



# ST STANISLAUS' COLLEGE BATHURST

## Attendance Policy & Procedures

**Intended Audience:** College Employees, College Community

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## 1. Introduction

St Stanislaus' College Bathurst is a day and boarding school for boys in Years 7 to 12. The College seeks to proclaim the gospel in the spirit of St Vincent de Paul through the formation of our students and all associated with the school in a welcoming, caring environment where all our students are supported and challenged to do their best.

As a Catholic School in the Vincentian tradition, education at the College is underpinned by the below College values.



### 1.1 Policy Statement

St Stanislaus' College Bathurst is committed to providing education and care to children and young people to assist them to develop into high-achieving, supported young adults, positively connected to each other and to the communities in which they live and which they will serve.

### 1.2 Policy Purpose

The purpose of this policy is to support the regular attendance of students enrolled at the College. Regular school attendance is essential if students are to maximise their potential. The College, in partnership with parents/guardians, is responsible for promoting the regular attendance of students. While parents/guardians are legally responsible for the regular attendance of their son, school staff monitor student attendance daily including part or whole day absences, as a consequence of both their duty of care and legislative requirements.

The College works with parents/guardians in the task of education, creating an environment which reflects the spirit of Christ in a strong and faithful way, and calls forth the best in those who are part of the College community. Regular school attendance allows each student to engage in learning and develop their gifts and talents.

### 1.3 Policy Principles

Key principles underpin attendance at the College including:

- Ensuring that each student enrolled at the College attends school regularly;
- Ensuring that parents/guardians explain to the College the reasons for absences promptly and within seven days of absence;
- Engaging with parents/guardians to resolve attendance issues;
- Ensuring that a register of attendance for all students is maintained by the College.

## 1.4 Policy Scope

This policy applies to all students of the College, parents/guardians and staff.

## 1.5 Related Policies

- *Enrolment Policy and Procedures;*
- *Child Protection Policy and Procedures.*

## 2 Definitions

- Absenteeism – defined as any form of absence from school or class.
- School refusal – refers to when a child or young person refuses to attend school and/or has problems remaining in class for an entire day and is anxiety-based (eg: separation, generalised or social anxiety driven). It can present as extended absences from school, periodic absences from school, missed classes or chronic tardiness with the child or young person experiencing intense dread (or anxiety) about school that precipitates pleas for future non-attendance. Parents/guardians are aware of school refusal absences and no attempt by the child is made to conceal these absences.
- Chronic school refusal – defined as missing 15 school days in an academic year or missing at least 10% of school days at some point of the academic year.
- Truancy – refers to concealed absences by the child or young person, without parents/guardians knowledge. Truancy is not anxiety-based and usually involves the child or young person engaging in alternate behaviours.
- School withdrawal – refers to when parents/guardians deliberately keep a child away from school for various reasons including family illness, parental conflict or family holidays.

## 3 Register of Enrolments

Under the Education Act 1990 (Section 24), the College is required to maintain an enrolment and attendance register for all students at the school. Such register is to be available for inspection by the NSW Education Standard Authority or by any authorised person.

The College utilises Synergetic as its enrolment register, which links to the student management system, SETQTA, which records student attendance.

The enrolment register is maintained by the College Registrar and contains the following information for each student:

- Name, age and address;
- Name and contact phone number of parent(s)/guardian(s);
- Date of enrolment and, where appropriate, the date of leaving the College and the student's destination.

## 4. Attendance Responsibilities

### 4.1 The College

The College will support the regular attendance of students by:

- Providing clear information to students and parents/guardians regarding attendance requirements and consequences of unsatisfactory attendance;
- Ensuring that the approved NSW attendance register codes prescribed by the Minister for Education are implemented correctly and accurately;
- Maintaining accurate records of student attendance using SEQTA and implement effective roll marking procedures when variation to normal school routine occurs;
- Keeping a period by period record of student attendance using SEQTA;

- Providing safe and engaging learning environments which encourage student attendance;
- Implementing programs and practices to address attendance issues where necessary;
- Identifying patterns of concern and regularly communicating these with parents/guardians.

Indicators that a student may be at risk can include:

- Patterns of absence, for example:
  - Regularly arriving late;
  - Regularly leaving school early;
  - Multiple single day absences over a term;
  - Absences that regularly occur on Mondays, after holidays, school camps or sports day.
- Unexplained absences;
- Tearfulness, tantrums or repeated pleas to go home;
- Frequent complaints of illness while at school and requests to go to the Health Centre.

