

Attendance Procedures

1. Attendance Management – Notification, Monitoring, Recording and Response

Attendance is managed and recorded through the Compass system and is reflected in each student's half-yearly and end-of-year academic reports. All correspondence regarding absences, including patterns of unsatisfactory attendance, is documented and kept in the student's file in Compass.

GISS maintains a daily attendance register in a form approved by the NSW Minister for Education. The attendance register is available for inspection during school hours by an Inspector or authorised person, in accordance with legislative requirements.

Marking the Roll:

- Teachers are responsible for marking the attendance roll for each lesson or school-based activity, indicating whether students are present or absent.
- If a student arrives late or leaves early, they must report to Reception. The Receptionist or other designated Administration Staff will update Compass accordingly to reflect the partial attendance. For any partial absence (late arrival or early departure), the precise time of arrival and/or departure must be recorded in Compass.

Recording and Approving Absences:

- All absences must be recorded in Compass by Administration Staff.
- Where a student is absent and no explanation has been received the absence will be recorded as unexplained/unjustified (A) during roll call. Administration Staff will follow up with the parent/legal guardian as soon as practicable (usually by Compass notification or via phone, or email). If no explanation is received within 7 days or the absence request is not approved by the Principal, the absence record in Compass remains as unexplained / unjustified.
- Absence notifications submitted by parents through Compass are reviewed and, where appropriate, approved by the delegated Administration Staff before being entered into the system.
- The reason for each absence is recorded using the Minister's attendance codes, in accordance with the NSW Attendance Register requirements.
- If a student is absent, there will be a record of full or partial absence, and an attendance register code will be used to identify the explanation for the student's absence or variation in attendance using the Minister's codes.
- The Principal has the discretion to accept or not accept a reason for student absence.
- It is at the Principal's discretion to determine the appropriate Minister's code that will be recorded in the attendance register for the absence.
- The Principal may require documentation to substantiate an absence or request additional information if the explanation provided is considered insufficient.

Leave and Exemptions:

Under the *NSW Education Act 1990*, all children between the ages of 6 and 17 must be enrolled in and attend a registered school. In certain circumstances, students may be granted **leave**, an **exemption from**

attendance, or an **exemption from enrolment**, in accordance with legislative requirements and NSW Department of Education guidelines.

Parents must submit all requests for **extended leave or exemption** in advance via email to the Principal or by using the School's "Student Request for Leave" form. Parents are not required to determine whether the request qualifies as leave or exemption. The Principal will assess the application and determine the appropriate category and Minister's attendance code.

- The **Principal has the authority**, as delegated by the Minister for Education, to approve or decline most exemption and extended leave applications.
- The delegated Administration Staff member is responsible for recording the Principal's decision and entering the corresponding Minister's Code into the Compass attendance register.
- If approved, the absence will be recorded using the appropriate **leave or exemption code**.
- If the request is declined, the absence may be recorded as **unjustified or unexplained**, depending on the reason provided and the supporting documentation.
- The Principal retains discretion to:
 - Accept or not accept the explanation for an absence;
 - Determine the correct **Minister's attendance code**;
 - Request further documentation to substantiate the request.

Quick Reference: Leave and Exemptions with Examples

- **Leave from School**

The student remains enrolled and is expected to return. Leave is recorded with the appropriate Minister's Code.

Used for short-term absences, such as:

- Family travel,
- Cultural or religious activities,
- Bereavement,
- Special events.

- **Exemption from Attendance**

The student remains enrolled but is not required to attend during the approved exemption period.

Used when a student is enrolled but is temporarily unable to attend school.

The Principal may grant exemptions for:

- **Exceptional circumstances**, including when sick leave or alternative enrolment is not appropriate;
- **Elite arts or sports participation**, such as national or international sporting competitions, talent programs, or programs run by recognised sporting or arts bodies;
- **Employment in the entertainment industry**;
- **Public Health Act directions**, such as exclusion during a vaccine-preventable disease outbreak (no parent application is required in this case).

