

MARK OLIPHANT COLLEGE



Mark Oliphant College Attendance Policy 2026

VERSION 2



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Policy Created	March 2025
Policy Ratified	13/05/2025
Policy Start Date	14/05/2025
Policy Review Date	14/05/2027
Policy History Record	Reviewed: 10/12/2025 Amendments: • added Appendix B, C, D • added Tailored Learning information
Relevant Legislation Reference	Attendance policy SA.GOV.AU - Attendance at school Attendance at school or preschool SA.GOV.AU - Exemption from attending school
File Path	

Attendance Policy

Research shows that attendance at school all day and every day positively affects learning, wellbeing, employment and life outcomes for children and young people. Learning is cumulative and it is disrupted if students often miss school. At Mark Oliphant College the engagement and wellbeing of our students is a shared responsibility amongst all staff where collectively we work together to support all young people to reach their full potential.

School attendance and the law

Attendance at school is compulsory. The Education and Children's Services Act 2019 states that all children must attend school from 6 until they turn 17. This could be in a school or an approved learning program.

Parents or legal guardians (carers) can be prosecuted if they do not make sure their child goes to school. This can mean being fined or getting a criminal conviction.

The department's attendance policy

The South Australian Department for Education's Attendance Policy guides the responsibilities of the whole school community to make sure that children and young people attend school. This includes school staff, parents, carers and students.

Schools work with their community to develop positive attendance habits. This starts from the earliest years. Schools do this when they provide a safe, inclusive and culturally respectful environment. Schools use effective and consistent local practices to monitor and manage absences.

Students at risk from missing school

Students can be away from school for many reasons. Schools use descriptive categories to identify children and young people at risk. We make sure that appropriate follow up and support is provided.

- Habitual non-attendance: a student has 5 to 9 days absent in a term for any reason.
- Chronic non-attendance: a student has 10 or more days absent in a term for any reason.

How we implement the department's attendance policy

At Mark Oliphant College our attendance practices align with the department's attendance policy. We support student attendance when we:

- promote the importance of education from the earliest years of life and throughout school.
- assess patterns of non-attendance and develop ways to address this.
- actively engage and include all children, young people and their families.
- provide support to address the barriers to attendance, learning and wellbeing.
- monitor attendance to make sure progress is documented and supports are in place.
- evaluate the need for further or ongoing support and referral for additional support.
- We use data to create our attendance improvement plans. This is in partnership with our community. Our plan includes the actions we will take to make sure all students can attend school.
- We have a clearly defined attendance improvement process to ensure all students and families are supported to attend school regularly (Appendix A).

Mark Oliphant College's attendance expectations

School starts at 8.50am each day and finishes at 3.10pm.

Sometimes it's different:

- Wednesday - early dismissal 2:20pm

A parent or carer must provide an explanation if their child is late or has to leave early. Explanations should be provided, by the parent or carer, to Student Services when children sign in or out.

Attendance responsibilities

Everyone has a role to make sure students attend school all day, every day.

Students

- Attend school every day the school is open unless they are ill or have an approved exemption.
- Arrive at school and to all lessons and activities on time.
- Participate positively in all learning activities.
- Report to Student Services (Secondary) or the Front Office (Primary) if they arrive late or leave early. A parent or carer will be contacted.

Note: a student's age and circumstances affect the level of responsibility.

Parents and carers

- Make sure their child attends school every day the school is open, unless they are ill or have an approved exemption.
- Be responsible for their child's travel to and from school.
- Make sure their child arrives at school on time, between 8.30am and 8.50am.
- Provide the school with up-to-date contact details.
- Provide a reason to the school if their child is absent, late or leaving early on the same day through phone call, email or Daymap.
- Contact the school at a minimum 15 minutes in advance if their child is leaving early to allow time for children to be brought to the office to sign out.
- Provide a medical certificate or written explanation if their child is ill for 3 or more days in a row.
- Make appointments outside of school hours if possible.

Teachers, Non Teaching Staff and Leadership Team

Non Teaching Staff

- Accurately record each absence, late arrival or early departure with the appropriate code.
- Contact parents or carers if there is no explanation for an absence, or a pattern of absences.
- Undertake home visits for students that have not been sighted for a period of 4 weeks where it is safe to do so.
- Document contact with parents and carers about absences, including attempts to contact.
- Request a medical certificate from parents or carers if needed.
- Consult with the local Student Support Services if needed. For example, Social Work, Truancy for students that are not attending school regularly.

