

WSS Attendance Procedure

Purpose: teachers have a duty of care to know where their students are at all times.

Attendance marking and follow up plays a key role in this duty of care.

It is the responsibility of all teachers to document attendance of students in each lesson of the school day. Teachers are required to mark their rolls on Daymap within the first 10 minutes of each lesson.

Schools must ensure they:

- accurately record daily data relating to any non-participation or absence of a student from their educational program in Education Department School Administration Education Management System (EMS) or approved third-party Learner Management System (LMS) (Daymap) by 6.00pm daily and follow up any absences where information has not been received from families within 3 days (see assess)
- promptly address any students who have met the criteria of:
 - habitual non-attendance by phone call or text at minimum
 - chronic non-attendance with a combination of direct communication, a request for a meeting, or a home visit (see assess)
- undertake a home visit where there has been no reasonable response to school follow-up of non-attendance and it is safe to do so (see engage)
- develop an appropriate plan to support the student and family that identifies barriers to attendance and strategies to address these (see support)
- monitor the progress of attendance, participation and supports (see monitor)
- escalate attendance concerns to a designated school leader to determine the need for appropriate external advice and support — this may include an enquiry to the Attendance Hub (see evaluate)
- make a mandatory notification to the Child Abuse Report Line (CARL) regarding chronic non-attendance where appropriate (see evaluate).

Note:

- habitual non-attendance where a student has 5 to 9 absences in a term for any reason
- chronic non-attendance where a student is absent for 10 days or more in a term for any reason.

Attendance strategies must be purposeful and directed by the 6 core functions of attendance improvement:

- Promote the importance of education from the earliest years of life and throughout the schooling years as a school community priority of the highest value.
- Assess patterns of non-attendance and circumstances to inform the development of appropriate targeted, intensive and coordinated interventions.
- Actively engage and include all children, young people and their families in education and interventions which support attendance.
- Provide support to address the barriers to attendance, learning and wellbeing and ensuring inclusive support for children and young people so they can be physically present and engaged in education.
- Monitor attendance to ensure that risks are identified, supports are in place, and progress is reviewed.
- Evaluate the need for further or ongoing interventions, referrals for external support and mandatory notifications.

School staff

- Support departmental requirements and locally developed and agreed upon attendance improvement processes for the school.
- Provide a relevant and dynamic learning program and environment that seeks to engage all children and young people and offers opportunity for success, thus encouraging regular attendance.
- Record non-attendance according to departmental requirements.
- Contribute to the analysis of attendance trends and the development of Attendance Improvement Plans.
- Implement Attendance Improvement Plans.
- Implement procedures, including parent communication, to follow up non-attendance.
- Work with parents and government and non-government agencies to support children and young people's regular attendance in the education program.
- Refer to Student Support Services and/or attendance hub if support is required.
- Make mandatory notifications as required by the Children and Young People (Safety) Act 2017 and document and store as per departmental procedures.
- In addition to the roles and responsibilities of departmental staff, parents, families and students are participants in attendance improvement and have roles and responsibilities in relation to attendance.

Exemptions

Students who will be absent from scheduled lessons or programs for five or more days require an exemption.

- Up to one month: Exemptions for travel, medical or other can be granted for up to one month by the Principal
- Over one month, up to twelve months: Exemptions for travel, medical or full time employment can be granted for over one month up to twelve months by Department for Education approval

Process for seeking an exemption:

1. Home Group teacher discusses the need for an exemption with parent/guardian
2. Home Group teacher emails Data Team (dl.0638.datateam@schools.sa.edu.au) to create and send an exemption form to parents/guardians
3. Data Team seeks parent/guardian approval of the exemption form via signature
4. Data Team provides completed exemption form to Principal via the Ancillary Leader for approval
5. Home Group teacher to maintain communication with the student during the exemption period and are required to work with the student and parent/guardian to create a plan for their transition back to school at the completion of the exemption

For more information, please see the [exemption from school procedure](#).

Whole Day Absence Process and Roles/Responsibilities

Teachers: Record attendance for each lesson using Daymap, the school's Learning Management System (LMS). This data is automatically imported into the Department for Education's Enterprise Management System (EMS) for reporting purposes.

