



Attendance Policy

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Help for non-English Speakers



If you need help to understand the information in this policy, please contact the school office by phoning 03 9782 1333 or emailing Banyan.Fields.PS@education.vic.gov.au

Purpose

The purpose of this policy is to ensure all children of compulsory school age are enrolled in a registered school and attend school every day it is open for instruction, promote a shared understanding of the importance of school attendance, and outline the processes Banyan Fields Primary School uses to support, monitor and follow up student attendance and absences.

Objective

This policy aims to support regular student attendance, strengthen partnerships between home and school, ensure attendance expectations and processes are clearly understood, and maintain accurate attendance records in line with Department of Education requirements.

Scope

This policy applies to all students at Banyan Fields Primary School

This policy should be read in conjunction with the Department of Education's [School Attendance Guidelines](#). It does not replace or change the obligations of Banyan Fields Primary School, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

Alignment with School Values

This policy aligns with our school values as follows:

Tenacity	We encourage students to attend school every day and arrive ready to learn when the morning bell rings. Through our Arrive to Thrive commitment, we promote resilience, perseverance and positive routines, recognising that showing up every day supports confidence, wellbeing and long-term success.	
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Equity	We believe every student deserves full access to learning opportunities. We work closely with families to identify and reduce barriers to attendance so all students can participate fully in learning, school activities and social connections.	
Synergy	Staff, students and families work together to build strong attendance habits and supportive relationships. Through open communication and shared expectations, we promote a strong sense of belonging and ensure every student feels connected, supported and valued at school.	
Stewardship	We take collective responsibility for promoting and supporting positive attendance. Attendance is monitored regularly, concerns are followed up promptly, and proactive supports are put in place to help every student arrive, engage and thrive each day.	

Definition

Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the *Family Law Act 1975* (Cth) and any person with whom a child normally or regularly resides.

Policy

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Banyan Fields Primary School during normal school hours every day of each term unless:

- There is an approved exemption from school attendance for the student.
- The student has a dual enrolment with another school and has only a partial enrolment in Banyan Fields Primary School, or
- The student is registered for homeschooling and has only a partial enrolment in Banyan Fields Primary School for particular activities.



Both schools and parents have an important role to play in supporting students to attend school every day.

Banyan Fields Primary School believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Banyan Fields Primary School will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining, and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Students are committed to attending school every day, arriving on time and are prepared to learn. Our students are encouraged to approach a teacher and seek assistance if there are any issues that are affecting their attendance.

Banyan Fields Primary School parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents will communicate with the relevant staff at Banyan Fields Primary School about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

Supporting and Promoting Attendance

Banyan Fields Primary School's [Student Wellbeing and Engagement Policy](#) supports student attendance.

Banyan Fields Primary School also promotes student attendance by:

