

Attendance Policy

Blaxland East Public School



Updated for 2025

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Attendance Policy

Blaxland East Public School

Year:	2025	Network:	Blue Mountains	Principal:	Belinda Wraight (Relieving)
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Rationale

Attendance is essential for academic, social, and emotional development. Missing school can lead to learning gaps, reduced confidence, and social disconnection. BEPS works collaboratively with families to promote consistent attendance and ensure all students have access to a quality education.

At Blaxland East Public School (BEPS), regular attendance is fundamental to student success. We strive to foster a supportive learning environment that emphasizes the importance of daily attendance, aligning with the NSW Department of Education guidelines and BEPS Core Values: **Be Respectful, Excellence Always, Participate Courageously, and Serve Others.**

Scope

This policy applies to all students enrolled at Blaxland East Public School, from Kindergarten to Year 6. It outlines the expectations for regular attendance, requiring students to attend every day the school is open for instruction unless they have a valid reason, such as illness or approved leave. The policy is designed to ensure consistency with NSW Department of Education requirements and to support the educational and wellbeing outcomes of all students. It provides a framework for managing attendance, addressing unexplained absences, and identifying students at risk due to irregular attendance. This policy applies to all stakeholders, including students, families, and school staff.

Roles and Responsibilities

Principal Responsibilities:

The principal is responsible for:

- Ensuring that attendance processes comply with NSW Department of Education policy.
- Overseeing the accurate recording and monitoring of student attendance.
- Regularly reviewing attendance data to identify trends and students at risk.
- Scheduling and attending meetings with the Home School Liaison Officer (HSLO) to discuss students with persistent or concerning attendance patterns.
- Ensuring timely communication with families about attendance concerns.
- Issuing formal attendance letters for unexplained or frequent absences.
- Coordinating Attendance Improvement Plans for students identified as at risk.
- Approving applications for extended leave based on departmental guidelines.

Teacher Responsibilities:

Teachers are responsible for:

- Marking rolls accurately and promptly each day.
- Monitoring student attendance and identifying patterns of non-attendance.
- Following up with parents/guardians regarding unexplained absences within two school days.
- Documenting all communications and follow-up actions in the Sentral system.
- Escalating attendance concerns to the principal if unresolved after five school days.
- Updating late arrivals and early departure roll for offsite events

Parent/Guardian Responsibilities:

Parents/guardians are responsible for:

- Ensuring their child attends school daily unless ill or unable to attend.
- Notifying the school of absences by 9:30 AM on the day of the absence via the Sentral Parent Portal, email, or phone.
- Responding promptly to requests for explanations of absences.
- Providing documentation, such as a doctor's certificate, for prolonged or frequent absences.

Blaxland East Public School Attendance Team

Purpose

The School Attendance team or Learning and Support team shares responsibility for attendance through the involvement of key stakeholders in developing a whole school approach to improving attendance.

Who

- Team includes:
 - Principal
 - Assistant Principals
 - Home School Liaison Officer
 - School Learning Support team
 - Class Teachers

What

- Key responsibilities managed by the team:
 - Monitoring and analysis of school attendance data
 - Oversight of school attendance processes including roll marking, codes, absence follow up, school communications regarding non-attendance and engaging interpreters where necessary
 - Management of exemptions
 - Links with other school teams (including Learning & Support, where the Attendance Team and Learning and Support Team are separate)
 - School communications regarding positive and celebrating attendance.

- Management of attendance reward program
- Identifying and managing staff PL regarding attendance
- Maintaining staff PL records
- Key contributors to SIP (School Improvement Planning)
- Maintaining relationship/contacts with HSLO and Learning & Wellbeing including applications for support to the HSLP
- Liaising and connecting with community and external agencies
- Escalation of child protection concerns to the principal, including educational neglect

How and when

- The school attendance team will meet 3 times a term,
- Standing agenda items:
 - Look at the data
 - Recognise improved/excellent attendance
 - Trends and patterns
 - Underlying causes of non-attendance
 - Review of current and forward planning of interventions/programs that support student engagement and inclusion at school
 - School communications
 - Child Protection concerns
 - Students on HSLP caseload and requiring referrals
 - General business
 - Critical dates and actions
 - Discuss current research and insights (for example using [Understanding attendance – a review of the drivers of school attendance and best practice approaches](#) as a conversation starter/unpacking tool)
- All meetings to have an agenda and to be minuted. Records retained on Sentral, following record keeping guidelines.

Resources

- [School Attendance Policy](#)
- [School Attendance in Government Schools Procedures 2015](#)
- [Attendance Matters – resources for schools](#)
- [Roll marking video](#)
- [Exemption Procedures](#)
- [Universal Resource Hub](#)
- [HSLP application form](#)
- [A Conversation Guide to improve Aboriginal student retention](#)
- [Understanding attendance – a review of the drivers of school attendance and best practice approaches](#)

- Local attendance processes developed by the school

Procedures for Managing Absences

1. **Parental Notification:**

Parents/guardians must notify the school promptly when their child is absent, using the Sentral Parent Portal (preferred), email, written note or phone.

