out of the school office on arrival or departure as per arrangements made. |
| Student absconds school grounds or excursion | <ul style="list-style-type: none"> • If the student absconds school grounds, excursion or learning activity off school grounds, the teacher should notify the schools Executive Team. <ul style="list-style-type: none"> – The Executive member to make a phone call to notify the legal guardian and then call the Police Liaison Officer or the local Police station regarding student safety. |

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

Parents of children from Kindergarten to Year 12 must ensure their children attend school every day. On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral.

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unjustified on the student's record.

CHS will send an SMS text message at 9:30am to the parent/carer of a student who does not present for Roll Call at 8:58am on any given day to alert them to the student's absence from school.

Compulsory schooling

Parents or carers of children of compulsory school age are responsible for ensuring their child attends school every day. Children must commence school by age 6 and then complete year 10.

After Year 10 and until they turn 17, students must be:

- in school or registered for home schooling or
- in approved education or training (e.g. TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/attendance/attendance_parents.pdf

Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements.

I'm a student: Regular attendance at school helps you to maximise your potential.

You can help by

- knowing what class activities are on which school day (for example, which day is sport or library) or having a copy of your timetable
- making sure you're ready for each school day: uniform, books, bag, lunch
- chatting with family, a friend or teacher if you have concerns about attending school, or something is making it difficult to get to school
- asking a teacher for help if school work is challenging.

Read about the [get ready for high school checklist](#) to help with school readiness.

I'm a parent/carer: When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Parents and carers can help foster positive attendance habits by:

- helping their child learn the importance of punctuality and routine
- ensuring their child arrives on time from the start of the school day, ready to participate in learning
- reducing disruption to learning where possible, by planning any necessary appointments outside of school time
- promptly communicating any absence to the school (within 7 days of the first day of any absence)
- working with the school to encourage and support regular attendance.

[Information for parents](#) provides further information about compulsory school attendance.

[Advice to parents and carers](#) has further information about learning from home.

Read about the [get ready for high school checklist](#) to help with school readiness.

Attendance Matters – Every Day Counts

Every day counts, as regular attendance helps students to:

- develop a sense of belonging
- develop and maintain friendships
- be more engaged at school
- progress with their learning
- be more aware of career and life options.

The Why: Research highlights a clear correlation between student attendance and the achievement of quality academic, socio-economic and health outcomes. This research tells us that students with an attendance rate below 90% are educationally at risk.

Above 95% is our expected student attendance.

Focus on Wellbeing, Attendance and Engagement



10 weeks in Term 3 5 x 5 school days = 50 school days

Attendance below 90% We are worried

100% Attendance = 50 days attended **Awesome**

90% Attendance = 45 days attended (only 5 days absent from school for the whole term) **Fantastic**

80% Attendance = 40 days attended (10 days absent from school = to 1 day a week) **How can we help you?** What are your worries or concerns? Talk with your teachers & Year Advisor. It is time to make wellbeing, attendance and engagement phone calls home.

75% Attendance = only 35 days attended (15 days absent from school) **We are really worried about your wellbeing, learning and engagement.** It is time to have a formal meeting with you & your parents/carers.

Cootamundra High School Attendance Improvement Plan to be implemented.

60% Attendance = only 30 days attended (20 days absent from school) **We have significant concerns about you.** We will be working with the Home School Liaison Officer, Aboriginal School Liaison Officer and the Regional Learning and Wellbeing team to support you & your family with your wellbeing, attendance and engagement

What will your Attendance % goal be?

EVERY DAY COUNTS....

A day here or there doesn't seem like much, but...

| When your child misses just... | that equals... | which is... | and therefore, from Kindy to Year 12, that is... | This means that the best your child can achieve is... |
|--------------------------------|-------------------|-------------------|--|---|
| 1 day each fortnight | 20 days per year | 4 weeks per year | Nearly 1 ½ a years of school | Equal to finishing Year 11 |
| 1 day a week | 40 days per year | 8 weeks per year | Over 2 ½ years of school | Equal to finishing Year 10 |
| 2 days a week | 80 days per year | 16 weeks per year | Over 5 years of learning | Equal to finishing Year 7 |
| 3 days a week | 120 days per year | 24 weeks per year | Nearly 8 years of learning | Equal to finishing Year 4 |

Give your child every chance to succeed...

Every day counts!



Consequences of school non-attendance impact academic, socio-economic and health outcomes

Lower scores and poorer academic outcomes ¹



¹ AITSL (2019). Attendance matters. Spotlight. Melbourne: Australian Institute for Teaching and School Leadership

Increased likelihood of dropping out of school earlier ²



² Smerillo et al., 2018; Featherston, 2010; Lamb et al., 2004; Suh & Suh, 2007

Decreased likelihood of engaging in vocational education ³



³ Hancock, K. J., Gottfried, M. A., & Zubrick, S. R. (2018). Does the reason matter? How student-reported reasons for school absence contribute to differences in achievement outcomes among 14–15 year olds. British Educational Research Journal, 44

Poorer long-term mental health and social outcomes ⁴



⁴ Kearney, C. A., Graczyk, P. A. (2014). A Response to Intervention model to promote school attendance and decrease school absenteeism. Child and Youth Care Forum, 43(1), 1-25.

Increased likelihood of involvement with criminal activity ⁵



⁵ Tanner-Smith & Wilson, 2013 as cited in Kearney, C. A., Graczyk, P. A. (2014). A Response to Intervention model to promote school attendance and decrease school absenteeism. Child and Youth

Increased likelihood of requiring social assistance ⁶



⁶ Christenson & Thurlow, 2004 as cited in Kearney, C. A., Graczyk, P. A. (2014). A Response to Intervention model to promote school attendance and decrease school absenteeism. Child and Youth Care Forum, 43(1), 1-25.

Key Messaging

- Every Day Counts
- Attendance is the gateway target. If we achieve this target we make it possible for students to access all other targets.
- 95% + is our expected student attendance.
- Students with attendance rates below 90% may be educationally at risk.
- Effective Tier 1 Intervention (80-89%) will have a significant impact on schools reaching their attendance target.
- We still have a moral and ethical imperative to support students in Tiers 2 and 3.
- Improved and clearly defined school systems, communication, follow up and other processes makes the difference.
- A strong attendance focus is important for all schools not just those with targets.
- Quality relationships and positive first contact positively influence student attendance and demonstrates that every student is known, valued and cared for.

Background: 2021-2024 School Improvement Plan & Positive Behaviour for (4) Learning

One of three Strategic Directions nominated for the **Cootamundra High School 2021-2024 School Improvement Plan**, relates to **Student Growth and Attainment**. The school staff, students and community are committed to fostering high expectations supported by an equitable and inclusive school and community culture, supported by positive and authentic relationships.

To support this strategic direction, Cootamundra High School continues to employ **Positive Behaviour for (4) Learning (PBL)** as a system-based approach to behaviour management; encouraging positive behaviour from students, which demonstrates an improvement in self-concept and motivation to learn. PBL focuses on behaviour modification through explicit instruction. In PBL, positive means an emphasis on reinforcement as opposed to punishment and the model aims at teaching students' behavioural expectations.

PBL is more than just a behaviour management system. It includes areas such as values education, social skills, student voice, anti-bullying, anti-racism, student leadership, uniform policy, representing the school, **attendance**, student behaviour and discipline.

PBL uses an approach that focuses on teaching and modelling, coupled with positive reinforcement to effect behavioural changes. It looks at the whole child and addresses the cognitive, emotional, social, physical and spiritual wellbeing of students.

Addressing the **attendance** of students is a whole school approach where all staff, students and the wider school community have a responsibility or role to play.

The diagram below shows how the PB(4)L continuum applies to all students. PB(4)L establishes strong school wide **universal** systems that promote early intervention PB(4)L helps schools to develop consistent systems to discourage unproductive behaviour such as chronic non-attendance.

