



Attendance Procedures

1. Purpose

The School Education Act 1999 requires compulsory aged students to attend school or participate in an educational program of a school. Principals are to record/monitor student attendance and use strategies to restore attendance if needed. School attendance is strongly related to increased academic development and provides students with opportunities to develop social competence and relationships, be in a language-rich environment, work with others, and learn skills like problem-solving and persistence (Kearney & Graczyk, 2014). Attendance is measured as the number of actual full-time equivalent student days attended by full-time students in Years One to Ten as a percentage of the total number of possible student days. Educational Risk is defined as falling below 90% attendance.

SOURCES OF AUTHORITY	
CECWA Policy	Community Policy
Executive Directive	Student Safety and Wellbeing

2. Scope

These procedures apply to all students from Pre-Kindergarten to Year 6.

3. Procedures

ATTENDANCE PROCEDURES

- Each school is required to keep accurate attendance records for all its students. This includes taking attendance.
- Although all school staff are vital in supporting regular student attendance, the Principal is responsible for:
 - Keeping accurate attendance records for every child enrolled in the school; these can be stored electronically but must be able to be reproduced in written form.
 - Maintaining records for the appropriate period of time under the *School Education Regulations 2000*.
 - Managing alternate attendance arrangements.
 - Implementing plans and strategies to encourage regular attendance.
- Records must include:
 - If the student was physically present or not.
 - If the student was attending a different approved activity (the teacher running that activity must also record attendance).
 - Any reasons given for an absence.



- If the reason for the absence is reasonable (see examples).
- A flag for unexplained absences (removed if a reason is given later).
- Information about any unsatisfactory attendance at school or classes.
- A mark for half-day attendance if the student is present for at least two hours of instruction.
- *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 attendance at a funeral, including Sorry Business
 - Illnesses and accidents
 - Unforeseen and unexplained circumstances
 - Compliance with another law that results in the child's absence
 - 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, culture observance or obligation.
- *Unauthorised absence* (UNEXPLAINED) – A Principal can record an absence as 'Unauthorised' when there has been no reasonable explanation provided for the absence.
- If a reason is given to the Principal and it is not approved, then the school will notify the parent/carer in writing. In general, it is expected that these absences would not be excused:
 - The parent did not seek approval beforehand, or in accordance with school procedure.
 - The student was absent due to leisure or social activities without approval.
 - The conditions of an authorised absence were not met (for example, a student absence learning plan during a family holiday was not completed).
 - The parent has provided no explanation for the absences.
- Principals should make sure attendance data is regularly monitored and analysed to look for attendance patterns. Patterns of absences can be across the school, a class or at the individual student level. Having accurate data, including the reasons for absences, is important for:
 - Developing improvement strategies for students
 - Reporting for funding requirements
 - using as evidence when there are attendance concerns
- Parents/guardians must enrol a child of compulsory age at a registered school and ensure the child attends school at all times when the school is open for instruction.
- Parents/guardians must provide an explanation for any absence their child has and work in partnership with the school to support attendance.
- The parent/guardian of the student is required to:
 - Ensure the child attends school at all times when the school is open for instruction, unless there is a reasonable explanation for a student's absence
 - Provide an explanation for any absence their child has within 3 days



