1. Communication of Expectations to Parents, Students & Community

2. Preventative school processes to create Connectedness - 6 Principles of Influence - School Strategies

3. Roll Marked at school - Teacher - Authorised Officer

4a. Monitor and Analyse Attendance Periodically - Teacher

4b. Overall school Regional Attendance Monitoring - School Leader - Region

5. Positive Reinforcement Schedule

6. Reason Code Recorded

U – Unexplained
J - Unauthorised

7. Reason Code Recorded

Does Child require Individual Case Management

8. Case Management

Actions Successful

9. Recommended Legal Action or Enrolment Cancellation

Are students attending?

Authorised?

Does Child require Individual Case Management

Triggers

YES

NO

YES

NO

Level 2

Level 2

Level 2a

Level 2b

Level 2c

Level 3

Level 2a

Level 2b

Level 2c

Level 3

Level 2

Level 2

Level 2a

Level 2b

Level 2c

Level 3

Level 2
1. Do you think it is important for your child/children to attend school regularly?
   - Yes
   - No

2. Approximately how often is your child/children away from school?
   - 0-5 days a term
   - 5-10 days a term
   - 11-15 days a term
   - 16-20 days a term
   - 21-30 days a term
   - 31 or more days a term

3. What are the most common reasons for your child/children’s absence? Tick the reasons that apply to you. (You can tick more than one.)
   - Never away
   - Shopping/fun
   - Illness
   - Problems at school
   - Medical appointments
   - Family/personal reasons
   - Other, please specify ………………………………………………………………………….

4. What are the most common reasons for your child/children’s lateness to school? Tick the reasons that apply to you. (You can tick more than one.)
   - Never late
   - Medical appointment
   - Slept in
   - Transport trouble
   - Family/personal reasons
   - Couldn’t be bothered being on time
   - Other, please specify ………………………………………………………………………….

5. Do you know that you have to do one of the following if your child is away?
   - Send a note signed by you
     - Yes
     - No
   OR Phone the school
     - Yes
     - No
   OR Email school
     - Yes
     - No

6. If your child has been absent regularly, what does he/she find difficult about coming back to school? Tick the reasons that apply to you. (You can tick more than one.)
   - Doesn’t have difficulties
   - Catching up on missed work
   - Feeling lost/having trouble with friends
   - Relationships with teachers
   - Other, please specify ………………………………………………………………………….

7. Did you know you should notify the school if you child refuses to go to school?
   - Yes
   - No
Questions for all staff
1. To what level of importance would you rate improving student attendance as a whole of school priority? (Circle your answer.)
   - Very important
   - Important
   - Moderately important

Questions for home group teacher
2. Which areas of recording and monitoring daily attendance would you identify as the most time consuming? Please rank from 1 to 4, with 1 being the most time consuming.
   - Marking the roll
   - Checking the daily record of absenteeism
   - Accounting the explanation for absenteeism from a parent
   - Following up the reason for lateness or absenteeism

Questions for subject teachers
3. Are you aware of your role regarding student attendance?
   - Yes
   - No

4. Do you keep a subject roll?
   - All the time
   - Sometimes
   - Rarely

5. What general observations can you make about student who have regular attendance?
   a) They adjust quickly to the learning program
      - Yes
      - No
      - Sometimes
      - Rarely
   b) They seek information about what they have missed
      - Yes
      - No
      - Sometimes
      - Rarely
   c) They maintain friendship groups
      - Yes
      - No
      - Sometimes
      - Rarely
   d) They maintain student-teacher relationships
      - Yes
      - No
      - Sometimes
      - Rarely
Principal leads the development of knowledge and understanding of the Six Principles of Influence (i.e., P of I).

Principal leads audit of existing practices against the 6 Principles of Influence to identify service delivery gaps.

Principal identifies new actions so that the school has at least one strategy in each P of I category.

Principal leads action plan for implementation of all strategies.

Principal leads development, implementation, and evaluation process to determine effectiveness of each school strategy.