Parents/guardians: must provide an explanation for any absence, lateness, or early departure. This can be done through the school's designated communication channels.

- Attendance SMS: 0438 647 988
- 24hr absence line: 8329 7242
- Replying to Daymap attendance message
- Student Services

Home Group Teachers: Monitor attendance trends within their Home Groups weekly, follow up all whole day unexplained absences and provide initial support for students showing early signs of disengagement. This should include:

- Contacting home to discuss attendance concerns and obtain a reason for all whole day unexplained absences, utilising emails/phone calls.
- Amend the whole day unexplained absence by updating the code on Daymap, if parents/guardians respond.
- Record all attempts of follow up should be documented on Daymap as a Running Record - 'Attendance Follow Up' type, and send via email to the appropriate House Leader
- Communicate ongoing attendance concerns to the relevant House Leader

If attendance follow up has occurred and parents/guardians haven't responded to explain the whole day absences after 1 week:

- Home Group teacher to:
 - Email Student Services (dl.0638.studentservices@schools.sa.edu.au), including the following details:
 - Student name
 - Student year level
 - Student Home Group
 - Unexplained absence date/s requiring follow up
 - Monitor whole day unexplained absences and refer to House Leader if own follow up and Student Services follow up has been unsuccessful.

Student Services: Monitor Daymap school inbox, including sending attendance messages, updating absences when a valid reason has been provided by parents/guardians.

- Actively monitor the Daymap communication school inbox portal daily
- Update student absences received utilising the relevant codes (C,F,I,N)
- Send Daymap attendance text messages to parents/guardians when Home Group teachers send an email for follow up.

Sending communication via Daymap:

- Select 'communication' from the LHS
- Under 'communications', select 'School Inbox'
- Select 'add new'
- Select 'SMS to selected people'
- Select 'add people'
- In the 'select group' option - choose HG from dropdown list and choose the appropriate Home Group
- In the 'person type' option - select 'parent/guardian' option
- Check 'tick box' for 'first contacts only'
- Identify appropriate parent/guardian from the 'related student' and check the 'tick box'
- Select 'save' and then 'close'
- Utilising the **Daymap attendance message** (see page 14), copy the template into the 'message' section.
 - Ensure that the **parent/guardian name, student name** and appropriate **whole day unexplained dates** (from Home Group Teacher) are amended.
- Select 'send'

House Leaders: Work with Home Group teachers to track and monitor attendance through Home Group collaborative meetings and ensure any students of concern are followed up. An Attendance Improvement Plan or Approved Learning Program can be utilised to support re-engagement with school.

House Leader follow up to include:

- Sending attendance letters via EdSmart for any students with more than 10 whole day unexplained absences per term.
- Complete an eCARL report for students with persistent non-attendance (10 or more days of unexplained absences per term).
- Set up a parent/guardian meeting to discuss attendance concerns and develop an Attendance Improvement Plan or Alternative Learning Program and document on Daymap.

If contact cannot be made and a meeting cannot be arranged:

- House Leader to complete a Home Visit with appropriate support agencies (eg. Aboriginal Education Team/Wellbeing) - See [home visit procedure](#).
- If unsuccessful (not being able to sight the student of concern) request a SAPOL welfare check by contacting 131 444.
- Complete referral to the [attendance hub](#).

If a meeting can be arranged:

- Develop an Attendance Improvement Plan or Alternative Learning Program for students in conjunction with family and upload to Daymap
- Monitor and review attendance plan in line with documentation
- If attendance concerns persist, complete a referral to the [attendance hub](#).