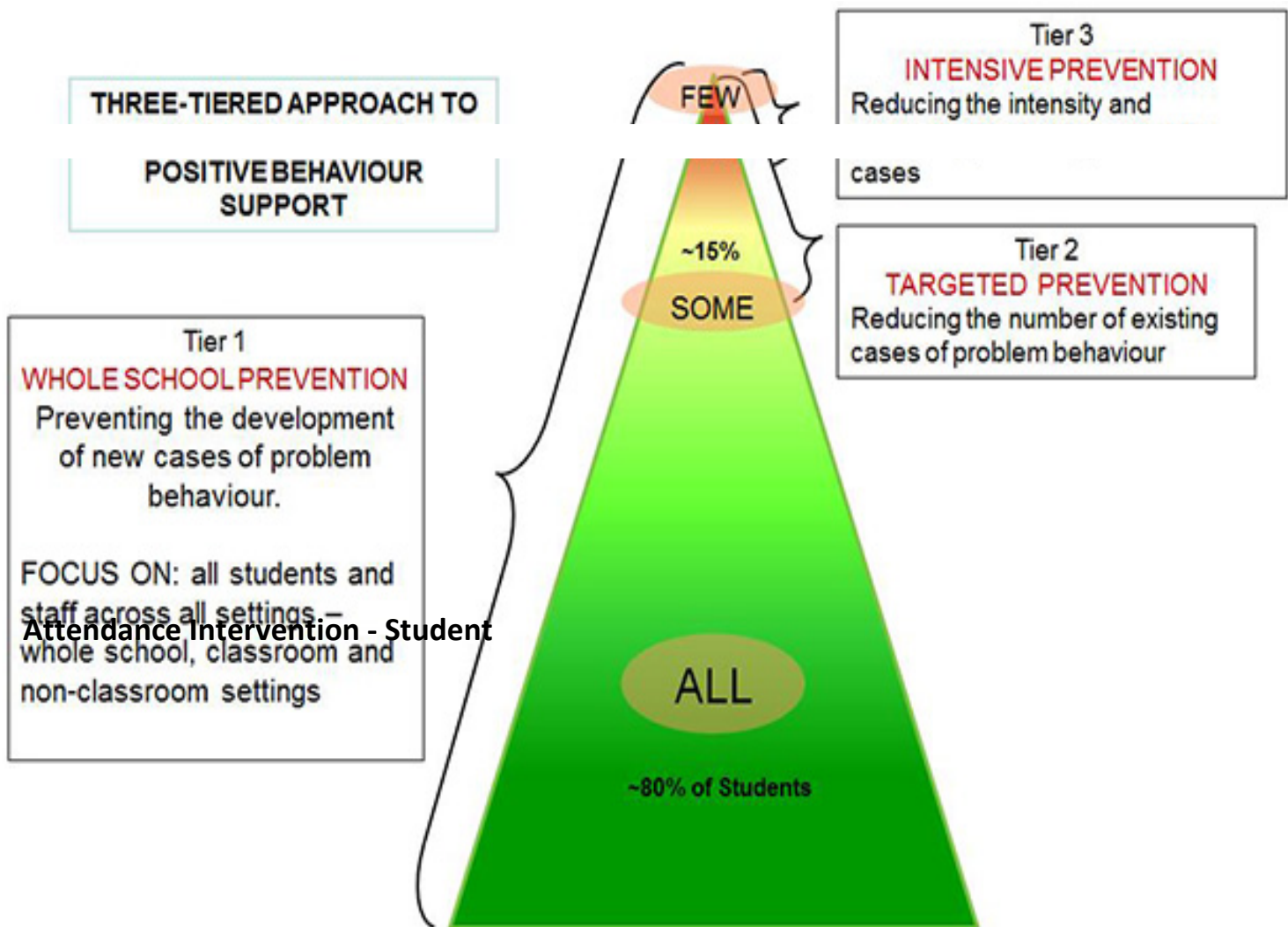
Tier 2 **targeted** support is a team driven process. It strengthens and builds upon what has been taught to students at the universal level. Some students, approximately 10-15 per cent, will respond to Tier 1

supports but will continue to exhibit some difficulties. These students may be need additional academic and/or social-emotional support whilst addressing their non-attendance.

A smaller group of students, approximately 1-5 per cent, may need individualised and **intensive** Tier 3 supports as well as **universal** and **targeted** support. Schools will build upon the foundations of the school wide system to support these students.

Purpose

To build and sustain a culture of excellence through active partnerships between students, staff, parents and the wider school community, maximising student engagement and attendance.



Founded on the belief that any student with attendance below 90% may be educationally at risk it is vital that schools have clearly defined tiers of intervention and associated support actions.

Tier 3

Attendance level: **0% – 49%**

Tier 2

Attendance level: **50% – 79%**

Tier 1 - Early intervention

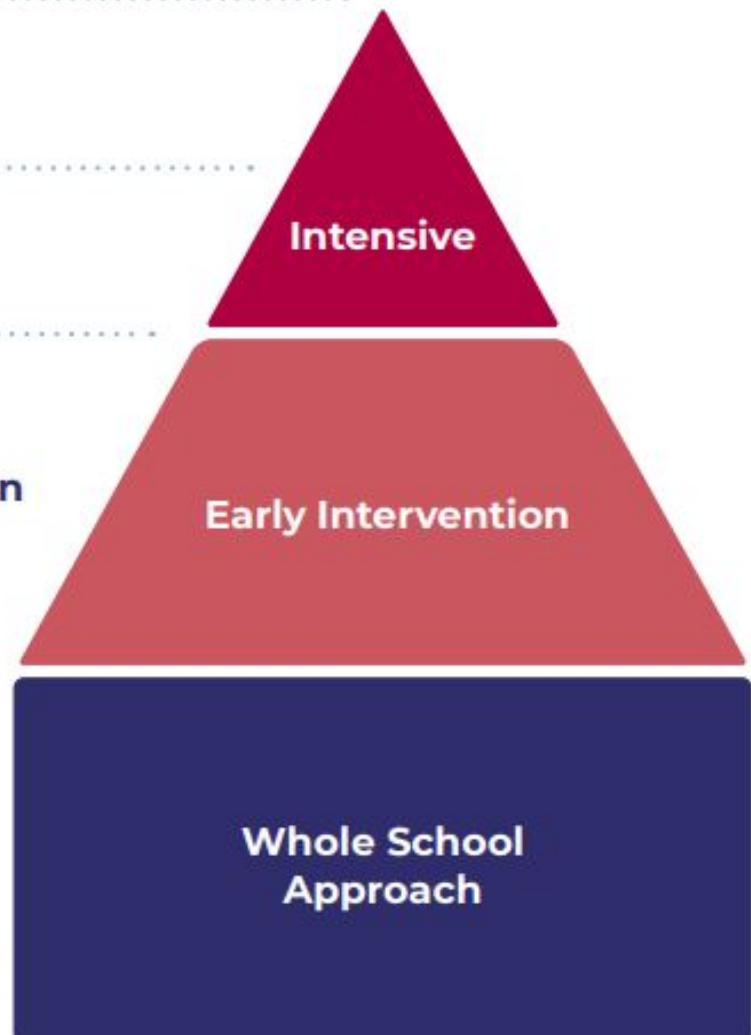
Attendance level: **80% – 89%**

**Proactive - Fine
Tuning**

Attendance level: **90% – 94%**

Proactive - Affirmation

Attendance level: **95% – 100%**



Affirmation: 95%-100%



- Monitor and reinforce importance of regular student attendance with students
- Regularly promote the importance and benefits of regular attendance in school communications
- Develop positive teacher-student relationships
- Implement a range of both formal and informal methods to celebrate excellent attendance
- Monitor attendance data for signs of slippage with regard to attendance rates

Proactive: 90%-94%



- Monitor and reinforce importance of regular student attendance with students
- Regularly promote the importance and benefits of regular attendance in school communications
- Develop positive teacher-student relationships
- Implement a range of both formal and informal methods to celebrate excellent attendance
- Regular monitoring of attendance data for signs of slippage with regard to attendance rates and make contact with student/parent if attendance level drops