Universal Principles of Influence Document

BACK TO OVERVIEW
ROLL MARKING STYLE DETERMINED AND STAFF TRAINING COMPLETED ➔ RECORD ABSENCES PER EQ POLICY

- STUDENT MARKED ABSENT?
  - NO ➔ INCONSISTENCY OCCURS – STUDENT MARKED PRESENT BUT ACTUALLY ABSENT
  - YES ➔ INCONSISTENCY OCCURS – STUDENT MARKED ABSENT BUT ACTUALLY PRESENT

  - YES ➔ DESIGNATED ACTION OFFICER (DAO) INVESTIGATES AND RESOLVE

  - NO ➔ REASON KNOWN?
    - NO ➔ DESIGNATED ACTION OFFICER (DAO) INVESTIGATES AND RESOLVE
    - YES ➔ REASON ESTABLISHED?
      - NO ➔ DAO ENTERS CODE
      - YES ➔ CODE 3 OR U7?
        - NO ➔ DAO ENTERS EQ CODE
        - YES ➔ DAO DETERMINES FNQ CODE (PENDING) TO BE ENTERED INTO COMMENT AREA

  - YES ➔ MONITOR ABSENCE/ATTENDANCE

  ➔ BACK TO OVERVIEW
**Roll Marked by School – Example of Manual Marking and Electronic Marking**

1. **Teacher collects roll**
2. **Teacher takes roll to form class**
3. **Teacher greets students**
4. **Teacher gets students to sit in alphabetical order in form and parade**
5. **Teacher marks roll in blue/black biro by calling students name**
   - Student responds present. Teacher ticks roll. Student to arrive by 9:00AM
6. **Form teacher requests explanation of absence – note, phone call, email**
7. **Teacher waits until 9:00am. Marks all absences with an A and places notes in roll**
8. **Teacher signs roll during form class**
9. **Teacher/Student returns roll to A Block (Student Services Roll Trolley)**
10. **Teacher marks class/subject electronic roll and submits**
11. **Teacher/Designated officer cross checks student subject absences with whole school daily absences using OneSchool**
12. **OneSchool System emails absence/absence for absent students on Alert list to Responsible Behaviour Officer (RBO)**
13. **RBO investigates location of students**
14. **RBO issues attendance tracker and monitors. RBO records in OneSchool**
15. **RBO makes contact with parent and teacher to explain**
16. **Student participates in “tracker” system program.**
   - **Student takes tracker to every class for teacher feedback and signature**
   - **Student returns tracker to RBO at end of each day for signature**
   - **Student completes tracker days 2 and 3 RBO records in OneSchool SER**
17. **RBO makes contact with parent and teacher to explain**
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   - **Student takes tracker to every class for teacher feedback and signature**
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   - **Student completes tracker days 2 and 3 RBO records in OneSchool SER**
19. **RBO makes contact with parent and records in OneSchool SER**
20. **RBO refers to Student Services Team for case management**
21. **RBO refers to Student Services Team for case management**
22. **Student completes tracker**
23. **Student returns tracker to RBO at end of each day for signature**
24. **Student completes tracker days 2 and 3 RBO records in OneSchool SER**
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100. **RBO refers to Student Services Team for case management**
On a weekly basis using Teacher Dashboard in OneSchool, review all available data on your student’s absences including known reason for absence, student’s absence data (current week, past week, term).

Is the absence pattern of concern?

Yes: Celebrate attendance!

No: Update attendance chart, class total graph/individual names or other positive school/class strategy.

Following school policy with respect to parent/carer communication using positive phrasing to explore and assist with barriers to attendance e.g. uniform, materials, food, relationships. As well, OneSchool Attendance letters could also be used.

Does the pattern meet the level of threshold for referral to case manager?

Yes: Referral as per school policy for case management and record in OneSchool.

No: Continue daily monitoring when marking your class rolls.

BACK TO OVERVIEW
Using Performance Dashboard in OneSchool as the primary tool, the School Attendance System is monitored. Any student who has been granted an exemption is also monitored each term by the principal.

Principal or delegated officer with accountability monitors and analyses the school attendance systems within and across the defined roles and accountabilities – Teacher, AO, DP, HOD/C, Principals.

Systems implemented for weekly, 5 weekly, quarterly, annual and longitudinal data collection and analysis to quarterly attendance of individuals, cohorts, school – trends & school’s performance including target and benchmark progress reviews (Absence code, frequency [number and % days lost]).

System to determine and document causes deemed relevant.

Use the Pareto Analysis Principles (80/20 law) to identify the key causes that can be worked on to develop improvement priorities and recommendations.

Action required?

