

Practice guide 4 (PG4)

Attendance tracking, participation and intervention

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TASC *Standards for Providers* alignment



Standard 1: Teaching and learning

Student participation and engagement are important factors in successful completion of accredited courses and achievement towards the Tasmanian Certificate of Education (TCE) and Tasmanian Certificate of Educational Achievement (TCEA).

Providers are responsible for maintaining attendance tracking and intervention processes that support student participation, engagement and progress throughout accredited courses.

Requirement

Providers maintain whole-school policies and systems for:

- recording attendance;
- managing unexplained absences;
- identifying students at risk;
- implementing support and intervention plans; and
- supporting ongoing participation in learning.

Teachers have access to accurate attendance information and understand procedures for escalating concerns regarding attendance, engagement or participation.

How this supports compliance

Attendance tracking and intervention processes assist providers to:

- identify students at risk of disengagement or non-completion;
- support ongoing participation in learning;
- implement timely interventions;
- monitor student engagement with course requirements;
- support students experiencing prolonged absences;
- inform pathway and course planning discussions; and
- support successful course completion.

Documented attendance tracking and intervention processes support consistent practice across the provider and ensure concerns are identified, communicated and acted on appropriately.

Provider context

Providers should ensure attendance procedures align with applicable sector attendance policies, student wellbeing policies and legislative obligations.

Whole-school procedures should clearly identify:

- how attendance is recorded and monitored;
- how unexplained absences are managed;
- how students at risk are identified;
- available support and intervention processes;
- escalation pathways and responsibilities; and
- how attendance and participation concerns are monitored over time.

Providers should be able to demonstrate both the operation of attendance tracking systems and the actions taken when concerns are identified.

Common QA findings and areas for improvement

In audits and check-ins with schools, common areas where there was a lack of supporting evidence included the following, which must be addressed for compliance:

✗ No documented attendance expectations

- Expectations differ between teachers.
- Students are unclear about requirements.
- Different teachers maintain different attendance expectations.

✗ Attendance is recorded but not used to monitor course participation

Providers maintain attendance records but cannot demonstrate how this information informs decisions regarding student participation, engagement or course completion.

Attendance information should contribute to a broader understanding of whether students are likely to meet course requirements.

✗ No documented processes for identifying students at risk

Providers rely on individual teacher judgement rather than documented processes to identify students who may be at risk due to:

- low attendance;
- unexplained absences;
- disengagement;
- incomplete assessment participation;
- barriers to learning; or
- risk of non-completion.

Without documented processes, identification of risk may be inconsistent and opportunities for early intervention may be missed.

✗ Participation concerns are identified but not recorded

Concerns are discussed informally but there is limited documentation showing:

- when concerns were identified;
- actions taken;
- outcomes monitored.

Providers should be able to demonstrate that participation concerns are systematically monitored and managed.

✗ Attendance concerns do not trigger documented intervention

Attendance information is collected but providers cannot demonstrate:

- when concerns are escalated;
- who follows up concerns;
- what supports are offered;
- whether interventions are monitored; or
- whether attendance improves following intervention.

Providers should be able to demonstrate that attendance information informs action, not simply record keeping.

✗ Limited evidence of pathway planning

Providers identify participation concerns but cannot demonstrate how information is used to support pathway decisions.

Examples include:

- course continuation discussions
- alternative course pathways;
- TCE/TCEA planning;
- course movement decisions.

Monitoring should support successful educational outcomes, not simply attendance compliance.

✗ **Monitoring focuses only on attendance**

- Attendance is considered in isolation from assessment completion, student progress, attainment information and course requirements.
- Attendance alone may not provide an accurate picture of student participation or likelihood of successful completion.

✗ **No evidence of review or analysis**

Providers cannot demonstrate how participation and attainment data is used to evaluate effectiveness of monitoring processes.

Quality assurance requires ongoing monitoring and improvement.