- **Exemption from Enrolment**

Applies when a student is not required to be enrolled for a specified period. The Principal may approve exemptions:

- To **delay the start of school** for a child who turns six on or after **1 October**, provided the child:
 - Is engaged in full-time accredited preschool education for the remainder of that school year, or
 - Is participating in a full- or part-time accredited preschool program for students with disabilities, with transition to full-time school by six years and six months of age;

- For **health, learning, social or disability-related needs** that require the continuation of an individual program supported by medical specialists, for up to six months beyond the child's sixth birthday;
- For students who have completed **Year 9**, but not yet turned 17, who are commencing a **full-time apprenticeship or traineeship**.

In all cases, the Principal will determine the appropriate code and documentation requirements in line with Department of Education procedures.

1.1 Procedure for Parents and Guardians for absence notification

Parents/Guardians are responsible for:

- Enrolling their children in a registered school.
- Ensuring their child attends school every day.
- Explaining a child's absence promptly before 8:40am on the day of absence, adhering to the following procedure for notification.
- Families are requested to holiday or travel during school vacation time so that student learning is not adversely affected by absence from lessons. If 'in-term holidays' are unavoidable, parents have to apply for this well in advance to the Principal to allow for sufficient time to review the application. Where a student is absent for travel/holiday outside school vacation periods, the absence will be recorded as 'L' only where the Principal accepts the reason. Where the Principal does not accept the absence as justified or in the student's best interests, the absence will be recorded as 'A'.
- Submitting any application for extended leave or exemption to the Principal in advance by using the School's "Student Request for Leave" form. Parents are not required to determine whether the request qualifies as leave or exemption. The Principal will assess the application in accordance with the NSW Department of Education guidelines and apply the appropriate category and Minister's attendance code.
- Engaging with the School to address repeated and/or ongoing absences through supporting intervention strategies such as meetings with the Learning Diversity Team, Head of Secondary/Primary or class teacher to create an attendance improvement plan.

Notification of absences by Parents/Guardians are mandatory and must include reasons:

i. Due to illness by attendance note in the School's App "Compass"

- If the App is not available, parents may call reception on 02 – 94851900.

ii. For reasons other than illness, the absence of students from lessons up to **two days (not adjacent to school holidays)** have to be requested by the parents by submitting an attendance note in Compass before the envisaged date.

- Attendance notes submitted by parents in Compass for these absences will be reviewed and approved by the designated Admin Staff unless Principal approval is required (due to reasons stated, length of absence or conjunction with holidays, or if the overall attendance is becoming a concern).
- For absences of up to two days (not adjacent to school holidays), the Principal delegates the authority to review and approve these requests to the designated Admin Staff.
- If Compass is not available at the time, parents can also call reception to ensure that the attendance note can be entered and reviewed by the designated admin staff.

iii. For reasons other than illness, absences for **more than 2 days or for single days in conjunction with school holidays** require a written application to the Principal using the "School's "Student Request for Leave" form within Operoo's form library before the envisaged date.

- The Principal will assess the application in accordance with the NSW Department of Education guidelines and determine if this is an application for exemption or leave.

- The Principal may require additional documentation or information if explanation provided is considered insufficient.
- If the application is determined and approved as exemption of attendance, the Principal will issue a certificate of Exemption and advise the attendance register will be marked according to the Minister's codes for exemption, resulting in no absence for the applied timeframe.
- If the absence is determined and approved as leave, the parents will be notified and the attendance register will be marked as Principal Approved Leave, according to the Minister's codes.

iv. If no written notice of absence is supplied within 7 days, the absence will be marked as unexplained or unjustified (Code A of the Minister's codes, refer to Attendance Policy)

v. If the request for exemption has not been approved by the Principal and the student is not attending school regardless; the absence will be marked as unexplained or unjustified (Code A of the Minister's codes, refer to Attendance Policy)

1.2 Responsibilities and Procedure for Students

Students are responsible for:

- a. Going to their roll-call or classroom when they arrive at School on time (before 8.40am)
- b. Reporting to Reception when arriving at School late (after 8.40 am) or when leaving early (evidence as to the reason is required via Compass attendance note or email by the parents)
- c. Attend all scheduled classes during school hours, except in the case of sickness or where leave has been given or an exemption from attendance has been granted.

