

# ATTENDANCE PROCEDURES

## Inter-relationships



### 1. Aim

It is widely recognised that students need to attend school on a regular basis to gain the maximum benefit from schooling in order to optimise their life opportunities. It is also widely recognised that attendance problems are best managed by early identification and intervention.

The School Education Act, 1999 requires compulsory school aged students, as defined in the Act, to attend school, or participate in an educational program of a school, on the days on which the school is open for instruction unless an arrangement in writing has been entered into for a student.

Although there is no legal requirement in the School Education Act 1999 for pre and post-compulsory aged students to enrol in a school, there is an expectation that once enrolled students will attend on a regular basis, and positive attendance patterns should be fostered with all students.

The attendance procedures aim to provide clarity in respect to student attendance, punctuality and the management of absences.

Sources of Authority	
CECWA Policy	Community
Executive Directives	Student Safety, Wellbeing and Behaviour

### 2. Scope

These procedures apply to staff, students and parents/guardian.

### 3. Procedure

#### 3.1 Recording Attendance

- Teachers are to ensure that accurate attendance records are recorded on SEQTA for each student in their class. For Junior School, this includes recording attendance at both morning and afternoon sessions for Pre-kindergarten to Year 6 students, and for Middle and Senior Schools recording attendance for HTG and every subsequent period.

Note: A continuous attendance by a child of not less than two (2) full hours secular instruction is to be recorded as a half day's attendance. Students who arrive late but still meet this requirement are **not** to be included as a half-day absence.

- Students who are on an excursion, participating in an off campus program or in some other school-approved activity or are **not** to be counted as absent. Students on suspension are to be recorded using the code for suspension on SEQTA.

- It is noted that attendance records may be kept in electronic form, but must be capable of being reproduced in written form.
- Attendance records (e.g., attendance registers, class rolls) must be kept for a period of seven years.
- Absentee notes that are separate from the student's records are to be kept for two (2) years from the date of receipt and then destroyed. This includes details recorded by the school when a parent/guardian provides the school with a verbal reason. If the absentee note is included on a student's record file, then the note must be kept for 25 years from date of birth.
- Unsatisfactory attendance reports on students must be retained in a student's records for 25 years from date of birth.

### 3.2 Monitoring Student Attendance

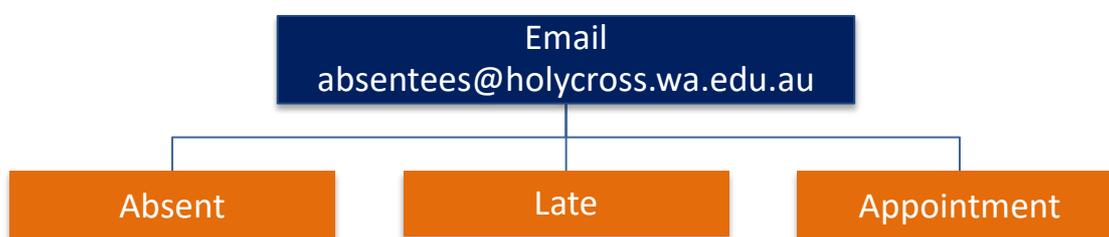
#### Absentees and SEQTA

When Authorised absence (EXPLAINED) – A Principal can record an absence as 'Authorised' if there has been a reasonable explanation for a student's absence.

A reasonable excuse for the purposes of explaining a school absence can include

- Medical or dental appointments
- Bereavement or attending a funeral (including Sorry Business)
- Illnesses and accidents
- Unforeseen and unexplained circumstances
- If the absence was a result of complying with another law
- The child is receiving distance education through a registered school
- The child is undertaking approved education, training and/or employment
- The child has been suspended
- The child is attending or observing a religious event, cultural observance or obligation

When a student is absent, late to school or leaving for an appointment their parent/guardian needs to either phone, or email the College using [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au). If they are unable to email, then a phone call on the day and a physical note should be provided. All emails will be entered into SEQTA by administration.



#### Late

Students arriving after 8.30am and before 8.50am must report directly to their HTG/Class. Where a student arrives late to HTG/Class the teacher must record the following symbol.

 Late to class

latetoclass

If a student arrives after 8.55am the student must sign in at the administration office. The parent/guardian must either phone or email using [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au) to explain the reason for the student being late.

This is marked as an 'Late, and admin staff will use the following symbol:



late

### **Follow-up for unacceptable levels of late arrivals to Class/HTG**

Class/HTG teacher need to monitor students arriving late to HTG. If a student arrives late to HTG two or more times a week, then the HTG teacher must issue an Inter-relationships Infringement.

