



**Woodville
High School**

DIVERSITY INTEGRITY RESILIENCE

Our Woodville

**Attendance Improvement
Policy and Procedure**

UNDERLYING PRINCIPLES

- Attendance by all students at all lessons is a priority for Woodville High School, because success in learning is linked to regular attendance and appropriate participation in educational programs
- Students who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations
- Students 16 years and below must attend school, and students aged between 16-17 years must participate in full-time school or in an approved learning program
- The primary responsibility for meeting this legal requirement of attendance rests with the Parent/Caregiver.
- The primary responsibility for monitoring and following up daily attendance rests with the House Group teachers
- The primary responsibility for monitoring attendance at lessons rests with the subject teacher.
- All students are expected to attend school unless genuinely ill or serious family circumstances prevent it
- Early intervention for students at risk of developing irregular patterns of attendance is crucial for these patterns to be reversed.

AIM

In accordance with DfE expectations, Woodville High School has a framework which aims to maximise the attendance for all students. Woodville High School aims to:

- Follow up all unexplained student absence and extended patterns of family related non-attendance.
- Counsel students and their families about the impact of attendance on achievement.
- Draw upon the Attendance Hub and the Attendance Outreach agency to report non-attenders and action their advice
- Engage community support agencies as required to engage students.

INTERVENTION STRATEGIES

Woodville High School uses early intervention strategies and communication with caregivers as keys to improving attendance. These are:

- The provision of an engaging curriculum and differentiated learning activities (including explicit learning goals and attainment levels for units of work) that supports all learners
- Explicit teaching of literacy and vocabulary supporting students to develop greater understanding of the curriculum and leads to successful outcomes
- The consistent contacting of families using our text messaging system each morning and SEQTA contact for Weekly attendance Snapshot (via email).
- The contacting of families in writing for students who have unexplained absences of 6 or more days actioned by our Wellbeing Hub Receptionist
- Newsletter articles about issues relating to attendance

- Discussions between the House Group teachers and families about the need for regular attendance
- The provision of in-school support from the School Leadership Team, the Wellbeing Review Team which includes, Wellbeing leaders, Youth Workers, AET, ACEO and ASETO, BSSO and Pastoral Support Worker
- Home visits by the appropriate staff member in the company of another support worker e.g. Wellbeing Leaders, Youth Worker AET, ACETO and ASERTO and BSSOs and our Interagency Attendance Outreach Officers from the Attendance Directorate, Support and Inclusion Division
- Involvement of the Interagency Attendance Officer and Aboriginal Inclusion Officer for known chronic non-attenders
- The provision of a more inclusive curriculum pathway for the student through negotiation with the family. This may include part-time study, VET and other training courses
- Training for staff about issues impacting on attendance.

RESPONSIBILITIES

School Staff

- Provide a relevant and differentiated learning program that seeks to engage all students and offers opportunities for success, thus encouraging regular attendance
- Record absences in SEQTA according to DfE requirements
- Contribute to the analysis of attendance trends at the scheduled House meetings and the development and implementation of the Attendance Improvement Plan
- Implement school procedures, including caregiver notification, to follow up non-attendance

Wellbeing Team

- Work with caregivers and government agencies to support the learner's regular attendance in the educational program
- Refer all students under compulsion with ongoing (more than 9 days) unsatisfactory attendance to the Attendance Hub Line
- Discuss with the Principal, Wellbeing Leaders and our Wellbeing Practitioner any suspicions of neglect and/or abuse that may require a mandatory notification
- Liaise with the student, the family, any involved agencies, and the Attendance Hub Line
- Make mandatory notifications, as appropriate, and document and store records of referrals as per DfE guidelines.

Caregivers

- Caregivers provide information to the school that will assist planning for the student's learning, for example, medical conditions, developmental milestones, and family issues
- Enable their child to attend punctually and regularly on every day the education program is offered and to comply with the education program being offered
- Provide an explanation to the school whenever their child is absent
- Respond to the MGM text message in the morning if absence is unavoidable
- Apply to the Principal for an exemption whenever the child is removed from the school for an extended period (1 week or more) e.g. an interstate or overseas holiday or culturally significant events.
- Work with the school on intervention strategies to improve attendance.

Students

- Attend all scheduled lessons
- Be punctual in arriving at school for the educational program and for all associated lessons and activities
- Engage appropriately in the education program negotiated

- Let staff (House Group teacher and lesson teacher) know of any reasons why they cannot attend.
- Bring a written note on paper, send email, text message or enter in SEQTA Parent Portal to explain absences the next day they attend following an absence.