1.3 Responsibilities and Procedure for the Principal

The Principal is responsible for:

- Ensuring that the approved prescribed attendance register codes are implemented correctly and accurate records of attendance are maintained daily on Compass.
- Ensuring that information is provided to parents/carers on the requirements regarding School attendance via the School's Parent Handbook and additional reminders in Compass News notifications.
- Supporting employees in addressing student non-attendance and assisting in implementation of intervention strategies where necessary.
- Ensuring that all employees are trained in the use of Compass, aware of the expected standards for roll marking and understand their obligations with respect to following up absences. This is done during Induction before employment and at least annually during Staff Development Days.
- Considering any written requests from parents or caregivers for exemptions or leave and to approve or not approve such requests in accordance with the legislation.
- Where non-attendance is an issue:
 - Ensuring that partial and full day absences are investigated, appropriate strategies are documented and implemented to address the issue and, where necessary, in the case of illness, medical certificates are provided.
 - Ensuring that the Class Teacher is proactive in alerting parents/caregivers that this has been noted, and any ongoing situation noted by the Head of Primary School or Secondary School
 - If necessary, work with the Head of Primary or Secondary School, Class Teachers and parents/guardians to devise strategies to improve School attendance.
 - Implementing intervention strategies such as an Attendance Improvement Plan and requesting a Compulsory School Conference if required.
 - Where intervention is not resulting in an improvement of School attendance take further advice

such as through the Department of Communities and Justice.

- If there are any concerns that a student may be at risk of significant harm, or if welfare concerns, the School's Child Protection Policy and Child Protection Procedures will be consulted.

1.4 Responsibilities and Procedure for teachers

Teachers are responsible for:

- Supporting the regular attendance of students by ensuring the roll is marked in Compass at the beginning of every lesson.
- If a student arrives late, checking with the student that they had reported their late arrival to reception or the administration office.
- Advising students and parents of available support and the consequences of unsatisfactory attendance.
- Supporting students who may have experienced significant absences, including notifying the Parents / Guardians, the Diverse Learning Coordinator and Head of Secondary/Primary. (see procedures for Interventions and Improvement plans in section 3)

1.5 Procedures for and Responsibilities of the Registrar

If a student has an identified record of repeated/ongoing absence exceeding 15% of school days per term, a notification is sent to the parents via Compass or email. This communication is stored in the student's personal file on Compass.

The Registrar is responsible for:

- Monitoring student absence rates at least once per term in Compass.
- Informing the Class Teachers, if attendance is noted to be an issue, who will follow up directly with parents as per the procedures.
- For Overseas Students – additional responsibilities for monitoring and documentation can be found in *Overseas Student Visa Requirement Policy and Procedures*.
- Receiving student details on enrolment forms and arranging for these to be entered in Compass as soon as the enrolment form has been signed by all guardians and the enrolment fee has been paid.
- A register of enrolments is kept up to date in the Compass software by the Registrar and Administration staff. This includes the student's name, age, address, parents/guardians' names, phone numbers and address, citizenship or visa information and relevant dates (eg. Enrolment and date of leaving the School).
- Keeping student data enrolment and attendance records in the secure School Files or Compass until the student reaches the age of 25 years but no less than 7 years from the date of the last entry.
- If a student of **compulsory school age (6 – 17 years)** withdraws from the School without providing details of their next educational enrolment setting, **or** if the Principal is not satisfied with the information provided (e.g. no Certificate of Registration for home schooling), **or** if the student's next educational destination remains uncertain, the **Registrar must notify the NSW Department of Education** that the student's destination is unknown.
 - The School will complete the **Student with Destination Unknown notification form**, which is available from the AISNSW Member Resource Centre (see Appendix B).
 - Once completed, the form is **submitted by email to: attendance@def.nsw.edu.au**
 - A copy of the completed form is saved in the student's archived enrolment file and is also listed in the enrolment register with the note: "Student with Destination Unknown form lodged with NSW Department of Education," along with the submission date.