#### **4.2 Parent/Guardian Responsibilities**

Parents/guardians are legally responsible for ensuring that a child of compulsory school-age is enrolled at, and attends, school up until the age of 17. It is an offence under the Education Act (section 23) if a parent/guardian does not meet the legal obligation in relation to the enrolment and attendance of their child(ren) at school.

It is essential that parents/guardians work in partnership with the College to ensure that their son has the best possible opportunities to succeed in their education. This can be achieved by:

- Ensuring students attend school regularly;
- Ensuring students arrive at school by 8.55am;
- Ensuring where possible that the College is informed prior to a known absence or on the day of the absence;
- Providing a reasonable explanation of absenteeism the day the student returns to the College by sending a note or via electronic means such as email;
- Justifying a student's absence within seven school days of the absence taking place;
- Ensuring students who arrive late to school are signed in at Reception with a note outlining a reasonable justification for the lateness;
- Ensuring students who need to leave school early are signed out at Reception with a note outlining a reasonable justification for the early departure;
- Contacting the College well in advance (at least three weeks prior) when their son needs to take extended leave, such as, an overseas holiday;
- Providing the College with correct and up to date contact details;
- Remaining in contact with the College about any attendance concerns; and
- Working with the College to resolve attendance issues that may arise and support any interventions that have been put in place to support the welfare of the student.

#### **5 Attendance Procedures**

These attendance procedures are unique to the context of the College and developed outlining the responsibilities of teachers, leadership (if required), parents/guardians and students within each instance. Student attendance is recorded using the student management system, SEQTA.

### **5.1 Daily Attendance**

Attendance is recorded at Tutor Group each day. Tutor Group begins at 9am and all students are expected to be in attendance from this time.

Any student who is absent from Tutor Group will be marked as absent in SEQTA and an absentee SMS will be sent to parents/guardians at 9.30am to advise that their son is absent from school. It is expected that parents/guardians will respond promptly to that SMS advising a reason for their son's absence from school. Reception staff will record the reason for absence in SEQTA. If there is no response to this SMS message within 48 hours, the Tutor will follow up and if no further response is received within seven days of the absence, the absence will be recorded as unexplained. Ultimately, the Deputy Head of College is responsible for determining if an absence is justified or not, and the attendance record will be marked accordingly.

All teachers are expected to take attendance at the beginning of each class period using SEQTA. If SEQTA is experiencing technical difficulties, then the teacher must record attendance as a hard copy and transfer to SEQTA at a later point (usually within one day of the system returning to its normal operation).

Teachers are responsible for recording attendance when undertaking a Variation to Routine (VTR) activity. Students are to be recorded as being in attendance at 'Excursion/VTR'. For an all-day VTR where students are not attending Tutor Group, teachers must record attendance as the activity is departing to ensure that the absentee SMS is not sent to attending student's parents/guardians.

Boarding students who are on approved leave during the school day will be signed out via REACH and SEQTA by either boarding staff or reception staff, whomever is processing the approved leave.

### **5.2 Late Arrivals**

A student is considered to be a late arrival once Tutor Group begins. For students who arrive to school after 9am, they must report to Reception to be signed in, with a note signed by a parent/guardian providing a reasonable justification for their late arrival. Students will be recorded as 'Reception In' on SEQTA.

If a student presents at Reception to sign in late and does not have a note or a parent accompanying them, Reception staff will sign the student in as 'Reception In' and contact the student's parents to determine a reason for the student being late.

Tutors will monitor students in their Tutor Group who are habitually late and will contact parents/guardians to raise this issue. If ongoing, Tutors will refer such students to the relevant Pastoral Care Coordinator for follow up.

### **5.3 Early Departures**

If a student is required to leave early a note signed by a parent/guardian must be presented to Reception to facilitate the student's departure. Staff will then record the departure on SEQTA. If a student presents to Reception requesting to leave early and does not present a note, parents/guardians will be contacted via phone prior to the student being permitted to leave. Alternatively, parents/guardians may attend Reception to sign a student out early. Students will be recorded as 'Reception Out' on SEQTA.

## 5.4 Truancy

Students at the College are expected to be present and accounted for each period of the day they are at school. There are a number of instances in which a student may be deemed to be truanting:

- Partial truancy: includes any student who presents late to class or any student who leaves class without permission. Partial truants are to be dealt with by the classroom teacher and the incident recorded on SEQTA.
- Habitual truancy: includes any student who displays a habitual pattern of truanting over a period of a term (> than three incidents). Habitual truants are to be dealt with by the relevant Pastoral Care Coordinator, in conjunction with the Deputy Heads of College. Consequences for habitual truancy may include an after-school detention, in addition to strategies to monitor and follow up attendance.