If the student continues to arrive late to HTG, the HTG teacher needs to follow-up with the student and contact their parent/guardian.

### **Appointment**

If a student has an appointment the parent/guardian needs to either; phone or email using [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au) or send a letter in with the child. If parent phone, staff must request that the parent provide written notification via email. Parents/guardians are required to collect their child at front administration to sign them out.

This is marked as 'Medical', and admin staff will use the following symbol:



medical

If notification of absence was provided by phone, a SEQTA entry must be made stating that the parent/guardian called approving the absence and XXXX (staff member initials) requested parent/guardian to put the absence in writing to the absentee email.

### **Absent**

If a student is absent from school the parent/guardian needs to either; phone or email using [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au) on the day. If parent/guardian phone, staff must request that the parent/guardian provide written notification via email or send a letter with their child on their return.

This is marked as 'Approved absence', and admin staff will use the following symbol:



absenceapproved

If notification of absence was provided by phone, a SEQTA entry must be made stating that the parent/guardian called approving the absence and XXXX (staff member initials) requested parent/guardian to put the absence in writing to the absentee email.

### **Phone Approved Absences**

It is important that when receiving a phone call as part of the approval of an absence that the staff member ensure the following:

- the genuine parent/guardian is in fact the caller
- request the parent/guardian puts the absence in writing to the absentee email: [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au)
- the College has made reasonable steps to obtain the absence in writing
- after the call/message, the absence is inputted in SEQTA as 'approved absence', state that the parent/guardian called approving the absence and XXXX (staff member initials) requested parent/guardian to put the absence in writing to the absentee email
- once an email or note is received by the College from the parent/guardian it is added to SEQTA accordingly

## Historical Absences

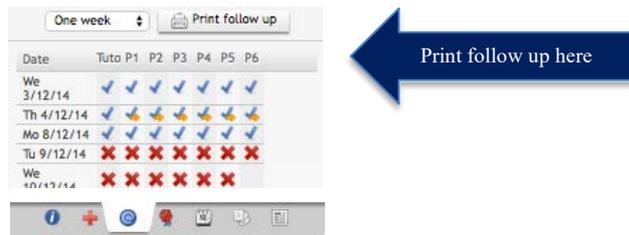
It is important that fair and reasonable steps are taken when following up on historical absences:

- best practice is to obtain confirmation of the absences in writing
- the College has taken reasonable steps to obtain the absence in writing
- the College believes the absence is fair and genuine and therefore, 'resolved'. A resolved absence is to be recorded in SEQTA 'resolved absence'
- verbal confirmation from the parent/guardian of absence by phone shall constitute sufficient evidence for approval of the absence, if:
  - the verbal confirmation by phone is recorded in SEQTA with date, time and staff member code (XXXX)
  - the College believes it would be unreasonable to request parent/guardian provide written confirmation due to the time elapsed

## Protocol for Class/HTG teacher

**DAY ONE:** On the students return to Class/HTG, the teacher requests that the student hand in their physical note or email sent by the parent/guardian.

**DAY TWO:** If no note is provided on this day, the teacher will print the absentee follow-up letter to send home. This is locate in the SIP



The Class/HTG Teacher needs to collect the signed follow up letter and place the note in the Class/HTG Folder. The Wellbeing Administration Assistant will input the details into SEQTA as shown below. Only use the following **'TYPE'**:

Enter as much detail as possible.

CANCEL Resolve attendance SAVE Resolved absence

Student [Redacted]

Date Wednesday, 10th December 2014

Time 08:40 to 15:10

Type Resolved absence

Authorised by Guardian Name

Relationship Guardian

Form Signed note

Brief details Explain the absence

The Wellbeing Administration Assistant will write on the physical note **"Updated in SEQTA"** and initial it. The note will then be filed by admin at the end of the week. If the Class/HTG teacher receives an email/DIRQT message from the parent/guardian, the teacher must input the details into SEQTA, take a screen shot and save it into the students file management in the SIP. See below:



## **Follow-up for unacceptable levels of absenteeism.**

### **Class / HTG Teacher – Meeting with Class / HTG Teachers (Letter One)**

- Monitors student attendance and contacts parents/guardians of students with recurring patterns of absenteeism and records details in the SIP as above.
- Reviews attendance data for each student mid-term and end of term and, where the attendance falls at or below 90% sends Letter One and has general strategies to assist to improve attendance % and records this letter is recorded in the SIP.