2. Additional provisions for all overseas students

- a. Overseas students must achieve satisfactory attendance, which under the ESOS Act is defined as a minimum of 80% attendance rate.
- b. The School may decide to not report the student for unsatisfactory attendance if the student has an attendance rate of more than 70% and has demonstrated satisfactory academic progress.
- c. If an overseas student is absent for 5 consecutive days or more without prior approval the Principal will be notified by the Registrar. This absence would be identified by the Receptionist or Class Teacher.
- d. For overseas students, GISS will maintain documented processes to monitor and record attendance and course progress, identify students at risk of falling below 80% attendance, and implement an intervention strategy that identifies, notifies and assists students before attendance falls below 80%. Records of all contact and counselling for students absent more than five consecutive days without approval, or otherwise at risk, will be retained on the student file.
- e. Where GISS intends to report an overseas student for unsatisfactory attendance or course progress, GISS will provide written notice of intention to report and ensure the student can access GISS's complaints and appeals process in accordance with the National Code prior to reporting through PRISMS.
- f. Please refer to the School's Overseas Student Visa Requirements Policy and Procedures for more details

3. Attendance Concerns – Identification, Intervention and Response

3.1 Identification of attendance concerns

GISS has systematic processes in place for timely identification of students whose attendance may be of concern.

Indicators that a student may be at risk can include:

- patterns of absence, for example:
 - habitual lateness
 - regularly leaving school early
 - multiple single day absences over a term
 - absences that regularly occur on Mondays, after holidays, camps or sports days
- unexplained absences
- tearfulness, tantrums, clinginess upon arriving at school or repeated pleas to go home
- frequent complaints of illness while at school and requests to go to the sick bay.

Regular attendance monitoring for every lesson in combination with student welfare processes, enable GISS to identify early any student at risk, allowing targeted intervention to be provided before the student's absenteeism becomes chronic. Issues which are addressed in a timely manner are more receptive to intervention and are more likely to result in a satisfactory outcome for the student.

GISS is using the following methods to monitor attendance data:

- Regular roll marking for every lesson in Compass allows consistent monitoring and analysis of attendance data.
- Class teachers in collaboration with administration staff and the Learning Diversity Team proactively monitor the attendance of all students and to raise any concern with the Learning Diversity Team.
- The Learning Diversity Team in collaboration with the School Leadership Team is responsible for individual student attendance improvement processes.
- all staff are made familiar with indicators that may lead to potential attendance concerns through discussions at regular and departmental meetings so students at risk can be promptly identified and supported.
- Compass is used to monitor and analyse attendance data to:

- 1) track individual student attendance over time and monitor academic progress
- 2) analyse patterns of reasons provided for irregular attendance if a student's absence begins to accumulate
- 3) investigate trends such as for days of the week, assessment periods, times of the year, year levels, gender or groups
- 4) review data from previous terms, or year, or school to target students for improvement.

GISS is using the following methods to notify parents:

- Compass is used to notify Parents or Guardians of low attendance rates.
- Class teachers will also make contact with Parents or Guardians as soon as possible to understand the student's situation and to point out any attendance concern.
- The Learning Diversity Team meets with the Parents or Guardians to discuss intervention strategies and an attendance improvement plan.

3.2 Whole school strategies to support student engagement and Attendance

GISS endeavours to create a positive and engaging climate by proactively adhering to and implementing a range of school-wide principles, practices and strategies that promote consistent and regular school attendance.

Strategies may include:

- Promoting high expectations for attendance facilitated through clear and consistent messaging across the whole school community (students, staff, parents/carers) through various forums. These include information evenings, school assemblies, parent evenings, as well as providing notifications on Compass News, information on the school website and in newsletters.