2. **Teacher Follow-Up on Unexplained Absences:**

- Teachers will follow up on unexplained absences if no explanation is provided within **two school days**.
- All contact attempts will be documented in Sentral, including dates, times, and responses.

3. **Formal School Follow-Up:**

- If an absence remains unexplained for **five school days**, the school will issue a formal **Unexplained Absence Letter** requesting a written explanation from parents/guardians.
- Persistent unexplained absences or frequent absences below the acceptable threshold (85%) will be escalated for monitoring.

4. **HSLO Intervention and Case Management:**

- The Attendance team will hold **regular meetings with the Home School Liaison Officer (HSLO)** to review attendance data and identify students at risk.
- Families of students falling below 85% attendance will receive a formal letter (1A) outlining concerns, that with no improvement they will be referred to the school HSLO .and inviting them to contact the school to discuss how we could better support them.
- If attendance does not improve, families will receive a formal letter (1B) outlining concerns informing them that the student has been referred to the HSLO for case load for further intervention and support, including an Attendance Improvement Plan.

5. **Promoting Positive Attendance:**

- Certificates and recognition for students 98% and above attendance each term.
- Students who maintain 100% attendance for the entire year, will be presented an outstanding attendance certificate.

Late Arrivals and Early Departures

- Students arriving late must sign in at the office and receive a late slip before going to class.
- Parents/guardians collecting students early must sign them out at the office, providing a valid reason.
- Please note that parents/guardians must be present when student is signed out for early departure. Students are not permitted to leave by themselves.
- For offsite events, parents must sign in/out students with the supervising teacher on the event roll noting the time.

Extended Leave

- Families must complete and submit an **Application for Extended Leave** form for planned absences of 10 or more days. The principal will assess and approve these requests per departmental policy.

Support for Families

BEPS is committed to working with families to address barriers to regular attendance. This includes connecting families with support services, developing tailored Attendance Improvement Plans, and providing resources to help improve attendance.

Department of Education Attendance Policy

Direction and guidance on the requirements for attendance in NSW public schools.

Audience

All NSW public school staff, excluding preschools.

1. Policy statement

1. [Section 22](#) of the [Education Act 1990](#) states that it is the duty of the parent or carer of a child of [compulsory school-age](#) to cause the child to either:
 - be enrolled at, and to attend, a government school or a registered non-government school
 - be registered for home schooling with the NSW Education Standards Authority (NESA) and to receive instruction in accordance with the conditions to which the registration is subject.
2. All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided.
3. [Section 24](#) of the Act requires principals to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available for inspection during school hours by an Inspector or by an authorised person.
4. Parents or carers are required to explain the absences of their children from school promptly. An explanation for absence must be provided to the school within 7 calendar days of the first day of any period of absence.
5. Schools must provide clear information in a form or language understood by students and parents or carers regarding attendance requirements and the consequences of unsatisfactory attendance.
6. Principals must ensure the school has effective measures in place to monitor and follow up student absences.
7. When a school becomes concerned about a student's attendance, staff must address the student's learning and support needs with their parents or carers.
8. All staff must respond to and report any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student. Refer to [Child protection: responding to and reporting students at risk of harm policy](#) and [Mandatory Reporter Guide](#).

2. Context

1. Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.
2. Encouraging regular attendance is a core school responsibility.
3. This policy should be read in the context of the [Enrolment of students in NSW Government schools policy](#) and the [General enrolment procedures \(PDF 298 KB\)](#).
4. The department may grant an exemption from attendance and/or enrolment in some circumstances, in line with the [Exemption from school procedures](#).

3. Policy contact

1. Director, Behaviour and Student Participation

attendance@det.nsw.edu.au

02 7814 2937

4. Monitoring the policy

1. The Director, Behaviour and Student Participation, monitors the implementation of this policy, regularly reviews its contents to ensure relevance and accuracy, and updates it as needed.

Student attendance in NSW public schools procedures

Direction and guidance to help school staff satisfy their obligations under the school attendance policy.

Audience

All NSW public school staff and education support staff, excluding preschools.

What needs to be done

1. School attendance planning

School attendance is a shared responsibility, but school principals and executive teams have important roles to play in making attendance an area of focus in their communities.

Principals must:

- make attendance a feature of their Strategic Improvement Plan where it has been identified as an area of improvement
- include progress measures that represent the work the school is doing in support of their attendance improvement measure in the school's Strategic Improvement Plan
- ensure staff responsible for monitoring attendance are trained in the use of Scout, the department's data analysis platform
- ensure there are processes to support staff in monitoring and escalating attendance concerns.