Tier 1 Intervention: 80%-89%



- Collaboratively work with student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, regular parent updates on attendance rates)
- Monitor and reinforce importance of regular student attendance with students & intervene if signs of slippage
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Develop positive teacher-student relationships – consider allocating an attendance mentor
- Implement a range of both formal and informal methods to celebrate attendance improvement
- Regular parent update on attendance rate until at or above 90%

Tier 2 Intervention: 50%-79%



- Senior executive collaboratively works with student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, weekly parent updates on attendance rates)
- Implement an attendance contract with students and parents/carers
- Senior executive monitor and reinforce importance of regular student attendance with students and parents/carers
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Referral to learning support team (or equivalent) and allocate an attendance/learning mentor
- Implement a range of both formal and informal methods to encourage attendance improvement
- Given the individual circumstances of each child and the reasons provided for absence, consider a mandatory report regarding educational neglect
- Seek attendance support program advice or referral

Tier 3 Intervention: 0%-49%



- Principal collaboratively works with their DEL, student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g. Interviews, direct correspondence, weekly parent updates on attendance rates)
- Delivery Support team coordination: Eg. Attendance support program referral (ASLO/HSLO), NSF, Learning & Wellbeing staff, NDIS Coordinator, AP Learning & Support, ACLO, Senior Psychologist, support teachers transition, behaviour specialists, OOHc teachers, NGOs.
- Implement an attendance contract with students and parents/carers
- Regularly promote the importance and benefits of regular attendance with parents of identified students
- Referral to learning support team (or equivalent) and allocate an attendance/learning mentor
- Implement a range of both formal and informal methods to encourage attendance improvement
- Given the individual circumstances of each child and the reasons provided for absence, consider a mandatory report regarding educational neglect.

Key Links

- [School Attendance Policy](#)
- [Student Attendance in Government Schools Procedures - 2015](#)
- [Attendance Matters – Communicating with my community](#)
- [Attendance Matters – Your school attendance procedures](#)
- [Exchanging Information with other organisation – the Care and Protection Act. Legal issues bulletin 50](#)

Key Links

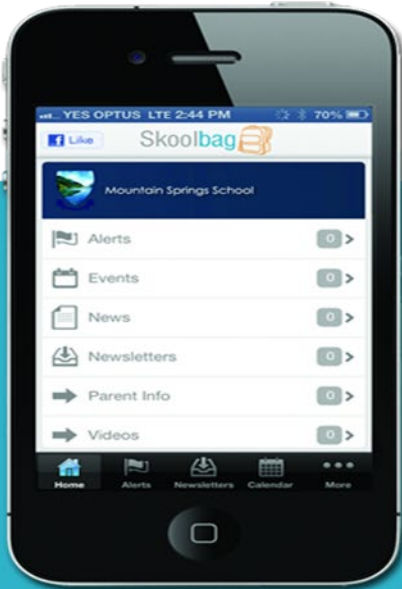
- [Scout Showcase: Influencing Student Attendance](#)
- [Scout: Attendance and Engagement app](#)
- [Scout – School Attendance Summary: About this report](#)
- [Scout – Cohort Attendance Summary: About this report](#)
- [Scout – Student Attendance Summary: About this report](#)
- [Attendance Matters – Professional Learning – Scout](#)

Key Links

- [Attendance Matters – Attendance strategies](#)
- [Attendance Matters – Compulsory school attendance](#)
- [Attendance Matters – HSLP application](#)
- [Attendance Matters – Identify the causes](#)
- [Excellence in attendance for every student](#)
- [Educational Neglect – Principal information sheet](#)

Attachments

- A. Skoolbag App (page 20)
- B. CHS Attendance, Wellbeing, Engagement Phone Call Check-in Slip (page 22)
- C. CHS Attendance Improvement Plan (page 23)
- D. CHS Attendance (page 24)
- E. HSLO Attendance letter (page 25)
- F. HSLO Attendance Improvement Plan (page 25)
- G. Exemption from School Procedures (page 27)
- H. Anticipated and Actual Number Data Collection Process (page 52)



Skoolbag

Download Skoolbag our mobile app to receive communication and alerts from the school straight to your phone and devices

How to install the SkoolBag app

instructions for parents and community

1. Get your favourite mobile device
2. Open the App Store/Play Store
3. Search for "SkoolBag"
4. Download the free app
5. Open the app and add your school(s)

for Apple users



Download on the
App Store

for Android users



GET IT ON
Google Play

for more info visit skoolbag.com.au

SkoolBag 

CHS Attendance, Wellbeing, Engagement
Phone Call Check-in Slip



Staff Member Name: _____

Date: _____

Student Name: _____

Year Group: _____

Parent/Career Name: _____

| Student Absence Date | Reason for Absence |
|----------------------|--------------------|
| | |

CHS Attendance, Wellbeing, Engagement
Phone Call Check-in Slip



Staff Member Name: _____

Date: _____

Student Name: _____

Year Group: _____

Parent/Career Name: _____

| Student Absence Date | Reason for Absence |
|----------------------|--------------------|
| | |

CHS Attendance, Wellbeing, Engagement
Phone Call Check-in Slip



Staff Member Name: _____

Date: _____

Student Name: _____

Year Group: _____

Parent/Career Name: _____

| Student Absence Date | Reason for Absence |
|----------------------|--------------------|
| | |



Education
& Training



CHS Attendance Improvement Plan

Cootamundra High School
Year:

Student:
DOB:



| Family Responsibilities | Student Responsibilities | School Responsibilities | Year Advisor Responsibilities |
|---|---|---|--|
| <p>Engage with the agreed Attendance Improvement Plan.</p> <p>Ensure that _____ attends school each day.</p> <p>Engage and communicate with Cootamundra High School.</p> <p>Support strategies that promote regular school attendance.</p> <p>Explain all absences within 7 days and provide a Medical Certificate explaining all absences.</p> | <p>Engage with Attendance Improvement Plan.</p> <p>Arrive at school before 8:58am.</p> <p>Stay at school for the whole day.</p> <p>Follow the school's Behaviour and Discipline Policy.</p> <p>If you are late, report to the front office and then immediately attend class.</p> <p>If you are concerned about anything speak to your Year Advisor, the Principal or Deputy Principal.</p> <p>You can self-refer yourself to the School Psychologist on (Wed/Thursdays).</p> <p>Attend pre-arranged support agency appointments at school when required to support your re-engagement at school.</p> | <p>Ensure the Attendance Improvement Plan strategies are communicated, documented and monitored.</p> <p>Continue to provide regular support and effective communication with Parent.</p> <p>To provide access to a range of school support personnel, learning support team and counsellor.</p> <p>To provide appropriate curriculum content to cater for the specific needs of the students.</p> <p>Provide opportunities to re-engage the children positively into the school.</p> <p>As Mandatory Reporters make reports to the Child Wellbeing Unit when necessary.</p> <p>Inform the HSLO/ACLO if CHS AIP is unsuccessful.</p> | <p>Liaise and maintain contact with school, family and student.</p> <p>Develop with all stakeholders a partial return to school plan if required and ensure the DEL and Principal sign off.</p> <p>-attach plan to the CHS AIP</p> <p>Monitor attendance for the next 20 days to ensure the child is attending school.</p> <p>Inform the family of outcomes for successful and unsuccessful school attendance.</p> <p>Assist in the development of strategies which support and assist the resumption of regular school attendance.</p> <p>Liaise, when necessary with other government and non-government agencies.</p> |

Date of start of plan:

Date of end of plan:

Agreement: _____ Date _____

Principal/Executive

Year Advisor

Parent/Carer

Student

Review Date: / / Parent has engaged with the plan: Yes / No Plan is to be extended: Yes / No

Referral to HSLO: Yes/ No Principal Signature: _____ Date: _____

Name:

Date:

Current Attendance %:

Minors:

Majors:

Suspensions Days:

Merits:

Year Advisor:



| CHS Strategies Used To Support Students Attendance (mark all applicable) | NOTES | DATE |
|--|-------|------|
| Student attendance discussed at LST/wellbeing meeting | | |
| Phone calls to parent/carer re attendance concerns | | |
| School based face to face meeting with parent/carer | | |
| School based face to face meeting with student | | |
| School has implemented its own attendance support plan (please attach a copy) | | |
| School has implemented HSLO/ASLO LAMP sheet | | |
| School has organised check in check out system for student arrival at school | | |
| School has engaged parent/carer with external services such as the Family Referral Service | | |
| Student has had support from the school counsellor/psychologist | | |
| School organised breakfast club | | |
| School is engaging student by providing adjusted curriculum | | |
| Phone call HSLO/ASLO | | |
| Other (provide details police welfare check, CWU notification etc.) | | |

| CHS Whole School Strategies Used To Support Student Attendance (mark all applicable) | School initiative |
|--|-------------------|
| School organised breakfast club | |
| SMS Messaging | |
| Weekly attendance letters | |
| Whole school assembly re attendance | |
| School staff meeting (e.g. staff PL) regarding responsibilities | |
| School develops attendance rewards as part of whole school behaviour approach | |
| School based phone intervention (Phone Intervention Program) | |
| School has developed attendance processes | |
| School has developed whole school attendance improvement plan | |
| School interviews parents/carers re attendance | |
| School interviews students re attendance | |
| Schools interview students re attendance (Non Attendance Interview Program) | |
| Situational analysis and recommended improvement such as rolls marked regularly | |
| Roll check/attendance report review (e.g. students below X%) and identified students supported | |
| School based attendance team meeting | |
| Other (provide details) | |

COOTAMUNDRA HIGH SCHOOL
Poole Street
COOTAMUNDRA NSW 2590



Phone: 02 6942 2711
Fax: 02 6942 1516
Email: cootamundr-h.school@det.nsw.edu.au

Principal: Mrs Leesa Daly

Respect, Responsibility, Excellence

Correspondence Name
Correspondence Address

Dear Correspondence Name

I refer to the attendance of Student Name at school.

At a recent school Learning and Support Team meeting Student First Name's pattern of attendance was reviewed and despite the school implementing a number of strategies Student First Name's lack of attendance remains a concern.

Regular attendance at school is essential if Student First Name is to achieve his/her educational best, and increase his/her career and life options. School staff remain committed to working in partnership with you to address the issues which are preventing Student First Name's from full participation at school.

As a result of Student First Name's unsatisfactory attendance I am required to make an Application for Home School Liaison Support to the local Educational Services Team for their consideration of further action. The Home School Liaison Program manager may allocate an attendance officer to work with you and the school to develop an Attendance Improvement Plan.

I would like to remind you that the *Education Act (1990)* requires parents ensure that children of compulsory school age attend school each day it is open for instruction. If you do not meaningfully engage in the Attendance Improvement Plan, or there is no improvement in Student First Name's attendance during this time, the Department of Education and Communities may consider further action such as an application to the Children's Court for Compulsory Schooling Orders.

It is important that we work together to improve Student First Name's attendance at school.

Yours sincerely

Leesa Daly
Principal
Cootamundra High School

Home School Liaison Program Application

Please note that incomplete applications will not be accepted – you must fill in all applicable fields on this form. If you need assistance please contact your local HSLO/ASLO or School Services staff.

Please forward completed applications to the HSLP Manager supporting your school.

- Home School Liaison Officer or Aboriginal Student Liaison Officer case referrals can only proceed when a range of school-based interventions have been implemented.
- This application must be signed by the principal.
- Please attach a copy of letter 1/email sent to parents/carer informing them of this application.
- Please attach a print out of the student's yearly attendance to date (e.g. on EBS the student yearly absence report).

| Case type (Select one only) | School details |
|--|---|
| <input type="checkbox"/> Non-attendance | School name: _____ |
| <input type="checkbox"/> Non-enrolment | Referral date: _____ |
| <input type="checkbox"/> Enrolment destination unknown | Shared enrolment? If yes provide census school: _____ |

Student details

| | |
|---|--|
| First name: _____ | Surname: _____ |
| SRN: _____ | Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other |
| Date of birth (dd/mm/yyyy): _____ | Current school year: _____ |
| Aboriginal/Torres Strait Islander: <input type="checkbox"/> Yes <input type="checkbox"/> No | Out of home care: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Disability confirmation: <input type="checkbox"/> Yes <input type="checkbox"/> No | Known chronic health issue: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Last known address: _____ | |
| Mother/1st carer name: _____ | |
| Phone, home: _____ | mobile: _____ work: _____ |
| Father/2nd carer name: _____ | |
| Phone, home: _____ | mobile: _____ work: _____ |
| Family and/or Court Orders <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Absences and referral history

Is this a re-referral for this student within the same school year? ☐ Yes ☐ No

Current yearly attendance rate at time of referral as overall % _____ (% = number of days attended / number of day school open x 100)

| 20 school days attendance prior to referral (whole numbers out of 20) | Overall days attended | Sick | Leave | Unexplained | Exemption | Suspension |
|---|-----------------------|------|-------|-------------|-----------|------------|
| Whole days (out of 20) | | | | | | |
| Partial days (out of 20) | | | | | | |

Last date student attended a full day of school (dd/mm/yyyy): _____

If a student has had or is on a part day exemption this year, please indicate and include an approved copy of the application document: ☐ Yes ☐ No

education.nsw.gov.au



Home School Liaison Program (HSLP)

| Strategies Used To Support This Students Attendance (mark all applicable) | |
|--|--|
| Student attendance discussed at LST/wellbeing meeting | |
| Phone calls to parent/carer re attendance concerns | |
| School based face to face meeting with parent/carer | |
| School based face to face meeting with student | |
| School has implemented its own attendance support plan (please attach a copy) | |
| School has implemented HSLO/ASLO LAMP sheet | |
| School has organised check in check out system for student arrival at school | |
| School has engaged parent/carer with external services such as the Family Referral Service | |
| Student has had support from the school counsellor/psychologist | |
| School organised breakfast club | |
| School is engaging student by providing adjusted curriculum | |
| Phone call HSLO/ASLO | |
| Other (provide details police welfare check, CWU notification etc.) | |

| Strategies Used To Support Your Whole Schools Attendance (mark all applicable) | School initiative | HSLO/ASLO initiative |
|--|-------------------|----------------------|
| School organised breakfast club | | |
| Whole school assembly re attendance | | |
| School staff meeting (e.g. staff PL) regarding responsibilities | | |
| School develops attendance rewards as part of whole school behaviour approach | | |
| School based phone intervention (Phone Intervention Program) | | |
| School has developed attendance processes | | |
| School has developed whole school attendance improvement plan | | |
| School interviews parents/carers re attendance | | |
| School interviews students re attendance | | |
| Schools interview students re attendance (Non Attendance Interview Program) | | |
| Situational analysis and recommended improvement such as rolls marked regularly | | |
| Roll check/attendance report review (e.g. students below X%) and identified students supported | | |
| School based attendance team meeting | | |
| Other (provide details) | | |

Known risk factors (please attach a copy of risk assessment)

Does the student have a history of violence? ☐ Yes ☐ No

Has an inclosed lands act ban been issued to prevent the student's parents or other people living with the student from entering the school? ☐ Yes ☐ No

Has the student had a long suspension for violence? ☐ Yes ☐ No

Have the student's parents/carers or other people living with the student behaved aggressively towards the school? ☐ Yes ☐ No

Other: _____ (please attach supporting documentation)

Principals signature

Date: _____

HSLP manager please complete and validate

Case referral details entered onto HART and case accepted or declined.

Decision communicated to principal with reasons. ☐ Yes Date: _____

Please ensure risk assessments are conducted and implemented as appropriate, and all further details regarding this case to be entered into HART database.