Documentation regarding attendance requirements and strategies could be published on the school website or distributed in enrolment packs to prospective families to promote expectations and processes for support.

- Creating a welcoming, engaging and safe environment for students helps students feel connected to their school and teachers. This includes class teacher sessions held every morning and at the beginning of each term, additional workshops and direct communication between class teachers and parents.
- Fostering positive relationships with staff and peers can have a profound effect on students' wellbeing and resilience. The School Counsellor as well as Class Teachers and the Head of Learning Diversity Team for either Primary School or Secondary School can be contacted directly if parents/carers need advice and assistance when a student is reluctant to attend school.
- Implementing wellbeing programs focused on social and emotional learning and academic support enhances students feeling accepted and valued. In addition, GISS is providing a safe place where students can go when feeling stressed or overwhelmed. GISS guides students to develop and refine habits of punctuality, homework practices and approaches to revision. Providing additional support for students who refuse school because they have academic difficulties are also beneficial.

3.3 Intervention strategies to support improved attendance

If concerned about a student's attendance patterns, a prompt response is required.

- All attendance requirements, notification and monitoring processes are clearly communicated to students, parents and staff at GISS. All staff at GISS are aware of the class teacher's responsibility to make the first contact with the family to discuss the attendance patterns that are of concern.
- The Class Teachers will contact the student's parents/carers as soon as possible to understand the student's situation.
- Class Teachers liaise with the School's Learning Diversity Team including the school counsellor who will provide ongoing support and advice regarding care management and follow up for the student. If appropriate for the student and family GISS recommends and collaborates with external mental health services.

- GISS will establish a pattern of regular communication with the parents/carers continuously support and reassure families and to develop, implement and monitor a plan that will assist the student in attending school regularly.

3.4 Attendance improvement planning

Attendance improvement planning is a structured and collaborative process, led by the Diverse Learning Coordinator (Primary or Secondary), in which the reasons for a student's ongoing non-attendance are explored, and tailored strategies are developed to support their return to regular school attendance. An Attendance Improvement Plan is the documented outcome of the planning process.

The plan broadly identifies the specific barriers preventing the student from attending school and outlines strategies to address those issues. This may relate to school refusal, school withdrawal, or truancy. Attendance Improvement Plans are monitored daily and reviewed at an agreed-upon interval, usually every two weeks.

The planning process is a collaboration between the student, parents/carers, class teacher(s), and the Learning Diversity Team. While the class teacher may initiate the process, it is coordinated by the Diverse Learning Coordinator. The Principal is provided with documentation and may be involved as appropriate. External professionals such as psychologists, therapists, and paediatricians may also contribute.

If there is a known mental health issue, or evidence of an emerging mental health concern, the School will seek consent from the family to liaise with relevant external mental health providers. The guidance and recommendations of these professionals will inform the School's expectations and strategy for supporting attendance as part of the improvement planning process.

In specific circumstances, GISS may implement:

- A Graduated Increase Attendance Plan (Appendix D), detailing a staged return with a modified timetable and agreed attendance expectations.
- A Return to School Rubric (Appendix E), which targets specific areas of concern and can be tailored to the student's individual needs.

The Diverse Learning Coordinator who develops the Attendance Improvement Plan will also provide the family with follow-up communication, a copy of the plan, a summary of agreed actions, and the nominated review date (see Appendix C).

The Diverse Learning Coordinator is responsible for ensuring that all documentation related to the Attendance Improvement Process is accurately recorded and stored in the student's file within Compass Chronicle. This includes, but is not limited to, the Attendance Improvement Plan, records of staff discussions, meeting minutes with parents/guardians and the student, reviews and updates to the plan, and any correspondence related to the implementation or monitoring of support strategies.

If the student's attendance does not improve over time through cyclical review and support, the School may seek advice from the AISNSW Student Services Portfolio consultant, who can assist with additional strategies and next steps, such as considering a Secretary's Compulsory Schooling Conference, prior to any further legal action.

