1. Context – Legal Requirements

1.1 All students between the ages of six and seventeen are legally required to attend an approved school (The Education Act 1990).

1.2 Parents and caregivers are legally responsible for the regular school attendance of their children. The school teaching staff has a duty of care responsibility to monitor student absence from school and to encourage good attendance practices.

2. Enrolment and Attendance

2.1 Students who attend Banora Point High may be enrolled as full time or short-term students

2.2 Short term enrolment is at the discretion of the Principal.

3. Responsibilities and Delegations

3.1 **The Principal is responsible for:**
- student enrolment
- ensuring attendance records are maintained
- ensuring the availability of attendance records for DoE personnel
- informing DoE personnel of attendance issues and problems
- the supervision of staff to whom the responsibility of maintaining attendance records is delegated
- regularly evaluating and addressing school attendance through the school plan
- the investigation of unsatisfactory attendance and the implementation of intervention practices
- ensuring reasonable measures are in place to contact parents promptly about unexplained absences
- ensuring accurate records are maintained of student attendance at other sites
- ensuring school staff are trained to implement school attendance policies and procedures
- regularly signing official school rolls

3.2 **Parents are responsible for:**
- enrolling their children of compulsory school age in an approved school or registration with NESA for home schooling
- ensuring their children attend school regularly each day the school is open for instruction
- promptly explaining to the school the reason for any absences from school, including lateness or leaving early within 7 days
- working in partnership with the school to resolve attendance issues involving their children.

3.3 **Classroom teachers are responsible for supporting the regular attendance of students through:**
- providing a caring teaching and learning environment which fosters students' sense of belonging to the school community
- recognising and rewarding excellent and improved student attendance through the awarding of merit certificates
- maintaining accurate records of student attendance
- implementing practices to address attendance issues
- providing information to students and parents about attendance requirements and the consequences of unsatisfactory attendance.

3.4 **Staff delegated to maintain attendance records are responsible for:**
- following up student absences after 7 days if there has been no explanation
- promptly seeking written explanations for full or partial absences
- determining the nature of students' leave, signing and dating written leave explanations and returning these to the designated SASS personnel
- the recording of written explanations
- notifying the Principal's nominee when a student's attendance is of concern
- reporting chronic non-attendance, truancy and persistent lateness to the Principal's nominee.

4. BPHS Attendance Procedures

4.1 Attendance records and Systems

Attendance is recorded each morning at roll call and each lesson by classroom teachers.

4.2 Morning Roll Marking

It is the responsibility of the period 1, roll class teacher to accurately record student daily attendance on SENTRAL at the commencement of each school day.

4.3 Late Students

Students who arrive after 8.30 am are to go straight to the office to sign in, they then go to their current class, dependent on time of arrival. Students who are late more than three times in a term are followed up by the relevant Deputy Principal.

4.4 Early Leave Passes

Students who request early departure from school must bring a note from a parent/caregiver. The note is to be presented at the school office before roll call. Requests are approved or declined by a Deputy Principal. Students whose leave requests are approved are issued with the Department's Common Leave Pass for the approved leave period.

4.5 Senior Sign In

Where senior students have approved starting and finishing times according to their timetable, they are permitted to sign in and out using the electronic SENTRAL system at the office.

4.6 Class Roll Marking

It is the responsibility of the classroom teacher to record student attendance each lesson on SENTRAL. These rolls are to be maintained on a yearly basis.

4.7 Data Entry (SENTRAL)

Electronic attendance data is used to initiate the daily mobile phone messaging system. SASS personnel respond to return messages and phone calls from parents in relation to the messaging system or refer responses to the relevant Deputy Principal. Teaching staff use the daily absence data to determine if students are truanting (see truancy section for follow up action).

4.8 System Management (EBS Central)

It is the responsibility of the Deputy Principal responsible for attendance to oversee transfer of attendance registers at least weekly and accurately to the Departments electronic attendance register SALM/ ebs4.

4.9 System Management (SMS Notification)

It is the responsibility of the Deputy Principal responsible for attendance to oversee the SMS Notification System.

