INFORMATION FOR SCHOOLS

A GUIDE FOR SUPPORTING SCHOOL ATTENDANCE

This resource is for school staff who work both directly and indirectly with young people to support their school attendance. For example, teachers, leadership and administration staff, and wellbeing team members.

THIS GUIDE WILL HELP YOU:

1. **Understand different school attendance challenges**

2. **Identify early warning signs and young people at risk of school attendance challenges**

3. **Identify what can be done to increase school belonging and support young people experiencing school attendance challenges**

Orygen would like to acknowledge that the term school attendance problems is used widely in the literature and within the community working directly with young people experiencing school attendance problems. However, in this guide, the term school attendance challenges is used in line with Orygen's strength-based, early intervention approach to supporting the mental health and wellbeing of young people.

This guide will explore the spectrum of school attendance challenges. When working with young people experiencing challenges attending school, it is important that there is a collaborative approach. This should focus on building the capacity of young people, families and carers, to understand and address these challenges. This document provides examples from a multi-tiered, strengths-based approach to support young people and their families that schools can draw on in developing their whole of school approach.

UNDERSTANDING SCHOOL ATTENDANCE

The number of young people experiencing school attendance challenges has been increasing. In 2021, Year seven to 10 school attendance rates dropped from 91.2 per cent to 87.0 per cent.(1) Importantly this data includes all forms of school absenteeism including those explained by illness.(2) There are however clear links between school non-attendance and poor student outcomes. (3) Non-attendance has significant short and long-term impacts across the young person's social, emotional, educational, and occupational domains.(4-8)

There are different types of challenges that young people can experience with their school attendance. Each type is defined by a set of key characteristics and initiators, as outlined in Table one below.

Table one. Types of school attendance challenges

TYPE	DEFINITION	INITIATED BY
School refusal	School refusal is school non-attendance that parents/carers are aware of, that is initiated by the young person, and which is often associated with emotional distress, primarily anxiety.(9)	Young person-initiated (Parents/carers typically aware)
Truancy	Truancy refers to a young person who does not show signs of anxiety in relation to school, but they do not want to attend school due to positive rewards associated with not going. Families/carers often do not know that school non-attendance is occurring. For example, the young person might pretend to go to school then leave shortly after being dropped off by their carers.	Young person-initiated (Parents/carers typically unaware)
School withdrawal	Parent-initiated absenteeism such as keeping a child home from school.(10) This can be for financial or caregiving reasons or to hide maltreatment.	Parent/carer-initiated
School exclusion*	School-initiated absenteeism in the form of lawful exclusionary disciplinary practices, such as suspension and expulsion, as well as unlawful practices.	School-initiated

*Whilst we acknowledge that there are young people who experience school exclusion, an in-depth exploration is outside the scope of this resource. However, many of the strategies included in resource aim to create a positive and inclusive school environment, promoting engagement and safety for all students.

A note on language

There are a variety of terms used to describe various types of school non-attendance. Terminology can differ depending on the sector, for instance, the education sector may use different terminology to the mental health sector. Different labels may influence how the young person is viewed and treated by others. In this resource, we have aimed to use strengths-based language and avoid language that labels the young person. Young people experiencing these challenges may understand the experience in terms of not coping and they may not connect with terms such as refusal or avoidance.(11)

It is also important to carefully consider the use of terms such as truancy, as there may be biases in relation to how and to whom these terms are applied, with real impacts on how the young person is perceived and treated. For example, a study found that school staff may misinterpret and mislabel absences from young people from migrant and refugee backgrounds as truancy rather than school refusal.(12)

YOUNG PEOPLE'S LIVED EXPERIENCE OF SCHOOL ATTENDANCE

A systematic review of studies exploring young people's lived experiences of school attendance challenges found several contributing factors for non-attendance. These experiences are outlined below. Table two details factors that young people associated with the onset of their school attendance challenges and Table three presents factors young people perceived as associated with maintaining their challenges. Importantly, these factors should be understood as connected and interacting rather than discrete experiences.