Principals and school executives should:

- emphasise the importance of student attendance in their annual planning
- unite the whole school community, including local Aboriginal Education Consultative Groups (AECGs) and external service providers, behind a shared goal of increasing attendance rates
- provide professional development opportunities to help staff understand the complexities of school attendance
- develop and implement processes and strategies aimed at achieving positive student attendance
- engage respectfully and authentically with all parents and carers and community members to communicate the school's attendance initiatives and invite parents and carers to participate in the planning process in a culturally safe environment.

1.1 Building a team-based approach to attendance

Working collaboratively with the school community leads to better attendance and improved student outcomes. This includes regular monitoring of attendance data for cohorts and individual students to reduce barriers faced by students from priority equity cohorts, including Aboriginal students, students with disability, students from low socio-economic backgrounds and English as an additional language or dialect (EAL/D) learners.

Schools should adopt strategies best suited to their circumstances.

[Suggested strategies](#)

2. Recording student attendance

Teachers need to record student attendance to enable accurate reporting. Rolls must reflect the highest professional standards.

Where schools record student attendance using third-party systems, they must ensure:

- third-party systems are department approved
- they use the [approved attendance register codes \(PDF 70 KB\)](#) when marking the roll
- they contact [EDConnect](#) with any concerns about transferring data
- schools using a manual roll also add attendance data to the electronic roll. Note: in situations where a manual roll is used, the principal, or a nominated member of the executive or teaching staff, is responsible for maintaining and signing it.

Once the roll is marked, the school must contact the parent or carer of any student absent without an explanation by the next school day. This can be done through automatic generated electronic means such as SMS or email. Where the school has identified child protection concerns for a student or family, the parent or carer should be contacted as soon as possible on the day of the absence.

2.1 Marking the roll

Teachers must:

- record school attendance on the roll at the commencement of the school day
- in high schools, record attendance each period or lesson
- in primary schools, record attendance in classes regularly conducted in locations other than the home classroom, and after recess and lunch breaks
- when a student arrives late or departs early, record the precise times of arrival or departure with the relevant [attendance register codes \(PDF 70 KB\)](#)
- when using a manual roll, follow the exception method (marking absences only).

The principal or their delegate must:

- countersign the roll where a manual roll is used, which then becomes the formal record of attendance
- ensure that explanations for absences are recorded within 7 days of each individual absence
- retain any explanations provided after the 7-day period, but do not amend the roll
- ensure parents and carers are aware that they can provide explanations for absence within 7 days during school holiday periods, via email or other electronic means
- develop a local process to manage the recording of absence explanations received during a school holiday period.

2.2 Correcting roll marking errors

School staff must:

- amend the electronic roll within 7 days of the absence
- where a manual roll is used for excursions, special events or in other circumstances, transfer it to the electronic roll within 7 days.

2.3 Recording absence notifications, including medical certificates

All absences must be explained.

Staff need to:

- record student absences in the roll

- include any evidence provided, including emails and written notes. A data entry, on its own, does not provide enough context. Supporting evidence may be required under subpoena or under the [Government Information \(Public Access\) 2009](#).

Examples of evidence

2.4 Requesting medical certificates

A principal can grant sick leave without requiring a medical certificate, but there are circumstances outlined in section 23 part 7 of the *Education Act 1990* where a principal may choose to request more information.

Principals can:

- ask the parent or carer to provide a medical certificate if they have concerns with the explanation provided, or where there is a history of poor attendance or other child protection concerns
- where they have ongoing concerns, can request the parent's consent for a doctor to provide information about their child's health condition. To support the student's attendance at school, it is essential the school has all relevant information to ensure the student's learning and health care needs are addressed through the individual [health care planning](#) process. If the request is denied or the principal is still not satisfied with the reason for the absence, they can record the absence as 'unjustified'
- refer to the [attendance register codes \(PDF 70 KB\)](#) to ensure absences for medical reasons are recorded accurately.

If the parent does not provide consent for a doctor to provide information to the school, principals can [seek information](#) from prescribed bodies under Chapter 16A of the *Children and Young Persons (Care and Protection) Act 1998* where they have ongoing concerns regarding a student's safety, welfare or wellbeing. The Child Wellbeing Unit can be contacted for further information or advice.

2.5 Securing manual rolls

If using a manual roll, school staff must:

- store manual rolls in a secure location within the school
- not remove rolls from the school premises unless removal is warranted by exceptional circumstances such as fire or flood
- not take rolls home
- report the loss of a manual roll immediately to the Director, Educational Leadership
- begin a new roll immediately if the previous roll is lost
- not include attendance information referring to absences before the new roll
- attach a notice, signed by the principal, to the new roll stating the period of the original roll (for example, 1 February – 30 March 2024) and the date from which the replacement roll starts.