Absence Codes

Value	Description
C	Ill with certificate – Verified by a doctor's letter, medical certificate, medical professional's appointment card or other health practitioner's communication
E	Exemption – Exemption from school attendance must be approved by either the: • principal (up to 12 months for the purpose of travel/family holiday OR up to one month for other reasons) • Central Delegate (for more than one month or for home education). Schools are required to follow the Exemption from school procedure to ensure the correct forms are used and that the necessary documentation/evidence is provided. Application forms for exemptions are generated by the system -Where to find exemption forms. Schools using EMS should refer to Managing home education Students exempted for home education should be entered into a separate roll class set and have a status of H - Home Education. EMS requires that they are marked as absent. (See non-reportable absence code HE – Home Education.)
F	Family/Social – Absence reason provided by parent/guardian as being for family, social or cultural reason (not including family holiday – refer to Exemption).
I	Ill without certificate – Absence covered by notes, messages or phone calls from parent/guardian stating a medical condition or illness is preventing the student's attendance, not verified by doctor or health practitioner. A pattern of regular use of this code may indicate the need for a health plan, request to share information with a medical practitioner or an enquiry to the Attendance Hub for further advice.
K	Take home – Absence due to a student being sent home for disciplinary reasons for the remainder of the school day. The student must return to school the next day.
N	Not approved – Absent without parent/guardian approval (e.g. student truancy). A pattern of regular use of this code may indicate the need for an enquiry to the Attendance Hub for further advice.
S	Suspension – Suspended externally from school to an agreed place, usually home.
U	Unexplained (default code) – Absent without explanation by parent/guardian or another authority (e.g., DCP). This code is used for any students enrolled in a school regardless of whether they are of compulsory age or not.
X	Exclusion/Expulsion – No program – A student who is above compulsory edu

Z	School following up – When a student has been absent without contact with the parent/guardian for at least 9 days despite the school actively and assertively following up through strategies such as: regular phone calls, home visits and other documented re-engagement efforts. All attempts must be recorded and documented. The Z code can only be used for a maximum of 50 days or until contact with the parent/guardian is established, at which point the student's attendance should revert to the most appropriate code. During census, if documentation of follow-up actions is not available or actions have not been undertaken, the student's enrolment category must be changed from: 'A – Active school' → 'R – Not in Census'. Records supporting a student's 'A – Active school' status must be readily available for audit. After the census period ends, the student must be returned to 'Active' status. NOTE: No student under compulsory age is to be given the enrolment category of 'N-Not Active' or 'L-Left' (unless placed on Whereabouts Unknown register, see Transfer Procedure).
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Late to Class Procedure

Class teachers to mark late to class and truancy on Daymap as outlined below:

Block One

0-5 minutes - mark as present

5-15 minutes late - mark as Late to class

Longer than 15 minutes - send student to sign in at Student Services

All other blocks

0-5 minutes - mark as present

5-15 minutes - mark as late to class

Longer than 15 minutes - mark as unexplained until they arrive with valid reason and code and note on Daymap appropriately. Complete an ARD request, noting 'truancy' as the reason. This should be completed for students who have been marked as present for the block prior to the lesson.

Class teachers should initially follow up any concerns about students arriving late to class and truanting blocks. This should include:

- Teachers contact home regarding unexplained absence. If it is a whole day's absence, the Home Group teacher will follow up.
- All attempts of follow up should be documented on Daymap as Running Record - 'Attendance Follow Up' type, sending via email to the relevant Learning Area Leader.
- Teachers use Learning Area meeting time to strategically follow up attendance and identify patterns of attendance
 - Daymap roll checking for the fortnight previous
 - Finding patterns in attendance of young people in their classes
 - Having dedicated time to follow up attendance for classes

If class teachers are unsuccessful in making contact home for students having unexplained absences from their class, attendance concerns are to be raised with Learning Area Leader

Learning Area Leader supports the class teacher to follow up the unexplained absences, ensuring the staff member and student are supported in engaging in the subject.

LAL to support class teacher by:

- Meeting with staff and students to discuss absence reasons
- Hold restorative meetings with the teacher and student if applicable
- Issue Community Service consequence if applicable

- Support class teacher to contact home and set up a meeting regarding the unexplained absences from the subject.
- Document follow up on Daymap as Running Record - Attendance Follow Up, sending via email to the relevant House Leader.

