

686 ECG Attendance Policy and Procedures

1. ECG Secondary College (ECG) believes that student attendance and student achievement are closely connected. Students who develop patterns of good attendance are more likely to be successful at school.

Purpose

2. To provide guidance on the requirements for attendance for students at ECG.

Scope

3. All staff, students, and parents/carers/guardians within the operations of ECG.
4. All Campuses of ECG inclusive of the Virtual Campus. (Additional Attendance information for the Virtual Campus can be found in Appendix 1).

Policy

5. ECG students will have their attendance and conduct monitored during their enrolment.
6. The attendance expectations are clearly communicated to both the students and parents/carers/guardians through the Student and Parent Handbook and at the student interview meeting prior to enrolment.
7. ECG students are required to attend all programs and activities to maximise their learning opportunities.
8. ECG students enrolled in VCE VM or VPC will adhere to the attendance requirements outlined in the ECG VPC/VCE/VM Senior School Handbook, inclusive of all campuses including the Virtual Campus.
9. ECG acknowledges that the students who attend the College may have previously disengaged from their schooling and may have developed poor attendance patterns. ECG staff are committed to working towards increasing attendance rates and engagement for all students.
10. Program activities include VET classes, incursions, excursions, camps, VDSS Taster Programs, industry placements, work experience and/or Structured Workplace Learning (SWL) electives.
11. Attendance monitoring of ECG students who attend external courses provided by other senior secondary courses is managed by the ECG College School Administration Team Leader.
12. ECG will:
 - identify and support all students at risk of non-attendance. This will include various forms of intervention.
 - work with students and their families to breakdown and improve entrenched patterns of poor attendance.
 - support student attendance by liaising with and utilising the expertise of the ECG staff and individual student case workers/support services.
 - recognise that late attendance and/or early departure may impact on students' learning. ECG will develop and implement strategies to support students and their families to arrive on time each day and to remain at ECG for the day.
 - clearly communicate with students and parents/carers/guardians about their obligation to inform ECG of the reason for a student's absence and of the processes that will be followed where an absence occurs.
 - ensure that accurate data is collected in relation to attendance and participation.

Procedures

Attendance Guidelines

The following procedures outline the steps and strategies for monitoring attendance and supporting

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students to reduce absence and lateness.

13. Attendance rolls will be marked three times a day for each morning, mid-morning, and afternoon class, by ECG teachers.
14. Parents/carers/guardians can access Compass directly to monitor student attendance.
15. Parents/guardians will be notified of any unexplained absences or lateness, unless a student is enrolled as a mature minor or independent student.
16. It is the responsibility of any student who is absent to find out what course work or assessment was covered in missed classes and any work that may have been set during that time and complete or arrange to complete the work.
17. External organisations which are providing courses for ECG students, will send the student's attendance role via email to the School Administration Team for marking in Compass.

Student Absences:

18. Parents/Guardians should ring the College "student absentee" line or ECG reception if they are going to be absent. A message can be left on the answering service if out of hours.
19. A confirmation, email, text or note from a parent /carer/guardian is required, explaining the reason for the absence unless a student is enrolled as a mature minor or independent student.
20. Accurate class rolls are taken by teachers three times a day; morning, mid-morning, and afternoon.
21. Details of medical certificates, notes and any telephone contact in relation to attendance are recorded into the student management system.
22. All non-explained absences for students are reported to the parent/carers/guardian via mobile phone via text through Compass.
23. Approved absences do not affect a student's attendance rate and include illness with a medical certificate, bereavement, a statutory declaration regarding illness, approved excursions, and activities. A medical certificate should be provided for any single absence if possible as an absence with a medical certificate is considered an approved absence.
24. For an absence of more than two consecutive days students must provide:
 - I. a medical certificate; or
 - II. a letter from the parent/carers/guardian explaining the absence; or
 - III. Compass approval with reason for absence provided.
25. Students and their parents/carers/guardians (if required) are counselled for ongoing absences to ensure their safety and wellbeing.
26. Any attendance issues are followed up by the teacher, assisted by the Campus Principal/Campus Lead if required. with support from the Student Engagement and Support Co-ordinator.
27. Attendance is discussed with students and their parents/carers/guardians if required according to the following guidelines:
 - The parent/carers/guardian of a student is notified unless a student has enrolled as a mature minor.
 - the student may be required to attend a meeting about their low attendance with their teacher if patterns of absence persist.
28. The student is supported by the college Youth Workers and/or Student Engagement and Support Co-ordinator on managing their attendance requirements. If the Youth Workers or Student Engagement and Support Co-ordinator have concerns about the student's safety or wellbeing, follow up should occur.
29. If there is no improvement in the following week, a further meeting will be held, and parents invited to attend. At this time an Engagement Improvement Plan, or in some circumstances an Absence Learning Plan, will be developed with the involvement of the Student Engagement and Support Coordinator.
30. If no improvement occurs following this second meeting, a warning letter will be issued.
31. At all times during the process, any concerns about the student's safety or wellbeing will be acted

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upon.