Important Note: Attendance concerns may sometimes occur within the context of broader child wellbeing or child protection risks. If staff suspect that a student may be at risk of significant harm due to attendance patterns, they must consult the School's Child Protection Policy and Procedures, regardless of the number of days a student has been absent.

Appendix A: NSW Minister's School Attendance Register Codes (Minister's Codes)

Schools are required to have policy and procedures to monitor regular attendance and to ensure that records are current, accurate and accessible. The procedures should reflect how attendance is marked, followed up and records maintained at that particular school.

The tables on the following pages indicate:

- Attendance Register Codes – Explanation of student absence.
- Attendance Register Codes – Variation in attendance.

The symbol 'X' is to be used for the first and last day that the student attended for each term.

Schools must use the following symbols to record an absence or variation in attendance, *in addition to* the appropriate attendance register code shown on the following pages.

Symbol	Meaning
a	The student was absent for the whole day.
Pa	The student was late or was absent for part of the day. The time of arrival or departure must be recorded.

Attendance Register Codes – Explanation of student absence

The following attendance register codes are to be used to record the explanation of student absence and are counted for statistical purposes.

Symbols to be used for explanation of student absence		
Symbol	Meaning	Notes
A	The student's absence is unexplained or unjustified. This symbol must be used if no explanation has been provided by parents within seven days of the occurrence of an absence or the explanation is not accepted by the principal. It is at the principal's discretion to accept or not accept the explanation provided.	To be also used if the principal does not accept that an absence (e.g. for extended leave/travel during school term) is in the student's best interests and that the reason is justified.
S	The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases: <ul style="list-style-type: none"> • a medical certificate is provided or • the absence was due to sickness and the principal accepts this explanation. Principals may request a medical certificate in addition to explanations if the explanation is doubted, or the student has a history of unsatisfactory attendance. 	
L	An explanation of the absence is provided which has been accepted by the principal. This may be due to: <ul style="list-style-type: none"> • misadventure or unforeseen event • participation in special events not related to the school • domestic necessity such as serious illness of an immediate family member • attendance at funerals • travel in Australia and overseas • recognised religious festivals or ceremonial occasions. 	Note that this code is to be used if the reason for the absence (e.g. extended leave/travel) is accepted by the principal. The principal may consider an Application for Extended Leave/Travel from parents, and provide a Certificate for Extended Leave/Travel, if approved.
E	The student was suspended from school	

Attendance Register Codes – Variation in attendance

Only the following attendance register codes must be used to record a variation in attendance – they are **not** counted as an absence for statistical purposes. In addition to recording the reason for a variation in attendance, the duration of the variation must be recorded.

Symbols to be used for variation in attendance		
Symbol	Meaning	Notes
M	The student was exempted from attending school and a Certificate of Exemption has been issued by a delegated officer.	
F	The student is participating in a flexible timetable and not present because they are not required to be at school. This could include participation in: <ul style="list-style-type: none"> • HSC Pathways Program • Best Start Assessments • Trial or HSC examinations • VET courses. 	The "F" code is no longer only for senior students participating in a flexible timetable. The code should also be used in independent schools for students attending external tutorial centres and other programs that are school authorised.
B	The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake, for example: <ul style="list-style-type: none"> • work experience • school sport (representative events) • school excursions • student exchange. 	The 'B' code is used for sport when the student has been selected to represent the school at an event. If the student is participating at an elite level (state or national squads), consideration may be given to an Exemption from Attendance (Elite Sports/Arts).
H	The student is enrolled in a school and is required or approved to be attending an alternative educational setting on a sessional or full time basis. The symbol is recorded where a student accesses education settings separate to their mainstream school such as: <ul style="list-style-type: none"> • tutorial centre and programs • behaviour schools • juvenile justice • hospital schools • distance education. 	In most cases this code will only be used by government schools, with the exception of students from non-government schools attending hospital schools. The "F" code, not the "H" code is to be used by independent schools for students attending external tutorial centres and programs that are school authorised.