### **Class Teacher / Inter-relationships Leader (Letter Two)**

- Monitors student attendance and contacts parents/guardians of students with recurring patterns of absenteeism and records details in the SIP as above.
- Reviews attendance data for each student mid-term and end of term and, where the attendance falls at or below 90% sends Letter Two and has three-way face-to-face meeting with parents/guardians and student and records details in the SIP.

### **Assistant Principal / Inter-relationships Leader – Meeting with Assistant Principal / Inter-relationships Leader (Letter Three)**

- Reviews attendance data, including parent/guardian contacts made by Class / HTG Teachers, mid-term and end of term.
- Sends Letter Three and meets with parents/guardians when attendance falls below 90% and records details in the SIP.

### **Vice-Principal / Deputy Principal, Inter-relationships (Letter Four)**

- Assistant Principal / Inter-relationships Leader consults with Vice-Principal (Junior School) / Deputy Principal, Inter-relationships (Middle/Senior School) for serious instances of absenteeism. Letter Four and meets with parents/guardians when attendance level is in breach of the School Education Act (1999) and records details in the SIP.

Templates for each letter are provided in Attachment One.

## **3.3 Students at Risk and Early Intervention**

Early intervention for students at risk of developing irregular patterns of attendance is crucial so that these patterns may be reversed. Indicators of students at risk include the following:

- frequent lateness;
- leaving school early;
- missing lessons;
- being the victims of bullying and harassment;
- learning difficulties;
- many days absent, either through illness, unexplained reasons or family commitments;
- unresolved issues with school personnel (staff or students);
- social or emotional issues;
- difficulties at times of transition; and
- health issues experience by the student and/or family members.

Intervention strategies must be put in place regardless when students are identified as at risk through irregular patterns of attendance. Support is available through the College Social Worker, College Psychologist and College Nurse using the appropriate referral procedures.

Attachment Two provides a template to assist with the identification of factors for student non-attendance at school.

Attachment Three provides a template to assist with the formulation of an Attendance Improvement Plan.

### **3.4 School Refusal**

#### **Understanding School Refusal**

In order to best determine how to support students and their families, it is important to understand the reasons that underlie school refusal.

It is important for teachers and support staff to understand that school refusal is not 'naughty behaviour' or about 'bad parenting'. School refusal is a complicated problem due to underlying fears or anxieties that the student is experiencing.

It is advisable to involve the Assistant Principal, Inter-relationships Leader and/or Wellbeing Team for assistance or advice about appropriate steps, strategies and services that may be of help.

#### **Whole-School Strategies**

- Clear expectations of full-time attendance for all students
- Strong monitoring procedures to enable early identification of attendance concerns
- Considered and thorough planning for cohorts transitioning from and to other schools or campuses
- Create a positive school culture that is educationally engaging, culturally responsive and prevents bullying
- Promote and utilise school-family partnerships

#### **Personalised Strategies**

The main aim of strategies devised should assist the student to learn skills for managing anxiety and return to school as soon as possible.

- Work with parents/guardians to build trust and confidence.
- Encourage parents/guardians to take a consistent approach. The student's distress is likely to increase at the beginning of any intervention and needs to be managed calmly, with recognition given when the student makes any progress.
- Provide a quiet space for the student to go to when they're feeling anxious, particularly before class or during lunch break times.
- Nominate at least one contact person for the student to go to when feeling anxious.
- Social skills training (eg assertiveness, dealing with bullying, joining in with a group, inviting a friend to join them in an activity).
- Reduced homework load.
- Teacher to avoid trigger points or touchy subjects in class.
- Avoid ultimatums and give choice/options.
- Document background, student strategies and staff strategies and share this with relevant staff.
- Remember, this may be hard work at first, but consistency and persistence pays off.

#### **Documenting the strategies**

Ensure the student is involved in the development strategies. Key considerations include strategies for:

- the arrival and separation from the parent/guardian;
- dealing with the student's complaints and running away; and
- educational and classroom planning.

### **Arrival and separation from parent/guardian**

- Repeated messages that attending school is non-negotiable
- Determine a 'drop-off' or 'hand-over' location
- Have a nominated staff member greet the student (where possible the same staff member every day)
- Parent/guardian says goodbye and leaves immediately (parent/guardian may need support for this)
- Provide a reassuring phone call to the parent/guardian once the day has started

### **Dealing with complaints/tantrums**

- A 'calm-down' area and/or activity may assist the student before class starts
- If the student won't return to class straight away, ensure an alternative is provided (going home is not an option)

### **Dealing with running away**

- Low key monitoring – don't chase the student. Disengage and allow the student to calm.
- Approach the student with clear statements of option
- Contact the parent/guardian immediately if the child leaves the school site. The parent/guardian can return them promptly, with minimal conversation.