## 6 Monitoring and Following Up Attendance

The monitoring and following up of attendance takes place at the College, not just as a legislative requirement, but to ensure that students maximise the learning opportunities provided to them, and also meet minimum course requirements. The Attendance Timeline at Appendix A outlines the approach of the College to monitoring and following up attendance.

The monitoring of attendance is primarily the responsibility of the Tutor. There are a series of trigger events which will require the Tutor to begin to follow up attendance. The following are considered trigger events:

- Bi-termly check in by Deputy Head of College – <30% attendance in any given fortnight;
- Parent/guardian contact regarding mental health or other concerns;
- A student has been absent for two consecutive days without explanation;
- A parent/guardian has not explained a student's absence within seven days;
- The explanation of an absence provided by a student is not accepted by the Deputy Head of College – Mission Operations;
- A student has failed to achieve >90% attendance for the term; and
- A student has displayed a pattern of habitual truancy.

If a trigger event occurs, the Tutor is to:

- Phone the parent/guardian and inform them of the trigger event;
- Follow up via Direct Message in SEQTA to record the contents of the communication with the parent/guardian, including if the Tutor is unable to reach the parent/guardian;
- Refer the matter to the Pastoral Care Coordinator for further follow up including contact via email;
- Parents/guardians will have three days to acknowledge the email and provide a suitable justification regarding the attendance concerns. If no contact is received or an unsuitable justification is provided, the matter will be referred to the Head of College.

There may be instances where a student's attendance fails to improve, promoting positive attendance does not work or parents/guardians fail to acknowledge communications about attendance concerns that have been issued by the College. In these instances, the Deputy Head of College will:

- Formally request in writing parent/guardian attendance at a meeting to understand the student's situation;
- Implement a Student Attendance Improvement Plan which includes strategies designed to improve attendance;
- File the Student Attendance Improvement Plan on SEQTA and evaluate the student's attendance at the conclusion of the review period. If attendance improves, the student is

removed from the Student Attendance Improvement Plan and the parent/guardian notified.

If a student's attendance fails to improve after a Student Attendance Improvement Plan has been implemented or the College cannot make contact with a parent/guardian for a protracted period of time regarding an attendance concern, the matter should be referred to Family and Community Services (FACS) for reporting and advice.

- If attendance does not improve, the Head of College will make contact in writing to request the attendance of the parents/guardians at a formal meeting to address the attendance concerns.

## **7 Attendance Improvement Planning**

Attendance improvement planning is a collaborative process whereby issues relating to a student's inability to attend school are identified and strategies to increase attendance are determined. An Attendance Improvement Plan is the documented outcome of the planning process.

The Attendance Improvement Plan broadly identifies the specific barriers prohibiting the student from attending school and strategies to address those issues. This may relate to school refusal, school withdrawal, or truancy.

Attendance improvement planning requires collaboration between the student, parents/guardians, class teacher(s) and other school personnel as required. The Deputy Head of College will assist with this process and participate throughout the process.

All areas of school life should be considered as part of the attendance improvement planning process. These may include strategies to:

- Facilitate a gradual transition to school that builds up to full-time attendance and is achievable, plan what the student will be doing, where and with whom;
- Manage expectations regarding completion of school work and assessments;
- Ensure a key contact person is established for a regular check-in/check-out;
- Have a student-friendly 'safe place' to go if needed eg: Library;
- Access appropriate external specialists;
- Support social engagement and interactions with peers as part of the re-entry to school process;
- Facilitate communication processes between home and school.

## **8 Legal Proceedings**

On some occasions, despite undertaking the attendance improvement planning process and allowing time to monitor and review the agreed strategies, a student's attendance may not improve. In these instances, more formalised actions may proceed. The Education Act provides for the implementation of compulsory schooling conferences, compulsory schooling orders and ultimately prosecution.

## **9 Staff Roles and Responsibilities**

### **9.1 Tutor**

As the Tutor is the immediate point of contact on a daily basis for a student, the Tutor's responsibilities include:

- Monitoring of student attendance on SEQTA;
- Raising with the relevant Pastoral Care Coordinator any students who they have attendance concerns about;
- Contact parents/guardians to follow up absences;
- If required, refer to the relevant Pastoral Care Coordinator for further follow up and meetings;
- Follow up any future absences and monitor student progress
- Ensure all information is documented on SEQTA; and
- Promote positive attendance amongst students.

