



Lateness and Truancy Policy

Rationale

Teacher quality is the single highest in-school factor that influences achievement (Hattie, 2009) – so it follows that being in the classroom with a teacher and peers can have the greatest impact on a student’s social, emotional and academic development, learning and achievement. Research has determined that “every day counts” (Hancock et al., 2013) – and trends of lateness, truancy and absenteeism do negatively impact student engagement and performance (Gottfried, 2014; Keppens & Spruyt, 2017).

We are committed to managing lateness and truancy with a positive and educative approach, which is anchored in our framework of Positive Behaviour for Learning (PBL). PBL approaches to manage tardiness, truancy and absenteeism have shown to be effective in building self-regulation strategies in students and creating motivation for high attendance in students (Caldarella et al., 2011).

Definitions

Lateness (fractional truancy):

Lateness is classified as being **between 5 and 15 minutes late to class**. This also includes leaving class with permission **but returning after the agreed time has passed**.

Truancy:

Truancy is classified as being **more than 15 minutes late to class** or **missing a class entirely without explanation**. This also applies to students who leave class with permission and **do not return**. Truancy includes absconding, where students leave school grounds without permission.

Absconding:

Absconding is classified as the **leaving of school grounds without permission**. At ADHS we are responsible for students under our duty of care and unless they are signed out with parental permission or participating in an excursion, students are not allowed to leave school grounds **between 9:00 a.m. and 3:15 p.m.**

Follow up of Lateness, Truancy and Absconding

Lateness and truanies are managed differently (as shown on the flowchart below). In both cases, follow up begins by the relevant classroom teacher. When staff become aware of a student absconding either during class time or during a break time they need to notify Student Wellbeing who will follow this up (lesson checks, class attendance monitoring), and notify parents.

Infringements are measured with logical consequences. Research shows that consequences need to be flexible in order to best fit the situation, considering individual circumstances and the actual behaviour that is occurring (NSW Department of Education, 2023). Low-level infringements such as missing the first 5 minutes of class could mean making up the time elsewhere (*in the next lesson, or on a teacher’s duty on the playground, or helping out around the classroom in the future*) where full lesson truancy may mean the completion of work at home or spending a break time with the classroom teacher to discuss the impact of a student’s actions on themselves and others. Chronic infringements will have higher-level consequences managed by Student Wellbeing.

The procedural flowchart below clearly outlines the response pathway for staff when managing incidents of lateness and truancy.

Lateness	Truancy
<p>1st or 2nd incident: Classroom teacher managed</p> <p>Action: <i>The classroom teacher is to remind students of the classroom expectations and PBL statements: 'Right place, right time'. Classroom teachers develop positive affirmations in the classroom to reward students for being on time to discourage lateness (e.g. Deakin Deeds).</i></p>	<p>1st incident: Classroom teacher managed + Student Wellbeing notified</p> <p>Action: <i>Classroom teacher is to remind students of the classroom expectations and PBL statements: 'Right place, right time'. A logical consequence is to be implemented by the teacher. The Student Wellbeing admin officer is notified and will inform parents.</i></p>
<p>3+ incidents: Classroom teacher managed + Faculty SLC notified/supporting</p> <p>Action: <i>Classroom teacher (with SLC support if necessary) enters into a white card agreement with the student (that includes a 3 lesson/week lesson check) to track lateness and organises a mutual understanding of what success looks like. A logical consequence to be implemented by the teacher. The classroom teacher notifies parents and enters white card on SAS.</i></p>	<p>2nd incident: Classroom teacher managed + Year Coordinator supporting</p> <p>Action: <i>Year coordinator (with SLC support if necessary) supports TG Teacher to work with the student to complete a white card agreement to manage truancy. A logical consequence to be implemented and managed with check-ins from the TG Teacher. TG Teacher to contact parents and discuss white card agreement and enter white card on SAS.</i></p>
<p>Continued incidents/lesson check not showing improvement: Year coordinator managed + Student Wellbeing SLC notified/supporting</p> <p>Action: <i>Year coordinator (with SLC support if necessary) works with the student and parents to manage continued lateness and/or truancy and develop an intervention (lesson check) to manage lateness and/or truancy (this is documented on a yellow card and entered on SAS). A logical consequence to be implemented and managed with check-ins from the year coordinator (with SLC support).</i></p>	
<p>High number of incidents/lesson check not showing improvement: Student Wellbeing managed</p> <p>Action: <i>Year coordinator and/or classroom teacher(s) involved to put in a triage referral, to enable the Student Wellbeing team to review what has occurred and look for alternate options to support attendance. There is to be a logical consequence implemented and Student Wellbeing will work with the classroom teacher, year coordinator and other key staff to communicate a plan for managing lateness and/or truancy.</i></p>	