NO

No action required

YES

Action Required Principal assigns task/s

Designated Action Officer Action Plan

Task/s actioned
Box 4b Level 2b (DO NOT ALTER)

REGIONAL ATTENDANCE MONITORING

Annual audit of entire process implemented and report produced

Using OneSchool Dashboard and FNQ Tracking Database data monitored each term (RD to set Task Assignment) Quantify FNQ Region’s performance and identify trends in date including analysis of targets and benchmarks

Multiple level evaluative quantitative and qualitative analysis including stakeholder involvement

Pareto Analysis to identify Priorities

Report findings and recommendations provided to RD

RD accepts recommendations

NO

Assigns task to re-evaluate recommendations

YES

RD accepts recommendations

NO

Action required?

YES

Action required RD Assigns Task/s

 Task/s actioned

NO

No action required
<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>STRATEGY</th>
<th>POSSIBLE ROLE?</th>
<th>6 PRINCIPLES OF INFLUENCE ASPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td><strong>Academic Success guarantee</strong> – Parent and student commit to regular attendance – in return the school guarantees to meet service commitment. Public acknowledgement on assembly</td>
<td>Parent, student, P/DP</td>
<td>Reciprocity, Public</td>
</tr>
<tr>
<td></td>
<td><strong>Enrolment agreement</strong> - Parent and student commit to regular attendance. Role of school, parent and student articulated</td>
<td>Parent, student, P/DP</td>
<td>Consistency</td>
</tr>
<tr>
<td>Daily</td>
<td><strong>Walking Bus</strong> – Teacher walks a designated path and walks students from home to school</td>
<td>Teacher</td>
<td>Reciprocity</td>
</tr>
<tr>
<td></td>
<td><strong>Attendance wall</strong> – public</td>
<td>Class Teacher</td>
<td>Consistency</td>
</tr>
<tr>
<td></td>
<td><strong>Positive class teacher – student relationship</strong> – Build rapport, firm but fair, adult behaviour consistent</td>
<td>Class teacher, student</td>
<td>Liking</td>
</tr>
<tr>
<td></td>
<td><strong>Student work appropriate for student capacity</strong> –Differentiated classwork to meet individual/group needs</td>
<td>Class teacher student</td>
<td>Liking</td>
</tr>
<tr>
<td></td>
<td><strong>Greeting and Farewell</strong> “Great to see you here”, “Looking forward to seeing you at school tomorrow”</td>
<td>Principal, DP, Class teacher</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><strong>SMS messaging system</strong> – SMS to parent contact after am roll marking</td>
<td>AO, parent</td>
<td>Consistency</td>
</tr>
<tr>
<td></td>
<td><strong>Phone call home</strong> to query absence for students with 70-90% attendance. Ask them to send the child to school tomorrow.</td>
<td>Class/Form teacher</td>
<td>Consistency</td>
</tr>
<tr>
<td></td>
<td>**Fractional absence process (OS inconsistency report) Follow up on fractional absences</td>
<td>AO, Class teacher, HOD (student engagement), student</td>
<td>Consistency</td>
</tr>
<tr>
<td></td>
<td><strong>Attendance Accord</strong> – Commitment of local businesses to not serve school age students in uniform unless a parent is accompanying them</td>
<td>Local businesses, DP, HOD (student engagement), AO</td>
<td>Public/Social Proof</td>
</tr>
<tr>
<td></td>
<td><strong>Breakfast Club</strong> – Free breakfast for any student. Staffed by Yr 12 volunteers. May occur weekly in some locations.</td>
<td>GO, students, Chaplain, CEC,</td>
<td>Reciprocity</td>
</tr>
<tr>
<td></td>
<td><strong>Uniform Loan</strong> – Loaned to any student who comes to school out of uniform</td>
<td>AO, DP</td>
<td>Social Proof</td>
</tr>
<tr>
<td>Week</td>
<td><strong>Reward</strong> for individual for 5 days consecutive attendance e.g. $8 tuckshop voucher, ice-cream</td>
<td>Year Level Coordinator (YLC), DP, P</td>
<td>Scarcity</td>
</tr>
<tr>
<td></td>
<td><strong>Class/Year award</strong> – best attendance for week – announce weekly</td>
<td>YLC, DP, P</td>
<td>Social Proof</td>
</tr>
<tr>
<td></td>
<td><strong>Attendance Chart</strong> – displayed publically</td>
<td>P, DP, AO</td>
<td>Authority</td>
</tr>
<tr>
<td>Term</td>
<td><strong>Everyday Counts Days</strong> – sporting day or other recreational activity eligible students must have 95% or better attendance to be invited. Joint venture with QPS and partner primary/high school</td>
<td>HOD (student engagement), DP, YLC, teachers, students, QPS staff</td>
<td>Reciprocity</td>
</tr>
<tr>
<td></td>
<td><strong>Letter home</strong> before the end of term showing unexplained absences and request to explain the absences</td>
<td>P, DP</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><strong>Letter home</strong> e.g Goondi SS letter about attendance and positive/negative</td>
<td>P,</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><strong>100% attendance certificate</strong> -</td>
<td>P, DP, HOD (student engagement),</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><strong>Newsletter item</strong> – value of school attendance</td>
<td>P, DP, HOD (student engagement),</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><strong>Newsletter item</strong> – cumulative effect of small regular absence across 12 years of schooling/minutes in a week</td>
<td>P, DP, HOD (student engagement),</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><strong>Parent-teacher interviews/meetings</strong> – related to reporting process, SET plan process, curriculum evenings, transition evenings, community events</td>