Appendix B: Student Enrolment Destination Unknown Notification

Place on School Letterhead



Student Enrolment Destination Unknown Notification

This form has been prepared to provide a Department of Education Home School Liaison Officer (HSLO) with details where the enrolment destination of a student of compulsory school age is unknown.

Name of School:
Location of School:
School contact details:

Student Details
Student Name:
Date of Birth:
Last known address:
Last day attended:
Has the student enrolment been withdrawn and parent notified (date):

Parent Details
Parent Name(s):
Contact details:

Further information
Possible destination:
Other relevant information:

Any risks associated with contacting the student or parent?
Outline what efforts the school has taken to locate the child/children

Principal Name:
Principal Signature:
Date

Return to: NSW Department of Education attendance@det.nsw.edu.au

Appendix C: Student Attendance Improvement Plan

Appendix B: Attendance Improvement Plan Proforma

Student Attendance Improvement Plan

Student Name: _____ School: _____ Class: _____ DOB: ____/____/____

Strategies:

Barrier	Family/Student Responsibilities	School Responsibilities	Intended Outcomes

Agreement:

_____/_____/_____
 Principal Parent/Carer 1 Parent/Carer 2 Student

Review Date: ____/____/____ Parent/Carer has meaningfully engaged with the plan: Yes No
 Plan is to be extended: Yes No Student has meaningfully engaged with the plan: Yes No
 Recommendations:
 Principal signature: _____ Date: ____/____/____

Appendix D: Graduated Student Attendance Improvement Plan

Appendix C: Graduated Attendance Improvement Plan for Students

Graduated Attendance Improvement Plan

Student Name: _____
 School: _____
 Class: _____
 Term and Year: _____

Grade 6B Timetable: Term 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Reading	Reading	Reading	Reading	Reading and Library
Session 2	Maths	Maths	Writing/ Spelling	Writing/ Spelling	Maths
Recess					
Session 3	Writing/ Spelling	Writing/ Spelling	Maths	Maths	Writing/ Spelling
Session 4	STEM	STEM	Geography	Health	Sport
Lunch					
Session 5	STEM	History	PE	Drama	Sport

Term 4 Expected attendance	M	T	W	T	F	Weekly attendance achievement	School Special Events	Focus for week - scaffolded	Goals
Week 3 3 days	Sessions 3 and 4	Sessions 3 and 4	Sessions 3 and 4	Sessions 1 and 2	Sessions 3 and 4		Friday am. Grade 6 graduation photo	Developing the good habit of being at school every day. Adjust to longer periods of time in school.	<ul style="list-style-type: none"> Increase attendance at school a little each week. Develop skills in managing feelings of anxiety or stress whilst at school. Develop social group and social skills. Develop and practice coping strategies: short rest periods, distraction techniques, chill out time etc.
Week 4 4 days									
Week 5 4 days									
Week 6-8 4 days									
Week 8									
Week 9									
Week 10									

Appendix E: Return to School Rubric

Appendix D: Return to School Rubric

Consult with the student and their support team to:

- Select areas of concern from the rubric
- Tailor the stages to suit the student
- Delete the rows if not required.

