

Attendance Policy

Policy

St Eugene College recognises that every day of attendance in school contributes towards a students' learning and that maximising school attendance enhances academic outcomes. It is vital that students attend and engage with the learning opportunities offered in classrooms. By setting attendance standards early, ensuring students feel a sense of belonging to the college, taking a 'whole-of community' approach, collecting detailed attendance information, and planning individualised and culturally authentic approaches to addressing attendance, teachers, school leaders and school communities will be better equipped to support students to engage with their education.

Vision

Our College Vision of "Enter to LEARN, Dare to GROW, Leave to SERVE, encourages all students to take an active role in their education by firstly attending school every day with the intention of learning.

*Declines in achievement are evident with any level of absence. However, greater numbers of absences are typically associated with larger declines in student achievement
(Gottfried, 2014; Hancock et al., 2013).*

*Studies of chronic absenteeism (missing more than 10% of school days) show that regardless of the type, absence, has a compounding negative impact on academic performance
(Gershenson et al., 2017; Gottfried, 2009; Zubrick, 2014).*

Purpose

This policy document is aligned with the Vision Statement for Catholic Education and their Attendance Policy. It aims to assist our students to gain the greatest benefit from the educational opportunities provided to students through their active participating in learning. It is used in conjunction with the College Attendance Procedures Document and Student Handbook.

Legal guardians of children have a legal obligation, as set out in the [Education \(General Provisions\) Act 2006](#) to ensure a child is enrolled at and attends school.

The Queensland Government states that "each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends a school, on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse.

A child should be enrolled in and attend school in the year that they turn compulsory school age (six years and six months). Each parent of a young person in the compulsory participation phase has the legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse."

The Compulsory Schooling Phase:

- starts the year a child turns 6 or starts Prep and
- ends when the child turns 16 or finishes Year 10, whichever occurs first.

During this phase, the family (parent/caregiver) has a legal obligation to ensure their child attends school every day.

The Post-Compulsory Participation Phase:

- starts the year the child stops being of compulsory school age (i.e. reaches the age of 16 or completes Year 10) and
- ends when the child either gains a Senior Certificate, Certificate III or Certificate IV *or* has participated in eligible options for two years after the completion of the Compulsory Schooling Phase *or* turns 17 years of age.

During this phase, families and carers have a legal obligation to ensure their child meets the attendance requirements of the eligible option of their choice.

Responsibilities

The College has a responsibility to:

- provide a caring, supportive, and stimulating learning environment which encourages students’ attendance.
- record student attendance in line with the College Attendance Procedures Document.
- monitor and investigate the patterns of non-attendance.
- respond to instances of irregular attendance.

Parents/Caregivers have a responsibility to:

- understand the legal requirements and educational necessity for regular school attendance.
- work with the College to overcome problems that contribute to poor school attendance.

Students have a responsibility to:

- set attendance goals and work with their Classroom Teacher, Pastoral Care Teacher, Pastoral Leader and Leadership to ensure they meet the College expectation of 90% or above attendance and zero unexplained absences.

Non-attendance has a variety of effects on students, both academically and socially. Absenteeism can increase social isolation, including alienation and lack of engagement with the school community and peers, leading to emotional and behavioural difficulties

(Carroll, 2013; Gottfried, 2014).

The impacts of absenteeism are cumulative “The effects of non-attendance on achievement are cumulative and can impact both academic achievement and attendance in future years of schooling” – Hancock et al., 2013; Zubrick, 2014).

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