At the end of the school year, the principal must ensure that the roll and attached Special Circumstances Registers are preserved as a complete record of students' absences for that year.

3. Recording other absences and variations to attendance

3.1 Maintaining the Special Circumstance Register

School staff must use the [Special Circumstance Register \(PDF 796 KB\)](#) when:

- there is full or part-day industrial action involving teachers
- on approved school development days
- a school is non-operational due to a natural occurrence, such as fire or flood (the principal should consult with the Director, Educational Leadership before declaring a school to be non-operational)
- students are attending another public school for a short period of time while enrolled in their local school

- students attend a suspension centre because they are suspended from school in accordance with the department's [Suspension and expulsion procedures](#)
- students attend a tutorial centre or program.

Special Circumstance Registers should:

- specify the dates and times of the variation
- indicate the reason for the variation
- list students attending on that day
- be signed by the teacher maintaining the register
- be permanently attached to the rolls.

[Manual roll instructions](#)

3.2 Reporting student attendance at school sports sessions

School staff must:

- ensure adequate attendance monitoring practices are in place for school sport sessions
- mark the roll at the beginning and end of each sports session
- transfer sports session attendance data to the roll by the end of the school day
- follow up absentees immediately and implement procedures for managing truancy.

3.3 Recording student participation in flexible timetables

School staff must:

- record the attendance of students participating in flexible timetables in the usual manner
- record scheduled days or periods of non-attendance using attendance register code 'F'
- provide students participating in flexible timetables with documentation identifying specific days or parts of days when they are not required to be at school. This may include a timetable on school letterhead bearing the school stamp.

[Examples of recording flexible timetables](#)

3.4 Recording students attending private off-site lessons during school hours

Principals can grant leave only in rare and exceptional circumstances for students to attend a private, off-site event, such as an examination. This provision must not be used on a regular basis and does not include participation in elite sport or elite arts (refer to the [Exemption from school procedures](#)).

The following are not considered private lessons:

- HSC courses conducted outside school
- participation in work placement
- TAFE-based courses.

3.5 Recording students as short-term attendance

Students can only be enrolled in one school at any given time. However, a student enrolled at one public school may need to attend another public school for a short period of time. Examples may include, but are not limited to, family care arrangements, medical or mental health treatment, domestic or family violence, natural disasters or events, or due to cultural obligations for Sorry Business. When this happens, the enrolled school and host school must ensure compliance with the policy.

The principal at the student's enrolled school must:

- consult with the host school regarding the learning requirements and progress of the student and any other information such as risk management and/or health care requirements

- receive the completed Special Circumstance Register from the host school and add the information to the attendance records for the student.

The principal at the host school must:

- complete a [Special Circumstance Register \(PDF 796 KB\) \(staff only\)](#) (see section above) for the student's attendance and forward it to the student's enrolled school at the end of each week for inclusion in the roll
- gather the necessary information from the student's enrolled school to determine if a risk assessment is required. The objective of the risk assessment should be the maintenance of a safe learning environment for staff and students.

Short-term attendance can only be used in unavoidable situations, not as a preference of choice, for example travel or holidays. It is generally not granted for periods exceeding 10 school weeks.

Short-term attendance arrangements should not unduly disrupt programs in the host school. They should not result in any reorganisation of classes or timetables.

3.6 Recording students with shared enrolments

Students can attend a specialist education setting or a program separate to their census school on a sessional or full-time basis in line with the department's [Enrolment of students in NSW Government schools policy](#).

School staff must use the attendance register code 'H' when:

- a student is enrolled in a school and is required or approved to attend an alternative educational setting or program on a sessional or full-time basis
- a student accesses a specialist education setting or program separate to their census school, such as support classes, behaviour schools for students in Emotional Disturbance (ED) and Behaviour Disorder (BD) classes, schools in youth justice centres, hospital schools, and distance education.

Both census and host schools:

- mark the shared student's attendance as usual for the days the student is expected at their school
- use the 'H' code for any full days or part days the student is not expected at their school.

Host schools do not need to provide their shared student enrolments' attendance data to the census school via the Special Circumstances Register.

The census school may still request details of attendance from the host school for their information, but it is not a requirement for attendance records.

The transfer of attendance data from all schools to the department is now automated. Where the school marks the rolls manually, they must enter the attendance data into an approved attendance recording system.

Please note, short-term attendance is not a shared enrolment and requires the use of the Special Circumstances register. Refer to [section 3.5](#) for further information.

3.7 Requirements for students leaving the school grounds during school hours

Secondary and central schools should develop a local process to manage students (Years 7-12) who have permission to leave school premises during normal school hours and are not:

- accompanied by school staff on school sporting activities or excursions
- participating in regular timetabled school activities such as vocational education
- going home for lunch each day.

4. Responding to and reporting absences

Follow the steps outlined here when responding to absences.

