

<b>Purpose:</b>	The purpose of this policy is to outline the philosophies and process that the college uses to support students who struggle with attendance.	
<b>Scope:</b>	Students, parents and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements.	
<b>Status:</b>	Approved	<b>Supersedes:</b> N/A
<b>Authorised by:</b>	Co-Principals	<b>Date of Authorisation:</b> January 2024
<b>References:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Education (Accreditation of Non-State Schools) Regulations 2001 (Qld)</a></li> <li>• <a href="#">Australian Education Act 2013 (Cth)</a></li> <li>• <a href="#">Australian Education Regulations 2013 (Cth)</a></li> <li>• Child Protection Policy</li> <li>• Procedure: <a href="#">How to Mark the Rolls at JCC</a></li> </ul> <p>JCC documentation is located on Employment Hero or by request.</p>	
<b>Review Date:</b>	Every 4 years	<b>Next Review Date:</b> January 2028
<b>Policy Owner:</b>	Co-Principal	

## Policy Statement

At JCC we take a strengths-based, student-centred approach to 'managing' student absence. Many of the young people at Jabiru Community College live in the intersection of multiple structural and social disadvantages and difficult challenges in their lives. It is for this reason that they seek out a learning environment that recognizes this and strives to work flexibly with each young person. In spite of this, it is often the case that there may be a pattern of significant initial and sustained absenteeism.

Enrolment at Jabiru Community College for many is in itself a gradual process of re-engagement with education over a period of time. This process may be very challenging for the young person themselves, their families and demanding for the college staff in terms of the time they commit to supporting young people to overcome obstacles in their lives that make regular attendance challenging. The role of the staff is one which requires a thoroughly holistic, strengths based and student centred approach to education which is integrated with a structured, sustained and reflective personal welfare/care program.

Attendance patterns for some, but not all, young people at the College may take the form of repeated short periods of absence or where a young person may disengage from the program for a period of time, then return to re-enrol following a challenging period in their life. The College maintains an individualised, collaborative, open and assertive engagement with each young person and their family to maximise attendance, while being sensitive and attentive to the challenges each young person is dealing with in their life. This may be done with regular telephone or occasional off-site contact to re-engage with the young person, their family or other key people in their life such as other agencies and programs who support young people. It also takes the form of non-punitive restorative meetings with the various key people who constitute the 'circle of support and direction' in the young person's life.

## Process - Supporting Student Engagement and Attendance

During the enrolment process and the period that follows, each young person is linked with two members of staff at the College - a Learning Coordinator and a Community Group Coordinator.

The Community Group Coordinator (CGC) is responsible for supporting the young person to minimise the barriers and obstacles (that are within their control) that make attendance and engagement with learning at JCC challenging. The CGC is also the staff member responsible for recording the student's attendance, and does so by following the process outlined in the following document - [How to Mark the Rolls at JCC](#).

The CGC will work with the young person and their family/loved ones, seeking to build open communication and trust in their relationship. All members of the college staff and the College Co-Principals, make every effort to identify all possible positive influences within the young person's life, while addressing the known barriers to education and training pathways. This foundation is a key resource to increasing attendance by working with other positive people and agencies within the young person's life.

If absenteeism continues and communication breaks down, the young person is exited from the College in a non-punitive manner with an invitation to re-contact the College when they are ready to re-explore educational and training pathways. At this time, the College will also seek to engage the young person with relevant support services that may be in a better position to assist.

This process is detailed in the flowchart available [in the Staff Working Guide here](#), and copied in the flowchart below.

## Addressing Low Attendance - Flowchart