### **9.2 Classroom Teachers**

As the classroom teacher is the point of contact on a period by period basis, the teacher's responsibilities include:

- Marking the class attendance on SEQTA each period;
- Following up habitual absences from the class;
- Referring any attendance concerns to the relevant Tutor for follow up.

### **9.3 Pastoral Care Coordinator**

As the Pastoral Care Coordinator is the key point of contact for parents/guardians and students regarding specific year group matters, the Pastoral Care Coordinator's responsibilities include:

- Following up information/referrals about attendance concerns for student's in their year group;
- Liaising with parents/guardians in regards to attendance concerns and working with parents/guardians to promote positive school attendance;
- Liaising with the Deputy Head of College in relation to student's who have attendance concerns and there has been no contact from parents/guardians as outlined above.

### **9.4 Reception Staff**

Reception staff are responsible for the following:

- Signing in and out of students who arrive late or depart early;
- Administration of the daily SMS absentee messages to parents/guardians and recording of responses in regards to absences.

### **9.5 Deputy Head of College**

The Deputy Head of College is responsible for:

- Supporting staff in following up attendance concerns;
- Working with staff who make referrals to the Head of College regarding student attendance concerns;
- Monitor attendance procedures to ensure accurate records are being maintained;
- Ensure staff are updated with attendance requirements and their obligations to monitor and promote regular/positive attendance.

### **9.6 Head of College**

The Head of College is ultimately responsible for ensuring each student at the College attends school on a regular basis. The Head of College will support staff in meeting their responsibilities,

as well as referring serious attendance matters to the relevant authorities. The Head of College responsibilities include:

- Provide exemptions where necessary to students seeking extended leave through illness or overseas travel; and
- Coordinate the reporting of students at risk to the relevant authorities.

### **10 Attendance Exemptions**

Under Section 25 of the Education Act 1990, students may be eligible for an exemption from enrolment or attendance in accordance with the Exemptions from Attendance and Enrolment – Guidelines for Independent Schools. Grounds for exemptions may include:

- Exemption from enrolment:
  - Health, learning or social needs or disability of a student necessitating the continuation of an individual program supported by medical specialists;
  - Participation in a full-time apprenticeship or traineeship in Year 10, prior to the student turning 17 years of age.
- Exemption from attendance:
  - Exceptional circumstances;
  - Engagement in approved entertainment industry activities;
  - Participation in elite arts or elite sporting events.

### **11 Extended Leave**

From time to time, families may choose to travel during term time. The College does not encourage this practice and in fact, encourages families to arrange travel during non-term time. Should students be required to travel and be absent for periods of five or more consecutive days, parents/guardians are required to complete an Application for Extended Leave – Travel and submit to the Head of College for approval. Following the Head of College granting or denying the request, parents/guardians are informed of the decision and the student's attendance marked accordingly on SEQTA. If the request is granted, a Certificate of Extended Leave – Travel will be forwarded to parents/guardians with the original held on the student file.

If an application for extended leave is denied, it is done so based on criteria specified by NESA regarding minimum requirements, and also Centrelink benefit requirements. If a student still takes extended leave, the absence will be recorded as unexplained.

## 12 Appendices

### Appendix A – Attendance Timeline



## ST STANISLAUS' COLLEGE

# Attendance Timeline

### PHASE 1

#### Trigger Events

- Parent/guardian contact regarding mental health or other concerns
- A student has been absent for two consecutive days without explanation
- A parent/guardian has not explained a student's absence within seven days
- The explanation of an absence provided by a student is not accepted by the Deputy Head of College – Mission Operations
- A student has failed to achieve >90% attendance for the term
- Bi-termly check in by Deputy Head of College for students with <30% attendance in any given fortnight
- A student has displayed a pattern of habitual truancy
- **Contact with family by Tutor/Pastoral Care Coordinator/Counsellor via phone/email/SEQTA**
- **Family to respond within three days**
- **Update SEQTA and inform Pastoral Care Team.**

### PHASE 2

#### Improvement is needed

- **MEETING A with Counsellor, Pastoral Care Coordinator, student and family to discuss and agree to a Student Attendance Improvement Plan (SAIP)**
- Must include or refer to Graduated Attendance Improvement Plan and Return to school rubric documents
- SAIP must be no more than five weeks in duration. If the student has adhered to the parameters this may increase by two further weeks if required.
- Use the Attendance Improvement Planning fact sheet for prompts for the meeting
- **SAIP must be approved by the Head of College**

### PHASE 3

#### If little to no improvement within two weeks

- Contact from Counsellor or Pastoral Care Coordinator to check in on the welfare of the student
- Police Liaison welfare check may be required if no return contact
- **MEETING B to occur with Deputy Head of College, Pastoral Care Coordinator, Counsellor and family**
- Includes Breach of Attendance Policy letter outlining breach of SAIP, school requirements and student responsibilities
- Progress to continue as per Phase 2

### PHASE 4

#### If still no improvement

- **Use of Mandatory Reporters Guide and report to Family and Community Services**
- **Compulsory Schooling Conference with Head of College as per College Attendance Policy**

## Appendix B Attendance Register Codes

### Explanation of student absence

The following attendance register codes are to be used to record the explanation of student absence and **are counted** for statistical purposes.