<td>Parent, HOD (student engagement), DP, YLC, teachers, students,</td>
<td>Consistency</td>
</tr>
<tr>
<td>Semester</td>
<td><strong>Effort and Endeavour Awards</strong> – for excellent attendance, effort and behaviour – movie ticket for 2 for each awardee</td>
<td>P, local businesses</td>
<td>Scarcity</td>
</tr>
<tr>
<td></td>
<td><strong>Year Level Day</strong> – Fun, free activity for best attending year level</td>
<td>HOD (student engagement), YLC, class teachers, students</td>
<td>Scarcity</td>
</tr>
<tr>
<td></td>
<td><strong>Semester report card</strong> – hand-written comment congratulating on attendance</td>
<td>P. DP</td>
<td>Authority?</td>
</tr>
<tr>
<td>Annual</td>
<td><strong>Academic Awards Night</strong> – Award for best attendance, effort, behaviour, or improved attendance, effort, behaviour</td>
<td>HOD (student engagement), YLC, class teachers, students</td>
<td>Scarcity</td>
</tr>
<tr>
<td>Reason why student is not physically present at school</td>
<td>MS CODE</td>
<td>Explanatory notes</td>
<td>Counted as an absence?</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------</td>
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</tr>
<tr>
<td>School activity A</td>
<td>Student is participating in an authorised school activity for school purposes. May include participation in school choirs, youth parliament, or community service, attendance at a hospital school, students continuing with their educational program but not attending school during natural disasters. Refer to the Guidelines.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Excursion C</td>
<td>Student is participating in an excursion which occurs outside the school grounds and is conducted, organised and/or approved by the school. Excursions could include part-day, full-day or multi-day class visits to venues outside the school or school camps.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Off Campus activity F</td>
<td>Student is participating in an authorised activity that is away from the school campus. These activities may include flexible arrangements, attendance at a TAFE or other training provider course, participation in a VET activity or participation in a school-based apprenticeship or traineeship. These activities will be regular and ongoing.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Holiday H</td>
<td>The parent, or the student if they are living independently, has informed the school that the student/family is taking a holiday. Note that holidays during the school term should be discouraged. If the absence is more than 10 consecutive days, an exemption is required. Refer to SMS-PR-030 – Exemptions from Compulsory Schooling and Compulsory Participation.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Illness I</td>
<td>The parent, or the student if they are living independently, has informed the school that the student is sick. This includes all references to ill health or reasons related to the health of the student. If a medical certificate has been provided this should be noted in OneSchool and kept on file. If a child is unable to attend school for a period longer than 10 consecutive school days, an exemption is required. Refer to SMS-PR-030 – Exemptions from Compulsory Schooling and Compulsory Participation. A child may be absent from school if the child is, or is a member of a class of persons that is, subject to a direction or order given about an infections or contagious disease or condition.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Other O</td>
<td>The principal has determined that the excuse provided by the parent or student (where the student is an adult or where it would be inappropriate to ask the parent) is reasonable. Principals must use the Guidelines to determine reasonable excuses and document these reasons. This code may be used for medical and dental appointments, religious observances, natural disasters that disrupt a student’s educational program, funerals, and legal matters.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Suspension 1 - 5 days P</td>
<td>Student is suspended for 1 to 5 days under s285 of the EGPA.</td>
<td>Yes</td>
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<td>Suspension 6 – 20 days Q</td>
<td>Student is suspended for 6 to 20 days under s285 of the EGPA.</td>
<td>Yes</td>
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<td>Suspension – recommended exclusion R</td>
<td>Student is suspended with the recommendation for exclusion under s290 of EGPA.</td>
<td>Yes</td>
<td></td>
</tr>
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<td>Sport (Representative Sport) S</td>
<td>Student is representing their school, district, region, state or nation at a sporting event recognised by the school.</td>
<td>No, if a representing their school, district, region, state or nation. Yes in all other circumstances.</td>
<td></td>
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<td>Sport (Non-representative) O</td>
<td>Student is participating in sporting activities that are not endorsed by the school and is not representing the school, district, region, state, or nation.</td>
<td>Yes</td>
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<td>Work experience W</td>
<td>Student is participating in an approved work experience program.</td>
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</tbody>
</table>
## TABLE 3 – ABSENCE REASON CODES FOR UNEXPLAINED OR UNREASONABLE EXCUSES