PROCEDURES

1. All WHS student attendance is marked using the electronic SEQTA system

1.1 The roll is marked using SEQTA in the House Group period every morning in line with DfE Absence Codes. SEQTA transfers the record of reasons for a student's absences to EMS every 24 hours.

1.2 House Group teachers to check the daily attendance for students who are absent the previous days for consistency of absence throughout the day.

1.3 Late arrival students sign in at the Student Services. A message of explanation from a Parent/Caregiver is expected. Early leavers sign out at Student Services with a note from home countersigned by their House Group teacher. Consent for absence or departing early may also be entered through the Parent Portal in SEQTA.

1.4 Each fortnight of term the Wellbeing Review Team will check a summary printout of the SEQTA record of attendance for accuracy and seek to have the record updated. Allocated House Group teachers will be asked to counter check these lists.

1.5 School generated absence reports, based on SEQTA data for continual non-attendeers are produced and discussed at scheduled Wellbeing Review Team and House Leaders Meetings to plan appropriate responses. This can include further phone calls home, letters home, home visits and referral to the DfE Attendance Hub by House Leaders.

1.6 House Leaders will support House Group teachers to maintain a copy of all documentation (in SEQTA) relating to the regular (at least every 10 school days) follow up of chronic and habitual non-attendeers who are placed on a "Z" code. Records of contacts for these individual students are to be recorded in SEQTA by the House Group teacher.

1.7 House Group teacher to change codes in SEQTA based on contact written, electronic or verbal from caregivers when students return to school. All medical certificates are to be photocopied and put in the class folder issued at the beginning of the year. Student attendance records can be called as legal documents in any Court action. They must be accurate and up to date.

2. SEQTA and the MGM Text Messaging Service

2.1 The text messaging service and SEQTA are to be explained to all caregivers at enrolment, acquaintance nights, and via newsletter articles.

2.2 Parent/Caregivers to nominate the mobile telephone number they wish messages to be sent to.

2.3 House Group teachers will be reminded to regularly check during THRIVE, (twice a term) that the mobile numbers are current.

2.4 Text messages for unexplained absences are sent at 10 am every day

2.5 Parents/Caregivers are encouraged to ring or text the school of known student absences prior to 10 am and are encouraged to respond by phone or text to the sent MGM text messages.

2.6 If no previous text or phone call is recorded Parent/Caregivers are asked to write an absence note on paper for students to be shown to the House Group teacher the following day.

3. There is to be a record of communication relating to unexplained absences in SEQTA

3.1 It is expected that teachers follow the responses as outlined in the Action Plan (Appendix B). All school staff need to be active in following up student non-attendance.

3.2 House Group teachers and support staff, as per the Action Plan (Appendix B) should keep documentation of the steps taken in response to student absence. This documentation is to be recorded in the notes section of the SEQTA system.

3.3 Identified students at risk of non-attendance will be followed up (usually a phone call home) by the House Group teacher and/or House Leaders and/or Executive House Leaders. These steps are to be recorded in SEQTA.

4. The Wellbeing Team

4.1 The Senior Leader: Wellbeing and Inclusion will arrange for a summary of student absences to be emailed to each member of the Wellbeing Review Team regularly. These are discussed and follow up action is determined at the scheduled House Leaders meeting and at the Wellbeing Review Team meetings attended by Senior Leaders, Executive Wellbeing Leaders the Special Needs Coordinator, AET, ASETO, ACEO, BSSOs and (TL) Manager.

4.2 SEQTA and text messaging reports are used to update information about student irregular attendance patterns. These are discussed at House Leaders meetings and Wellbeing Review Team meetings.

4.3 Follow up any students that have obvious attendance issues as per the Action Plan (Appendix B) when necessary.

5. Attendance requirements published to students

5.1 Attendance requirements for students and the expectations the school has in relation to parents/caregivers informing of such absences will be updated annually and published in the student enrolment handbooks and school website.

5.2 Absence from school of any extended periods of time for family holidays, or other reasons require an application for exemption from school. It is expected that families inform the House Leader with at least a month's notice so the application can be processed prior to the absence. The House Leader should refer the request for exemption through the relevant member of the Executive Team to the Principal (this is for students under the age of compulsion) (Appendix A).

5.3 If a student is late to school, they must sign in at the Student Services office. If there is an unacceptable reason for the lateness, or repeated lateness occurs, the House Group teacher is to contact home and document the outcome in SEQTA.

5.4 Students needing to leave the school during school times must sign out at the Student Service office. The time of leaving/returning is recorded electronically in SEQTA.