4.1 Contacting parents and carers about unexplained absences

School staff:

- must contact the parent or carer of any student absent without an explanation by the next school day. This can be done through automatic generated electronic means such as SMS or email. Where the school knows or has identified child protection concerns for a student or family, the parent or carer should be contacted as soon as possible on the day of the absence
- should continue to attempt to contact the parent or carer until either an explanation is received or the student returns to school. Principals should use their professional judgement and knowledge of the student's circumstances when determining level and type of contact. After ten consecutive days of unexplained absence, commence [enrolment destination unknown processes](#)
- use the [Telephone Interpreter Service](#) and [translated materials](#) as needed when communicating with parents and carers from culturally and linguistically diverse backgrounds.

4.2 Concerning patterns of attendance

All school staff have a role to play in identifying concerning patterns of attendance. A student is considered to have unsatisfactory school attendance when they have:

- frequent absences without explanation
- frequent absences that are explained, but the principal deems them unjustified.

When a concerning pattern of attendance is identified, staff should adopt whatever measures are necessary to re-establish an acceptable attendance record. These may include:

- meeting with the student and/or parents and carers. Meetings and interviews may involve representatives from appropriate support agencies, and/or the telephone interpreting service and should ensure cultural safety for all participants
- ensuring the school is providing a culturally safe environment
- where applicable, referring the matter to the school's learning and support and/or attendance teams to identify and implement strategies that address any additional learning and support needs the student may have
- developing a school-based attendance improvement plan in consultation with the student, parents and carers and other relevant stakeholders
- engaging the identified student/s or cohorts in programs that promote regular attendance
- referring the student to the school counsellor (if appropriate and in consultation with parents and carers)
- requesting and sharing information and working collaboratively where appropriate with other government or non-government agencies
- where applicable, for Aboriginal students, seeking the support of the Aboriginal education staff and/or the local Aboriginal Education Consultative Group (AECG)
- seeking advice about culturally appropriate responses from relevant services, the local AECG and community groups where applicable and working collaboratively with said services to improve attendance.

4.3 Accepting or declining an explanation for an absence

Principals can decline to accept an explanation for an absence and record the absence as 'unjustified'. The parent or carer should be advised that the explanation has not been accepted and a reason for the decision provided.

4.4 Frequent absences due to illness

School staff should consult parents and carers about the health support needs of their child when frequent absences are being explained due to illness.

Principals must:

- consider whether frequent absences are a secondary result of a primary child protection concern such as, medical neglect or child being a danger to self or others
- refer to the appropriate decision tree in the [Mandatory Reporter Guide \(MRG\)](#)[External link](#) and/or contact the [Child Wellbeing Unit](#) if they believe the student to be at risk of significant harm.

Requesting external assistance

4.5 Removing a student from the roll

Staff may only change a student's enrolment status in Enrolment Register Number (ERN) system to 'Left' in certain situations.

When to remove a student from the roll

4.6 When students are believed to have left the school and their destination is unknown

If a student is not attending school and the student's family has not provided a reason for the absence, there are several actions the school needs to take before removing the student's name from the roll. This process is managed via ERN using the Registration Status 'Left – Destination Unknown'.

If the student is of compulsory school age and has been marked as 'absent' for more than a total of 10 consecutive school days, where the school is open for instruction, and the student is believed to have left the school, the school should:

- contact the parents or carers to seek an explanation
- contact the emergency contact recorded for the student
- investigate the student's enrolment/registration status on ERN
- contact government and non-government schools within a reasonable radius based on geographical location of any presumed new residential address.

Following this investigation, if the school is unable to locate the student, the school must submit an Educational Destination Unknown (EDU) application for Home School Liaison Program support to their Learning and Wellbeing Officer.

The Home School Liaison Officer (HSLO) and/or Aboriginal Attendance Officer (AAO) will investigate the matter within 7 days. As part of the investigation, if it is believed the student has relocated interstate:

- the HSLO or AAO may complete an interstate enrolment check
- if the enrolment destination cannot be determined, the HSLO or AAO will advise the principal that the student's registration can be changed to 'Left – Destination Unknown'.

In changing the student's enrolment status to 'Left – Destination Unknown', the principal must ensure:

- any suspected risk of significant harm issues including educational neglect have been reported to the Department of Community and Justice's Child Protection Helpline
- where the family or student is missing (or their destination is unknown) and there are concerns for their safety, welfare or wellbeing, a report is made within 24 hours to the Health and Safety directorate (in line with the [Incident notification and response procedures \(staff only\)](#)) to determine if the matter has been reported to the Police. If Health, Safety and Staff Wellbeing directorate notify that no report has been made, the principal is to report the matter to their local Police
- the Director, Educational Leadership is informed that, following investigation by the Home School Liaison Program, the student is unable to be located. The director can approve a change to the student's enrolment status to 'Left – Destination Unknown'.