House Leader analyses late to class/truancy data/class teacher referrals fortnightly and issues appropriate follow up consequences or plans for students who are identified through patterns of consistent lateness/truancy. This may include issuing an Internal Placement/Suspension consequences or Attendance Improvement Plans or Alternative Learning Programs or Back On Track plan.

Data Analysis and Monitoring

- **Regular Review:** Attendance data should be reviewed every 3-5 weeks by Home Group Teachers and House Leaders to identify patterns and emerging concerns.
- **Action Plans:** Develop individualised Attendance Improvement Plans or Alternative Learning Programs for students identified as habitual or chronically absent. These plans should involve collaboration with parents/guardians, students, and relevant support staff.

Disability Unit/Special Class Attendance Procedures

Class teachers to mark late to class and truancy on Daymap as outlined below:

- **Block One**
 - 0-5 minutes - mark as present
 - 5-15 minutes late - mark as Late to class
 - Longer than 15 minutes - sign in at Student Services
- **All other blocks**
 - 0-5 minutes - mark as present
 - 5-15 minutes - mark as late to class
 - Longer than 15 minutes - mark as unexplained until they arrive with valid reason and code and note on Daymap appropriately.

NIT Teachers

- Follow up with the home group teacher to find out if there is a known reason a student is absent from their lesson.
- Record student as 'unexplained absence' if there is no known reason for daily absence.
- Record student as 'truant' if it is known that a student is at school and not in lesson and inform Unit/Special Class Coordinator and home group teacher for further follow up (ARD request completed if required).
- Inform Home Group teachers if they notice a pattern in absences in their lessons for further follow up.

Home Group Teachers

- Record daily attendance as per the mainstream procedure.
- Follow up unexplained student absences each day during NIT via the Unit mobile and create Daymap running record for each attempt.
- Monitor patterns in student absences and inform Unit/Special Class Coordinator when students have attendance concerns (with or without reasons provided by parents/guardians).
- Complete video calls to sight students (if approved by Unit /Special Class Coordinator) and document via a running record.
- Complete CARL reports as required.
- Complete ALP process as required with support from Unit/Special Class Coordinator.

Unit /Special Class Coordinator

- Support Home Group teachers to complete CARL reports as required.
- Support referrals to Inclusive Educator as required.
- Support ALP process as required.
- Organise an attendance meeting with student and parent/guardian to collaboratively complete [Student Attendance Improvement Plan](#) and set goals to improve attendance.
- If student's attendance does not improve please follow steps above for actions House Leaders need to take.

WAVE Attendance Procedure

Attendance Rolls

The teacher or case manager records attendance for their lesson or program on Daymap. It is their responsibility to ensure this is completed, accurate and updated as required.

Absences

It is the responsibility of the staff member who is notified of a student's absence to update Daymap. This may be WAVE Admin, classroom teachers or case managers. Attendance should be updated using the Student Absence function on Daymap.

Daymap Messaging

- It is the responsibility of SSO SACE & Daymap Operations to send daily messages to families/guardians regarding unexplained absences
- It is the responsibility of WAVE Admin to monitor the Daymap school inbox for messages relating to WAVE students and code them accordingly
- It is the responsibility of all staff to then support students to see WAVE Admin / use the Sign In procedure if they arrive to school and were already marked with a code

Student Sign In and Sign Out

Students arriving after 9:00am or leaving before 3:30pm are required to sign in and out using the device in WAVE reception.

- It is the responsibility of the classroom teacher to prompt students who are present in class but have had an unexplained absence earlier in the day to sign in
- It is the responsibility of WAVE Admin to prompt students to sign in and out using the device in the instance they arrive to school late or depart early
- It is the responsibility of Case Managers to encourage and support students to engage with the sign in and out procedure

Not Required Rolls

WAVE Not Required rolls are coded by WAVE Admin at the beginning of each week, utilising the code 'Part-time study'.

Weekly External Attendance Logs

External case managers log student attendance in the Case Management Tool on Sharepoint. Assistant Principal reviews this weekly and provides information to WAVE Admin for coding on Daymap.