Symbols to be used for explanation of student absence		
Symbol	Meaning	Notes
<b>A</b>	<p>The student's absence is unexplained or unjustified. This symbol must be used if no explanation has been provided by parents within seven days of the occurrence of an absence or the explanation is not accepted by the principal</p> <p>It is at the principal's discretion to accept or not accept the explanation provided.</p>	<p>To be also used if the principal <b>does not</b> accept that an absence (e.g. for extended leave/travel during school term) is in the student's best interests and that the reason is unjustified.</p>
<b>S</b>	<p>The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases:</p> <ul style="list-style-type: none"><li>- a medical certificate is provided or</li><li>- the absence was due to sickness and the principal accepts this explanation. Principals may request a medical certificate in addition to explanations if the explanation is doubted, or the student has a history of unsatisfactory attendance.</li></ul>	
<b>L</b>	<p>An explanation of the absence is provided which has been accepted by the principal. This may be due to:</p> <ul style="list-style-type: none"><li>- misadventure or unforeseen event</li><li>- participation in special events not related to the school</li><li>- domestic necessity such as serious illness of an immediate family member</li><li>- attendance at funerals</li><li>- travel in Australia and overseas</li><li>- recognised religious festivals or ceremonial occasions.</li></ul>	<p>Note that this code is to be used if the reason for the absence (e.g. extended leave/travel) <b>is accepted</b> by the principal.</p> <p>The principal may consider an Application for Extended Leave/Travel from parents, and provide a Certificate for Extended Leave/Travel, if approved.</p>
<b>E</b>	<p>The student was suspended from school</p>	

## Attendance Register Codes – Variation in attendance

Only the following attendance register codes must be used to record a variation in attendance – they are **not** counted as an absence for statistical purposes. In addition to recording the reason for a variation in attendance, the duration of the variation must be recorded.

Symbols to be used for explanation of student absence		
Symbol	Meaning	Notes
<b>M</b>	The student was exempted from attending school and a Certificate of Exemption has been issued by a delegated officer.	
<b>F</b>	The student is participating in a flexible timetable and not present because they are not required to be at school. This could include participation in: <ul style="list-style-type: none"> <li>- HSC Pathways Program</li> <li>- Best Start Assessments</li> <li>- Trial or HSC examinations</li> <li>- VET courses</li> </ul>	The “F” code is no longer only for senior students participating in a flexible timetable. The code should also be used in independent schools for students attending external tutorial centres and other programs that are school authorised.
<b>B</b>	The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake, for example: <ul style="list-style-type: none"> <li>- work experience</li> <li>- school sport (representative events)</li> <li>- school excursions</li> <li>- student exchange</li> </ul>	The ‘B’ code is used for sport when the student has been selected to represent the school at an event. If the student is participating at an elite level (state or national squads), consideration may be given to an Exemption from Attendance (Elite Sports/Arts)
<b>H</b>	The student is enrolled in a school and is required or approved to be attending an alternative educational setting on a sessional or full time basis. The symbol is recorded where a student accesses education settings separate to their mainstream school such as: <ul style="list-style-type: none"> <li>- tutorial centre and programs</li> <li>- behaviour schools</li> <li>- juvenile justice</li> <li>- hospital schools</li> <li>- distance education</li> </ul>	In most cases this code will only be used by government schools, with the exception of students from non-government schools attending hospital schools.  The “F” code, not the “H” code is to be used by independent schools for students attending external tutorial centres and programs that are school authorised.