HSLP Manager Sign: _____ Date: _____





Education &
Communities

Public Schools NSW

Exemption from School Procedures

*School Attendance
Policy
PD 2005 0259*

Learning and Engagement Directorate 2015

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1. Exemption from School

1.1. Introduction

- 1.1.1. A child may be exempt from being enrolled at and attending school if the Minister or delegate is satisfied that conditions exist which make it necessary or desirable that a Certificate should be granted. A Certificate of Exemption may be given subject to conditions and limited to a period specified in the certificate.
- 1.1.2. A *Certificate of Exemption* must only be granted when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term. Alternatives to exemption should have been fully explored. For example, it may be in the student's best interests and be more appropriate to access Distance Education.
- 1.1.3. In these Procedures the term 'parent' or 'parents' includes any person or persons having the custody or care of a child.
- 1.1.4. A *Certificate of Exemption* should not be approved where the student has been the subject of contact with the Child Wellbeing Unit or a child protection report to Family and Community Services and/or there are unresolved issues concerning a risk of harm. Prior to granting a *Certificate of Exemption* a risk assessment should be completed to identify and manage risks.
- 1.1.5. Where the delegate is aware of existing child protection concerns, (including where it may be in the child's best interests to grant the exemption) the Director, Student Engagement and Interagency Partnerships must be consulted prior to approval being granted.
- 1.1.6. If parents request authority not to enrol their child, this must be considered an application for exemption from enrolment.

1.2. Authority to grant exemptions

- 1.2.1. Under Section 25 of the Education Act 1990, the Minister may grant a Certificate of Exemption. This power is delegated, subject to these Procedures, to:

The Secretary, Department of Education and Communities, Deputy Secretary, Education and Communities with the responsibility for Schools, Executive Director (Schools), Director (Schools) and principals provided certain conditions are met.

<https://detwww.det.nsw.edu.au/admiserv/admipolp/delegate/index.htm>

| Powers – Exemption from Attendance at School | Delegates (Note: Delegates cannot delegate) |
|--|---|
| 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 (Schools)* Principal <i>Note: In large scale productions or for long term commitments to such a production the application should be referred to the Director, Student Engagement and Interagency Partnerships</i> |
| 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 (Schools)* Principal |
| Exemption from school attendance totalling up to 100 days in a twelve month period for any one student. | Director (Schools)* Principal |
| Exemption from school attendance totalling 100 days or more in a twelve month period for any one student. | Executive Director (Schools) |
| For periods exceeding the delegate's authority the application should be referred to the next most senior delegate. | |
| Powers – Exemption from Enrolment at School | Delegates (Note: Delegates cannot delegate) |
| Exemption from enrolment - Age | Deputy Secretary, Education and Communities with the responsibility for Schools and Executive Director (Schools) |
| Exemption from enrolment - Health, learning or social needs or disability | |
| Exemption from enrolment - Completion of Education under Special Circumstances | Executive Director (Schools), Director (Schools)* and secondary principal |

- * In most instances the Director (Schools) referred to above will be Director, Public Schools NSW however a Director, Educational Services is also permitted to grant exemption under this power.

1.3. General principles

- 1.3.1. Procedural fairness must be accorded to an applicant. If the delegate is considering refusing granting an exemption, the parent should be given an opportunity to respond to the delegate's concerns before a final decision is made. This opportunity should be offered to the parent in writing.
- 1.3.2. If an applicant wishes to appeal against a decision made by a delegate, the appeal would go to the next more senior delegate.
- 1.3.3. For most exemptions parents make an application by completing an *Application for Exemption from Attendance/Enrolment at School*. This must be made in writing and in advance (Appendix A). Parents can seek assistance from the principal or delegate when completing an *Application for Exemption from Attendance /Enrolment at School*.
- 1.3.4. The parent is not required to apply for an exemption in cases of the child being prevented from attending school because of a direction under the *Public Health Act 2010*. The principal may grant a *Certificate of Exemption* for the period determined by relevant authorities under this Act.
- 1.3.5. A delegate can refer the granting of an exemption to a more senior delegate where they identify circumstances that may make this more appropriate.
- 1.3.6. If there is any case where there are circumstances that may not be considered by these Procedures and an exemption appears to be in the best interest of the child, the case should be referred to the Executive Director (Schools). The Executive Director (Schools) should discuss the case with the Director, Student Engagement and Interagency Partnerships prior to an exemption being granted.
- 1.3.7. A delegate can cancel the *Certificate of Exemption* where they identify circumstances that they believe warrants this action. For example, where the conditions attached to the exemption are not being met or cease to apply.
- 1.3.8. Schools are to retain copies of all documentation relating to the exemption in the student's file until the student reaches the age of 25, or for 7 years, whichever is greater, and then destroy.

2. Exemption from Attendance at School

2.1. Reasons for granting full day exemptions from attendance at school

- 2.1.1. Principals, Directors, Public Schools and Executive Directors (Schools) may grant exemptions due to:
 - exceptional circumstances (including the health of the student where sick leave or alternative enrolment is not appropriate)

- 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 delegate must consult the next most senior delegate in their reporting line.

Note: Students travelling during school terms are not to be exempt. If the principal accepts the reason then leave is granted and the 'L' code should be used, consistent with the implementation of National Standards for Student Attendance Data and Attendance Register.

2.1.2. The attendance register must indicate full day exemptions with the code 'M'.

2.2. Reasons for granting part day exemptions from attendance at school

- 2.2.1. The Education Act 1990 gives the Minister or delegate the power to grant a *Certificate of Exemption* from the requirement to attend school during the times specified in the Certificate.
- 2.2.2. 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* must be completed and submitted to the principal for approval prior to commencing the program. (Appendices A and E)
- 2.2.3. Students may participate in school based programs including behaviour management transition plans*. An *Application for Part Day Exemption* should be completed. (Appendices B and F)
- 2.2.4. For part day exemption due to the requirements of a health care plan*, the principal should seek the parents' consent to obtain information from health professionals responsible for the health care of the child. (Appendices B and F)
- 2.2.5. Students 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.
- 2.2.6. 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 Engagement Officer for recommendation who will forward it to the Director, Public Schools NSW.

2.2.7. The attendance register must indicate part day exemptions with the code P/M.

Note: Students accessing Links to Learning Programs for part of a school day or part of the school week should not be exempt from attendance at school. Principals should use the school business symbol B on the Attendance Register as an explanation of the student's absence.

- * For school programs associated with behaviour management or health care plans it is not necessary to complete a separate *Application for Exemption from Attendance/Enrolment at School*.

3. Exemption from Enrolment at School

3.1. Reasons for granting exemptions from enrolment at school

3.1.1. The Deputy Secretary, Education and Communities with the responsibility for Schools and Executive Director (Schools) may grant such exemptions due to:

A. age, where a child turns six years on or after 1 October or later in a school year and is engaged in:

- 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: The delegate will require proof of enrolment or participation in the preschool and the child should be involved in a transition-to-school program as a condition of their exemption

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

Note: The delegate will require a statement in support of the exemption from the child's medical specialist and the child should be involved in a transition-to-school program as a condition of their exemption

3.1.2. 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. See the Procedures on the Completion of Education in Special Circumstances (Intranet) for further information. Such exemptions will only be granted where the:

- principal considers that the student is a suitable candidate to complete his or her education through an apprenticeship or traineeship

- student's parents give permission for this to occur
- principal has sighted a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorised by the Registered Training Organisation
- employer agrees to notify the Department of Education and Communities (through the Principal) if the apprenticeship or traineeship is abandoned before the student turns 17
- apprenticeship or traineeship is approved by the Commissioner for Vocational Training, State Training Services as suitable for the young person and the training contract attains 'registered' status following the probationary period. Where approval is granted by the principal and the Commissioner subsequently notifies the student of his or her decision not to approve the contract following the probationary period the approval and the exemption will be cancelled. The student's parents must then take steps to comply with their compulsory schooling obligations.