School belonging was identified as an overarching theme, young people described struggling with connection across multiple levels within schools (peers, staff and environment).(13) School belonging is described as a young person feeling safe, supported, accepted, and respected by their peers and teachers.(14)

Table two. Factors associated with onset of school non-attendance.(13)

ONSET FACTORS	PUSH FACTORS (BARRIERS TO ATTENDANCE)	PULL FACTORS (FACILITATORS FOR ATTENDANCE)
Relationships with peer groups	• bullying, intimidation, relational aggression and conflict. Non-attendance was perpetuated by a lack of intervention by school staff; • difficulty socialising, conforming to social norms and forming friendships; • difficulty engaging in group work; and • feeling a lack of genuine and trusting friendships.	• peer belonging and friendships.
Relationships with and support from adults	• teachers perceived as strict, unfair, unpredictable, unhelpful, and uncaring; • inconsistent and slow support from schools; and • perceived pressure from parents and carers to return to school before young people felt ready.	• positive relationships with teachers; • relationships with adults who are caring, respectful and offered tailored support; and • engaging with mental health professionals to understand their needs and options for the future.
Experiences of school transition	• feeling trapped, uneasy, unsafe and helpless; • secondary school felt 'hostile and unwelcoming'; • new environments perceived as busy, noisy, and overwhelming; • loss of friendships; and • parents not accompanying the young person to school.	• social support from parents, teachers and peers.
Experiences of learning in school	• lacking motivation to attend certain classes; • lack of support; • pressure from formal exams; • perceived lack of purpose to the learning; • the impact of missing school over time; and • school's reward and sanction systems.	• interactive teaching approaches; • quieter spaces and access to different learning environments; • choice and flexibility in coursework, alternative timetables and staff support navigating this; • seeing purpose in their education; and • schools understanding and tailoring support for individual needs.

Table three. Factors associated with maintenace of school non-attendance.(13)

MAINTENANCE FACTORS	PUSH FACTORS (BARRIERS TO ATTENDANCE)	PULL FACTORS (FACILITATORS FOR ATTENDANCE)
Emotional wellbeing and mental health needs	• mental health difficulties, including anxiety and depression; • somatic issues and physical symptoms, for example, fainting and nausea); • feeling a need to hide their emotions by staying at home; and • sense of isolation over time.	• positive coping strategies (for example, physical exercise and listening to music); • opportunities to engage with mental health services including tertiary services where needed.
Others' perceptions of the individual's needs	• feeling 'different'; • feeling their mental health needs are a weakness; • feeling rejected and invalidated; • being negatively labelled; • frequently needing to explain their non-attendance; and • feeling shame.	• supportive adults that take a strength-based approach and answered questions; and • greater autonomy in return to school.
Personal beliefs about attendance	• perceived themselves as being passive with others responsible for their non-attendance; • perceived their non-attendance as a sound response to their circumstances; and • many wanted to return but wanted to hide their needs due to negative perceptions of others.	• long-terms goals, (academic, occupational)

In addition to these factors, research indicates that other experiences, as well as certain groups of young people, may be at higher risk of school attendance challenges, including:

• young people with diagnosed and undiagnosed mental ill health;(9)
• neurodivergent young people, including autism spectrum disorder;(15) and
• those with specific learning difficulties or an intellectual disability.(16, 17)

Disability Standards for Education

Schools have an obligation under the Disability Standards for Education (2005) to support students with a disability including mental ill-health.(18) This can include working with the young person and their parent or carer to develop reasonable adjustments which allow the young person to participate in school and learn, as well as taking steps to prevent harassment and victimisation.