Absence Follow Up

Classroom Teachers and Program Leads

- Class teachers and program leads will connect with case managers and access running records to determine if there is an explanation for absence(s)
- Class teachers and program leads are required to follow up unexplained student absences once per week, encompassing all absences a student has had to your class
- All attempts of contact should be documented in a running record under 'Attendance Follow Up', including unsuccessful attempts

Case Managers

- Case managers are required to follow up whole day non-attendance through weekly contact with students and parents or guardians
- Case managers follow up students with chronic or habitual absences and communicate this to class teachers via a running record under 'Attendance Follow Up'
- All attempts of contact should be documented in a running record under 'Attendance follow up', including unsuccessful attempts
- After ten days of non-attendance case managers are required to send an attendance letter to parents or guardians via EdSmart to request a meeting to create a [Student Attendance Improvement Plan](#)
- If case managers are unsuccessful in following up attendance after three weeks, or the student hasn't been sighted in that time, the case manager is required to complete a home visit risk assessment and conduct a home visit if it is safe to do so
- If the home visit is unsuccessful the case manager is required to complete a [student attendance enquiry form](#) (EDi) and a CARL report. Once complete, the case manager is to notify the Assistant Principal Wellbeing for Learning
- If a student has not been sighted for over four weeks, case managers must consult with WAVE Leadership to identify if a SAPOL welfare check should be requested

Students Over the Age of Compulsion

- If a student over the age of compulsion has chronic or habitual absences, the case manager is required to book a meeting with Assistant Principal, the student and their parents or guardians to discuss a plan for leaving school

Daymap Message Templates

Daymap attendance message when marked absent for block 1:

Wirreanda SS student **XXstudent nameXX** has been marked as absent (unapproved) on **XXdateXX**. Please reply to this message or via the Daymap app and record late or whole day, with a valid attendance code:

C - Ill with certificate

F - Family/Social

I - Ill without certificate

N - Not approved

Daymap attendance message - to be sent from Daymap as a text message when Home Group teachers make a referral to Student Services:

Dear **XXparent/guardian nameXX**, Wirreanda SS student **XXstudent nameXX** has been marked as absent (unapproved) on the following days:

1/1/1

2/1/1

3/1/1

Please reply to this message with a valid attendance code:

C - Ill with certificate

F - Family/Social

I - Ill without certificate

N - Not approved

Email Template

Dear **Parent/Guardian First Name**,

I'm writing to follow up some whole day unexplained absences for **Student First Name**. As a school we are required to monitor student attendance and follow up on any unexplained absences.

It is mandatory for children and young people aged between 6 to 17 years old to attend school or an alternative learning program as per the Education and Children's Services Act 2019. It is a parent/guardian's responsibility to communicate all reasons for absence and expected return. Absences can be reported by:

- Contacting the 24 hour Absences Hotline: 8329 7242
- Sending a SMS: 0438 647 988
- Replying to Daymap attendance messages
- Directly emailing Home Group Teacher

Below is a list of whole day unexplained absences. Can you please provide an appropriate code response for these dates?

Date	Reason? See codes below
0/0/26	
0/0/26	

Code	Description
C	Ill with certificate – Verified by a doctor's letter, medical certificate, medical professional's appointment card or other health practitioner's communication
F	Family/Social – Absence reason provided by parent/guardian as being for family, social or cultural reason (not including family holiday – refer to Exemption).
I	Ill without certificate – Absence covered by notes, messages or phone calls from parent/guardian stating a medical condition or illness is preventing the student's attendance, not verified by doctor or health practitioner.
N	Not approved – Absent without parent/guardian approval (e.g. student truancy).

Yours sincerely,

HG teacher name

Wirreanda Secondary School | 105 Richards Drive, Morphett Vale SA 5162

(08) 8329 7200 | [add school email address here@schools.sa.edu.au](mailto:address@schools.sa.edu.au) | www.wirreandasecondaryschool.com.au



I acknowledge the Aboriginal and Torres Strait Islander people as the Traditional Owners of this country throughout Australia and their connection to land and community. I pay my respects to their Culture and to the Elders both past and present.

Receiving this email outside of your working hours? I have sent this email at a time that works for me. Please read and respond at a time that works for you