Focus Area	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Uniform	I won't put on the school uniform	I try on some of the items of my school uniform at home	I put on my school uniform and wear it for a period of 2 hours at home	I put on my school uniform and wear it to school for a set period of time	I put on my school uniform and wear it at school for the duration of the day	I am comfortable wearing my uniform at school
Contact with someone at school	I am not in contact with anyone from school	I am in contact with one or two teachers and students at school via email fortnightly	I speak with a teacher and a student from school at least once per week.	I attend school and spend time with both a teacher and a student from school for a set period of time, e.g. 2 hours	I attend school and spend time with both a teacher and a student from school for a set period of time, e.g. 4 hours	I attend school and spend time with teachers and students from school for the duration of the school day
Sleep routine (e.g. get up time being 7.30, allowing for minimum 8 hours sleep)	I go to bed late and have difficulty going to sleep	I go to bed late and can't get up for school	I go to bed late and get up late for school	I go to bed late but still get up in time for school	I mostly go to bed on time, and mostly get up on time for school	I go to bed on time and get up on time for school
School work	I don't do any school work	I do school work once a week for my favourite/chosen subject OR I do some school work with support	I do some school work on my own and some with support at least twice a week	I do some school work every day, with support, in my favourite subject	I do some school work every day for my favourite/ chosen subject and finish the task	I do some school work every day for 2 or more subjects and finish the task
Attending school	I am driven past the school with my mum/dad/carer	I get out of the car at school and walk to the school gate with my mum/dad/carer	I get out of the car and walk to the school gate independently	I walk around the school grounds with mum/ dad/ carer/ teacher	I walk to the classroom door with my mum/dad/ carer/teacher	I enter the classroom for a set time with a support person from school

Focus Area	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Attending school: Joining the class	I join the whole class for 10 minutes in the classroom in the morning session	I join the whole class for 20 minutes in the classroom in the morning session	I join the whole class for 1 hour in the morning session	I join the whole class for 2 hours in the morning session	I join the whole class for activities for a set period of time	I join the whole class for the whole morning session
Attending School: Recess and lunch routines	I stay in the classroom with my teacher at recess time	I go to the library/student welfare office/ designated 'spot' etc. during recess/lunch time	I go with a friend to the library or designated spot at recess/lunch time	I spend 10 minutes in the playground with a friend and then go to the library/designated spot	I spend half of each recess or lunchtime with a friend in the playground and then go to the library/designated spot	I spend all of my recess and lunchtimes in the playground with a friend/s
Home routine	I don't have an evening or morning routine	With active 1:1 support from my family, I follow my home routine. In the evening: e.g. set alarm, packing my bag and preparing uniform	With verbal encouragement and reminders from my family, I follow my home routine. In the evening: e.g. set alarm, packing my bag and preparing uniform. In the morning: e.g. get up, breakfast, shower	With one verbal reminder from my family, I follow my home routine. In the evening: e.g. alarm, packing my bag and preparing uniform. In the morning: e.g. get up, breakfast, shower	I mostly follow my home routine without reminders from my family. In the evening: e.g. alarm, packing my bag and preparing uniform. In the morning: e.g. get up, breakfast, shower	I follow my home routine independently. In the evening: e.g. alarm, packing my bag and preparing uniform. In the morning: e.g. get up, breakfast, shower
Screen Routine	My screen routine takes up more than 5 hours of my day. Before I go to bed I spend 5-10 minutes without screen contact. I have unlimited access to screens in my bedroom	My screen routine takes up 4-5 hours of my day. Before I go to bed I spend 10-20 minutes without screen contact. In my bedroom there are screens but I do not access them between 8pm and 8am	My screen routine takes up 3-4 hours of my day. Before I go to bed, I spend 30 minutes without screen contact. In my bedroom there are screens, but I do not access them between the hours of 8pm and after school	My screen routine takes up 2-3 hours of my day. Before I go to bed, I spend at least 30 minutes without screen contact. There are no screens in my bedroom	My screen routine involves less than 2 hours of my day. Before I go to bed, I always spend at least 1 hour without any screen contact. There are no screens in my bedroom	My screen routine involves less than 2 hours of my day. Before I go to bed, I always spend at least 1 hour without any screen contact, and read for 1 hour before sleep. There are no screens in my bedroom

Reference: Travancore School Outreach Team

Document Management

Policy name	GISS Attendance Procedures
Version	1.1
School responsible	Principal
Board portfolio	Governance & Strategy
Related documents (current versions)	D-08 Attendance Policy Overseas Student Visa Requirement Policy and Procedures Child Protection Policy Child Protection Procedures
Version history	Version 1.0 – 14 July 2025
Last Review/ Update	Approved on 28 February 2026
Approved by	Michael Cordes (Principal) and Tammie Christie (Board of Directors)

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