### Appendix C – Student Attendance Improvement Plan Template

**Student Attendance Improvement Plan**

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **DOB:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

**Strategies:**

Barrier	Family/Student Responsibilities	School Responsibilities	Intended Outcomes

**Agreement:**

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Principal**                      **Parent/Carer 1**                      **Parent/Carer 2**                      **Student**

**Review Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_                      **Parent/Carer has meaningfully engaged with the plan:**  Yes  No

**Plan is to be extended:**  Yes  No                      **Student has meaningfully engaged with the plan:**  Yes  No

**Recommendations:**

**Principal signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Appendix D – Graduated Attendance Improvement Plan

# Graduated Attendance Improvement Plan

**Student Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Term and Year:** \_\_\_\_\_

Grade 6B Timetable: Term 4					
	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Reading	Reading	Reading	Reading	Reading and Library
Session 2	Maths	Maths	Writing/Spelling	Writing/Spelling	Maths
Recess					
Session 3	Writing/Spelling	Writing/Spelling	Maths	Maths	Writing/Spelling
Session 4	STEM	History	Geography	Health	Sport
Lunch					
Session 5	STEM	History	PE	Drama	Sport

Term 4 Expected attendance	M	T	W	T	F	Weekly attendance achievement	School Special Events	Focus for week - scaffolded	Goals
Week 3 3 days	Sessions 3 and 4	Sessions 3 and 4	Sessions 3 and 4	Sessions 1 and 2	Sessions 3 and 4		Friday am. Grade 6 graduation photo	Developing the good habit of being at school every day.	<ul style="list-style-type: none"> <li>• Increase attendance at school a little each week.</li> <li>• Develop skills in managing feelings of anxiety or stress whilst at school.</li> <li>• Develop social group and social skills.</li> <li>• Develop and practise coping strategies- short rest periods, distraction techniques, chill out time etc.</li> </ul>
Week 4 4 days								Adjust to longer periods of time in school.	
Week 5 4 days									
Week 6-8 4 days									
Week 8									
Week 9									
Week 10									

**Appendix E – Return to School Rubric**

Consult with the student and their support team to:

- Select areas of concern from the rubric
- Tailor the stages to suit the student
- Delete the rows if not required.

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **DOB:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Focus area	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>Uniform</b>	I won't put on the school uniform.	I try on some of the items of my school uniform at home.	I put on my school uniform and wear it for a period of 2 hours at home.	I put on my school uniform and wear it to school for a set period of time.	I put on my school uniform and wear it at school for the duration of the day.	I am comfortable wearing my uniform at school.
<b>Contact with someone at school</b>	I am not in contact with anyone from school.	I am in contact with one or two teachers and students at school via email fortnightly.	I speak with a teacher and a student from school at least once per week.	I attend school and spend time with both a teacher and a student from school for a set period of time. e.g. 2 hours	I attend school and spend time with both a teacher and a student from school for a set period of time. e.g. 4 hours	I attend school and spend time with teachers and students from school for the duration of the school day.
<b>Sleep routine (e.g. get up time being 7.30 allowing for minimum 8 hours sleep)</b>	I go to bed late and have difficulty going to sleep.	I go to bed late and can't get up for school.	I go to bed late and get up late for school.	I go to bed late but still get up in time for school.	I mostly go to bed on time, and mostly get up on time for school.	I go to bed on time and get up on time for school.
<b>School work</b>	I don't do any school work.	I do school work once a week for my favourite/chosen subject. OR I do some school work with support.	I do some school work on my own and some with support at least twice a week.	I do some school work every day, with support, in my favourite subject.	I do some school work every day for my favourite/chosen subject and finish the task.	I do some school work every day for 2 or more subjects and finish the task.

Focus area	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Attending school	I am driven past the school with my mum/dad/carer.	I get out of the car at school and walk to the school gate with my mum/dad/carer.	I get out of the car and walk to the school gate independently.	I walk around the school grounds with mum/ dad/ carer/teacher.	I walk to the classroom door with my mum/dad/carer/ teacher.	I enter the classroom for a set time with a support person from school.
Attending school: Joining the class	I join the whole class for 10 minutes in the classroom in the morning session.	I join the whole class for 20 minutes in the classroom in the morning session.	I join the whole class for 1 hour in the morning session.	I join the whole class for 2 hours in the morning session.	I join the whole class for activities for a set period of time.	I join the whole class for the whole morning session.
Attending School: Recess and lunch routines	I stay in the classroom with my teacher at recess time.	I go to the library/ student welfare office/ designated 'spot' etc. during recess/lunch time.	I go with a friend to the library or designated spot at recess/lunch time.	I spend 10 minutes in the playground with a friend and then go to the library/ designated 'spot.'	I spend half of each recess or lunchtime with a friend in the playground and then go to the library/designated spot.	I spend all of my recess and lunchtimes in the playground with a friend/s.
Home routine	I don't have an evening or morning routine.	With active 1:1 support from my family, I follow my home routine. <b>In the evening:</b> e.g. set alarm, packing my bag and preparing uniform <b>In the morning:</b> e.g. get up, breakfast, shower	With verbal encouragement and reminders from my family, I follow my home routine. <b>In the evening:</b> e.g. set alarm, packing my bag and preparing uniform <b>In the morning:</b> e.g. get up, breakfast, shower	With one verbal reminder from my family, I follow my home routine. <b>In the evening:</b> e.g. alarm, packing my bag and preparing uniform <b>In the morning:</b> e.g. get up, breakfast, shower	I mostly follow my home routine without reminders from my family. <b>In the evening:</b> e.g. alarm, packing my bag and preparing uniform <b>In the morning:</b> e.g. get up, breakfast, shower	I follow my home routine independently. <b>In the evening:</b> e.g. alarm, packing my bag and preparing uniform <b>In the morning:</b> e.g. get up, breakfast, shower