### **Educational and classroom planning**

- Provide routine and certainty.
- Smile, be welcoming and make no reference to the student's absences on arrival.
- Adjust the curriculum if the student's fears are related to not doing well or feeling pressure at not being able to complete assigned tasks.
- Ensure the student has someone to sit and work with.
- To begin with, avoid selecting the student to participate in activities that would draw class attention, such as completing tasks at the front of the class and public speaking.
- Praise (ensure this is quiet and understated for older students).
- If the student complains of feeling sick and wishes to be sent home, avoid discussing or arguing, be patient and ignore the behaviour. The student can be sent to the nominated quiet area if this continues, not to the sick bay.

### **Monitor and review**

- Avoid increasing expectations too early
- Reset the 'goal posts' when needed
- Ensure all strategies support the promotion of a coping approach
- Keep the 'big picture' in perspective and keep trying
- Foster collaboration with parents/guardians – neither the school or parent/guardian can improve the situation alone
- If physical problems have been ruled out and the behaviour continues over a long period of time, an evaluation by a mental health specialist may be required

## **3.5 Alternative Attendance Arrangements**

The College Principal may agree for a student to temporarily attend at another school or off-site educational program in accordance with Section 24 of the School Education Act 1999.

A 'Section 24' alternative attendance arrangement is an arrangement between the principal and the parent, or the student (if the student is considered an independent minor), where documented arrangement(s) are made for the student to attend an educational program away from the school site, whilst maintaining their enrolment.

This arrangement can be used in instances where the student is attending elsewhere for a particular period of the school year or during a particular period each week.

For further guidance refer to the Approving Section 24 Arrangements Guidelines on the Department of Education and Training website.

See Attachment Four for Alternative School Options.

### **3.6 Notice of Arrangements and Exemptions (alternative enrolment options)**

Parents/guardians may seek approval for arrangements for students seeking to participate in an alternative to full-time enrolment at school including Notice of Arrangements and Exemptions. Guidelines for applying for Notice of Arrangements and Exemptions (alternative enrolment options) are available on the Department of Education and Training website.

### **3.7 North Metropolitan Education Region Participation Team**

The North Metropolitan Education Region - Participation Team is responsible for supporting students in the final two years of their compulsory education period (typically year 11 and 12), or those turning 16 and 17 years, to comply with the legislative Leaving Age requirements in Western Australia. The leaving age rose from 15 to 16 years of age in 2006 and rose again from 16 to 17 years of age on 1 January 2008.

While all students are encouraged to remain in school until year 12 graduation, students can leave school to take up approved further education, training or employment pathway options, but it does mean that leaving school and doing nothing is no longer an option.

For early school leavers this means they will be required to participate in education, training and employment or combinations of these options until the end of the year in which they turn 17 years and 6 months old, or have satisfied the minimum requirements for graduation, or they have reached the age of 18 years, whichever happens first.

If school is not the best option, they may seek permission to attend a State Training Provider (formerly TAFEWA) or other Private Registered Training Organisations, gain an apprenticeship or traineeship, participate in full time employment, or a combination of these options. However, for each of these options, students must complete a Notice of Arrangements Form and have Department of Education approval.

Alternatives to full-time schooling include:

- Full-time enrolment in a State Training Institution (formerly TAFE) or Private Registered Training Organization
- An apprenticeship or traineeship
- An approved course with a community based provider
- A combination program involving part-time school/training and part-time work
- Full-time employment

To apply for one of the above alternatives, schools must complete the form on the Department of Education and Training's Participation website.

For young people who are early school leavers and at risk of not participating in education or other approved training or employment programs, special support is available through the Participation Team who work across the North Metropolitan Education Region to broker support for successful transitions and attainment into meaningful pathways. This team has a number of Participation Coordinators and Senior Participation Coordinators, led by an Engagement and Transitions Manager, to provide specialist support and advice to students and their parents, as well as to all schools where the students are enrolled.

### **3.8 Children Whose Whereabouts Are Unknown**

- If all attempts to locate a student have failed after fifteen (15) school days and the school has not received advice that the student has enrolled at another school, the school Principal is to refer the student to the "Children Whose Whereabouts are Unknown List" through the Student Tracking Co-ordinator (STC). Schools are advised to consult with Education Regional Office staff before submitting a child whose whereabouts are unknown request as these staff may know the student's whereabouts through their connections with other agencies
- The school Principal is required to regularly review the Children Whose Whereabouts are Unknown list and advise the school attendance officer if a child has enrolled at the school.