5.5 Students who truant from school or classes will be subject to the disciplinary procedures of the school

Attendance at all lessons: Student Truancy Process

At our Woodville, we believe that consistent attendance in all lessons is vital for student success. Every lesson provides students with essential learning, the opportunity to build relationships with peers and teachers, and the continuity required to achieve academic and personal growth. Truancy from lessons disrupts learning and leads to gaps in knowledge which can affect students' future success in further education and their employment opportunities. Woodville High School is committed to working in partnership with families to ensure students attend all lessons. We believe that a supportive, consistent approach helps students thrive academically, socially, and emotionally. Through early intervention, open communication, and targeted support, we aim to keep students engaged and connected to their learning journey.

Expectations and Responsibilities:

Students are expected to attend all timetabled lessons. They are responsible for being on time, prepared, and actively participating in their learning. Truancy, whether from a single subject or multiple lessons, or a whole school day, is taken seriously, and appropriate follow up actions will occur. Families play a crucial role in supporting and encouraging regular attendance. Parents/Caregivers are expected to communicate with the school regarding any issues affecting their child's ability to attend classes. Engaged families can help identify and address underlying reasons for truancy early, preventing escalation.

Truancy Response Procedure: When a student has a record of truancy from class, Our Woodville will respond according to the nature and frequency of the absence, as outlined in the Student Truancy Flowchart. This allows for consistent, appropriate responses depending on whether the student is truanting 1 subject, more than 1 subject or full days. In all situations the voice of the student will be heard and any specific wellbeing circumstances will inform the school's responses.

Single Subject Truancy: If a student truant a particular lesson, the subject teacher will initiate a conversation with the student to determine the reasons for their absence.

- If the issue relates to the subject or the classroom environment, the Curriculum Coordinator and/or the House and Wellbeing Leader will be informed to support appropriate intervention. The family will be informed.
- The Curriculum Coordinator may provide subject specific strategies or adjustments to improve engagement.
- The House Leader will work with the student and family to understand broader patterns and once a plan is developed, and put in place, if truancy continues consequences including Internal and external suspension may occur.

Multiple Subject Truancy: If a student truant multiple lessons across different subjects, the House Leader will follow up with the student through a conversation to identify underlying causes. A suspension may occur.

If a wellbeing issue is identified, a referral will be made to a Wellbeing Leader or Youth Workers, who will provide additional support through meetings or external referrals.

Reconnection and Support: If truancy persists and leads to suspension, a student reconnection meeting will be held. This meeting involves the student, their family, and relevant staff.

The aim is to:

- Discuss reasons for the truancy
- Reaffirm expectations and support structures
- Set achievable re-engagement goals.

Roles and Responsibilities:

Students:

- Attend all timetabled lessons every day
- Arrive on time and be prepared to engage in learning
- Communicate with a teacher or House Leader if there are personal reasons affecting attendance
- Participate in any follow-up or reconnection meetings if truancy occurs
- Work with staff to set goals for improved attendance and engagement.

Family:

- Encourage and support their child to attend every lesson
- Monitor their child's attendance via school communication platform SEQTA
- Notify the school of any legitimate reasons for absence or difficulty attending specific lessons
- Attend meetings with teachers, House Leaders, or Wellbeing staff when requested
- Work in partnership with the school to support student re-engagement.

Subject Teachers:

- Follow up with students who are absent from their individual lessons and initiate a respectful conversation to understand the reason for the truancy.
- Make contact with home (Phone, email, SEQTA message to let family know of truancy
- Notify the Curriculum Coordinator and/or House Leader as a pattern may be emerging across several subjects.

Curriculum Coordinators:

- Become involved if truancy relates to a specific subject or classroom concern
- Work with the teacher, student and family to implement subject specific strategies or adjustments
- Monitor progress and adjust curriculum delivery where appropriate to re-engage the student.