Note: if the student does not complete the apprenticeship or traineeship, he or she will not have completed Year 10. They will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school or seeking enrolment in TAFE NSW

4. Issuing Certificates of Exemption from Attendance or Enrolment at School

4.1.1. On approval, a *Certificate of Exemption* must be issued and:

- 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

4.1.2. The original *Certificate of Exemption* will be provided to the parents.

4.1.3. 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.

4.1.4. For Certificates issued by delegates above Principal a copy of the signed *Certificate of Exemption* will be retained by local Educational Services personnel.

5. Appendices

- A. Application for Exemption from Attendance/Enrolment at School
- B. Application for Part Day Exemption (Short Term Alternative Education Program)
- C. Certificate of Exemption from Attendance/Enrolment at School
- D. Information on exemption from attendance at school for employment in the entertainment industry
- E. Information on exemption from attendance at school for elite arts and accredited elite sports programs
- F. Information for part day exemption (Short Term Alternative Education Program)
- G. Information on completing Year 10 through a full time apprenticeship or traineeship
- H. Example letter – Declining an Application for a Certificate of Exemption

A: APPLICATION FOR EXEMPTION FROM ATTENDANCE/ENROLMENT AT SCHOOL



Education &
Communities

Public Schools NSW

NOTE: PART A is to be completed by the student's parent and returned to their child's school principal.

If exemption is sought for more than one student, separate applications must be made for each student.

PART A STUDENT DETAILS

Family name: Given name(s):

Age: Date of birth: (dd) / (mm) / (year)

Student Registration Number (SRN):

Student's address:

Postcode:

School name:

Dates of exemption applied for: / / to / /

Number of School Days:

FROM ATTENDANCE

- ☐ Exceptional circumstance
- ☐ Employment in entertainment industry
- ☐ Participation in elite sporting event including for short periods of time i.e. for one or two days, and at short notice.
- ☐ Participation in elite arts program

FROM ENROLMENT

- ☐ Enrolment at school
 - Age, where a child turns six years in October or later in a school year and is engaged in full time preschool education at an accredited preschool for the remainder of the school year
 - Participation in 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
 - 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
- Participation in a full time apprenticeship or traineeship.

Please provide more detail about the reason for the application for exemption here:

DETAILS OF PRIOR/CURRENT EXEMPTIONS (If applicable)

Date of prior/current exemption from: ____/____/____ to: ____/____/____

Number of school days: _____

Copy of Certificate of Exemption attached (Please tick ☒): ☐ Yes ☐ No

PARENT DETAILS

Family name: _____ Given name(s) _____

Address: _____

Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent of the above mentioned student, I hereby apply for a Certificate of Exemption under the Education Act 1990.

I understand that if the exemption is granted:

- I am responsible for his/her supervision during the period of exemption
- the exemption is limited to the period indicated
- the exemption is subject to the conditions listed on the Certificate of Exemption
- the exemption may be cancelled at any time.

I declare the information provided in this application for a Certificate of Exemption is to the best of my knowledge and belief accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the exemption may result in the exemption being revoked.

Signature of applicant/s: _____ Date: ____/____/____

The Department of Education and Communities is subject to the Privacy and Personal Information Protection Act 1998. The information that you provide will be used to process your child's application for an exemption from the requirement to enrol at and/or attend school.

It will only be used or disclosed for the following purposes.

- General student administration relating to the education and welfare of the student
- Communication with students and parents
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law.

The information will be stored securely. You may access or correct any personal information by contacting the school. If you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

PART B EMPLOYER'S DETAILS (in the case of employment in the entertainment industry)

To be completed by the employer.

Name of company/corporation: _____

Contact person: _____

Address: _____

_____ Postcode : _____

Telephone number: _____ Facsimile: _____

Email address: _____

(Please attach and tick ☒)

1. Detailed itinerary/work schedule for the period of exemption sought: • Yes • No

2. Evidence of tutor's teaching qualifications (supplied by employer): • Yes • No

Employer's signature: _____

Date: ____/____/____

PART C PARTICIPATION IN ACCREDITED ELITE ARTS, ELITE SPORTS OR ENTERTAINMENT INDUSTRY

To be completed by the applicant

Name of accredited elite arts, elite sport program or entertainment industry performance:

A Dates of exemption applied for: ____/____/____ to: ____/____/____ (if block)

Number of school days: _____

B Individual dates applied for: _____

Number of school days: _____

C Hours of exemption (if partial exemption, e.g. 9:00am – 11:30am) _____

From ____/____/____ to: ____/____/____

REASON FOR APPLICATION FOR EXEMPTION (Please tick ☒):

• Training for elite sport • Elite sport event or tour • Elite arts program • Entertainment industry

Please provide more detail about the reason for the application for exemption here:

Note: A schedule of participation, training or tour itinerary from the organiser, arts or sporting body (E.g. Australian Institute of Sport) must be attached with contact names and numbers.

PART D PRINCIPAL'S RECOMMENDATION (in the case of employment in the entertainment industry or participation in elite arts or elite sports 100 days and over)

To be completed by the principal (If the Principal elects to set tuition requirements as a condition of absence from school)

The tutor has consulted the school in the planning and development of this student's educational program. (Please tick ☐): • Yes • No

COMMENT: _____

I recommend/do not recommend that a Certificate of Exemption be granted (Delete which does not apply)

To _____ for the period ____/____/____ to ____/____/____

(Name of student)

Principal's name: _____ Telephone number: _____

Signature: _____

Date: ____/____/____

PART E INVESTIGATING OFFICER'S RECOMMENDATION

To be completed where further investigation has been necessary. Investigating officer for principal approval will be a member of the school executive. For the Director it will be a member of the local Educational Services team or principal.

RECOMMENDATION

Following consideration of this application I am satisfied that conditions exist/do not exist (Delete which does not apply) that make it necessary and/or desirable for _____ (name of student) to be exempt from attendance/enrolment at school.

I recommend that a Certificate of Exemption be: (Please tick ☐): • granted • declined.

1. *Specific reasons for recommendation not to grant a Certificate of Exemption.*

2. Suggested conditions applying to recommendation to grant a Certificate of Exemption.

Investigating officer name: _____ Position: _____

Signature: _____

Date:

| | |
|---|---|
| / | / |
|---|---|

**PART F PRINCIPAL'S RECOMMENDATION when referring to Director, Public Schools NSW
(attach to Application for Exemption and forward to next most senior delegate)**

To be completed by the principal of the school and forwarded to the Executive Director for consideration:

- for exemption from enrolment not covered under the 'Completion of Education in Special Circumstances (apprenticeships/traineeships)'
- where the exemption from attendance period requested exceeds 100 school days.

I recommend that this application from attendance at school is (Please tick ☒):

☐ Granted

☐ Declined

Please provide more detail here (if required):

Principal's name (please print): _____ Telephone number: _____

Signature of principal: _____ Date: ____/____/____

Note: Please complete the Certificate of Exemption from Attendance/Enrolment at School if exemption is granted (Refer to Appendix C).

PART G DELEGATE'S RECOMMENDATION: To be completed for ALL applications

(Delete that which does not apply)

Following consideration of this application I am / am not satisfied that conditions exist that make it necessary or desirable that _____ (name of student) be exempt from attendance/enrolment at school.

Name and position of delegate: _____

Signature of delegate: _____

Date: _____ / _____ / _____ Notification to applicant: _____ / _____ / _____

Note: Please complete the Certificate of Exemption from Attendance/Enrolment at School if exemption is granted (Appendix C).