32. In some cases, there may be valid reasons for the student to have a modified attendance because of mental health /medical issues or other issues. In these cases, the campus principal/Campus Lead Teacher and the Student Engagement and Support Coordinator will work with the student, the family and any support or medical services engaged with the student, as well as monitor and record modified attendance through the development of an Engagement Improvement Plan or Absence Learning Plan.
33. ECG supports students who gain casual or part time employment. While preferable to have this occur outside of school hours, sometimes this may not be possible. Students are to inform the school if they gain employment with parent/carer/guardian consent (if not enrolled as a mature minor). This employment can contribute to a student's 'Practical' or 'Applied' component of the Work-Related Skills.
34. Students whose attendance rate falls below 30% will be passed onto the government external absence service Navigator, or the DET Senior Wellbeing and Engagement Officer if students/families don't consent to participate in the Navigator program.

Centrelink Support

35. Centrelink contacts CCG and ECG regularly to request attendance details for students receiving payments from them. CCG/ECG will provide attendance data. Non-attendance may impact on Centrelink payments.

Early Leaving

36. Students are required to bring a note signed by a parent/carer/guardian with an explanation to give permission to leave early (if not enrolled as a mature minor or as an independent student).
37. All students are required to explain their request to leave early to the Campus Principal/Campus Lead Teacher prior to the appointment.
38. Students, with permission to leave early must sign the Student Sign out book before leaving

Relationships

External:

- Education and Training Reform Act 2006 (Vic)
- Education and Training Reform Regulations 2017
- Working with Children Act 2005 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Disability Act 2006 (Vic), Disability Standards for Education 2005
- Disability Amendment Act 2017
- Disability Regulations 2018
- Privacy and Data Protection Act 2014 (Vic)
- Health Records Act 2001 (Vic)
- Disability Discrimination Act 1992 (Com)
- VRQA Guidelines to the Minimum Standards and Requirements for Schools.

Internal:

- 133 Student Wellbeing and Engagement Policy
- 604-1 ECG Secondary College Enrolment Policy and Procedure
- 601-3J Student Rights and Responsibilities
- 623 Student Code of Conduct Policy

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- 685 Behaviour Support and Management Policy and Procedures
- 686-1 ECG Secondary College Attendance Procedures
- 682 ECG Secondary College Activities, Excursions and Camps Policy
- 102 Record Management Policy
- 102-1 Record Management Procedure
- 684 ECG Secondary College Assessment Monitoring and Reporting Policy
- 688-1 Student Supervision Policy and Procedures
- 680 ECG Secondary College Student and Parent Handbook
- 689 ECG Secondary College Staff Handbook
- 691 ECG Curriculum Framework Policy
- 691-A ECG College Curriculum Handbook
- 691-B ECG Secondary College VPC & VCE VM Teacher Handbook
- 691-C ECG Secondary College VPC & VCE VM Student Handbook
- Attendance and engagement flowchart

Appendices

Appendix 1 - 686-1 Virtual Campus Attendance Policy

Appendix 2 - Engagement Improvement Plan.

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Appendix 1 — 686-1 Virtual Campus Attendance Policy

Purpose

1. ECG Secondary College (ECG) believes that student attendance and student achievement are closely connected. Students who develop patterns of good attendance are more likely to be successful at school.
2. This policy provides guidance on the requirements for attendance for students at ECG Secondary College in a Virtual Learning Environment.