## Attachment One

### LETTER ONE – General Strategies

Date

Dear {salutation}

#### Re: Student Attendance

I am writing to advise you that {prefname}'s attendance, is currently {percentage\_attendance}%. This is below the minimum of 90% that is stipulated in the School Education Act (1999). The figure was calculated from the start of the year, to date, and also includes both explained and unexplained absences.

Your support in ensuring {prefname}'s full attendance and subsequent advice if {he} is absent is sincerely appreciated. A strong partnership between parents and The College is essential.

I ask that you continue to keep the College informed of unavoidable absences and continue to work with {prefname}'s House Tutor and the Inter-relationships Leader to ensure {prefname}'s attendance improves. As you can appreciate, the College is fully committed in supporting {prefname} to achieve {his} full potential.

Listed below are a few suggestions to assist {prefname} to improve {his} attendance:

- Being clear about your expectations that {he} attends school on time and everyday ready and in full uniform
- Taking an interest in {prefname}'s education by asking {him} about {his} school work and encouraging {him} to get involved in school activities
- During lengthy absences maintaining contact with school so that {prefname} can be provided with work by {his} class teachers
- Discussing any problems {prefname} may have at school. The Social Worker and College Psychologist may be able to address some of these issues, if needed
- Arrange a meeting with the HTG teacher and Inter-relationships Leader to discuss any strategies that may be needed to improve {prefname}'s attendance

I thank you for your ongoing support and look forward to working together to improve {prefname}'s attendance.

Yours sincerely

{teacher\_name}

Class Teacher / Inter-relationship Leader

## LETTER TWO – Meeting with Class / HTG Teacher

Date

Dear {salutation}

### **Re: Student Attendance - Meeting request with Class / HTG Teacher**

I am writing to advise you that {prefname}'s school attendance is causing concern as it has fallen to {percentage\_attendance}% for the year and, as a result, I am becoming concerned that {prefname} is missing a significant part of {his} learning.

Regular attendance is extremely important, as missing school can have a detrimental impact on learning and, as I am sure you are aware, it is a legal requirement to attend school. A sound attendance record enables students to keep up with the work required in order to progress their learning.

I have scheduled a meeting with you on {insert day and time} at {insert time}, to discuss {prefname}'s attendance. Please contact the College on [\(08\) 9297 7600](tel:(08)92977600) to confirm this appointment or if you need to arrange an alternative meeting time. The Inter-relationship Leader may also attend the meeting. Meanwhile, I will continue to monitor {prefname}'s attendance and I hope to see an immediate improvement.

I look forward to our meeting as we work together to improve {prefname}'s attendance.

Yours sincerely

{teacher\_name}  
Class Teacher / House Tutor

## LETTER THREE – Meeting with Assistant Principal / Inter-relationships Leader

Date

Dear {salutation}

### **Re: Continued high level of absenteeism - Meeting request with Assistant Principal / Inter-relationships Leader**

I am writing to inform you that {prefname}'s attendance is still causing concern. {prefname}'s continued poor attendance, which is in breach of the School Education Act (1999), is affecting {his} progress.

You are required to attend a meeting with me to discuss this matter further on {insert day and time} at {insert time}. Please contact the College on [\(08\) 9297 7600](tel:0892977600) to confirm this appointment or if you need to arrange an alternative meeting time.

Should {prefname}'s attendance continue to fall below acceptable levels the College will be required to notify the Engagement and Transitions Manager with the North Metropolitan Education Regions Participation Team. This could result in sanctions under the School Education Act (1999). Your obligations under the act include:

- To ensure regular student attendance;
- To ensure all absences are explained and correctly recorded within three days of the absence occurring; and
- To liaise with College staff to support attendance improvement.

Medical evidence is now required for any future absences.

I look forward to meeting with you to discuss any concerns you may have so we can continue to support {prefname} in making good progress and to improve {his} attendance. This will avoid the need to escalate the situation to other authorities.

Yours sincerely

{assistant\_principal/inter-relationships\_leader\_name}  
Assistant Principal / Inter-relationships Leader

## LETTER FOUR – Meeting with the Vice Principal / Deputy Principal, Inter-relationships

Date

Dear {salutation}

### **Re: Attendance level is in breach of the School Education Act (1999)**

I am writing to inform you that {prefname}'s attendance level is in breach of the School Education Act (1999) and your immediate action is necessary.

You are required to attend a meeting with me to discuss this matter further on {insert day and time} at {insert time}.