<table>
<thead>
<tr>
<th>Reason why student is not physically present at school</th>
<th>Code</th>
<th>Explanatory notes</th>
<th>Counted as an absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexplained</td>
<td>U</td>
<td>No reason has been given for the student absence.</td>
<td>Yes</td>
</tr>
<tr>
<td>Unauthorised</td>
<td>J</td>
<td>The excuse given for a student absence is deemed as unreasonable. The reason (with any supporting evidence) as to why an explanation is considered to be unreasonable must be documented.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
1) Has this student had a pattern of consecutive absence of 5 unexplained days?

2) Has this student developed a pattern of negative absence patterns (e.g. absent every second Thursday for 3 months)

3) Has this student accumulated total unexplained absences which exceed an acceptable level (e.g. tracking for less than 85%)

4) Has a critical issue been identified by the parent/carer or school – eg school refusal?

5) Has this student come to the attention of other agencies eg QPS or Child Safety?

6) Has the student suddenly had a significant change in their attendance pattern?

7) Has this student accumulated a significant number of SDA’s?
Appoint a Case Manager

Establish a Case Management Team e.g. GO, SBYHN, HOSES, Teacher, Parent, Child Safety etc.

Define the purpose of the team

Gather and examine available information from all sources including parent and student

Define identifiable attendance patterns and/or problems

Define the problem/s in clear terms

Identify sequences of actions, timelines and resources needed

Determine actions (strategies) to be included in the plan

Determine and evaluate possible alternative actions

Evaluate any actions currently and/or previously used

Determine indicators to measures and evaluate progress towards goals

Determine the desired goals (short and long term) of intervention relevant to the defined problem/s

Gather and examine available information from all sources including parent and student

Determine and evaluate alternative actions

Specify roles and responsibilities

Determine communication processes with Case Manager as point of contact

Determine methods for evaluating outcomes and determine review date/s

Formulate the intervention plan and record in OneSchool under Support Provisions

Implement the plan and monitor

All team members regularly communicate with Case Manager

Review data and indicators to determine progress towards goals

Evaluate and Review

Evaluate and Review

Make minor changes as required

Actions Successful

(see Overview)
Support process for Case Team to provide options for enrolled student who are not able to engage

Case Plan Exists for Student Identified as unable to engage

- Is the plan effective for pathway readiness?
  - YES
    - Implement Plan
  - NO
    - Re-evaluate composition of team

- Is there current involvement with other agencies?
  - YES
    - Re-establish a CM team that is appropriate response to barriers identified. Inclusive of other agencies
    - CM reviews profile & determines barriers and enablers to readiness/ability to engage in clear terms
    - Determination of the desired goals/enablers with team
    - Evaluate actions currently or previously used
    - Determine & evaluate possible alternative actions to address Barriers
    - Re-evaluate plan
  - NO
    - Determine priority actions and develop plan in collaboration with student/family (record support provisions in OneSchool) and develop alternative program as per policy
    - Continue implementing plan with minor adjustments as required
    - Re-evaluate plan

- Determine indicators to measure & evaluate progress towards goals (unpack indicators)

- Monitor & review
  - Is the plan addressing success indicators?
    - YES
      - Actions / outcomes achieved and student is now able to engage.
      - Implement Plan
    - NO
      - Re-Determine priority actions and develop plan in collaboration with student/family (record support provisions in OneSchool)

Level 3
Task: Case Manager reviews profile to determine barriers to engagement, support options to deal with barriers and enablers of engagement.