B: Application for Part Day Exemption

(Short Term Transition Plan)

| | | | | |
|---------|----------|--------|--------|--------|
| School: | Student: | ATSI?: | Grade: | DOB: : |
|---------|----------|--------|--------|--------|

The focus of the plan should be to return the student to full time attendance. Anticipated date of return to full time attendance:

Refer to *Exemption from School - Procedures 2.2* when completing this application.

| | |
|-------------------|------------------------------|
| Name of Program/s | Summary / outline of program |
| | |
| | |

Where the part day exemption is to support the student's transition to school, a learning and support plan must be attached. Students may be required to complete additional school work if they are not in attendance for at least 5 hours per day. Where the part day exemption is part of a health care plan the principal must ensure consultation with health professionals responsible for the health of the child.

| WEEK (max 5 wks) | MON | | TUES | | WED | | THURS | | FRI | | TOTAL HRS | |
|------------------------------------|---------------------------------|--------------|--------|--------|--------|------------------|--------|--------------|----------------------------|--------------|-----------|--------|
| | ATTEND | EXEMPT | ATTEND | EXEMPT | ATTEND | EXEMPT | ATTEND | EXEMPT | ATTEND | EXEMPT | ATTEND | EXEMPT |
| Example Week 1 | 9am- 11am | 11am- 3pm | 9-3pm | N/A | 9-11am | 11am- 3pm | 9-12pm | 12pm- 3pm | 9-12pm | 12pm- 3pm | 15 | 14 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| School staff supporting plan: | | | | | | | | | | | | |
| Learning Support Team Coordinator: | | | | | | | | | | | | |
| School case manager: | | | | | | | | | | | | |
| OoHC?: | Support Class (Please specify): | | | | | Funding Support: | | | Returning from suspension? | | | |

Signature: _____

Date: _____

Principal/Delegate

School Case Manager

Parent/Caseworker

To be forwarded to the local education office for LEO recommendation and Director (Schools) approval:

Recommended

Not recommended

Approved

Not approved

Comments: _____

Comments: _____

Learning & Engagement Officer

Director (Schools)

Date: _____

When transition plan approved by the Director (Schools) the principal will then issue a *Certificate of Exemption*. The original Certificate is provided to the parent and a copy placed in the student's file. Attach a copy of this plan to the Certificate.

C: Certificate of Exemption from Attendance/Enrolment at School under Section 25 of the *Education Act 1990*



Education &
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Public Schools NSW

The student whose details appear below has been granted an exemption from school for the period indicated.

☐ **exemption from attendance**

or

☐ **exemption from enrolment**

STUDENT DETAILS

Family name: _____ Given name(s): _____

Student Registration Number (SRN) (if applicable): _____

Date of birth: ____ (dd) / ____ (mm) / ____ (year)

Address: _____

Postcode: _____

School name: _____ School's telephone number: _____

Date of exemption from: ____ / ____ / ____ to: ____ / ____ / ____

Reason for the exemption:

Conditions of the exemption (note: for a part day exemption the hours of program participation must be specified by attaching the Director approved transition plan to have the student attend school full time).

Name and position of delegate: _____

Signature of delegate: _____ Date: ____ / ____ / ____

**This certificate has been issued without alteration and must be produced
when requested by police or other authorised attendance officers.**

D: Information on Exemption from Attendance at School for Employment in the Entertainment Industry

Refer to the Children's Guardian Website

EDUCATIONAL PROGRAM

1. An appropriate educational program must be provided by the student's school.
The principal is responsible for ensuring that an appropriate educational program is provided for the student.
2. The educational program must be compatible with the program being undertaken at the student's school. It must be suitable for the age, maturity and ability of the student.

EDUCATIONAL PROGRAM (If the Principal elects to set tuition requirements as a condition of absence from school)

1. Appropriate, regular and efficient instruction must be provided for all approved applicants.
2. The tutor must consult with the principal of the school at which the student is enrolled in the planning and development of the educational program meeting the learning and support needs of the student.
3. The educational program must be compatible with the program being undertaken at the student's school and be comprehensive, balanced and sequential.
4. There should be sufficient print and non-print resources to meet the demands of the program.

TUTORS

1. Tutors must provide evidence that they hold appropriate teaching qualifications recognised by the New South Wales Department of Education and Communities (eg Bachelor of Education, Diploma of Teaching/ Education).
2. The efficiency of tutors and effectiveness of their instruction may be assessed by the investigating officer during visits to the place of employment.

PERIODS OF INSTRUCTION

1. Sufficient hours of instruction must be provided to ensure that the requirements of the teaching/learning program are being met. In general, there should be a minimum of 2 hours and an average of 4 hours instruction each school day.
 2. Where possible, disjointed tutoring should be avoided.
 3. Instruction shall only occur between 7:00 am and 7:00 pm on school days.
 4. Instruction shall not occur during weekends or school holidays.
-

5. The tutor must ensure that adequate meal and rest breaks are provided during the period of instruction.

PLACES OF INSTRUCTION

1. A suitable area with adequate lighting, ventilation and space must be provided for instruction.
2. Furnishings should be suitable for the purpose of instruction.
3. During periods of instruction, this area is to be for the exclusive use of the student or other students away from distraction.

RECORDS

1. The tutor must complete a register of daily activities. It will include details of:
 - instruction taken from the educational program
 - the days on which instruction occurred
 - the length of the instruction periods.
2. The register must be available for inspection when requested by an investigating officer.
3. The tutor must evaluate the student's progress regularly and maintain appropriate records.
4. All records of the student's study, educational progress and actual work must be provided to the student's school at regular intervals.

Note: A Certificate of Exemption may be cancelled at any time if the conditions are not being met.

E: Information on Exemption from Attendance at School for Accredited Elite Sports Programs and Elite Arts Programs

ACCREDITED ELITE SPORTS PROGRAMS

1. Accredited elite sports programs include national and international sports organisations which run camps for athletes and national sports squads in which students have been selected to participate. They also include talent identification programs run by the New South Wales Department of Sport and Recreation.
2. Where programs run for more than 5 school days, applicants should be provided with an educational program under this section. See the requirements below.

ELITE ARTS PROGRAM PARTICIPATION

1. Elite Arts is defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DEC offers.
2. Where a principal is unsure if a program meets the definition they should contact The Arts Unit

EDUCATIONAL PROGRAM

1. An appropriate educational program must be provided by the student's school.
2. The principal is responsible for ensuring that an appropriate educational program is provided for the student.
3. The educational program must be compatible with the program being undertaken at the student's school. It must be suitable for the age, maturity and ability of the student.

PERIODS OF INSTRUCTION

1. The student must be able to engage in sufficient hours to ensure that the requirements of the teaching/learning program are being met. In general, the student should engage with the educational program for an average of 2 hours instruction each school day.
2. The student will not undertake the educational program during weekends or school holidays.
3. Adequate meal and rest breaks should be undertaken by the student during their engagement with the educational program.

PLACES OF INSTRUCTION

1. A suitable area with adequate lighting, ventilation and space must be provided for the student while they are engaged with the educational program.
2. Furnishings should be suitable for the purpose of undertaking the educational program.
3. This area should be free from distraction.

F: Information for Part Day Exemption (Short Term Alternative Education Program)

- 1.** Students of compulsory school age may participate in school based individual student programs that incorporate behaviour management transition plans or health care plans to reengage students with education. An *Application for Part Day Exemption* is to be completed.
- 2.** It is not necessary to complete a separate '*Application for Exemption from Attendance/Enrolment at School*'.
- 3.** Students participating in such programs may be granted part day exemptions for periods of time not exceeding the equivalent number of full school days provided for within the delegate's power. A full school day totals 6 hours.
- 4.** Participation in such alternative education programs must be approved by the Director (Schools) prior to the exemption being granted by the delegate.
- 5.** The attendance register for schools using OASIS or compliant third party systems must indicate part day exemptions with the code PM. Schools using SALM ebs4 will record time in attendance.
- 6.** If the student is not in attendance at school for at least 5 hours a day, further school-based work should be provided to the student.