5. Excursion Attendance

5.1 Teachers taking an excursion enter student names into SENTRAL to generate an excursion roll.

5.2 The supervising teacher marks the roll (via SENTRAL) using a laptop or personnel device where possible.

6. Supporting the Regular Attendance of Students at School

The attendance of students at Banora Point High is supported by a range of personnel with the following responsibilities:

6.1 The Roll Teacher

It is the responsibility of the Roll Teacher to:

- accurately mark the morning roll
- direct students to provide parent/carer explanation for leave to the school within 7 days of absence this can be by written note, text or phone call to the office
- direct students to deliver written notes explaining absence from parent/carer to the front office before roll call, lunch or recess
- alert the appropriate Year Adviser if they have any concerns about the attendance of a student in their roll class.

6.2 The Year Adviser

It is the responsibility of the Year Adviser to follow up attendance concerns passed onto them by the Attendance Coordinator, Deputy Principal, Learning and Support Team or the Attendance Teams for

their year group.

This may involve:
- meetings with students
- sending an attendance concern letter home
- monitoring student progress (attendance) via a monitoring card
- contacting parents/caregivers by phone
- conducting meetings with parents/caregivers and students

Year Advisers may also follow up on attendance concerns conveyed by individual teachers. Year Advisers liaise with the attendance teams if they identify attendance issues through their reading of student reports. Year Advisers communicate attendance concerns at Welfare Meetings for possible referral to the Learning Support Team and Attendance teams

6.3 **The Head Teacher**

It is the responsibility of the Head Teacher of each KLA to:
- support Year Advisers in processing attendance concerns
- work with attendance teams, parents/carers and students to implement interventions to address attendance concerns
- allocate staff to rolls in the year group that they coordinate
- co-ordinate the marking of rolls when a member of staff is absent

6.4 **The SENTRAL Technical Coordinator**

It is the responsibility of the SENTRAL technical coordinator to:
- monitor roll marking procedures
- maintain the SENTRAL roll marking system
- maintain the SENTRAL text messaging system

6.5 **The Deputy Principals**

It is the responsibility of the Deputy Principals to:
- implement interventions to address students who regularly arrive late to school without a note
- validate and import attendance data to EBS Central
- generate attendance data for DoE returns
- conduct Learning and Support Team (LaST) meetings and work with attendance teams to develop attendance interventions to address attendance concerns
- develop attendance plans for students who are regularly absent
- refer welfare attendance concerns to a LaST meeting
- make 'Keeping them safe' notifications for habitual absence
- contact the Home School Liaison Officer (HSLO) about students who are regularly absent
- arrange for the monitoring of the attendance of students who are regularly absent
- organise regular "spot checks" of attendance, including classrooms and community "hotspots"
- follow up students who have truanted for more than 2 periods in a day. Information is to be provided by Head Teachers

6.6 **Attendance Coordinator**
- develop, implement, monitor and support the school's student welfare policies, programs and practices related to attendance in accordance with departmental policy and guidelines, and facilitate staff understanding and application of appropriate procedures
- lead the implementation of the school's student attendance policy, program and practices ensuring that training and support is provided
- work with the Deputy Principals to and Year Attendance Teams to ensure that there is a proactive approach to maintaining effective attendance processes in the school
- work with the Deputy Principals in establishing meeting structures and protocols for efficiently identifying students who are at risk regarding poor attendance
- coordinate processes to ensure that there is timely liaison with parents/carers of students who are at risk regarding poor attendance
- liaise with key personnel regarding attendance, including:

- o   Attendance Teams
- o   Deputy Principal – as part of the learning support team
- liaise with and assist the Deputy Principal regarding implementing strategies for students who show lack of adherence to the school rules regarding truancy
- generate an attendance report fortnightly and table the report at a Learning Support Team meeting and provide the report to attendance teams for follow up by appropriate staff members

6.7   **Home School Liaison Officer**

The Home School Liaison Officer works with school personnel by:

- supporting Year 6 to 7 transition of students with attendance issues
- undertaking case work with identified students
- implementing the Non- Attendance Interview Program (NIPS) as required each term to gather data for the Learning Support Team which may assist in the development of strategies for improving attendance
- interviewing students to gather data which may assist in the development of strategies for improving attendance
- supporting Deputies and the Principal in interviews with students and parents
- involvement in joint anti-truancy operations
- training teachers and staff in attendance in government schools procedures and roll marking
- developing whole school attendance plans and procedures
- conducting roll checks each term and reporting to the school executive on data and attendance tracking

6.8   **Attendance Teams**

Year	Adviser	Head Teacher	Deputy
7	D. Bodell	J. Edwards	L. Klose
8	M. Doyle	M. Mclean	L. Klose
9	A. North	S. Hargreaves	L. Klose
10	S. Mew	K. Boyd	M. Giddins
11	C. Appo	S. Baker	M. Giddins
12	V. Duff	S. Harley	M. Giddins

ATSI Student Attendance Teams

Year	Staff
7-9	T. Rotumah, L. Klose
10-12	J. Sherriff, M. Giddins

- attendance teams to meet weeks 2, 4, 6 and 8 to review SENTRAL attendance data supplied by the Attendance Coordinator to identify students with attendance concerns
- attendance teams to use attendance data and the attendance flow chart (Appendix)to guide the development and implementation of attendance interventions for individual students
- attendance teams are to use fortnightly attendance data supplied by the Attendance Coordinator to monitor attendance interventions and identify students requiring follow up
- attendance teams to record interventions with students on Microsoft 365
- students to be flagged (with a start and end date) in SENTRAL if illness or other reason requires no action to be taken by attendance teams

7.   Truancy and Fractional Truancy

7.1   **Truancy**

Truancy is defined as a student being absent from school for a whole day without the consent of a parent/caregiver. Deputy Principals follow up truancy. (See "Supporting the Regular Attendance of Students at School").

7.2   **Fractional truancy**

Fractional truancy is defined as a student absenting him/herself for part of a school day without consent.

The identification of fractional truancy by students at Banora Point High is primarily the responsibility of the classroom teacher who works with their Head Teacher as follows:

7.3 **The classroom teacher's responsibility is to:**
- encourage students to attend regularly
- accurately mark the class roll on SENTRAL each lesson
- check SENTRAL at the end of the day to identify any reason a student was out of class
- notify the Head Teacher on SENTRAL of any concerns about student attendance
- assist the Head Teacher to promptly interview any student identified as being out of class without apparent reason to determine whether or not the student truanted class

7.4 **The Head Teacher's responsibility is to:**
- support classroom teachers in their efforts to monitor student attendance
- monitor classroom teacher compliance with school roll marking and fractional truancy procedures
- assist classroom teachers to enter truancy data into SENTRAL
- implement a consequence for fractional truancy (detentions, attendance monitoring card)
- record the truancy and detention on SENTRAL and generate a letter to parents/caregivers
- inform a Deputy Principal if a student continues to truant

7.5 **The Deputy Principal's responsibility is to:**
- support Head Teachers monitoring of class attendance
- investigate and monitor attendance of students who truant for more than 2 periods in a day

8. Absentee Notification Procedures

8.1 Attendance data is entered into SENTRAL during early morning roll call

8.2 Daily at 10.30 am, SMS absence notifications are sent. Updated messages are sent if the information on a student's attendance changes during the day. Further SMS notifications are sent over the next eight days if no response is received, or the absence remains unexplained.

8.3 If a student has been absent for 7 or more consecutive days without an explanation from parent/carer being received a letter is generated from SENTRAL and sent home. Parents/caregivers may respond to these letters by phone or in writing.

8.4 Every 10 days the attendance data from SENTRAL is transferred into EBS Central. EBS Central generates letters for all students with unexplained absences during the 10 day period. Parents/caregivers may respond to these letters by phone or in writing.