Focus area Screen Routine	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	<p>My screen routine takes up more than 5 hours of my day. Before I go to bed I spend 5-10 minutes without screen contact. I have unlimited access to screens in my bedroom.</p>	<p>My screen routine takes up 4-5 hours of my day. Before I go to bed I spend 10-20 minutes without screen contact. In my bedroom there are screens but I do not access them between 8pm and 8 am.</p>	<p>My screen routine takes up 3-4 hours of my day. Before I go to bed, I spend 30 minutes without screen contact. In my bedroom there are screens, but I do not access them between the hours of 8pm and after school.</p>	<p>My screen routine takes up 2-3 hours of my day. Before I go to bed, I spend at least 30 minutes without screen contact. There are no screens in my bedroom.</p>	<p>My screen routine involves less than 2 hours of my day. Before I go to bed, I always spend at least 1 hour without any screen contact. There are no screens in my bedroom.</p>	<p>My screen routine involves less than 2 hours of my day. Before I go to bed, I always spend at least 1 hour without any screen contact, and read for 1 hour before sleep. There are no screens in my bedroom</p>

Reference: Travancore School Outreach Team

## Appendix F – Application for Extended Leave



# ST STANISLAUS' COLLEGE

220 Bentinck Street (PO Box 97) Bathurst NSW 2795  
Telephone: 02 6331 4177 Fax: 02 6334 4285  
www.stannies.com

## Application for Extended Leave – Travel

**NOTE: PARTS A, B and C** are to be completed by the student's parent and returned to their child's school principal.

### PART A: STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME	GIVEN NAME	DOB	AGE	GRADE

Student address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Dates of extended leave applied for: From: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Number of school days: \_\_\_\_\_

Reason for travel (including why this travel is occurring in school time):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Relevant travel documentation such as an e-ticket or itinerary (in the case of non-flight bound travel within Australia only) must be attached to this application.

ABN 48 091 406 861

**PART B: DETAILS OF PRIOR EXEMPTIONS/ EXTENDED LEAVE – TRAVEL (if applicable)**

Date of prior exemption/extended leave: From: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Number of school days: \_\_\_\_\_

Copy of Certification of Exemption/Extended Leave – Travel attached (Please tick  Yes  No

**PART C: PARENT DETAILS (Applicant)**

Family name: \_\_\_\_\_ Given Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

As the parent and applicant, I hereby apply for a *Certificate of Extended Leave-Travel* and understand my child will be granted a period of extended leave upon acceptance by the principal of the reason provided.

I understand that if the application is accepted:

- I am responsible for his/her supervision during the period of extended leave
- The provided period of extended leave is limited to the period indicated
  - The provided period of extended leave is subject to the conditions listed on the *Certificate of Extended Leave-Travel*
- The period of extended leave will count towards my child's absences from school

I declare the information provided in this application is, to the best of my knowledge and belief; accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the *Application for Extended Leave-Travel* may result in the provided period of extended leave being cancelled.

Signature of parent/s: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Appendix G – Application for Exemption from Attendance/Enrolment at School



# ST STANISLAUS' COLLEGE

220 Bentinck Street (PO Box 97) Bathurst NSW 2795  
Telephone: 02 6331 4177 Fax: 02 6334 4285  
www.stannies.com

## Application for Exemption from Attendance/Enrolment at School

**NOTE: PART A is to be completed by the student's parent/carer and returned to the Head of College.**

### PART A: STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME	GIVEN NAME	DOB	AGE	GRADE

Student address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Dates of exemption applied for: From: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Number of school days: \_\_\_\_\_

#### FROM ATTENDANCE

- Exceptional Circumstance
- Employment in entertainment industry
- Participation in elite sporting event including for short periods of time ie: for one or two days and at short notice.
- Participation in elite arts program

#### FROM ENROLMENT

- Enrolment at school
  - The health, learning or social needs or disability of a student necessitating the continuation of an individual program supported by medical specialists.
  - Participation in a full time apprenticeship or traineeship in Year 10, prior to the student turning 17

ABN 48 091 406 861

years of age.