What good practice looks like

During quality assurance activities, best practice is when TASC can readily identify that:

- ✓ Participation is actively monitored.
- ✓ Attendance information is considered alongside attainment and progress data.
- ✓ Students at risk of not meeting course requirements are identified.
- ✓ Student pathways are considered in decision-making.
- ✓ Monitoring processes are implemented consistently.
- ✓ Responsibilities are clearly understood.
- ✓ Records are maintained.
- ✓ Participation information supports attainment planning.
- ✓ Processes are reviewed and refined over time.

Examples of good practice include:

✓ **Attendance tracking and intervention processes are clearly documented**

The provider has documented processes that identify:

- how attendance is recorded;
- how unexplained absences are followed up;
- when attendance concerns trigger intervention;
- who is responsible for follow-up;
- available support pathways; and
- how outcomes are monitored.

This is effective because it supports consistency, accountability and early intervention for students requiring additional support.

✓ **Monitoring beyond attendance**

Providers monitor participation using multiple sources of information, including:

- attendance
- assessment completion
- submission patterns

- attainment data
- teacher observations.

This is effective to provide a more complete picture of student participation, support early identification of concerns and support informed decision-making.

✓ **Defined monitoring and escalation processes**

The provider has documented processes that identify:

- what information is monitored
- who monitors it
- when reviews occur
- when concerns are escalated.

This is effective to support consistency, clarify responsibilities and ensure concerns are not overlooked.

✓ **Pathway-focused decision making**

Participation and progress information informs discussions regarding:

- course continuation and course movement
- alternative pathways
- TCE or TCEA attainment.

This is effective to keep the focus on student success, support attainment outcomes and demonstrate educational planning.

✓ **Monitoring processes are reviewed**

Providers periodically review:

- participation patterns
- attainment outcomes
- course completion data
- effectiveness of monitoring processes.

This is effective to support continuous improvement, strengthen governance and enable evidence-informed decision making.

Evidence TASC expects to see

TASC expects providers to maintain documentation and practices that are consistent with the *Standards for Providers*, accredited course requirements and relevant sector or governing authority policies. Evidence should demonstrate not only compliance with TASC requirements, but also how sector expectations and provider decisions have been incorporated into local operational practices and quality assurance processes.

Documentation

Providers may maintain:

- Attendance policy and procedures
- Attendance and participation records
- Assessment completion monitoring

- Student progress reports
- Parent/carer communications
- Student pathway discussions
- TCE/TCEA monitoring records
- Meeting notes and action plans
- Leadership monitoring reports
- Evidence of periodic review
- Attendance tracking procedures
- Unexplained absence procedures
- Attendance escalation processes
- Student support and intervention plans
- Referral records
- Student support team meeting records
- Attendance review reports

Implementation characteristics

TASC may seek evidence such as:

- attendance is accurately recorded and reviewed;
- unexplained absences are followed up in accordance with provider procedures;
- attendance concerns are escalated appropriately;
- students at risk are identified through documented processes;
- intervention and support plans are implemented where required;
- actions taken are documented;
- outcomes are monitored and reviewed;
- staff understand their responsibilities; and
- provider processes are reviewed periodically for effectiveness.

Quick self-check questions

Attendance Tracking and Intervention

- How is attendance recorded and monitored?
- How are unexplained absences managed?
- What attendance indicators trigger concern?
- How are concerns escalated?
- How are students identified as being at risk?
- What intervention processes are available?
- How is the effectiveness of interventions reviewed?

Participation and Progress

- How does the provider determine whether a student is actively participating in a course?
- Is attendance considered alongside assessment completion and student progress?

Monitoring Processes

- Who reviews participation and attainment information?
- How frequently is information reviewed?
- Are responsibilities clearly documented?

Course Completion

- How does the provider identify students at risk of not meeting course requirements?
- What evidence supports those decisions?

Pathway Planning

- How are participation concerns reflected in pathway discussions?
- How are course movement decisions recorded?

Governance

- Can the provider demonstrate how participation monitoring supports TCE/TCEA attainment?
- Can evidence be provided showing monitoring, decision-making and review?

Relevant resources

- [Quality Assurance Standards for Providers](#)
- [FAQ-How-should-schools-manage-student-course-movement.pdf](#)