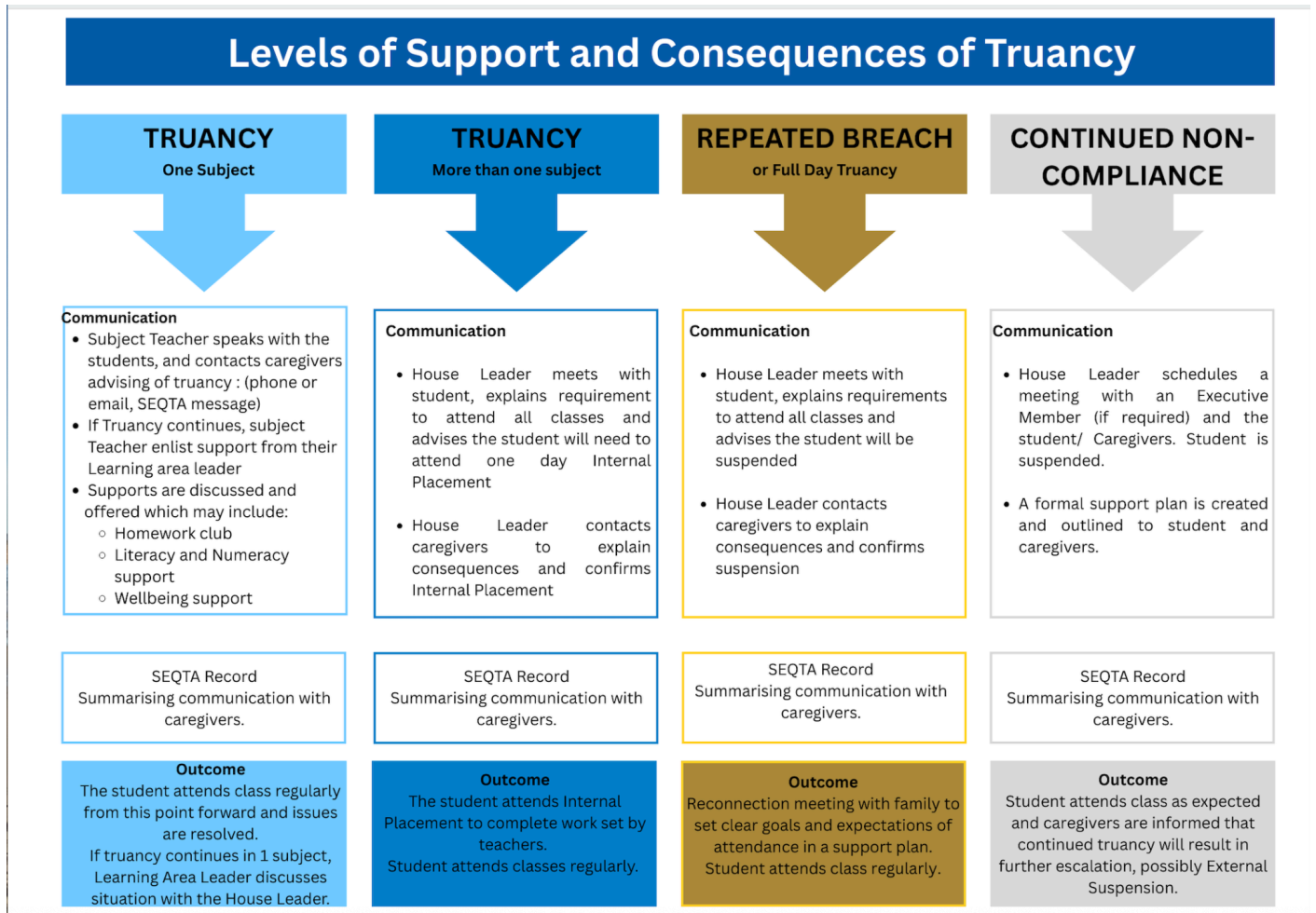
House Leaders:

- Follow up when truancy involves multiple subjects or patterns across different classes
- Engage in conversations with students to determine causes
- Coordinate with families and staff to respond appropriately to develop a support plan. If the truancy is occurring multiple times, suspension may occur.
- Following a suspension a reconnection meeting will be facilitated to support re engagement and goal setting.

Wellbeing Leaders:

- Provide support when truancy is linked to wellbeing or mental health concerns
- Offer wellbeing meetings or referrals to external services if required

- Collaborate with House Leaders and families to ensure a holistic support plan is developed and put in place.



