



# Attendance Policy



**References:**

[Student Attendance Toolkit](#)

[Student Attendance in Public Schools Policy - Policies - Department of Education](#)

# Attendance Policy

## Rationale

Regular school attendance is essential for every child's learning, wellbeing, and sense of connection to school. Each day at school builds knowledge and skills that contribute to stronger engagement and higher academic achievement. Research from The Kids Research Institute Australia shows that students who make a commitment to attendance, develop positive habits that support better outcomes at school and in later life. Consistent attendance also helps children develop the important lifelong habit of *showing up*—whether at school, in the workplace, in sport, or in other commitments.

## Aim

To provide a safe, supportive, and engaging environment- physically, emotionally, socially, and culturally - that promotes and enables regular student attendance.

## Purpose

This policy outlines the procedures for recording, monitoring, and responding to student attendance, as well as the risk categories used to identify students requiring support or intervention.

## Approaches

- **Promotion:** Strengthen student, family, school, and community resilience by actively building and reinforcing protective factors that support regular attendance.
- **Prevention:** Implement strategies designed to reduce the risk of poor attendance, with a focus on students who may be most vulnerable.
- **Response:** Provide support and targeted intervention for students whose attendance patterns indicate concern or disengagement.

## Principles

- **Holistic approach:** Address both in-school and out-of-school factors that may contribute to low attendance, wherever this is possible and practicable.
- **Positive approach:** Use a strengths-based model that builds on existing capabilities rather than focusing on deficits.
- **Evidence-based and outcomes-driven:** Design, implement, and adjust interventions based on practices shown to be effective and on measurable outcomes.
- **Early intervention:** Promote regular attendance and act early to prevent emerging attendance concerns from becoming persistent patterns.

## Attendance Expectations

At Forest Crescent Primary School, all students are expected to attend regularly and participate fully in learning programs. Attendance is monitored daily, and concerns are followed up promptly to ensure students remain engaged and supported.

## Attendance Recording Process

### Daily Procedures

- Attendance is recorded **twice daily**—before **9:00am** and again by **12:00pm**—using Compass: <http://schools.compass.education>
- Classroom teachers are responsible for:
  - Entering attendance accurately
  - Monitoring patterns of absence
  - Following up on absences via phone call, email, Connect, or in person
  - Documenting all contact with parents/guardians

### Fortnightly Follow Up

- A **fortnightly attendance letter** is issued by the Learning Support Coordinator (LSC).
- Classroom teachers follow up with families as required.

### Escalation

- Ongoing or concerning attendance issues must be referred to the **Learning Support Coordinator (LSC)** and/or **Deputy Principal (DP)**.

### Unexplained Absence Procedure

- a. **If a student is absent for 2-3 days without explanation**, the classroom teacher must contact the parent/guardian and record the date, time, and method of contact.
- b. **If no response or reasonable explanation is provided**, a letter requesting an explanation will be sent home (fortnightly).
- c. **If there is still no response**, or if repeated unexplained absences occur, the matter must be referred to the **LSC or Deputy Principal** for further action.

### What families can do to help

- *Have a set time for your child to go to bed at night and get up in the morning.*
- *Have their uniform and school bag ready the night before.*
- *Have a set time for breakfast.*
- *Set a time for daily homework activities.*
- *Talk about school positively.*
- *If running late, encourage your child to still go to school and reassure them that you will let the school know.*
- *Organise for your child to meet a friend before school so they can arrive at school together.*
- *Get involved at school through volunteering or participate in school programs, events or join the P&C.*

Forest Crescent Primary School uses attendance bands (as indicated on Compass) to identify students at risk of educational disengagement and to guide timely intervention.

Attendance Range	Risk Level	Description & Required Action
95% - 100%	Excellent	Students in this range are highly likely to meet or exceed academic benchmarks. Continue to encourage strong attendance habits.
90% - 94%	Satisfactory	Attendance is generally stable. Monitor for emerging patterns.
86% - 89%	Low Risk	Students may begin to experience learning gaps. Teachers should monitor and maintain communication with families.
71% - 85%	Moderate Educational Risk	This band signals the need for <b>early intervention</b> . Contact parents and flag concerns with line managers. This is an early warning for significant learning loss and potential social or wellbeing concerns.
Below 70%	Severe Educational Risk	This level of absence has a <b>significant negative impact</b> on learning outcomes and social engagement. Immediate intervention is required. <i>70% attendance equates to missing approximately 1.5 days per week over a school year.</i>

#### Intervention and Support

- When attendance falls below **86%**, or when patterns of concern emerge, the Teacher / LSC/DP or Principal will follow up.
- Follow up may include:
  - A formal letter
  - A documented phone call
  - A meeting with parents/guardians
- If regular attendance is not restored, **support strategies** will be implemented prior to formal intervention,
- in line with Department procedures.

#### What staff at our school can do to help

- Offer developmentally, socially and culturally responsive learning opportunities to engage students.
- Monitor every student's attendance and work with parents to overcome problems affecting attendance.
- Provide predictable routines to help students know what to expect to reduce anxiety about going to school.
- Talk with families about involving support staff, outside agencies or organisations to help.
- Talk with families about local services that may also be able to help such as Headspace, Youthline and Child and Adolescent Mental Health Services (CAMHS).