Please provide more detail about the reason for the application for exemption here:

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**DETAILS OF PRIOR/CURRENT EXEMPTIONS (if applicable)**

Date of prior/current exemption: From: \_\_\_\_\_ / \_\_\_\_ / \_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Number of school days: \_\_\_\_\_

Copy of Certification of Exemption attached (Please tick ) Yes  No

**PARENT/CARER DETAILS (Applicant)**

Family name: \_\_\_\_\_ Given Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

As the parent of the above mentioned student, I hereby apply for a *Certificate of Exemption* under the Education Act 1990.

I understand that if the exemption is granted:

- I am responsible for his supervision during the period of exemption
- The exemption is limited to the period indicated
- The exemption is subject to the conditions listed on the Certificate of Exemption
- The exemption may be cancelled at any time.

I declare the information provided in this application is, to the best of my knowledge and belief; accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the exemption may result in the exemption being revoked.

Signature of parent/s: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**PART B: EMPLOYER'S DETAILS (in the case of employment in the entertainment industry)**

To be completed by the employer.

Name of company/corporation: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Email: \_\_\_\_\_

Please attach and tick)

- |   |     |    |
|---|-----|----|
| 1. Detailed itinerary/work schedule for the period of exemption sought: | YES | NO |
| 2. Evidence of tutor's teaching qualifications (supplied by employer):  | YES | NO |

Employer's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PART C: PARTICIPATION IN ACCREDITED ELITE ARTS, ELITE SPORTS OR ENTERTAINMENT INDUSTRY**

To be completed by the applicant.

Name of accredited elite arts, elite sport program or entertainment industry performance:

\_\_\_\_\_

A Date of exemption applied for: \_\_\_\_/\_\_\_\_/\_\_\_\_ to: \_\_\_\_/\_\_\_\_/\_\_\_\_ (if block)

B Individual dates applied for: \_\_\_\_\_

Number of school days: \_\_\_\_\_

C Hours of exemption (if partial exemption, eg: 9am to 11.30am): \_\_\_\_\_

From \_\_\_\_/\_\_\_\_/\_\_\_\_ to: \_\_\_\_/\_\_\_\_/\_\_\_\_

**REASON FOR APPLICATION FOR EXEMPTION (please tick)**

Training for elite sport     Elite sport event or tour     Elite arts program     Entertainment industry

Note: A schedule of participation, training or tour itinerary from the organiser, arts or sporting body (eg: Australian Institute of Sport) must be attached with contact names and numbers.

## Appendix H – Student Attendance Requests Chart



### ST STANISLAUS' COLLEGE

220 Bentinck Street, Bathurst NSW 2795

6331 4177

[www.stannies.com](http://www.stannies.com)



@stanniesbathurst

### Student Attendance Requests

When students are absent on a school day, it is important that the College knows where they are to ensure they are safe and being cared for. The following outlines how to deal with student attendance as they relate to your son.

#### Arriving late

- Students who arrive after the bell for Tutor Group (8.55am) are considered late.
- Students must report to Reception to be signed in, with a note signed by a parent/guardian providing a reasonable justification for the late arrival.
- Alternatively, parents/guardians may attend Reception to sign their son into school late.
- If a student presents to Reception to sign in late and does not have a note or parent/guardian accompanying him, Reception Staff will contact parents/guardians via phone to ascertain the reason for lateness.

#### Leaving early

- A student must present a note signed by a parent/guardian to Reception so he can be signed out.
- If a student presents to Reception requesting to leave early and does not present a note, parents/guardians will be contacted via phone prior to the student being permitted to leave.
- Alternatively, parents/guardians may attend Reception to sign their son out early.

#### Illness, injury or other explained absence

- Parents/guardians should email their son's Tutor to advise of his absence on the day or contact Reception so that Reception staff can record the absence as an illness, injury or other explained reason.

#### Extended leave during term time

- Families are encouraged to arrange travel outside of term time. However, if students need to travel and will be absent for five or more consecutive days, parents/guardians must complete an Application for Extended Leave form.
- This application will be considered by the Head of College who will either grant or deny the request. Parents/guardians will be informed of the decision.