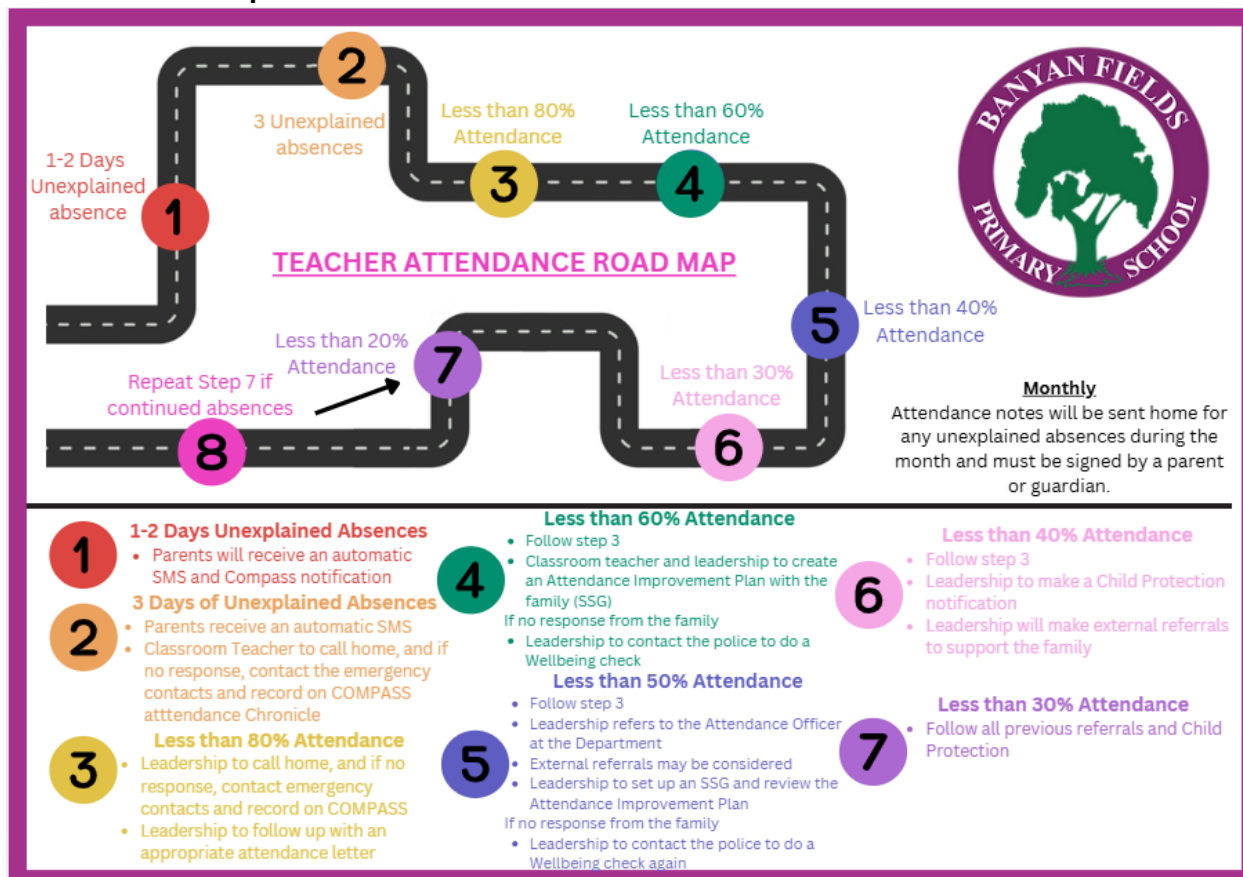
- Implementing our *Arrive to Thrive* approach to promote the importance of regular attendance and punctuality.
- Celebrating positive attendance through class attendance awards, whole-school recognition and attendance celebrations.
- Providing regular communication to families about attendance through newsletters, Compass posts and direct contact.
- Running *Ready, Set TESS* to support students in building routines, positive learning habits and a strong sense of belonging.
- Offering *Thrive & Shine* morning activities to help students arrive settled, engaged and ready to learn.