If a student is later located, the school can change the status on ERN to 'Left – Located'.

The school should also investigate, as outlined above, if the student is of post-compulsory-school age, their whereabouts are unknown, and the student has not attended school for 15 consecutive school days for reasons not known to the school.

After the investigation, the student's status on ERN can be changed to 'Left – Destination Unknown'. This does not require elevation to the Home School Liaison Program or Director, Educational Leadership approval. However, schools should carry out mandatory reporting to Department of Communities and Justice and the Police where there are known safety concerns for the student.

If a student's name has been removed from the roll because their enrolment destination is unknown, absences from the last day of attendance at school are not included as absences for statistical purposes. The roll should be amended to reflect this.

4.7 Extended leave

Student absences outside vacation periods are counted as absences for statistical purposes.

This applies to extended periods of leave that families might seek for various reasons, including a family holiday, family travel or bereavement.

- Do not use an exemption for family travel and holidays.
- There is no upper or lower limit of days that parents or carers can apply for or have approved for extended leave. When the travel period exceeds one school term, access to Distance Education must be considered. Refer to the [Distance education enrolment procedures \(PDF 345 KB\)](#).
- Do not issue a [Certificate of Extended Leave – Travel \(PDF 815 KB\)](#) if the principal is aware that the student has been the subject of contact with the Child Wellbeing Unit or a report to the Child Protection Helpline.
- A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be considered and specified on the [application \(PDF 815 KB\)](#).
- The purpose of the travel should be specified on the application.
- Principals should encourage parents to take holidays with their child during school vacation periods.
- If the principal accepts the leave application:
 - record the absence as code 'L'
 - issue a Certificate of Extended Leave – Travel.
- If the principal declines the leave application:
 - record the absence as code 'A'
 - do not issue a Certificate of Extended Leave – Travel
 - communicate the reasons to the parent or carer.
- Principals should request travel documentation, such as travel itinerary or e-ticket, and ensure this is attached to the application.
- Principals should ensure that parents are assisted to complete the application and provide a translation service if required.
- Principals may use their discretion to decline a parent's Application for Extended Leave – Travel. In this case the parent must be advised in writing.
- On granting a parent's application, principals must issue a Certificate of Extended Leave - Travel. The original certificate will be provided to the parent and a copy of the certificate placed in each student's record.
- While a student is on leave, they are recorded as being absent from school. Although parents or carers may request and schools may provide learning opportunities during the period of leave, there is no requirement for this to occur. Students on leave are to be marked on the roll as 'L' regardless of whether learning is provided or completed.
- If a student or students do not return on the date specified, the principal must ensure the parents are contacted to establish the whereabouts of the student. If contact is not established, then the principal should follow processes associated with Educational Destination Unknown (EDU).

5. Maintaining attendance records

School attendance records must include:

- a register of admission to be retained permanently (maintained on the Enrolment Registration Number System – ERN)
- written notes, records of verbal explanations and records of electronic explanations for absences from parents or carers. This advice is to be retained in either the student file, an electronic file (or both) for 2 years from the date of receipt. The record must be able to be produced on request
- a roll, to be retained for 3 years. In a case where a student has an accident requiring an accident report, all attendance records should be retained until the year the student reaches 25 years of age
- in secondary schools, retain a record of the attendance at each period until the end of the school year
- information detailing a student's absences each year, kept on the student's file until 7 years after the student has left. If a student has had an accident necessitating an accident report, retain the record until the student reaches 25 years of age.

Records for certificates of exemptions from attendance and enrolment must be kept, consistent with the requirements of the [Exemption from school procedures](#).

Refer to [Functional Retention and Disposal Authority: FA387 \(PDF 106 KB\)](#) External link for further information on retaining and disposing of records.

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Mandatory tools and templates

- [Extended leave \(travel\) application and certificate \(PDF 815 KB\)](#)
- [Home School Liaison Program application \(PDF 840 KB\) \(staff only\)](#)
- [Template - Letter advising parent of referral to Home School Liaison Program \(DOCX 26 KB\) \(staff only\)](#)
- [Special Circumstance Register \(PDF 796 KB\) \(staff only\)](#)

Compliance and Review

Compliance

This policy ensures adherence to the Department of Education's Attendance Policy.

The following are published on:

School's website

School's Drive

Review

This policy will be reviewed annually to ensure its relevance and effectiveness.

For further information or assistance, please contact the school office at [\(02\) 4739 1766](tel:0247391766).