- Make notifications about chronic non-attendance (via the Child Abuse Report Line – CARL) guided by Responding to Risks of Harm, Abuse & Neglect (RRHAN-EC) training and the Mandatory Reporting Guide.
- Follow the procedure outlined in the attendance process (appendix A)

Teachers

- Monitor and support the engagement and wellbeing of students including engaging with and documenting contact with parents and carers, including attempts to contact.
- Make sure that class rolls are completed in the first fifteen minutes of lesson.
- Follow the procedure outlined in the attendance process (appendix A)

Leadership Team

- Make sure all parents and carers are aware of attendance expectations, policies and procedures.
- Contact parents or carers if there is no explanation for an absence, or a pattern of absences.
- Undertake home visits for students that have not been sighted for a period of 4 weeks where it is safe to do so.
- Document contact with parents and carers about absences, including attempts to contact.
- Request a medical certificate from parents or carers if needed.
- Develop Attendance Improvement Plans (Appendix D) and Flexible Learning Programs (Appendix B, C) to support young people that aren't attending school regularly.
- Consult with the local Student Support Services if needed. For example, Social Work, Truancy for students that are not attending school regularly.
- Make notifications about chronic non-attendance (via the Child Abuse Report Line – CARL) guided by Responding to Risks of Harm, Abuse & Neglect (RRHAN-EC) training and the Mandatory Reporting Guide.
- Follow the procedure outlined in the attendance process (appendix A)

Authorisation of exemptions

In some circumstances, the principal has authority to approve an exemption from school. This can be for up to 1 month. It can also be for up to 12 months for a family holiday.

- Parents or carers can apply for an exemption from school attendance for the following reasons:
 - family travel or holidays
 - medical or health reasons
 - home education
 - full-time employment
 - disability or behaviour concerns requiring part time exemption from school.

Before asking for an exemption, families should talk to the relevant Head of School. Students must attend school until an exemption is approved.

Our school requires an exemption for absences more than 5 school days in a row. This does not include illness.

Parents or carers must apply in writing. The principal will advise them in writing of their decision. A copy is kept in the student record folder. Forms are available from Student Services

Exemptions of more than 1 month (excluding holidays) must be approved by the department's central office.

Note: Exemptions are counted as student absences from school

For more information relating to exemptions please access the link below [SA.GOV.AU - Exemption from attending school](#)

Flexible Learning Programs

Flexible Learning Programs (FLPs) are a reduced timetable for students in years 7-12 who have a barrier to attending full time that has a negative impact on their health and wellbeing. FLP programs are reviewed twice per term with the date stated when the program commences. These programs can then be extended pending the outcome of the review meeting. The intention of these programs is to support students to engage back into full time learning or pathways that support their future, still retaining full access to school support services with focused wrap around support. Full procedure in Appendix B.

Who is an FLP for?

FLP is for students who have a significant wellbeing concern impacting their ability to engage with a full-time program, challenges with self-regulation, complex family situations, seeking alternative pathways to enter the workforce or re-engagement after a lengthy absence and other barriers to learning as negotiated.

Who can implement an FLP?

The relevant Head of School oversees and approves the implementation of FLP programs with delegacy designated by the principal who has the final sign off. This is in consultation with specified leaders in the school (Year level Managers and Wellbeing Leaders) who may take on case management responsibilities of students who are on an FLP. Respective leaders under the direction of the relevant Head of School will assign and manage the FLP Contract (Appendix C).

Tailored Learning

Tailored Learning is an educational reengagement program that focuses to support at-risk young people with schooling, which includes those with high level absenteeism. Students are enrolled as full-time students and all participants are on flexible timetables.

Students are expected to:

- Attend a minimum of 2 days on site per week (if enrolled in internal classes)
- Attend ongoing meetings with case manager. Failure to contact in 2 weeks will result in a home visit by staff

Parents are expected to:

- Inform staff if students will not be attending classes
- Inform staff if students will not be attending case management sessions

Tailored Learning is a finite service within the College and therefore disengagement from staff and services can lead to students being exited as needed. Students over the age of 17yo must be engaged in a SACE pathway to ensure their enrolment is upheld.

Mark Oliphant College Attendance Process Flow Chart





What is a Flexible Learning Program (FLP)?