9. Electronic Messaging

9.1 The SMS absence notification system is used to promptly communicate to a parent or caregiver of most of our students. (See "Absentee Notification Procedures")

10. Early Leave Pass

10.1 (See BPHS Attendance Procedures page 2)

10.2 All students with approval to leave school early are issued with a Department Common Leave Pass.

11. Special Circumstances Register

11.1 A Special Circumstance Register takes the place of the Attendance Register on the following occasions:
- part or full day industrial action by teachers
- school development days
- when the school has been deemed inaccessible due to natural occurrences

11.2 Absences in the above circumstances are not recorded on student record cards or counted as absences for statistical purposes.

12. Attendance Requirement for Senior Students

12.1 Senior students who seek to utilise their study periods during periods 1 and 5 may seek permission to arrive at the end of period 1 and leave at the beginning of lunch, by submitting a completed application form to

the Deputy Principal

12.2 Successful applicants will receive a Seniors Study Leave Pass in which they will be required to carry on their person along with their timetable at all times. The timetable will be requested by teachers, as proof of a study period or lesson at any time

12.3 Senior students who have been granted a leave pass must sign in and out at the office upon arrival and departure

12.4 Failure by a senior student to attend classes regularly or failure to follow the guidelines outlined in the Seniors Study Leave Pass application, will result in the pass being revoked for a period of time, to be determined at the Deputy's discretion

13. Attendance Requirement for Student Reports

13.1 Student attendance each semester is reported as a percentage on student semester reports

14. Leaving School Procedures

14.1 Students who plan to leave the school are required to notify the Principal in writing

14.2 Students under 17 attend an interview with their parent /caregiver and the Deputy Principal. The Deputy Principal is responsible for completing the transfer document for the student.

14.3 Students over 17 may be asked to attend an interview with their parent/caregiver and a member of the senior executive

14.4 Students with approval to leave the school are expected to complete a Leaver's Form to finalise their departure

14.5 Students who have completed the Year 10 RoSA requirements but have not turned 17 are required to provide the following documentation:

- A letter from their parent/carer
- A document indicating acceptance into an approved training course or the commencement of work (at least 25 hours per week) or a combination of both

15. Generating of DoE Reports

15.1 The Deputy Principal - attendance completes the biannual DoE attendance data forms online. A copy of these reports is given to the Principal.

16. BPHS Annual Attendance Plan

16.1 Early in term 1 of each year, a Banora Point High School Attendance Plan is developed in consultation with the Deputy Principals, the Welfare Coordinator, the Home School Liaison Officer and the School Counsellor's

16.2 The plan will identify current focus areas for improvement, action required, persons responsible and a timeline for action

16.3 Annual targets relating to attendance will be identified and an evaluation will be conducted in term 4.

APPENDIX

Attendance Team (AT): Roles and Responsibilities

Attendance Team
- Roll Call Teacher   - Deputy Principal
- Learning Support Team   - Year Advisor
-Aboriginal Education Officer   - HSLO
-Head Teacher

Team Member	Role
SASS	-Generate and send unexplained absence after 7 days letter
Roll Call Teacher	- Ensure students bring a note on return from absence
Attendance Coordinator	-Audit fortnightly attendance for each year group and provide a list of students with attendance concerns to each YA -Table list of attendance concerns students at fortnightly LST meetings.
Year Advisor (YA)	-Identify welfare concerns used to explain absences and refer to DP - Generate attendance concerns letter A to send to parents/caregivers -Interview students with attendance concerns
Aboriginal Education Officer (AEO)	-Identify welfare concerns used to explain absences and refer to DP - Generate attendance concerns letter 4 to send to parents/caregivers -Interview students with attendance concerns -Contact parent/carer of students with attendance concerns
Head Teacher (HT)	-Make phone contact with parent/carer, if no improvement in attendance after YA intervention
Deputy Principal	-Generates letter B requesting parent/carer interview if attendance does improve after HT intervention -Raise attendance concerns at LST meeting -Interview parent/carer student with LaST, YA, counsellor and make an attendance plan -Mandatory Report if necessary
Learning Support Team (LaST) - Principal - Deputy Principals (DP) - Counsellors - LST - AEO	- Table students with attendance concerns and minute. (fortnightly) - Discuss options to assist student improve attendance. Interventions such as: - Personal Learning & Support Plan (PLaSPL) - Behaviour Management Plan/Risk Management Plan (BMP) - Health Care plan - Safety and Support plan - Part Day Attendance Plan - School support person - Time out card - SLSO support - Learning Hub support - Referral to external agencies
HSLO	- Generates attendance report and provides to school - Implements HSLO attendance procedures