Attendance Policy

Date Completed:	10/2/2025
Completed by:	Belinda Wraight
Position(s):	Relieving Assistant Principal
Next Review date:	31/10/2025
Next Review date with community input:	November P&C
Principal Name:	Belinda Wraight
Principal Approval date:	10/2/2025

Appendix



Note 1a

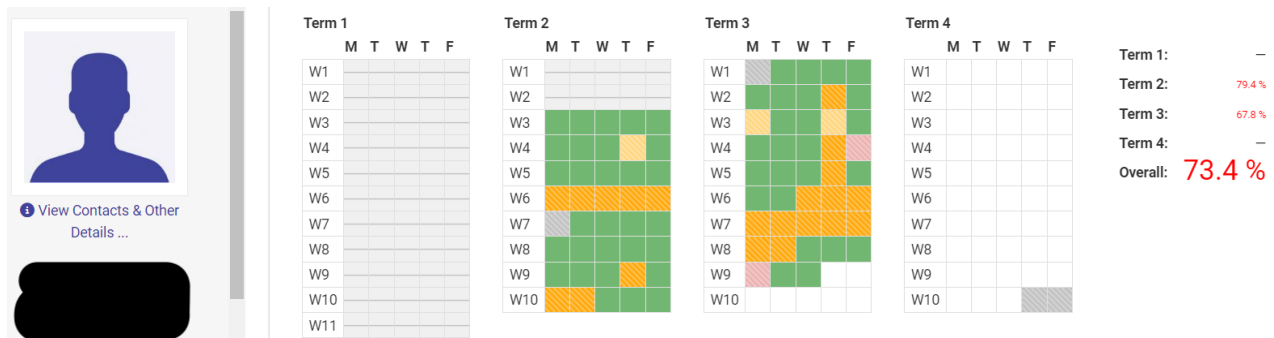
77 Old Bathurst Road
 East Blaxland NSW 2774
 Phone 4739 1579
 Fax 4739 8300
 Principal Kerry Bryan
 blaxlande-p.school@det.nsw.edu.au
 www.blaxlande-p.schools.nsw.gov.au

Mrs J Doe
 19 Smith St
 BLAXLAND NSW 2774

Dear Mrs J Doe,

I am writing to express our concerns regarding Jane's school attendance, which has fallen below an acceptable level. Regular attendance is crucial for academic success and overall development.

Absent Unjustified
 Absent Unexplained
 Present
 Late



Did you know that if a student misses one day a week, they miss 8 weeks per year which is more than 2.5 years missed over their school life (from years 1-10)? Students who miss learning time reduce their access to future learning and working opportunities.

I am considering applying for assistance from the Home School Liaison Program to help improve his/her attendance at school. Before I do submit the application, I encourage you to contact the school on 4739 1579 to make an appointment to work with us to improve Jane's attendance and to discuss any concerns regarding school.

Thank you for your attention to this important matter. We look forward to working with you to ensure that Jane has a successful and uninterrupted educational journey.

Your sincerely,

Mrs Kerry Bryan
 Principal
 19/9/2024

Note 1b

53-85 Old Bathurst Road
East Blaxland NSW 2774
Phone 4739 1579
Fax 4739 8300

Principal Kerry Bryan
blaxland-p.school@det.nsw.edu.au
www.blaxland-p.schools.nsw.gov.au

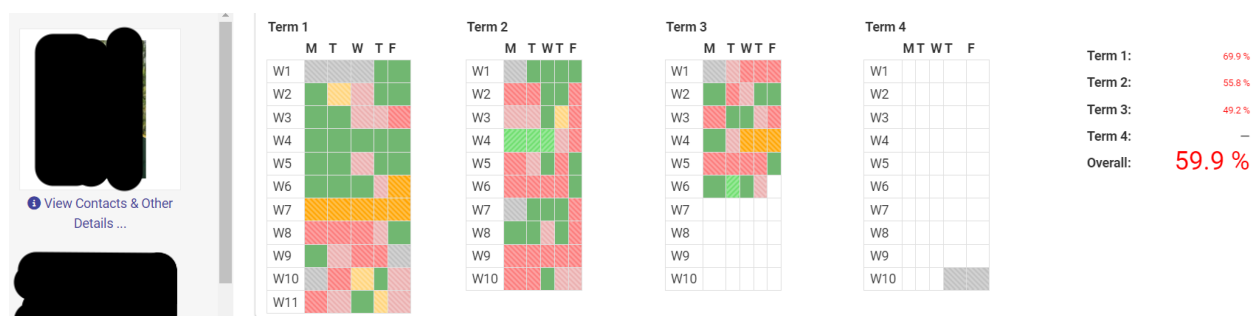


Mrs J Doe
19 Smith St
BLAXLAND NSW 2774

Dear Mrs J Doe,

We made contact on 28/5/24 about our attendance concerns for Jane. We invited you to contact us to discuss your concerns and possible strategies to encourage Jane to come to school. We continue to miss them at school.

Absent Unjustified Absent Unexplained Present Late



I have submitted an application for assistance from the Home School Liaison Program to help improve Janes' attendance at school.