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Procedure for FLP Implementation:

1. FLP leaders respond to staff/family concerns and triage students who may be eligible to transition to an FLP program.
2. FLP leaders and other relevant staff meet with student and parent/Caregiver to discuss, negotiate and sign the FLP Contract
The meeting includes a discussion about the student engaging with a support program or additional support i.e. Youth Worker, Counsellor, Psychologist, Pastoral Care Worker or external service/agency. It also includes an agreement that the student will engage in online learning in the blocks they are not at school.
3. FLP Contract written
4. Relevant Head of School, Parent/Caregiver and Student and Principal sign the FLP Contract
5. FLP contract uploaded to Daymap as an attachment on a pinned FLP note
6. Classroom teachers notified of FLP via Daymap email by the FLP leader
7. Assistant Principal of Timetabling notified of timetable for attendance recording/implementation of modified timetable
8. Copy of FLP put in student file
9. FLP leader to review the program on the review date in conjunction with parent/caregiver

Procedure for FLP Review:

- On review date, the FLP Leader will work through the following questions and connect with other support teams/staff as required.
 - Review of student engagement with the FLP conditions that they were required to demonstrate during the contract period
 - Has the student connected with the additional support agreed to (internal/external)?
 - Does the student and family think the FLP is meeting the needs of the student?
 - Does their timetable need to stay the same, or incorporate amendments for an additional five-week period? Or are they ready to increase time at school or transition into an alternative pathway?
 - Programs that have very limited onsite contact, should have clear documentation of a range of support strategies and programs that the student can access with the intent to justify full the equivalent of time support they would get from being onsite.

If a student has not successfully engaged with the program during the five weeks, they are removed from FLP and referred to the Social Work Duty Line or alternative services. This may involve being marked 'left' if the student is over the age of compulsion (17). Home visits or Welfare checks will occur if a student has not been sighted as per standard Department for Education procedure.

Administrative process

- FLP contract is developed by the relevant leader (YLC, Wellbeing or HoS) in consultation with student/family and linked on Daymap as a FLP note (automatically pinned to student). The contract must be endorsed by head of school before going on Daymap and is 'pending' status until principal approval. FLP leader needs to allow for at least 3 business days for approval but can still send off communication to staff for awareness, noting that it is pending approval, will be in effect as of 'date specified' and staff will be alerted if it is denied.
- FLP delegate communicates the plan to staff - this should be added to Daymap as a pinned Daymap Note and sent as Daymap email to all current teachers. Use record: '+Add > Note> Flexible Learning Program'. Set Date of commencement, link to FLP (can also attach PDF) and review date.
- A review date must be set in the initial meeting and booked in the relevant leaders calendar for follow up and monitoring.
- FLP leader communicates proposed timetable changes to Daily Organisation/Head of Timetabling if applicable to action.
- Once linked and communicated on Daymap/to timetabler if applicable, FLP leader provides hard copy contract to **Attendance Officer** to get final principal sign off
- **Attendance Officer** checks that timetable has been updated on Daymap, codes absences (if required) according to new timetable and then files the hard copy contract in student files.
- Once final approval has been endorsed, **Attendance officer updates** FLP note on Daymap 'adding Principal Approved' and the FLP has been filed.
- If an FLP is denied by the principal, Heads of School will work directly with the principal to organise an amended plan.

Additional notes:

- FLP plans need to be signed off by all parties, with the relevant Heads of School completing the final sign off through the principal. **Coding attendance:**
 - Codes will be Home study if student is not at school. If this is a block that occurs during the day between lessons they attend, this will be allocated to the PSL/Focus room 7-10 or Senior Study if Year 11/12. Staff can refer to FLP contract for full details.
 - *In rare instances a student may be withdrawn from a class all together (eg. meeting SACE pattern due to VET). Please specify this via email in the communication to the Assistant Principal of Timetabling.
 - Review dates should be added to the pinned Daymap note as to when the review has occurred and if the plan is continuing.



MARK OLIPHANT COLLEGE FLEXIBLE LEARNING PLAN CONTRACT

Appendix C

Student Name: XXXX		EDID: XXXX	
DOB: XXXX	Age: XXXX	Year Level: XXXX	Homegroup: XXXX
Parent/Caregiver Name: XXXX			

Reason for implementing FLP: XXXXXXXXX
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Strategies Implemented (remove/add/edit as required)
• Support meetings held with parent/caregiver • Attendance Letters/Plans Created • Referral to Attendance / Behaviour Coach / Special Educator / Aboriginal Education Services • Home visits • Timeout Card • Check ins with Youth Worker/Wellbeing Leader • In-School Mental Health Care Practitioner appointments • External Supports: XXXX (Permission for Exchange of Information Form) • Student Support Services • Mental Health Care Plan already obtained • SAIP • Successful FLP in the past • Inclusive learning support • Nunga room support • Neurodivergent assessment • IESP Application/Funding • Your Support Plan / Safety and Risk Management Plan • Intervention Programs e.g Literacy, Regulation etc. • Access to the Focus Room