The following is an example of possible barriers, support options and enablers. Note it is not an exhaustive list of possible, barriers, options and enablers. It is strongly recommended that school support committees use this example as the basis for the following exercise.

1. List in order of significance potential barriers to school attendance in your particular school community. This could be managed by the school support committee and involve surveys/discussions with key members of the school community such as teachers, parents and support agencies. The same task could be conducted for enablers of school attendance and list of support options could be developed for each enabler.

2. Investigate and Develop a list of local support options for each barrier.

The example lists barriers applying to the individual student separately to those that affect the student’s family. This is done because a student with a mental health issue (e.g. anxiety and depression) requires different support options to student who stays home because their parent/carer has a mental health issue.

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Possible Support Options: examples are Cairns based</th>
<th>Enablers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
<td><strong>Home factors</strong></td>
<td><strong>Average to above average academic achievements</strong></td>
</tr>
<tr>
<td>1. Mental Health Issues</td>
<td>Family members have mental health issues</td>
<td>Child and Youth Mental Health Team (42263400) &amp; Adult Mental Health Team at Base Hospital(40506333), Centacare (40440130), Headspace (40413780), Life Line (131114), Association of relatives /friends of mentally ill (1800177833)</td>
</tr>
<tr>
<td>2. Homelessness</td>
<td>Family homeless</td>
<td>Youthlink (40316179), YETI (40514927), St John’s – males, St Margarets -female</td>
</tr>
<tr>
<td>3.</td>
<td>Transport</td>
<td>Department of Transport (40505444)</td>
</tr>
<tr>
<td>4. Disability</td>
<td></td>
<td>DETE Staff, Disability Services QLD (40489900)</td>
</tr>
<tr>
<td>5. School refusal</td>
<td>Family members unsupportive of student returning to school</td>
<td>Counselling services such as Guidance Officer, Centacare (40440130)</td>
</tr>
<tr>
<td>6.</td>
<td>Parents/carers having serve difficulties managing the student’s behaviour including attendance</td>
<td>Parentline (1300301300) Centacare Parenting Course (40440130)</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Significant health issues including serious illness, addiction</td>
<td>Family members with significant health issues</td>
<td>Local medical centres, local hospital, Addictions: ATODS (usually based at local hospital), Family Drug Support (1300368186)</td>
</tr>
<tr>
<td>8. Learning difficulties</td>
<td>School support staff such as Guidance Officer, Support Teachers.</td>
<td></td>
</tr>
<tr>
<td>9. Involvement with youth justice issues</td>
<td>Family involved with legal issues</td>
<td>Youth Justice (40489801), Cairns Community Legal Aid (40317688),</td>
</tr>
</tbody>
</table>
| 10. Cultural and language factors | Cultural and language factors | • Wuchopperen Health Service (Cairns and Atherton tableland region - 40801000).  
• Mulungu Health Service (Mareeba)  
• Mamu Medical Service (Innisfail)  
• Apunipima Cape York Health Council (Cape York)  
• Gurrinyi Yealamucka Health Service (Yarrabah)  
• Mookai Rosie Bi Biyan (Cape York) | Supportive spiritual/religious/cultural network |
| 11. English as a Second Language | Family has English as a Second Language | Migrant Resource Center (40417699) |   |
| 12. Financial difficulties | Family has financial difficulties | Centrelink, St Vincent De Paul Society, Salvation Army, Youth Link, Lifeline financial counselling |   |
| 13. Social-emotional difficulties such as family breakdown, grief and loss | Social-emotional difficulties such as family breakdown, grief and loss | Relationships Australia (1300 364277) |   |
| 14. Student unaware of school’s expectations about attendance | Family unaware of school’s expectations about attendance | School staff to explain expectations |   |
| 15. Agencies working with student do not have common goals about school attendance | Agencies working with family do not have common goals about school attendance | School staff member such as Guidance Officer to organise case conference |   |
**COMPULSORY ATTENDANCE – NON-COMPLIANCE FLOW CHART**

**Box 9 – Level 2 (Do Not Alter)**

Has Case Manager been able to locate student/parent for over 15 days?

- **NO**
  - Student NOT attending, school is aware of where student is residing and all supportive measures have been exhausted and Principal considers that a formal legal approach is considered appropriate to enforce compulsory attendance or participation.
  - Following the Guidelines for recording attendance of students who are enrolled but not attending and cannot be located, the Principal decides that it is appropriate to move student's enrolment from A (Active) to I (Inactive) and advises appropriate officer.
  - Student is recorded as I (Inactive) in OneSchool by designated officer. Officer also ensures that all attempts by Case Manager to contact parent/student are recorded in Contacts section of OneSchool student record.