A Home School Liaison Officer or Aboriginal Student Liaison Officer will be in contact should the local manager place the matter onto caseload. If Jane is on the caseload, the Officer will work with you, Jane, the school and any appropriate supports to develop an Attendance Improvement Plan with specific targets, strategies and timelines.

It is important that you work with us to help improve Janes' attendance. The Education Act (1990) requires parents to ensure that children of compulsory school age attend school on each day that the school is open for instruction. If you do not work with us, you may find yourself in breach of the Education Act which could result in legal action.

Again, I encourage you to contact the school on 02 47391579 to make an appointment to work with us to improve Janes' attendance and to discuss any concerns regarding school.

Yours sincerely

Kerry Bryan
Principal
30/8/2024



Note Partial absences

77 Old Bathurst Road
 East Blaxland NSW 2774
 Phone 4739 1579
 Fax 4739 8300

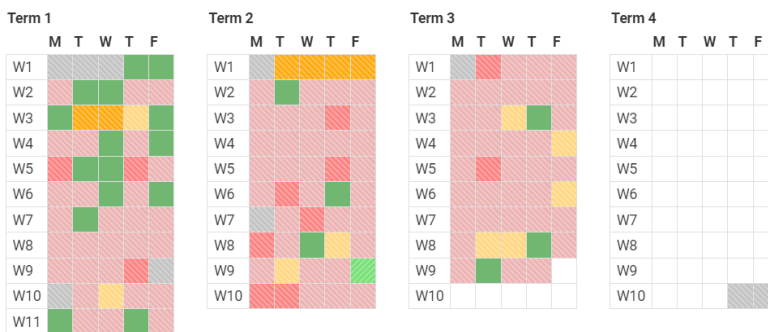
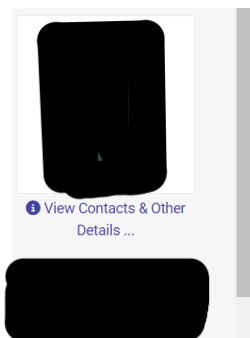
Principal Kerry Bryan
 blaxland-e-p.school@det.nsw.edu.au
 www.blaxland-e-p.schools.nsw.gov.au

Mrs J Doe
 19 Smith St
 BLAXLAND NSW 2774

Dear Mrs J Doe,

I am writing to express our concerns regarding Janes's school attendance, specifically his/her frequent late arrivals and early departures. Consistent attendance throughout the full school day is essential for academic success and overall development.

Absent Unjustified
 Absent Unexplained
 Present
 Late



Term 1: 82.1 %
 Term 2: 69.4 %
 Term 3: 82.7 %
 Term 4: —
 Overall: **77.9 %**

Did you know that if a student misses one day a week, they miss 8 weeks per year which is more than 2.5 years missed over their school life (from years 1-10)? Students who miss learning time reduce their access to future learning and working opportunities.

I am considering applying for assistance from the Home School Liaison Program to help improve his/her attendance at school. Before I do submit the application, I encourage you to contact the school on 4739 1579 to make an appointment to work with us to improve Jane's attendance and to discuss any concerns regarding school.

Thank you for your attention to this important matter. We look forward to working with you to ensure that Jane has a successful and uninterrupted educational journey.

Your sincerely,

Mrs Kerry Bryan
 Principal
 19/9/2024

NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to...

Learn

Make friends

Build skills through fun

education.nsw.gov.au

Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...

When your child misses just...

5 mins per day

= **3** days

they miss days per year

30 mins per day

= **18** days

Patterns of lateness can have a serious impact on your child's education.

education.nsw.gov.au

T1/3	a		pa	
T2/4	a		pa	

ATTENDANCE SUPPORT OFFICER PROGRAM

LAMP Sheet - Semester 1/2 2020

Family Name:

Name:

SCHOOL: _____

Lateness and Attendance Monitoring Program - Semester 1/2 2020

Term 1		M	T	W	T	F
1	1/1/11					
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

STUDENT DETAILS

Name (First):

Year:

DOB:

Parents:

Caregiver:

Address:

Ph (Hm):

Ph (Wk/Mb):

Emergency:

Term 2		M	T	W	T	F
1	1/1/11					
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

Intervention

	Action	Suggested Actions
Step 1	By CRT	3-4 interventions max. 3- 4 weeks max.
		Discuss attendance and decide on reward for 5 consecutive days attendance; record on back eg points/award/ individual incentive.
		Monitor daily - if absent, phone parents asap to ascertain reason – record on back.
		Parent contact if no improvement - record on back and attach minutes of meeting to this sheet and copy in student file.
		After 3 weeks good attendance, discontinue lamp but monitor.
		If no improvement after 3-4 weeks, refer to executive.
Step 2	+ Executive	2-3 weeks max.
		Student interview.
		Parent Meeting.
		Send letter home re poor attendance - attach copy to this LAMP sheet and copy to student file.