Attendance Monitoring Procedure

Attendance Coordinator to audit fortnightly <90% attendance for each year group. Provide each AT member fortnightly with a list of students with attendance concerns. Table list of attendance concerns students at fortnightly LST meetings.

STEP 1
- YA generates attendance concerns letter: letter 1 (1A-1st letter sent, 1B-2nd letter sent years 7-9, 1C 2nd letter year 10, 1D 2nd letter sent years 11-12) letter 4- ATSI students
- Interview student
- Record intervention on shared (Microsoft 365) attendance tracking document

NO improvement after 2 weeks

Improvement after 2 weeks

STEP 2
- Student discussed at an attendance team meeting (weeks 2,4,6,8)
- HT makes phone contact with parent/carer- contact made with emergency contact if contact with parent/carer is unsuccessful
- Record intervention on shared attendance tracking document

Phone contact NOT made

Phone contact made

HT sends letter 2 requesting contact with HT

NO improvement after 2 weeks

After 2 Weeks
Parent / Carer / EC contact NOT made

Improvement after 2 weeks

STEP 3
- Student discussed at an attendance team meeting (weeks 2,4,6,8)
- DP generates a formal letter 3 requesting an interview with parent/carer
- DP raises attendance concerns at LST meeting
- DP interviews Parents/Carer /student (included YA/ counsellor/LaST)
- School based attendance plan developed
- Uploaded to Sentral / DP monitoring for 4 weeks
- Record intervention on shared attendance tracking document
- Review meeting with parent/ carer/student is conducted in 4 weeks

If NO improvement in 4 weeks
Review meeting- further develop school based plan- 2 weeks

Unsuccessful

Successful

STEP 4

DP HART referral- Home School Liaison Program

School Based Attendance Improvement Plan

Current attendance % :	
Unexplained absences:	
Explained sick :	
Explained leave:	
No. of days suspended :	

Date: ....

Student Name:...

Parent/ Carer: ....

School Staff: ....

Identified Barriers

☐ Transport ☐ Peer relationship class/ group ☐ Physical Health
☐ Routines ☐ Student engagement ☐ Medical Health
☐ Living arrangements ☐ School Refusal ☐ Clinical Diagnosis
☐ Family/ Cultural ☐ Teachers/ Subjects ☐ Mental Health
   Circumstances

Details

....
....
....
....

Improvement Plan

Student to:

....
....

Parent/ Carer to:

....
....

School support staff to:

....
....

Signatures

Student: ....

Parent/ Carer: ....

Deputy Principal:...

|

Attendance Support Checklist:

☐ PLaSPL   ☐ Time Out Card   ☐ Part Day Attendance   ☐ Attendance Monitoring Card
☐ BMP   ☐ School Counsellor   ☐ Referral to external Agency ☐ Staff support person
☐ Student support

Attendance Monitoring Calendar 2021

Term 1

Wk 1B 31/1 -4/2	Wk 2A 7/2 - 11/2	Wk 3B 14/2 - 25/2	Wk 4A 28/2 – 4/3	Wk 5B 7/3 – 11/3	Wk 6A 14/3 - 11/3	Wk 7B 14/3 – 18/3	Wk 8A 21/3 - 25/3	Wk 9B 28/3 – 1/4	Wk 10A 4/4 – 8/4
	AC-audit <85% attendance: Provide attendance team with list of students of concern. DP's to follow up with students who have not returned to school. **AC table list of student concerns at LST meeting**	**DP – SPOT Checks**	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** DP, YA, HT discuss students of concern and interventions to be/put in place	**DP - SPOT Checks** **HT -Truancy checks**	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place **AC:** Generate and send out letters for great attendance >95%	**DP - SPOT Checks**	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** DP, YA, HT discuss students of concern and interventions to be/put in place	**DP** – identifies students with 100% attendance for award assembly. **DP - SPOT Checks** **HT -Truancy checks**	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place Award Assembly Pizza reward for students with 100% attendance