- **YES**
  - Manager Regional Services prepares all documentation with assistance from Legal and Administrative Law Branch.

Is student of post compulsory age?

- **NO**
  - School enacts Cancellation of Enrolment process as outlined in Policy.
  - Principal believes that Cancellation of enrolment is warranted?
  - After minimum 5 school days student is attending
  - Second Letter – FORM 5 from Managing Student Absences and Enforcing Enrolments and Attendance at State Schools Policy completed and signed by Principal and mailed to current parent/carer by registered mail. Student remains on roll. (Note: This can be done in the student’s OneSchool Record)
  - If student is reengaged and attendance monitored

- **YES**
  - First Letter – FORM 4 from Managing Student Absences and Enforcing Enrolments and Attendance at State Schools Policy completed and signed by Principal and mailed to current parent/carer by registered mail. Student remains on roll. (Note: This can be done in the student’s OneSchool Record)
  - After minimum 5 school days student is attending
  - DG Brief prepared by Principal and forwarded to Regional Services Manager – Student remains on roll. (Note: This can be done in the student’s OneSchool Record)
  - Student is reengaged and attendance monitored

Remember students should not be unenrolled except in very specific circumstances:

- student has graduated;
- student has no remaining allocation of semesters;
- student has been excluded or their enrolment cancelled;
- student has enrolled in another school;
- student has died;
- student has permanently moved interstate or overseas with no intention of returning; there are indicators which point to the student having voluntarily left the school with no intention of attending the school again in the near future (e.g. school has been advised student has left the school to undertake an apprenticeship full-time).

**Back to Overview**
Six Universal Principles of Influence aka Nudge theory

About the Six Principles

(accessed on 2 May 2012 @ http://www.mindtools.com/pages/article/six-principles-influence.htm)

The Six Principles of Influence (also known as the Six Weapons of Influence) were created by Robert Cialdini, Regents' Professor Emeritus of Psychology and Marketing at Arizona State University. He published them in his respected 1984 book "Influence: The Psychology of Persuasion."

Cialdini identified the six principles through experimental studies, and by immersing himself in the world of what he called "compliance professionals" – salespeople, fundraisers, recruiters, advertisers, marketers, and so on. (These are people skilled in the art of convincing and influencing others.)

The six principles are as follows:

1. Reciprocity

People want to say “Yes” to a person who has done something for them.

As humans, we generally aim to return favours, pay back debts, and treat others as they treat us. According to the idea of reciprocity, this can lead us to feel obliged to offer concessions or discounts to others if they have offered them to us. This is because we’re uncomfortable with feeling indebted to them.

For example, if a colleague helps you when you’re busy with a project, you might feel obliged to support her ideas for improving team processes. You might decide to buy more from a supplier if they have offered you an aggressive discount. Or, you might give money to a charity fundraiser who has given you a flower in the street.

2. Commitment (and Consistency)

People want to be consistent with what they have said or committed to in a public way.

Cialdini says that we have a deep desire to be consistent. For this reason, once we’ve committed to something, we’re then more inclined to go through with it. For instance, you’d probably be more likely to support a colleague’s project proposal if you had shown interest when he first talked to you about his ideas.

3. Social Proof (Consensus)

This principle relies on people’s sense of “safety in numbers."

For example, we’re more likely to work late if others in our team are doing the same, put a tip in a jar if it already contains money, or eat in a restaurant if it’s busy. Here, we’re assuming that if lots of other people are doing something, then it must be OK. We’re particularly susceptible to this principle when we’re feeling uncertain, and we’re even more likely to be influenced if the people we see seem to be similar to us. That's why commercials often use moms, not celebrities, to advertise household products.

4. Liking

Cialdini says that we’re more likely to be influenced by people we like.

Likability comes in many forms – people might be similar or familiar to us, they might give us compliments, or we may just simply trust them. Companies that use sales agents from within the community employ this principle with huge success. People are more likely to buy from people like themselves, from friends, and from people they know and respect.

5. Authority

We feel a sense of duty or obligation to people in positions of authority. This is why advertisers of pharmaceutical products employ doctors to front their campaigns, and why most of us will do most things that our manager requests.