Should {prefname}'s attendance not improve to an acceptable level within the next four (4) weeks the College will notify the Engagement and Transitions Manager with the North Metropolitan Education Regions Participation Team. This could result in sanctions under the School Education Act (1999).

The aim of this meeting is to prepare a mutually agreed plan to assist {prefname} to meet the required attendance rate. Additionally, we will examine any avenues of support to assist {prefname} to re-engage with {his} learning and, possibly, consider alternative education pathways.

I look forward to meeting with you to ensure {prefname}'s regular attendance so that {he} achieves results commensurate with {his} ability.

Please contact the College on [\(08\) 9297 7600](tel:(08)92977600) to confirm this appointment or to arrange an alternative meeting time.

Yours sincerely

{name}  
Vice Principal / Deputy Principal, Inter-relationships

## IDENTIFICATION OF FACTORS FOR STUDENT NON-ATTENDANCE AT SCHOOL



**Student:** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Class/HTG:** \_\_\_\_\_

**Period of Absentees: From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Percentage Present:** \_\_\_\_\_

**Form Completed By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Criteria	Notes
<p><b>Pattern of Absences</b></p> <ul style="list-style-type: none"> <li>• When did the absences start?</li> <li>• Absences this year to date?</li> <li>• Previous history of attendance?</li> <li>• Particular days of the week?</li> <li>• When particular classes are taught?</li> <li>• Absent alone or with others?</li> </ul>	
<p><b>Explanations</b></p> <ul style="list-style-type: none"> <li>• Any notes, phone calls, emails</li> <li>• Ongoing or new medical reasons?</li> <li>• Parent Sanctioned?</li> <li>• Reasonable explanations?</li> </ul>	
<p><b>Explanations</b></p> <ul style="list-style-type: none"> <li>• Record of follow up</li> <li>• When?</li> <li>• How often?</li> <li>• How?</li> <li>• By whom?</li> <li>• Level of success?</li> </ul>	
<p><b>Health</b></p> <p>Any known health or physiological issues:</p> <ul style="list-style-type: none"> <li>• Hearing, Vision?</li> <li>• Disability?</li> <li>• Is the student frequently fatigued?</li> <li>• Ongoing illness?</li> <li>• Any known drug or alcohol issues?</li> <li>• Health Care Plan?</li> </ul>	
Criteria	Notes
<p><b>Academic Performance</b></p> <ul style="list-style-type: none"> <li>• Does the student have identified learning problems?</li> <li>• Any specific or subject related learning difficulties?</li> <li>• How recently have these problems emerged?</li> <li>• Any marked deterioration in performance or attitude?</li> <li>• Does the student have a learning plan – IEP, CAP</li> <li>• Standardised Test Results – NAPLAN, PATr.</li> <li>• What are the student's own expectations of his or her ability? Are they Realistic?</li> <li>• Is the student coping with the workload?</li> </ul>	
<p><b>Behaviour</b></p>	

<p>Are there concerns with regard to compliance with school rules?</p> <ul style="list-style-type: none"> <li>• In classroom?</li> <li>• In school grounds?</li> <li>• Any violence?</li> </ul> <p>Any regular or ongoing conflict with other students?</p> <ul style="list-style-type: none"> <li>• Serious</li> <li>• Family related</li> <li>• Cultural</li> <li>• Other</li> </ul> <p>Any behaviour concerns in the community?</p> <p>Have disagreements occurred between the student and staff over problems such as:</p> <ul style="list-style-type: none"> <li>• Discipline?</li> <li>• Teaching methods?</li> <li>• Dress codes?</li> <li>• Home/class work?</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Number?</li> <li>• Reasons?</li> </ul> <p>What actions have occurred to resolve any disagreements and conflict?</p> <ul style="list-style-type: none"> <li>• Behaviour Management Plan</li> </ul>	
<p><b>Criteria</b></p>	<p><b>Notes</b></p>
<p><b>External Support</b></p> <ul style="list-style-type: none"> <li>• Medical?</li> <li>• Psychologist/Social Worker?</li> <li>• Tutoring?</li> <li>• Parent Support?</li> <li>• Government or Community agencies?</li> <li>• Other?</li> </ul>	
<p><b>Social/Emotional Health</b></p> <p>Does the student have friends?</p> <ul style="list-style-type: none"> <li>• Peers, younger or older?</li> <li>• Anti-social or marginal group?</li> <li>• At school or outside?</li> <li>• Is the student forming relationships with other students who are feeling disconnected from school?</li> </ul> <p>Is the student fearful due to:</p> <ul style="list-style-type: none"> <li>• Bullying?</li> <li>• Being ignored or isolated?</li> <li>• Threats to safety during or after school?</li> <li>• Embarrassment or shame</li> <li>• Image issues</li> <li>• Does the student appear to feel 'put down', constantly scapegoated or not given a fair hearing?</li> <li>• Other?</li> </ul> <p>Has social integration been disturbed by:</p> <ul style="list-style-type: none"> <li>• Illness?</li> <li>• Frequent or traumatic changes of school?</li> <li>• Suspensions?</li> <li>• Cultural issues?</li> </ul> <p>In the opinion of school personnel does the student appear to be:</p>	