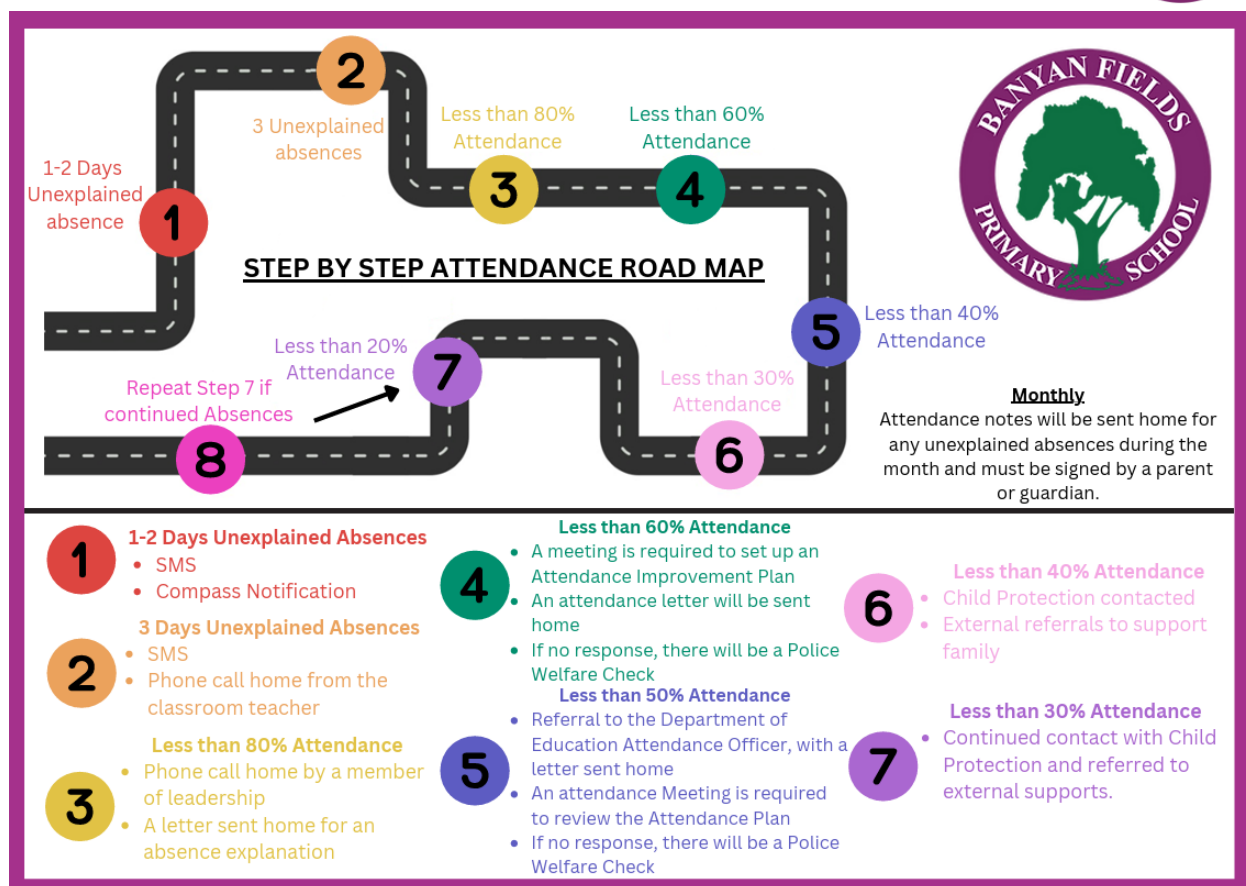
- Providing student engagement opportunities through our *Thriving Through Excellence (ThriveX)* programs including *Solve, Create, Imagine* and *Express*.
- Monitoring attendance data regularly to identify students requiring additional support or intervention.
- Following the school's Attendance Roadmap to ensure staff and families have a clear understanding of the processes, supports and actions implemented in response to non-attendance.
- Developing attendance support plans and wellbeing supports for students experiencing attendance difficulties.
- Working in partnership with families to identify and address barriers impacting school attendance.
- Promoting positive classroom cultures and supportive relationships that encourage students to attend and engage every day.

Teacher Road Map



Parent Road Map





Recording Attendance

Banyan Fields Primary School must record student attendance twice per day. This is necessary to:

- meet legislative requirements
- discharge Banyan Fields Primary School's duty of care for all students

Attendance will be recorded by the classroom or specialist teacher at the start of the school day and after lunch using Compass.

If students are in attendance at a school-approved activity, the classroom teacher will complete a hardcopy roll before they leave and hand it to the office. The office will then update the event roll. The teacher will then complete the hard copy roll when they return and hand it to the office and the office will update the event roll.



Recording Absences

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school. Parents should notify Banyan Fields Primary School of absences by adding a note into Compass or contacting the office.

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Banyan Fields Primary School will notify parents by a SMS.

Banyan Fields Primary School will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.

If Banyan Fields Primary School considers that the parent has provided a **reasonable excuse** for their child's absence, the absence will be marked as '**excused absence**'. If the school determines that no reasonable excuse has been provided, the absence will be marked as '**unexcused absence**'.