Job titles, uniforms, and even accessories like cars or gadgets can lend an air of authority, and can persuade us to accept what these people say.
6. Scarcity

This principle says that things are more attractive when their availability is limited, or when we stand to lose the opportunity to acquire them on favourable terms.

For instance, we might buy something immediately if we’re told that it’s the last one, or that a special offer will soon expire.

Warning:
Be careful how you use the six principles – it is very easy to use them to mislead or deceive people – for instance, to sell products at unfair prices, or to exert undue influence.

When you’re using approaches like this, make sure that you use them honestly – by being completely truthful, and by persuading people to do things that are good for them. If you persuade people to do things that are wrong for them, then this is manipulative, and it’s unethical. And it’s clearly wrong to cheat or lie about these things – in fact, this may be fraudulent.

A good reputation takes a long time to build. But, you can lose it in a moment!

How to Apply the Tool

You can use these principles whenever you want to influence or persuade others.

First make sure that you understand the people in your audience and that you know why you want to influence them. Think about your ultimate objectives, and decide which principles will be most useful in your situation.

We’ll now explore some strategies you can use with each principle.

Reciprocity

To use reciprocity to influence others, you’ll need to identify your objectives, and think about what you want from the other person. You then need to identify what you can give to them in return. Remember that you can sometimes use this principle by simply reminding the other person of how you have helped them in the past.

EQ examples – star charts, come to school or 10 days and get an ice cream, provide uniform, materials etc at no cost – just come to school, provide detailed report to parent about their child.

Commitment

Here, try to get people’s commitment early on, either verbally or in writing.

For example, if you’re building support for a project, talk about ideas early on with stakeholders, and take their comments and views into account. Or, if you’re selling a product, sell a very small quantity (a “taster”), or make it easy for people to change their mind once they’ve bought it. (Here, buying the product is the early commitment, even though they have the right to return it if they want to.)

EQ examples – academic success guarantee, ring home every day to non-attending child and ask them to send the child to school tomorrow,

Social Proof

You can use this principle by creating a “buzz” around your idea or product.

For example, if you’re trying to get support for a new project, work on generating support from influential people in your organization. (These may not always be managers.) Or, if you’re selling a service, highlight the number of people using it, use plenty of relevant testimonials, encourage people to talk about it using social media, and publish case studies with current customers to demonstrate its success.

EQ examples: Student of the week, School attendance figures publically displayed, attendance accord with local businesses, focus on success story for an individual student in local paper/newsletter

Liking

To build good relationships, ensure that you put in the time and effort needed to build trust and rapport with clients and people you work with, and behave with consistency. Develop your emotional intelligence (EI) and active listening skills.
and remember that there is no “one-size-fits-all” approach when it comes to relating to others. Also, don’t try too hard to be liked by others – people can always spot a phony!

EQ: Classroom teacher builds a positive relationship with every child they teach,

Authority

Here you can use both your own authority, and the authority of others, as influencers.

When you use your own authority, be careful not to use it negatively. Our article on French and Raven’s Five Forms of Power has more on different sources of power, and explains how you can use power and authority positively. To use authority, get support from influential and powerful people, and ask for their help in backing the idea. (Use Influence Maps to help you network with people who can help.)

If you’re marketing a product or service, highlight well-known and respected customers, use comments from industry experts, and talk about impressive research or statistics. Things like well-produced brochures, professional presentations, impressive offices, and smart clothing can also lend authority.

EQ examples: Principal says “I’ll see you tomorrow”, “great to see you here today”, involve elders in attendance processes, School-based police officer presence,

Scarcity

With this principle, people need to know that they’re missing out if they don’t act quickly.

If you’re selling a product, limit the availability of stock, set a closing date for the offer, or create special editions of products.

This principle can be trickier to apply within your organization if you’re trying to influence others to support your ideas or projects. You can, however, use urgency to get support for your ideas. For example, you can highlight the possible urgent consequences of the problem that your idea helps to solve.

EQ examples: attendance-linked rewards e.g. go-kart, everyday counts days, ice-cream in Pormpuraaw,

Tip:
Remember that these are just six ways that you can influence others. Use these principles alongside other tools such as the Rhetorical Triangle, Monroe’s Motivated Sequence, Win-Win Negotiation, the Persuasion Tools Model, and the Minority Influence Strategy.

Tip:
You can also use Stakeholder Analysis and Management to build support for your ideas and projects