<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Overly anxious</li> <li>• Stressed</li> <li>• Other?</li> </ul> <p>Any pointers which might identify:</p> <ul style="list-style-type: none"> <li>• School phobia?</li> <li>• School refusal?</li> <li>• Panic attacks?</li> </ul> <p>What support is available within the school to assist with social re-connectedness?</p> <p>When/ why does the student attend school sometimes?</p>	
<p><b>External Factors</b></p> <p>Any recent changes within family such as:</p> <ul style="list-style-type: none"> <li>• Births, divorce, death, separations</li> <li>• Changing or unstable accommodation?</li> <li>• Any home responsibilities?</li> <li>• Financial</li> <li>• Parent employment?</li> </ul> <p>Travel:</p> <ul style="list-style-type: none"> <li>• How does the student travel to and from school?</li> <li>• Any changes with address or arrangements?</li> <li>• Distance from school?</li> </ul> <p>External Social:</p> <p>Is the student involved in any:</p> <ul style="list-style-type: none"> <li>• Sports clubs?</li> <li>• Social club?</li> <li>• Other?</li> </ul> <p>Is the student in any employment?</p>	
<p><b>Agreed Outcomes</b></p>	

**Signatures**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher/IRL.: \_\_\_\_\_

Date: \_\_\_\_\_

Social Worker: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_



## ATTENDANCE IMPROVEMENT PLAN

Student: \_\_\_\_\_

Class/HTG: \_\_\_\_\_

**Expected Attendance (90% regular)**

**Actual Attendance YTD:**

**Parent/Guardian expectations:**

*Under Western Australian law (School Education Act 1999), parents must send their children to school.*

**Student Expectations:**

**College Expectations:**

Review Date: \_\_\_\_\_ by: \_\_\_\_\_

Improvements to attendance will be recognised by the College and celebrated.

Student: \_\_\_\_\_ Parent: \_\_\_\_\_

College Staff: \_\_\_\_\_ Date: \_\_\_\_\_

## CARE SCHOOLS NOT IN NORTH METRO REGION

*But enrolment permitted:*

Lathlain – ST. CLARE'S SCHOOL  
(girls only)

[www.stclares.wa.edu.au](http://www.stclares.wa.edu.au)

Maddington – ST. FRANCIS SCHOOL  
(co-ed)

[www.stfs.wa.edu.au](http://www.stfs.wa.edu.au)

Kenwick – COMMUNICARE ACADEMY

[www.communicare.wa.edu.au](http://www.communicare.wa.edu.au)

Hamilton Hill – PORT SCHOOL

[www.portschool.wa.edu.au](http://www.portschool.wa.edu.au)

Contact AISWA for list of CARE Schools: Web:  
[www.ais.wa.edu.au](http://www.ais.wa.edu.au)

## Temporary attendance at another school

A Principal may agree for a student enrolled at their school to temporarily attend another school or off-site educational program in accordance with **Section 24** (S.24) of *School Education Act 1999*. These agreements can be used in instances where the student is attending another school or an off-site educational program for a particular period of the school year or during a particular period each week.

Contact your child's School for a S.24.

## Exemption from School

An exemption from school is used for students in **Year 10 or younger** who are seeking permission to leave school and participate in activities other than full-time school, (e.g. **EMPLOYMENT OR TRAINING**). Very specific conditions must be met in order for an Exemption to be approved.

Contact your child's School for an  
Exemption Form and further information

## OTHER OPTIONS

### ANCHOR POINT

This is an alternative education program which focuses on helping young people who need a flexible learning/school environment

*Students enrol in COMET CARE SCHOOL and Comet organizes a S. 24 for attendance in this programme*

**Anchor Point enrol students aged - 14.9 years**

Campuses: Heathridge, Ballajura

Phone: 9300 2677 (Youth Futures)

Web: [www.youthfutures.wa.org.au](http://www.youthfutures.wa.org.au)

### PARKERVILLE, EDUCATION, EMPLOYMENT & TRAINING PROGRAMME

This is a unique programme which aims to prepare young people, who are at risk of failing school for the world of work. It teaches basic works skills and gives students real experience of the world of work. *Enrolled School*

*organizes S.24.*

**Age: 14 – 16 year olds.**

(Intake: February and July)

Location: Parkerville

Phone: 9290 1200

Web: [www.parkerville.org.au](http://www.parkerville.org.au)

### TAFE

Launch Pad – Leederville – 9202 4840

GATE – Joondalup

Trades North – Clarkson

*School assists with Exemption*

Phone: 1300 300 822

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### SEE (Skills for Education & Employment)

This programme assists clients looking for full time work  
Students must be registered as a job seeker with DHS.

