PALMY PAGE – Attendance

OUR BELIEF – THE WHY?

At Palmerston District Primary School, we believe every child should be present, engaged and supported in their learning. Attendance is a key part of wellbeing, belonging and academic success.

When students attend regularly, they build strong relationships, learning continuity, and a secure connection to school. Our approach is proactive, relational and supportive.

HOW WE WORK – THE HOW?

We bring this belief to life through five connected ways of working:

Shared Responsibility	Notice Early	Relational Engagement	Remove Barriers	Consistent & Graduated Support
Everyone plays a part. Teachers notice early patterns, and leaders and teams provide increasing support.	We monitor attendance and lateness daily to identify concerns early and respond promptly.	Conversations are calm, respectful and supportive. We assume positive intent and seek to understand barriers.	We work with students and families to understand what gets in the way and connect to the right support.	Clear processes guide our response. Support increases with need—our goal is re-engagement linked to our multi-tiered support system (MTSS) as per our Inclusion and Wellbeing Palmy Page

THE GENERAL PROCESS - WHAT IT LOOKS LIKE ON THE GROUND

DAILY ATTENDANCE EXPECTATIONS

- Students are to **arrive by 9.00am** and **finish at 3.00pm**
- Rolls marked accurately and submitted by **9:15am.**
- Rolls **NOT** submitted before **9:10am**.
- Grace period applies until **9:04am**. (*Do not mark late before 9:05am.)*
- **9:05am–9:14am:**
  - arrive with adult: mark as Explained Late.
  - arrive alone: mark as Unexplained Late.
- **From 9:15am** onwards see late arrival process
- Recheck rolls after recess and after lunch.
- If staff receive an absent explanation *(i.e. email, phone call, SEESAW or verbal)* please communicate to front office.
- Any changes to rolls must be communicated to the front office immediately.

SIGN IN / SIGN OUT PROCESSES

LATE ARRIVAL

Before 9:15am Teachers mark roll following the late arrival process.

From 9:15am

1. Student goes to the front office to sign in.
2. Office staff issue a Sign In Ticket.
3. Student shows ticket to teacher as proof of sign in

No ticket? Send student to the front office immediately to collect one

EARLY PICK-UP

1. Parent/carer goes to the front office first.
2. Collect a Sign Out Ticket.
3. Go to the classroom to collect your child and give ticket to the teacher.
4. Return to the office with your child to complete the sign-out process.

Important: The office will not sign a child out until they are physically seen with the student.

Roll Marking Codes See the Roll Marking and Student Sign In/Out Procedure for the full list and definitions of codes.

Additional sign in/out arrangements

Preschool Arrangements

Preschool hours: 8:45am – 2:45pm.
Roll marking: Preschool staff mark attendance in Flexi by 9:00am.
SENTRAL: Front office staff transfer attendance records from Flexi to SENTRAL.
Late arrivals: Students arriving after 9:00am must report to the school front office to be signed in before attending preschool.
Pick Up before 2.40pm must be signed out from the front office
Any Pick Up from preschool must be someone 18+ years old.

PICK UP ARRANGEMENTS

Students may only be collected by parents/carers or authorised people listed in the school system.

If someone else is collecting a student, parents/carers must notify the front office in advance, providing the person's full name, contact details and collection arrangements.

All students must be signed out through the front office, and identification may be requested to ensure student safety.

NEGOTIATED EARLY PICK-UP ARRANGEMENTS

Early collection may be mutually agreed between school leadership and parents/carers to support student wellbeing, engagement or behaviour (see Behaviour Palmy Page where relevant).

Parents/carers follow the usual front office sign-out process.

Executive staff communicate agreed collection arrangements to relevant staff (i.e. front office, leadership, teachers). Front office staff can accurately update attendance records.

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ATTENDANCE SUPPORT STRATEGIES

Attendance is everyone's responsibility. Through our Wellbeing MTSS approach, we identify concerns early, work alongside families and provide graduated support to strengthen student attendance, belonging and engagement

UNIVERSAL – CLASSROOM TEACHER

Early identification and relational support for all students.

Teachers monitor attendance and lateness, connect with families and record concerns.

- **3 consecutive unexplained absences:** Contact family, check wellbeing and record communication in Sentral Correspondence.
- **3 unexplained lates in one week:** Check in with family and record in Sentral Correspondence.
- **7 explained lates in a term:** Check in with family and record Sentral Correspondence.
- **Ongoing concerns:** Notify Executive / Year Coordinator for additional support.

SELECTED – EXECUTIVE / YEAR COORDINATOR

Additional support when attendance concerns continue.

Executive staff work with teachers and families to understand barriers and strengthen attendance.

- **7 unexplained absences:** Executive contacts family.
- **Ongoing lateness or attendance concerns:** Review patterns and previous communication.
- **Limited improvement:** Work with family to identify barriers and agree on strategies.
- **Continued concerns:** Refer to Deputy Principal for targeted support.

Attendance Advice Slip: Executive coordinate initial formal notification of unexplained

TARGETED – DEPUTY PRINCIPAL

Individualised and coordinated support for persistent attendance concerns.

Deputy Principals lead case management when attendance concerns require a coordinated response.

- **Persistent concerns:** Initiate attendance case management and develop an individualised support plan.
- **Significant absenteeism (attendance below 75%):** Review attendance, wellbeing and engagement needs.
- **Complex barriers:** Engage Wellbeing, Inclusion, School Psychologist and external services as appropriate.
- **Ongoing non-engagement:** Consider referral to the Student Attendance Team (SAT).

Attendance Letter 1: Issued 10 days after the Attendance Advice Slip if no response. Deputy initiates formal case management.

Attendance Letter 2: Issued 10 days after Letter 1 if no improvement. Deputy strengthens targeted support and family engagement.

Supports when students are late

Arriving late means students miss valuable learning time, important routines and opportunities to connect with others. Monitoring lateness helps us identify patterns early and work with families to support consistent, positive start to the school day.

UNEXPLAINED LATES

- Each occurrence: Automated SMS sent to parents/carers.
- **3 in one week:** Classroom teacher contacts family and records communication.
- **7 unexplained lates:** Formal Late Advice Slip issued, with Executive notified.
- **Ongoing concerns:** Executive contacts family and escalates to Deputy for case management if required.

Explained Lates

- **7 in a term:** Classroom teacher contacts family and records communication.
- **Ongoing concerns:** Executive works with family to identify barriers and agree on support strategies.
- **Persistent lateness:** Refer to Deputy Principal for targeted attendance support.

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