Term 2

Wk 1B 26/4 – 29/4	Wk 2A 2/5 – 6/5	Wk 3B 9/5 - 13/5	Wk 4A 16/5 - 20/5	Wk 5B 23/5 -27/5	Wk 6A 30/5 – 3/6	Wk 7B 6/6 - 10/6	Wk 8A 13/6 - 17/6	Wk 9B 20/6 - 24/6	Wk 10A 27/6 –1/7
	AC-audit <85% attendance: Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place	**DP** - SPOT Checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** DP, YA, HT discuss students of concern and interventions to be/put in place	**DP** - SPOT Checks **HT** -Truancy checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place **AC**: Generate and send out letters for great attendance >95%	**DP** - SPOT Checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings**: DP, YA, HT discuss students of concern and interventions to be/put in place	**DP** – identifies students with 100% attendance for award assembly **DP** - SPOT Checks **HT** -Truancy checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place Award Assembly Pizza reward for students with 100%

Term 3

Wk 1B 18/7 - 22/7	Wk 2A 25/7 - 29/7	Wk 3B 1/8 – 5/8	Wk 4A 8/8 - 12/8	Wk 5B 15/8 - 19/8	Wk 6A 22/8 - 26/8	Wk 7B 29/8 – 2/9	Wk 8A 5/9 - 9/9	Wk 9B 12/9 - 16/9	Wk 10A 19/9 - 23/9
	AC-audit <85% attendance: Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place	**DP** - SPOT Checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** DP, YA, HT discuss students of concern and interventions to be/put in place	**DP** - SPOT Checks **HT** -Truancy checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place **AC:** Generate and send out letters for great attendance >95%	**DP** - SPOT Checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** DP, YA, HT discuss students of concern and interventions to be/put in place	**DP** – identifies students with 100% attendance for award assembly **DP** - SPOT Checks **HT** -Truancy checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place Award Assembly Pizza reward for students with 100%

Term 4

Wk 1B 10/10 - 14/10	Wk 2A 17/10 - 21/10	Wk 3B 24/10 – 28/10	Wk 4A 31/10 – 4/11	Wk 5B 7/11 - 11/11	Wk 6A 14/11 - 18/11	Wk 7B 21/11 - 25/11	Wk 8A 28/11 - 2/12	Wk 9B 5/12 - 9/12	Wk 10A 12/12 - 16/12	Wk 11B 19/12 - 23/12
	AC-audit <85% attendance: Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place	DP - SPOT Checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** DP, YA, HT discuss students of concern and interventions to be/put in place	DP - SPOT Checks **HT** -Truancy checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place **AC:** Generate and send out letters for great attendance >95%	DP - SPOT Checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** DP, YA, HT discuss students of concern and interventions to be/put in place	**DP** – identifies students with 100% attendance for award assembly **DP** - SPOT Checks **HT** -Truancy checks	**AC-audit <85% attendance:** Provide attendance team with list of students of concern. **AC table list of student concerns at LST meeting** **Attendance team meetings:** YA, HT discuss students of concern and interventions to be/put in place Award Assembly Pizza reward for students with 100%	

Year 11 / 12 Permission to Leave School Grounds

Banora Point High School's senior students are encouraged to adopt a mature, self-directed approach to learning. There are expanded privileges for senior students which bring increased responsibilities for individual actions and commitment.

Many students in the senior years study courses through TAFE or Distance Education OR undertake the Path- ways Program. Most students do not have classes on Monday afternoon, as a significant number of students have TAFE courses scheduled.

