

**PURPOSE:**

The National Youth Participation Requirement was implemented in Victoria through changes to the *Education and Training Reform Act 2006* that came into effect on 1 January 2010. The minimum school leaving age in Victoria has been increased to 17 years. A student can leave school before this age provided they have completed Year 10 and participate full-time (defined as at least 25 hours per week) in education, training or employment, or a combination of these activities until they reach 17 years of age. In addition, Regional Directors can exempt students who are under 17 and who have not completed Year 10 from attending school in certain situations. This could occur when the student wishes to undertake an apprenticeship or complete Year 10 or equivalent in a non-school setting.

**1. Student Attendance – College Context**

The College believes that it is part of students' rights and responsibilities to attend all classes on all school days; however, this does not happen in all cases. Attendance procedures include strategies to promote the participation and empowerment of children in their education. This policy intends to clearly set out student and parent responsibilities in terms of attendance at the College. This policy also intends to affirm the principle that students need to attend classes for them to achieve a satisfactory standard in their studies.

Emphasis is placed on regular attendance, and the school has in place clear attendance expectations. Attendance is monitored throughout the day, and student absences are followed up by our Teacher Advisors daily. The College aims to maximise student learning and performance by ensuring that children required to attend school do so regularly and without unnecessary or unexplained absences and provides flexible learning and engagement programs / pathways opportunities for students who cannot attend school on a regular basis.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DET Psychologist, Student Support Services Co-Ordinator, School Nurse, School Chaplain, School Attendance Officer, the Student Pathway & Engagement Worker and Inclusion and Outreach Co-Ordinators.

Eaglehawk Secondary College Staged Attendance Processes:

**TEACHER ADVISOR**

**STAGE ONE: Unexplained absence one – two days**

- Mark online TA roll each morning.
- Request a note from the student the morning following the absence.
- Phone contact made with parent/carer if note is not produced the following day.
- If student is absent for 2 consecutive days without notice contact home

## STAGE TWO: Unexplained absence three – five days

- If student is absent three to five days phone contact made with parent/carer. Request medical certificates or other documentation supporting absences.

## STAGE THREE – five or more days of unexplained absence (1<sup>st</sup> Attendance letter sent)

### 1st Absence letter

- Liaise with Attendance Officer to send letter to parent/carer regarding absences to be sent from the Teacher Advisor requesting a meeting to discuss. Counter signed by Community or Neighbourhood Leader.
- Request medical certificates or other documentation supporting absences and offer support if needed.
- **Attendance Improvement Plan** developed. [ESC Attendance Improvement Plan.doc](#). The aim of the meeting is to attempt to problem solve with the parent/guardian. The Community or Neighbourhood Leader must state at the outset the reasons for the meeting and must ensure procedural fairness. Document all issues which are raised and subsequent actions decided on. The parent/carer is given the opportunity to explain reasons for absences.
- Copy of Plan to be provided to all in attendance as well as the Attendance Officer.

## TEACHER ADVISOR / COMMUNITY OR NEIGHBOURHOOD LEADER

## STAGE FOUR – continued unexplained absences

- Request a Parent meeting with Teacher Advisor and Community or Neighbourhood Leader to discuss the Attendance Plan.
- If need be develop an **Individual Wellbeing Plan** which includes the Attendance Improvement Plan. [J:\Documents\Wellbeing\ESC Individual Wellbeing Plan.doc](#)

## COMMUNITY OR NEIGHBOURHOOD LEADER / ASSISTANT PRINCIPAL

## STAGE FIVE- continued unexplained absences (2<sup>nd</sup> Attendance Letter to be sent)

### 2nd Attendance support letter

- Neighbourhood or Community Leader requests meeting with Assistant Principal to discuss issues. Relevant Plan discussed.
- Liaise with Attendance Officer to send letter to parent/carer from the Community or Neighbourhood Leader requesting medical certificates (and other relevant documentation) and reiterating the details of support in place, action already taken and parental responsibilities in accordance with DEECD. Counter signed by Assistant Principal.
- Meeting held to review changes which need to be made to relevant Plan.
- Relevant staff to be notified.
- Referral to Wellbeing Team for additional support.

## ASSISTANT PRINCIPAL / PRINCIPAL

## STAGE SIX: Ongoing failure on part of parent/carer to ensure attendance. (3<sup>rd</sup> Letter to be sent home)

### [3rd Attendance letter.docx](#)

- Liaise with Attendance Officer to send letter to parent/carer from the Assistant Principal summarising all intervention and support offered. Advise parent/carer the matter will be referred to DEECD. Counter signed by Principal.
- Meeting with the Assistant Principal to discuss.
- Stages in the process can be fast-tracked at the discretion of The Assistant Principal or Principal.

### Wellbeing Team

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|--|-----------------|
| ○ Student Support Services Co-Ordinator    | Nicole Ellerton |
| ○ Student Attendance Admin Support Officer | Sharon Sharp    |
| ○ School Nurse                             | Alli McMillan   |
| ○ School Chaplain                          |                 |
| ○ Inclusion Coordinator                    | Viv Jenkin      |
| ○ Outreach Education                       | Dan Williams    |
| ○ Transition Support Worker                | John Pearce     |