*School assists with Exemption*

**Age: 15 years onwards**

Web: [www.education.gov.au/skills-education-and-employment](http://www.education.gov.au/skills-education-and-employment)



DEPARTMENT OF EDUCATION  
NORTH METROPOLITAN REGION

## Alternative School Options



## Parent/Caregiver Information

For your son or daughter

Date of birth:

Up to the end of 2001.

NMERO - School Engagement Team  
Updated: 17.3.17

## CAREER CENTRE

Excellent starting point for career planning:

<http://www.careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx>

## INDEPENDENT SCHOOLS

There are a number of non-government schools in which you can enrol your child.

Most private schools are fee-paying, and some belong to religious denominations.

For a comprehensive list of private schools, refer to the Association of Independent Schools (AISWA).

**Web:** [www.ais.wa.edu.au](http://www.ais.wa.edu.au)

## SIDE

*School of Isolated and Distance Education* (SIDE) can provide an education programme for students in the metro area who are unable to attend (*due to medical or mental health issues*) school for a limited period of time.

Students remain enrolled in their local school.

A clinician or medical practitioner must support the application for enrolment in SIDE programme.

**Discuss SIDE option with your child's School**

## What is a CARE SCHOOL?

**CARE** (*Curriculum and Reengagement in Education*) Schools have been established to provide alternative education programmes for secondary aged students.

Young people enrolling in a CARE school usually fall into the category of "young people at risk". The majority of students in a CARE School will study an educational programme that is designed to meet their needs.

Some CARE Schools employ Youth Workers, Counsellors, and Chaplains to assist students who are disengaged from education.

## CARE SCHOOLS IN NORTH METRO REGION

### Alta-1

Provides an alternative education programme for young people to complete secondary education. Delivered within a supportive and individually focused context, the Alta-1 programme incorporates a mix of both school and TAFE equivalent components and has a Christian based philosophy.

**Alta-1 campuses enrol students aged**

**14.9 years at:**

Joondalup, Merriwa, Malaga, Mullaloo.

**Alta-1 campuses which enrol students in**

**Years 7 – 10 at:**

Joondalup (*girls only*) and Ellenbrook

### Alta-1 Connect-Ed ONLINE PROGRAMME

Some young people for a variety of reasons are house bound and need to access education in an alternative manner. The primary aim of Connect-Ed therefore, is to provide a home-based educational program while at the same time offering teacher and social and emotional support designed to facilitate their re-engagement.

Students must meet medical criteria to be eligible for enrolment in the on-line programme.

**Alta-1 Connect-Ed enrolls students aged**

**12 yrs onwards :**

**Alta-1 Phone: 9403 8200**

**Website: [www.alta-1.wa.edu.au](http://www.alta-1.wa.edu.au)**

## CARE SCHOOLS IN NORTH METRO REGION

### Comet

Operates differently from a traditional school. There is 1 staff member for every 7 students. There is a maximum of 15 students in each class. Students leave Comet with life skills that will help them to achieve success in life. Comet helps students to overcome their personal barriers and assists them to create an education plan that is meaningful to them.

**Comet enrolls students aged**

**14.9 years at:**

Clarkson: **Phone - 9407 9099**

Caversham: **Phone - 9250 8944**

**Website: [www.cometwa.com.au](http://www.cometwa.com.au)**

### Corridors College

Teaches and trains young people who generally come from outside the recognised and accepted secondary school system. Most students or 'clients' who attend **Corridors College** have, for one reason or another, rejected or been rejected by mainstream education. **Corridors College** offers an opportunity for students to continue their education and achieve life goals that would otherwise be unattainable.

**Corridors enrol students aged**

**12 yrs onwards**

**Campus is in Midland**

**Corridors Phone: 9250 6222**

**Website: [www.corridors.com.au](http://www.corridors.com.au)**

Authorised by:	Ms Julie Hornby	Signature:	
Date:			
Effective Date:	1 August 2022	Next Review:	1 January 2024