The Principal has the discretion to determine whether an absence is approved based on the individual circumstances and in line with Department of Education guidelines. At Banyan Fields Primary School, absences may generally be approved for:

- Medical, dental or allied health appointments where out-of-hours appointments are not possible or appropriate.
- Bereavement or attendance at the funeral of a relative, friend or community member, including participation in Sorry Business.
- School refusal or school avoidance where the school is working in partnership with the family and a support or re-engagement plan is in place.
- Cultural or religious observances where the parent notifies the school in advance.
- Family holidays or travel where the parent notifies the school in advance, noting that extended absences may impact student learning and engagement.

If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file.

Parents will be notified if an absence has not been excused.

Managing Non-Attendance and Supporting Student Engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Banyan Fields Primary School will work collaboratively with





parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- Establishing an Attendance Student Support Group.
- Implementing an Attendance Support Plan.
- Implementing an Individual Education Plan.
- Implementing a Student Absence Learning Plan for students who will be absent for an extended period.
- Arranging for assistance from relevant Wellbeing staff or external agencies.

We understand from time to time that some students will need additional support and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required.

Referral to School Attendance Officer

If Banyan Fields Primary School decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines, refer the non-attendance to a School Attendance Officer in the South Eastern Victoria Region (SEVR) for further action.

If, from multiple attempts to contact a parent, it becomes apparent that a student will not be returning to the school, the Principal may make a referral to a School Attendance Officer if:

- The student has been absent from school on at least five full days in the previous 12 months, where:
 - The parent has not provided a reasonable excuse for these absences; and
 - Measures to improve the students' attendance have been undertaken and have been unsuccessful.
- The student's whereabouts are unknown and:
 - The student has been absent for 10 consecutive school days; or
 - No alternative education destination can be found for the student.

Communication

This policy will be communicated to our school community through:

- Inclusion in staff induction and staff training processes.
- Discussed at staff meetings and included in staff communication such as the Weekly Warm Up.
- Available publicly on the Banyan Fields Primary School website.
- Available on request from the school office.
- Referenced in parent communication through newsletters, Compass posts and attendance-related correspondence.





- Discussed with students and families as part of attendance support and wellbeing processes where appropriate.

The school will ensure that attendance expectations, processes and supports are communicated clearly and consistently to students, staff and families through our *Arrive to Thrive* approach.

More information and resources

- The Department's Policy and Advisory Library (PAL): [Attendance](#)

Policy Review and Approval

Policy last reviewed	Term 2, 2026
Approved by	Principal
Next scheduled review date	Term 2, 2029





Attendance Support Plan

Help for non-English Speakers



If you need help to understand the information in this policy and/or to participate in a Student Support Group (SSG) or other meetings about your child, please contact the school office by phoning 03 9782 1333 or emailing

Banyan.Fields.PS@education.vic.gov.au

Student and Meeting Details

Student's Name		
Year & Grade		
Date of Student Support Group Meeting		
Lead School Contact	Name:	
	Position:	





Context

Background

Consider the following first to ensure the agreed interventions are based on evidence of need:

- *Review the student's attendance data (this can be sourced via Panorama) and briefly describe their attendance history*
- *Analyse the data to identify any recurring patterns or links between absences and known factors that impact on attendance, such as specific days or times, particular subjects or timetables where absences are frequent*
- *Add any information provided by the student and/or their family about the reason for unexplained absences, including cultural obligations, commitments or other issues impacting school attendance or engagement.*

Student's Comments

Seek input from the student to understand how they experience school. For example, consider

- *the student's strengths and how the school can build on them*
- *their interests, preferences, goals, and aspirations*
- *what helps them to attend school*
- *places in the school where they feel safe and supported*
- *what they need to engage in their education*



Goals

Plan to Support Reintegration to Full-Time Attendance

Short-term goals are written using the formula Behaviour-Condition-Criteria.

- Behaviour includes the detail of what will be observed and measured. What will we see or hear from the student.
- Condition includes the detail of when, how, with whom the behaviour will be observed.
- Criteria includes the detail of how we know when the child has achieved the goal and is written as, "This goal will be considered achieved when..."