Scope

3. All staff, students, and parents/carers/guardians within the operations of ECG.
4. The Virtual Campus of ECG.

Policy

5. ECG students will have their attendance and conduct monitored at least twice daily during their enrolment. The attendance expectations are clearly communicated to both the students and parents/carers/guardians through the Student and Parent Handbook and at the student interview meeting prior to enrolment.
6. ECG students are required to attend all programs and activities to maximise their learning opportunities.
7. ECG acknowledges that the students who attend the College may have previously disengaged from their schooling and may have developed poor attendance patterns. In acknowledgement of this, ECG staff are committed to working towards increasing attendance rates and engagement for all students.
8. Program activities include all allocated Virtual Learning Sessions as indicated on Compass and extra- curricular activities by consent. Extracurricular activities may include VET classes, incursions, excursions, camps. Taster Programs, industry placements, work experience and/or Structured Workplace Learning (SWL) electives.
9. Attendance monitoring of ECG students who attend external courses provided by other senior secondary providers is managed by the ECG Virtual Learning Campus Principal.
10. Attendance in Virtual Learning sessions will be monitored via multiple modes including in camera on Microsoft Teams, verbal notification (microphone on), teams chat, email notifications, work submission and students will be required to confirm attendance twice daily in allocated session times.
11. ECG will:
 - identify and support all students at risk of non-attendance. This will include various forms of intervention.
 - work with students and their families to breakdown and improve entrenched patterns of poor attendance.
 - support student attendance by liaising with and utilising the expertise of the ECG staff and individual student case workers/support services.
 - recognise that late attendance and/or early departure may impact on students' learning. ECG will develop and implement strategies to support students and their families to check in on time each day and to remain connected throughout the learning day.
 - clearly communicate with students and parents/carers/ guardians about their obligation to inform ECG of the reason for a student's absence and of the processes that will be followed where an absence occurs.
 - ensure that accurate data is collected in relation to attendance and participation.

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Appendix 2 - ENGAGEMENT IMPROVEMENT PLAN

Student's Name:		Age:	
VPC/VM		Date:	
Attendees at meeting:			
Lead Teacher Name:		Teacher Name:	
Parent/Guardian/Care Giver Name:		Engagement/Wellbeing Representative:	
Other:			
Objectives of meeting:			
- To support the student to improve their school engagement/attendance and to ensure they feel safe and supported by staff and their peers.			
Background (attendance data — Teacher to provide prior to meeting) <i>can be found under Attendance tab in Compass — Annual Summary</i>			
Days of absence over the past <i>month/term x</i> <i>Consider the student's engagement and any relationship to such factors as: day of the week, time of day, homeroom/tasters/VETDSS, patterns of attendance</i>			
Student Support Plan			
Is the Student's Support plan Current			
.. .. Yes No <i>(If No, add to teacher actions to have support plan mtg to update)</i>			
What are the barriers for attending school			
<i>Consider impacts on attending school eg: mental health/health, family obligations/commitments/ other issues. Any student concerns around using the common areas eg cafe</i>			

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CCG
Community
College
Gippsland



ECG
Secondary
College

Other comments/notes discussed at meeting:

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-
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Goals

Ensure the student's goals are SMART goals — specific, measurable, achievable, timely & realistic

- To attend school according to the below modified timetable
-
-

Engagement / attendance expectations are:

Weekday	Morning (9:20 — 11:00)	Mid (11:30 — 1:00)	Afternoon (1:40 — 3:00)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

**Due to the above engagement approval agreement it may require an extended length of time for the student to complete the relevant Certificate.*

The above timetable is to be for a maximum of 3 weeks in length

Student will take the following actions to achieve their goal/s

- Using Student's support plan
- *Amongst other things, consider alternative strategies instead of non-attending/non engaging or leaving early eg: checking in with wellbeing team*
- *Morning and bedtime routines*
- *Limiting Technology in the bedroom*
- *Participation in extra-curricular activities*
- *Seeking assistance from teachers*

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Staff will take the following actions to help the student achieve these goal/s

- Review Student Support plan if required

Amongst other things, consider:

- *Adjustments to curriculum e.g. concentrating on core or favourite subjects for a period of time,*
- *Referrals to alternative programs/community agencies/supports*
- *Identify a well being team member as a support person to check in on student*
- *How can we support student feeling connected with peers/staff*
- *Consider/Investigate pathway options for re engagement including career support/SWL/SBAT/VET options*

Parents/Guardians/CareGiver's will take the following actions to help the student achieve these goal/s

Amongst other things, consider:

- *Morning and bedtime routines*
- *Technology in the bedroom*
- *Communication with the school*
- *Accessing support from community agencies*
- *A visit to the family GP for a check-up*

The plan will be monitored in the following way:

Amongst other things, consider:

- *Attendance data*
- *Tasks completed*
- *Participation in class*
- *Student observations*
- *Parent observations*
- *School observations*
- *Recognition of Improvement*

Implementation
start date:

Review
date/time:

MAXIMUM PERIOD IS 3 WEEKS UNLESS PRIOR APPROVAL BY PRINCIPAL/ENGAGEMENT DELEGATE

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Other factors to consider:

Let Attendee’s know that the signed EIA will be made available on Compass for all parties.

AGREEMENT

Student Agrees to the above EIA Yes No

Parent/Guardian/Care Giver Agrees to the above EIA Yes No

APPROVAL

Lead Teacher Signature:	
Engagement Delegate Signature:	

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