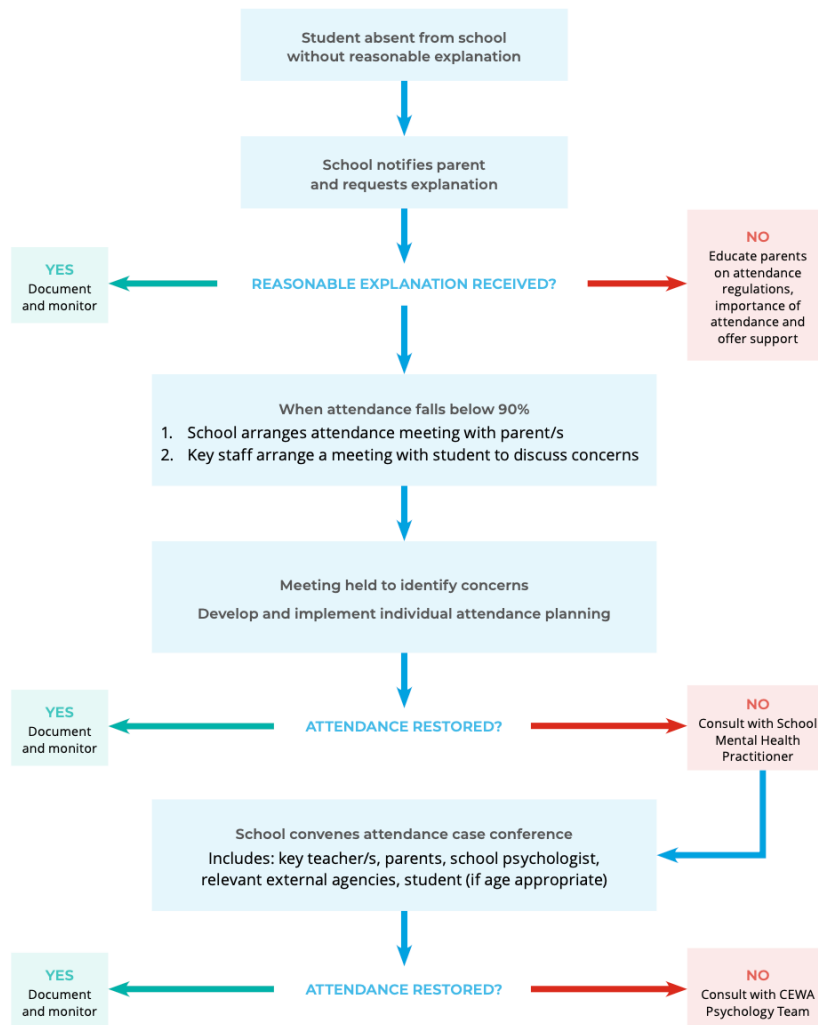
Student Non-Attendance Flow Chart:

June 2021



CATHOLIC EDUCATION
WESTERN AUSTRALIA

Student Non-Attendance Flow Chart



Role of Parents/ Carers:

- Ensure that children are at school by the times below:
 - Kindergarten – 8.50am
 - Pre-Primary to Year 6 – 8.40am
 - No student should be on school grounds, unattended, before 8.15am
- If a child arrives at school after the times above, please take the child to administration and sign in via the SEQTA app on the iPad before going to class. This is also required if a child is collected during the day and then returned to school.



- If a child needs to be collected before 3.00pm (or 2.50pm for Kindergarten), pick up the child from administration and sign out via the SEQTA app on the iPad.
- If a child will not be attending school on any day, contact the school prior to 9.00am on the day of the absence using one of the following methods:
 - Emailing admin@olof.wa.edu.au
 - Calling 9333 7900 and speaking with the Administration Officer.
- Provide an explanation of student absence within 3 days of the absence.
- When a planned holiday or other period of absence falls during term time, email the Principal to discuss this further on principal@olof.wa.edu.au. This is required for any absence of five days or longer. If the dates change it is up to the parent/carer to provide written notification to the school.

Role of Teachers:

- Record absences using SEQTA before 8:50am at each morning and at 1:15pm each afternoon.
- Each day check on the previous attendance for any anomalies and advise the Attendance Officer.
- Direct any correspondence he/she may have received from parents/ carers about student absences to the Administration Officer.
- Inform the Principal if there are any concerns about student attendance.

Role of Administration Officer:

- Record all parent/carer correspondence regarding attendance on SEQTA.
- Monitor teacher completion of rolls on SEQTA.
- Generate a text message to parents/caregivers when there is an unexplained absence.
- If parents/caregivers do not contact the school, send home a SEQTA attendance follow up note for signing.
- At least twice a term, review attendance records and re-contact parents/carers if required.
- Ensure that all signed notes, emails and other attendance details are archived.
- On a regular basis (at least once per term), inform the Principal of students whose attendance has fallen below 90%.
- Provide a class roll to relief teachers to complete attendance and record this information in SEQTA.
- Extract and store attendance at the end of the year according to Catholic Education Western Australia protocols.
- Store absentee emails will be stored in archive form at admin@olof.wa.edu.au. Hard copy notes will be collected at the end of each year and stored in the Archive Room.
- Keep attendance data according to the Records Disposal Authority (RDA) schedule.