Conditions of FLP (remove/add/edit as required)
Student • Continue to engage with pre-existing support services as outlined above • Attend all scheduled appointments, classes as per timetable or external programs • Engage with home learning as per schedule agreed to • Effectively and appropriately use Timeout Card or agreed strategies as needed • Follow Mark Oliphant College's Behaviour expectations at all times • Arrive at and leave site as per timetable, ensure sign in/sign out procedures are followed • Complete check ins with FLP leader as scheduled Parents/Caregivers • Contact school for any absences, concerns or progress updates (contact specified leader) • Attend FLP review meetings • Ensure that internet access or access to hard copies of work has been obtained

Agreed actions to complete before FLP Review (remove/add/edit as required)
All students on FLP are required to have supportive documentation as agreed to in this plan • Provide documentation to the school (i.e. Mental Health Care Plan, Proof of engagement with support services etc) • Evidence of accessing agreed to support (eg. engagement with Youth Worker, Wellbeing Leader etc.) • Evidence of engaging in an external program • Meet and follow all 'Conditions of FLP'

Curriculum reporting for enrolled subjects (discussion with family for NAs, or subject withdrawals etc. - no surprises at report time)	
Curriculum Engagement	Assessment *E.g. Marked as per SACE, AC or N Grade
Subject:	
Subject:	
Subject:	
Subject:	

Flexible Learning Program agreement		
Start Date:	Proposed end Date:	Review Date:

By signing the FLP program we agree to the conditions and agreed actions as outlined above.
We understand that future FLP programs will not be implemented if these are not followed.

Parent/Guardian: xxx	Student: xxx	FLP Delegate: xxxx
Signed:	Signed:	FLP Delegate Signed: Principal Final Sign Off:
Date:	Date:	Date:
Contact information AP/Delegate Name:	Email: Phone:	

Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School (8.30 – 8.50)					
Homegroup (8.50 – 9.05)					
Lesson 1 (9.05 – 9.55)	2	7	1	3	5
Lesson 2 (9.55 – 10.50)	4				
Recess (10.50 – 11.10)					
Lesson 3 (11.10 – 12.00)	3	6	4	2	7
Lesson 4 (12.00 – 12.55)	Learning for Life				6
Lunch (12.55 – 1.25)					
Lesson 5 (1.25 – 2.20)	7	1	2	5	3
Lesson 6 (2.20 – 3.10)	1	5	Early Finish	6	4

Student Attendance Improvement Plan

DATE:	
STUDENT:	YR LEVEL:
CURRENT ATTENDANCE %: PATTERNS OF ATTENDANCE (no of days	
PARENT/CAREGIVER NAME/S:	
SCHOOL STAFF/S:	
AGENCY/SERVICE PROVIDER(S) PRESENT: (who & where from-if applicable)	

What is working well? *Strengths of the student*

What does the student / family / school consider being the barriers impacting on attendance and engagement?
Record barriers & use scale to indicate how difficult this is for students' school attendance & engagement.

What does the student / family / school consider being the barriers impacting on attendance and engagement? Record barriers & use scale to indicate how difficult this is for students' school attendance & engagement.	0 1 2 3 4 5 6 7 8 9 10
	0 1 2 3 4 5 6 7 8 9 10
	0 1 2 3 4 5 6 7 8 9 10
	0 1 2 3 4 5 6 7 8 9 10

Student Attendance Improvement Plan

GOALS

Need to be achievable and child/student focussed e.g. 100% attendance is rarely achievable; consider what the first goal of attendance improvement will be which will lead to full time attendance.

May require more than one action in the 'how do we make this happen' column (use more space as required)

Goals (e.g. <i>Student feels less anxious to attend school</i>)	How do we make this happen? (eg: <i>School provides key staff to support, staff provide a quiet space with sensory items</i>)	By When (starting Monday Week 2 of term)	By Who? (staff member to set up)

AGREEMENT

I/we agree to follow this plan. If I have any difficulty I will communicate this to student/family/school asap.

Student:

Parent / Caregiver(s):

School Staff Member:

Other Service(s)/Agency:

* Copies of this plan will be provided to all parties



Government of South Australia
Department for Education