Once written, the goals are then evaluated against the SMART acronym. Are they:

- Specific
- Measurable
- Agreed and Achievable
- Relevant
- Time-bound (the time-bound nature is already built in as this IEP is set for a term or a semester)

Each long-term goal should have one associated short-term goal that is reported upon and revised at each SSG meeting. Usually only one of the elements is revised – Behaviour, Condition or Criteria.

Short-Term Goals			
Goal	Behaviour	Condition	Criteria
	<i>What specifically will the student do?</i>	<i>Under what conditions?</i>	<i>This goal will be considered achieved when the student...</i>
1			
2			

Student Actions to Achieve Goals	
1	
2	

School Actions to Support the Student to Achieve Goals	
1	
2	

Parent/Carer Actions to Support the Student to Achieve Goals	
1	



2	
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Monitoring Processes			
Plan Start Date:		Plan Review Date:	





Modified Timetable Agreement

Student's Name		
Year & Grade		
Date of Student Support Group Meeting		
Lead School Contact	Name:	
	Position:	

Reasons for the Modified Timetable		
• Re-engagement	• Reasonable adjustment	• Behaviour support
Medical Reasons	Parenting/Carer Responsibilities	Other
Has this student had a modified timetable in the past 12 months?		• Yes
		No
If yes, what was the total duration (in weeks) of the previous arrangement(s) including any extensions		? weeks

Success Measures

How will the modified timetable benefit the student and how will this be evident?





Work to be Provided

Work to be provided to the student when at home, so they can continue to engage in learning on the days they are not required to attend school, where appropriate.

Activities for the student to undertake while away from school:

Resources the student may find helpful:

Agreed role of parents/carers in supporting the learning plan:

Detailed Timetable

Start Date:		Review Date:		End Date:	
Week Beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
Total Hours					
Date	Arrive - Depart	Arrive - Depart	Arrive - Depart	Arrive - Depart	Arrive - Depart
1 May 12 hours 20 mins	11am - 3:10pm	11am - 3:10pm	9:30am - 12pm	9:30am - 11am	n/a





Parent/Carer Agreement			
I understand and agree that my child will be on a modified timetable for the period specified in this agreement, and that I am responsible for providing appropriate supervision of my child when they are not at school during school hours as specified in this agreement.			
Parent/Carer Name		Parent/Carer Signature	
Principal Name		Principal Signature	

Progress Monitoring

Please record any modifications to this agreement committed to during the SSG process and/or agreed to outside of the SSG meetings	
Check-in / Review Date	Progress and Agreed Modifications





Modified Timetable Agreement - Extension

This form is used if the modified timetable is to be extended beyond the initial agreement. The extended period must not exceed 10 weeks.

Please record the rationale for the extension and any additional information that was not included in the initial agreement

Detailed Timetable

Start Date:		Review Date:		End Date:	
Week Beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
Total Hours					
Date	Arrive - Depart	Arrive - Depart	Arrive - Depart	Arrive - Depart	Arrive - Depart
1 May 12 hours 20 mins	11am - 3:10pm	11am - 3:10pm	9:30am - 12pm	9:30am - 11am	n/a

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I understand and agree that my child will be on a modified timetable for the period specified in this agreement, and that I am responsible for providing appropriate supervision of my child when they are not at school during school hours as specified in this agreement.

Parent/Carer Name		Parent/Carer Signature	
Principal Name		Principal Signature	





Student Absence Learning Plan

Student Absence Learning Plans are designed to support the education and engagement of students who are absent from school for an extended period. To achieve the best results, schools should collaborate with the student and parent/carer when creating the plan.

A Student Absence Learning Plan is developed for

- students who will have an extended absence from school
- [student suspended for more than 3 days](#)
- [students subject to an expulsion appeal process](#)

Student's Name			
Year & Grade			
Date of Last Day at School		Date of Return to School	
Reason for Absence			

Subject	Learning Task	Resources	Submission Details

This plan will be reviewed and updated by the designated teachers on (date):	
Agreed role of parents/carers in supporting the absence learning program	





Designated Teacher		Email	
Role		Signature	
Principal's Name		Signature	