FOLLOW UP ACTION FOR UNEXPLAINED ABSENCE

ATTENDANCE	RESPONSE	KEY PERSONNEL	DOCUMENTATION
Three consecutive days unexplained absence or irregular attendance pattern. (3 days unexplained)	Record attendance in SEQTA	House Group Teacher	Record attendance note in SEQTA
	Families Contacted each week re-extended unexplained absence by House Leaders Wellbeing Hub Receptionist.	Wellbeing Hub Receptionist (WHR)	Home contact attempt note in SEQTA
	Attendance monitored daily	House Group teacher	SEQTA record
	If contact made, student supported by House Group teacher (refer to Wellbeing and other support staff if appropriate)	House Group teacher and Wellbeing Leader (if referred)	SEQTA notes
Another three days unexplained absence. (6 days unexplained total)	SEQTA record noted	House Group teacher	Record noted in SEQTA
	Telephone call, 6-day letter, email	House Group teacher /WHR	Home contact noted in SEQTA
	Attendance monitored by House Leader	House Group teacher / WHR	SEQTA notes
Another three days unexplained absence. (9 Days Unexplained Total)	Record attendance note in SEQTA House Leaders alerted	House Group teacher	Record noted in SEQTA
	Call to Attendance Hub Line	House Leaders	Referral noted in SEQTA
	Parents / caregivers visited	Wellbeing Review Team Youth Workers, House Leader)	Home contact noted in SEQTA
	Code SEQTA changed to Z code if student does not return	WHR and Assistant Principal Student services	SEQTA and SEQTA codes changed and monitored
	Home contact made and a case management plan developed	House Leaders and Wellbeing Review Team members	Case plan
	Attendance monitored Daily	House Group teacher	Record noted in SEQTA

ATTENDANCE	RESPONSE	KEY PERSONNEL	DOCUMENTATION
Unexplained absence / unsatisfactory attendance continues	1. SEQTA record noted	House Group Teachers and House Leaders.	Referral noted in SEQTA
	2. Attendance Hub notified	House Group Teachers and House Leaders.	SEQTA Notes
	3. Wellbeing Review team involved	Executive Heads of House Wellbeing Leaders BSSOs Aboriginal Education Team. Psychologist and Youth Worker.	Notes in SEQTA

	4. Family conference and case plan developed	Inclusion and Truancy Officer	Case plan
	5. If a student is in Care, Behaviour Coach may be included.	Senior Leader Wellbeing and Inclusion	Referral letter and case plan
	Attendance monitored daily	House Group teacher – reporting to House Leaders	SEQTA
	Student counselled	Wellbeing Leaders	SEQTA
If Student is not sighted for 4 school weeks	Mandatory Notification and Attendance Hub notified	House Leaders	SEQTA and discussed at Wellbeing Review Team Meeting and IRMS made

Tailored Learning Attendance (Offsite Students)

6. Attendance expectations for Students Involved in Alternative Learning programs, such as Tailored Learning (TL) Once identified by the Wellbeing Review Team and the Executive Team as at risk of not succeeding in mainstream schooling, students may be offered entry into (TL).

6.2 (TL) enrolled students must follow the general expectations of all Woodville High School students, including school tone expectations and attendance at all courses and off-site appointments.

6.3 Students engage positively with their case managers, community learning agencies, The TL Youth Worker, and school staff.

6.4 Students are not to be in school during any period when they do not have timetabled lessons, except to sign in or out immediately before/after the lesson, or to attend scheduled appointments.

6.5 Students attending school only for a scheduled appointment must report to the (TL) SSO in the Student Services and/or the (TL) Manager and (TL) Youth Worker.

6.6 A list of (TL) students and their lesson commitments at school is kept with the (TL) SSO and on the SEQTA system.

Tailored Learning attendance (TL)

ATTENDANCE	RESPONSE	KEY PERSONNEL	DOCUMENTATION
Unexplained absence/ unsatisfactory attendance at school and (TL) initiated programs	(TL) Youth Worker (onsite TL students) Case Managers (off site TL students) rings student and notifies school (TL) Manager	(TL) Youth Worker (onsite TL students) Case Managers (off site TL students)	SEQTA
	(TL) Manager discusses attendance issue with student, caregiver and agency case manager	School based (TL) Manager	Notification recorded ED171, SEQTA printout of attendance
	Case management approach to Re-engagement of student in school and (TL) programs initiated by (TL) Manager	Caregivers, (TL) SSO, School based (TL) Manager, agency case managers	Case notes
	If absences continue and the student is under age of compulsion a referral is made to the Attendance Hub Line.	(TL) Manager and School based TL Youth Manager	Printed copy of referral kept in student file and Wellbeing Review Team case notes



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High School**

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Date:

UNEXPLAINED STUDENT ABSENCE FROM SCHOOL

Dear Parent/ Caregivers:

According to our records:

Of:House Group

has been absent from school without an explanation.

Date/s: (school days)

Please contact: [House Leader Email](#) (House Leader) at your earliest convenience to provide an explanation for the absence. If you were unaware of the absences, please also contact the House Leader so that your child can be supported in their attendance and engagement in their school programme.

Thank you for your work in partnership with the school to support improved student attendance.

We look forward to your reply.

Sandro Bracci
Senior Leader Wellbeing and Inclusion

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Government of South Australia
Department for Education



Attendance 2026

To be read in conjunction with our Attendance Policy

Woodville High School