Students pursuing these options will have periods during the day when they do not have a timetabled class. These periods are referred to as study periods by the school. Students who are on site during study periods are expected to use the school resources in the Library.

Circumstances where Years 11 & 12 students can be off site:

1. In the senior years, the timetable is constructed to accommodate student access to TAFE on Mondays. Senior students who are given parent or carer permission, may leave the school premises after period 3 on Mondays and after period 4 Wednesdays.

2. Senior students who do not have a scheduled class (study period) first period or similarly have a study period at the end of the day (Period 5), may be off-site if parent or carer permission is granted. In these conditions it is the responsibility of the student to ensure they sign in and out through the student administration office at least 10 minutes before the next period begins, ensuring their attendance is recorded and that the school is aware of their whereabouts in case of an emergency. Further, if a student has a study period during the day, they will attend the library for private study, signing in and out of the library.

3. Students who start late, are to go directly from home to school and if they finish early they must go directly home. It is not acceptable for students in school uniform to be seen wandering the streets or in the local shopping centers or commercial premises during this time. Students who are given permission to have study periods at home are expected to be at home during those times.

4. The school expects that senior students will use non timetabled study periods for study whether they are on the school site or not. If senior students are not in class during the school day they will be required to show evidence that they do not have a timetabled period if requested by a teacher. This will usually be done by the student showing their timetable.

5. In the case where students are issued with these privileges and they are abused, privileges will be revoked immediately.

If you consent to your son or daughter leaving the grounds at the times specified above (aligned with non- timetabled periods 1 and 5), please fill out the appropriate form at the end of this package and return to the Deputy Principal.

Christopher Randle

PRINCIPAL

BANORA POINT HIGH SCHOOL YEAR 11 AND 12 PERMISSION TO STUDY AT HOME

Name of student_____Year _____

I give my son/daughter permission to: Leave the school premises after period 3 on Mondays and after period 4 Wednesdays.

_____may arrive late to school and sign in (at the student administration office) no later than 10 mins before his/her next timetabled lesson when his/her timetable indicates a study lesson period 1.

_____may leave school early when his/her timetable indicates a study lesson period 5 and will sign out (at the student administration office) before leaving.

I am aware that if my child develops a pattern that does abuse this privilege, they will lose this privilege.

I agree that child that at times when my child has permission to have study periods at home, he/she is expected to be at home during those times.

I understand that the school does not have a duty of care when my son/daughter is not on the school site during these times.

Signed_____Date_____

Relationship to student _____

Mr Christopher Randle
Principal

Attendance Card

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
1	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject
2	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject
Recess Detention										
3	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject
4	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject
Lunch Detention										
5	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject
Supervisor										
Parent / Guardian										
Comment										

Banora Point
HIGH SCHOOL

100%

Attendance Award

Presented to

Term 1 - 2014

. . . .

Roll Call Teacher

. . . .

Principal

Exemption from attendance procedures

- 5 or more school days
- Parent asked to complete Exemption from Attendance at School and the Certificate of Exemption forms and sign.
- Documents returned to DP or P.
- Principal signs certificate.
- Copy of certificate attached to a compliments slip and placed in the mail for parent.
- Copy attached to this proforma for student to inform relevant teachers, year advisor and roll teacher.
- Original certificate attached to top of application and given to the office with a note to enter information on computer (code 'M') and place into student file.

Student action

- Please record the date and number of days.
- Write in the spaces below courses/subjects and names of teachers.
- Take this to all teachers and notify them of the exemption and the relevant dates.

Teacher action

- Please sign and record the exemption dates.
- Discuss with the student actions needed to maintain curriculum/assessment completion due to absences.

STUDENT NAME: **YEAR:**

DATES OF EXEMPTION: From   / /   to   / /   **Number of days:**

Subject/course	Teacher's name	Teacher's signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
Roll Call Teacher	Signature: Date: / /	
	Please note – the office already has a copy of this information	
Year Advisor	Signature: Date: / /	
	Please help to support this student both prior to and following the absence	