Role of Principal:

- Monitor implementation of attendance procedures.
- Use the *CEWA Student Attendance Guidelines* and *Student Attendance Resources* to respond to all attendance concerns.

ACCESS TO ONLINE LEARNING AND DELIVERY OF THE CURRICULUM

- The school delivers its educational programmes primarily through face-to-face attendance and participation at school. Online-only learning is not offered as a general alternative to attending school and is only approved in limited circumstances consistent with Standard 14: Delivery of the Curriculum from the *Registration Standards for Non-Government Schools*. The provision of educational programmes exclusively by means of online-only learning is restricted to students who are:
 1. geographically isolated;
 2. temporarily living or travelling interstate or overseas;
 3. participating in elite sport or the arts; or
 4. are unable to attend school due to:
 - a. diagnosed physical or mental illness or disability;
 - b. bail conditions; or
 - c. another special circumstance acceptable to the Director General
- Access to online-only learning is to be determined by the Principal. Schools delivering educational programmes to students exclusively by means of online-only learning are under the same obligations to comply with the registration standards and other requirements as mainstream schools, in particular:
 - Standard 1 regarding delivery of the curriculum;
 - Standard 2 regarding the staff to student ratios; and
 - Standard 5.5 regarding provision of ancillary support to ensure equity of access to educational programmes.
- For the purpose of this requirement, “unable to attend” means that the student is prevented from attending school in person, or from fairly and fully accessing or participating in the educational programmes of a reasonably accessible school, because of one or more of the reasons listed above.
- The school distinguishes inability to attend from unwillingness to attend, preference for online learning, convenience, family preference, or difficulty associated with regular attendance. Online-only learning will not be approved solely because attendance is inconvenient or because a student or family does not wish to attend school in person.
- Where online-only learning is requested or considered, the school will require appropriate supporting information and will assess whether the student meets one of the permitted categories. Approval will be documented, reviewed regularly, and will include arrangements for curriculum delivery, monitoring of participation and progress, communication with



parents/carers, student wellbeing, and transition back to face-to-face attendance where appropriate.

- If online-only learning is approved, learning programmes will be provided via school applications that are determined developmentally appropriate for the student, including Seesaw or Microsoft OneNote.

Authorised by	Jacinta Petersen	Signature	
		Date	1 July 2022
Effective Date	28 April 2026	Next Review	April 2029



APPENDIX 1

EXTENDED ABSENCE

Dear Parent/Carer,

It is understood that no family intends to cause any disruption to their child's learning or school life when extra holidays are planned. The purpose of this letter is to provide some information for families so the school's position can be considered.

It is important that families consider the following issues when arranging holidays to be taken outside of school holiday times.

- Students may miss out on important learning programmes that may affect future education. The school cannot accept responsibility for learning that is missed during extended leave taken.
- Teachers are not to be asked to set work while extended leave is taken for holiday purposes.
- If important assessments are missed, then some areas of your child's report may be left incomplete.
- Extended absences cause extra organisational concerns for in-class and co-curricular activities including sports days, assemblies, camps, Sacramental programmes and so forth. Your child's involvement in these activities cannot be guaranteed if essential preparation has not been undertaken or they are absent when activities are planned.
- Although every effort is made to set a school calendar of events in advance, due to exceptional circumstances, these dates may need to be changed during a school year.
- Students can find it difficult to learn school routines and develop social groups depending on when extended leave is taken.

Parents need to be aware of the "Attendance" requirements of the School Education Act 1999, in particular, Section 23. It is important that the Student Extended Leave form be completed and returned to the school administration.

Kind regards,

Jacinta Petersen
Principal