



East Preston Islamic College

ATTENDANCE POLICY

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Constructed / Reviewed by: East Preston
Islamic College on advice from Russell
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- Provide a reasonable excuse to the College on any particular school day. Notification may be provided via email or by telephoning the College and should be made prior to the start of the school day. A r include (but is not limited to):
 - Illness and accidents;

any nominated review date. Where appropriate, the AIP may also be shared directly with the student concerned.

General Strategies

- 5.4 Some of strategies utilised by the College to improve a student's engagement and attendance may include:
- 5.4.1 Discussions with the student and their parent regarding reasons for poor attendance and implementing strategies to support the student in improving their attendance and enhancing their engagement at the College.
- (a) It is preferable that meetings are conducted face to face, however in rare cases, the College may exercise its discretion and allow this meeting to be conducted remotely (eg. via phone, Zoom or Teams).
- (b) Parents need to be aware that if proceeding remotely, it may be difficult for the College to accurately gauge a student's (and their family's) understanding of the absenteeism, the plan to facilitate the student's return to work and level of commitment required to reduce the attendance concerns.
- 5.4.2 Variations to a student's timetable.
- 5.4.3 Imposing conditions on a student's enrolment.
- 5.4.4 Implementing an individual learning plan.
- 5.4.5 Arranging assistance from relevant student wellbeing staff.

Generally

- 6.1 A variety of complex, interrelated factors influence student absenteeism.
- 6.2 Non-attendance has a variety of effects on students, both academically and socially and can include social isolation (including alienation), a lack of engagement with the College community and peers, and leading to emotional and behavioural difficulties. The effects of non-attendance on achievement are cumulative and can impact both academic achievement and attendance in future years of schooling.
- 6.3 An understanding the complex interactions between these factors is crucial to addressing problematic attendance and optimising outcomes for all students.

Individual Factors

- 6.4 Individual factors that influence student absenteeism relate to student's attitudes and motivations. The individual factors that are most likely to predict a student's non-attendance include;
- 6.4.1 Academic self-concept and self-esteem -

- 6.4.4 Lack of connectedness to the College and peers - lack of 'belonging'
- 6.4.5 Negative attitudes towards teachers
- 6.4.6 Lack of motivation or goals
- 6.4.7 Disliking the College, boredom, pursuit of other activities outside the College

Family Factors

- 6.5 The level of respect that a family has for their child's education, the extent to which parents are seen as a role model for their child and parental attitudes can shape a child's attitudes to attendance at school.
- 6.6 Family involvement, in the form of support with homework and academic progress, active monitoring of attendance and participation in the College community, can increase a student's engagement and achievement at school.
- 6.7 Correspondingly, a lack of such parental involvement can have negative effects on student attendance. Instability and conflict in the home also predict students' non-attendance. If parents do not value education and are not involved in their child's schooling, student's may adopt similar attitudes, which might inform their decisions about whether to attend the College.

College Related Factors

- 6.8 The College environment can also influence a student's decisions about attendance. At the College, all students have a right to learn in an environment where they feel safe, happy and supported, and which is underpinned by the College's paramount commitment - student safety.
 - 6.9 However, if, for example, a student perceived a 'climate of tolerance' for bullying or racism at the College (which for the avoidance of doubt, is not condoned or tolerated), they may not feel safe to attend. A sense of belonging to the College community is also an important factor related to absenteeism. A lack of belonging or connectedness to the College may be characterised by poor relationships with teachers and conflict with peers or ostracism from peer groups.
- 7.1 The Principal has a responsibility to ensure that records of all enrolments and attendance are made.
 - 7.2 The electronic register of enrolments includes the following information for each student:
 - 7.2.1 name, age and address;
 - 7.2.2 the name and contact telephone number of parent(s)/guardian(s);
 - 7.2.3 date of enrolment and, where appropriate, the date of leaving the College and the student's destination;
 - 7.2.4 the Victorian

- 7.3 The electronic register of attendance includes the following information for each student to ensure the care, safety and welfare of students and continuity of learning:
- 7.3.1 attendance records for each calendar year, including twice daily attendance checks;
 - 7.3.2 absences;
 - 7.3.3 reason for absence; and
 - 7.3.4 documentation to substantiate reasons for absence.
- 7.4 The College will retain records of attendance of enrolments in accordance with its Records Retention Policy.