Steps for schools in completing an 'Application for Part Day Exemption'

- I.** Complete the Application for Part Day Exemption prior to implementing the plan
- II.** Complete the relevant school plan (If relevant, including behaviour, transition, health)
- III.** Scan and forward both documents to the Learning and Engagement Officer for recommendation and Director (Schools) for consideration.
- IV.** On receipt of the Director (Schools) signed part day exemption plan, complete the Certificate of Exemption.
- V.** Provide the original to the parent
- VI.** Place a copy of the Certificate in the student's file
- VII.** The delegate should retain a copy of the signed Certificate of Exemption in the delegate's official records

G: Information on completing Year 10 through a Full time Apprenticeship or Traineeship

A student under 17 who has not completed Year 10 of secondary schooling must remain enrolled at school **or** apply to transfer to TAFE **or** gain a full time apprenticeship or traineeship.

Students wishing to complete Year 10 by entering a full time apprenticeship or traineeship must obtain an *Exemption from Attendance/Enrolment* at school.

Steps to gain an exemption under these circumstances

1. The student has completed year 9 and has been offered a full time apprenticeship/traineeship
2. The parent completes an Application for Exemption from Attendance/Enrolment at School
3. A condition of exemption will be that if the student does not complete the apprenticeship or traineeship, he or she will not have completed year 10 and will be required to return to school or seek enrolment in TAFE
4. The principal considers that the student is a suitable candidate to complete his or her education through an apprenticeship or traineeship
5. The principal photocopies and records sighting a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorized by the Registered Training Organisation
6. The employer agrees to notify DEC in writing (through the principal) if the apprenticeship or traineeship is abandoned or cancelled before the student turns 17
7. The principal advises the parent and student that the apprenticeship or traineeship must subsequently be approved by the Commissioner for Vocational Training, State Training Services as suitable for the young person and that the contract attains a 'registered' status following the probationary period.
8. Where approval is granted by the principal and the Commissioner subsequently notifies the student of his or her decision not to approve the contract following the probationary period the approval, and the exemption from compulsory education ceases to operate and the student's parents must take other steps to comply with their compulsory schooling obligations.
9. The principal issues a Certificate of Attendance/Enrolment from School under Section 25 of the *Education Act 1990*
10. The student is removed from the attendance register
11. All documentation related to the exemption including copies of sighted apprenticeship or traineeship documents should be held in the student's file.

H: Example Letter - Declining an Application for a Certificate of Exemption

Correspondence Name

Correspondence Address

Student SRN:

Dear Correspondence Name

You recently applied for a Certificate of Exemption for Student Name from attendance/enrolment at school. Certificates of Exemption may be granted when it has been clearly demonstrated by the applicant that an exemption is necessary or desirable and that alternatives to exemption have been considered. Further, the exemption must be in the student's best interests in the short and long term.

I have carefully considered your application and I am not satisfied that an exemption from attendance / enrolment is in Student Name's best interest. My reasons for declining your application are:

.....

If you need further advice on this matter or would like to discuss my decision, please contact the school on office telephone number to make an appointment.

You have the right to appeal this decision if you consider that correct procedures have not been followed or that an unfair decision has been made.

Yours sincerely,

Delegate Name

Position Title

Insert date



Anticipated and Actual Number Data Collection Process

Team: Principal, Deputy Principal, SAO Kylie Roberts, Careers Advisor, Year Advisor's, HT Inclusive Education

Accurate data collection is imperative in this process as it impacts on both teaching and SASS entitlements for the following year. Usually due on a Wednesday by 4pm. Data is entered into OMSEE (make sure you have the data ready to be entered efficiently as it logs you out if you take too long).

Anticipated numbers are due end of **July**/early August each year – Week 3 Term 3

Actual Numbers are due early **February** – week 2 Term 1

Timeline - Anticipated numbers

Term 3 - Week 1

- SAO & Year 6 into 7 Year Advisor to contact partner Primary Schools to get numbers of incoming Year 7 students. Need:
 - Number of mainstream males/females/other (do not include MC students in this number)
 - Number of MC (Multi – Categorical) students – male/female/other. MC students are not to be included in the total mainstream number
- SAO to print out updated Year group roll and give them to Year Advisors.
 - Year Advisors to start discussions with Year group to determine if any students will NOT be returning to CHS the next year.
 - YA to contact parent/carer of students who have indicated they will NOT be returning and record on the Roll what their intention is e.g. moving-where? student has employment, going to TAFE etc
 - HT Inclusive Education to provide up to date list of MC students for upcoming Year (Year 6 -Year 12)
 - SAO – print ERN year lists. Bring information about family movements, new enrolments etc
 - Careers Advisor to bring information re students moving into employment, TAFE. CA to have list of students likely to be attending TAFE or doing an eVET course in the coming year

Term 3 - Week 3

- Monday -Year Advisors to return Year group roll to the Principal with any updated student/family information written on the Roll
- Tuesday – meeting (Principal, DP, SAO, Careers Advisor, HT Inclusive Ed) to cross correlate all data for each year group. Opportunity to follow up students/parents.
- Wednesday before 4pm all data to be entered into OMSEE. Submit. Print for Executive.
- Await entitlement report – adjust curriculum offerings/timetable structure for next year
- SASS entitlement will not be included in this report – make considered adjustments

Year Advisor to complete template below and give to **Principal** by **Monday week 3 Term 3**

| Year Advisor | Year Group | Mainstream | Mainstream | Mainstream | MC |
|---------------|------------|---------------------|------------|------------|-------------|
| 202_ | | Males | Females | Other | Male Female |
| E.g. Mr Smart | 7 2021 | 35 | 43 | 1 | 2 1 |
| | 8 2022 | | | | |
| | 82 | Total Mainstream 79 | | | Total MC 3 |
| | | | | | |
| | | | | | |

Timeline - Actual numbers

Team: Principal, Deputy Principal, SAO Kylie Roberts, Careers Advisor, Year Advisor's, HT Inclusive Education

Accurate data collection is imperative in this process as it impacts on both teaching and SASS entitlements for the following year. Usually due on a Wednesday by 4pm. Data is entered into OMSEE (make sure you have the data ready to be entered efficiently as it logs you out if you take too long).

Term 1 - Week 1

- SAO to print out updated mainstream and MC Year group rolls and give them to Year Advisors so paper rolls can be marked for week 1 (this data needs be given to SASS staff at end of Roll Call Friday so data can be entered into electronic system)
- Year Advisor to chase up any students on their list who has not returned to school by contacting parent/carer/emergency contact- and record any information about whereabouts on the roll and Sentral (Wellbeing) e.g. moving-where? student has employment, going to TAFE etc
- Year Advisor to work closely with Principal & DP about non-returned students so appropriate follow up can occur
- Year Advisor to collate data and complete template below
- Number of mainstream males/females/other (do not include MC students in this number)
- Number of MC (Multi – Categorical) students – male/female/other. MC students are not to be included in the total mainstream number
- HT Inclusive Education to provide up to date list of MC students Year 7 -Year 12. Follow up any students who have not present to school by contacting parent/carer/emergency contact
- SAO – print ERN year lists. Bring information about family movements, new enrolments etc
- Careers Advisor to bring information re students moving into employment, TAFE. CA to have list of students likely to be attending TAFE or doing an eVET course in the coming year

Term 1 – Week 2

- Monday -Year Advisors to return Year group roll to the Principal, with any updated student/family information written on the Roll
- Tuesday – meeting (Principal, DP, SAO, Careers Advisor, HT Inclusive Ed) to cross correlate all data for each year group. Opportunity to follow up students/parents.
- Wednesday before 4pm all data to be entered into OMSEE. Submit. Print for Executive.
- Await Actual entitlement report – adjust timetable/complete staff contracts - offers
- SASS entitlement is included in this report – make any required staffing adjustments

Year Advisor to complete template below and give to **Principal** by **Monday week 2 Term 1**

| Year Advisor | Year Group | Mainstream | Mainstream | Mainstream | MC | |
|---------------|------------|------------------------|------------|------------|------------|--------|
| 202_ | | Males | Females | Other | Male | Female |
| E.g. Mr Smart | 7 2021 | 35 | 43 | 1 | 2 | 1 |
| | 8 2022 | | | | | |
| | 82 | Total Mainstream 79 | | | Total MC 3 | |
| | | | | | | |
| | | | | | | |