Further information can be found on **the Department of Education's website**.
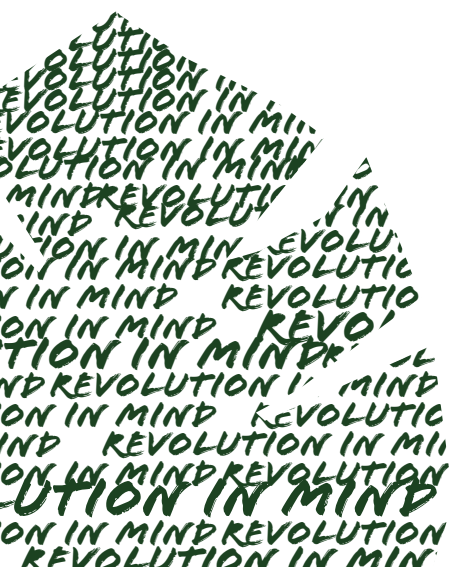
For some young people, positive rewards associated with not attending school, for example spending time with friends, can be a factor in non-attendance (truancy). Or, in some instances, parent/carer factors play a central role in school attendance challenges. For example, some parents/carers may keep a young person home to assist with caregiving; others may find it difficult to enforce school attendance.(17) Young people can also experience the compounding effect of multiple factors, increasing the risk of school non-attendance.

Schools and professionals working with young people should seek to understand the dynamic interplay of factors impacting school attendance, including protective factors that may re-connect the young person with school. Through this understanding, schools and professionals can work collaboratively to intervene early and take a strengths-based approach. Conversely, the use of suspensions and expulsions to address cases of absenteeism or setti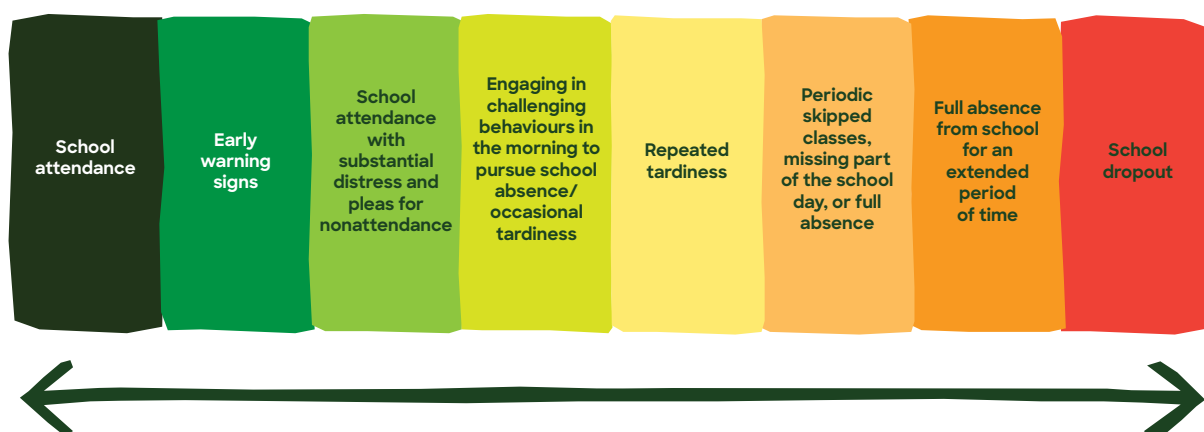ng unrealistic expectations regarding return-to-school, can exacerbate challenges. This can lead to more severe school attendance challenges and poorer outcomes.

IDENTIFYING EARLY WARNING SIGNS OF SCHOOL ATTENDANCE CHALLENGES

SPECTRUM OF SCHOOL ATTENDANCE

School attendance and absenteeism can be understood on a spectrum. Beginning with full attendance through to school refusal and dropout. By viewing school attendance challenges on this spectrum, families, schools and mental health professionals can recognise when young people begin to exhibit early warning signs. This allows for a targeted early intervention to mitigate the risk of the young person progressing to more significant challenges.(19)

Figure one. Spectrum of school attendance.(19)

| School attendance | Early warning signs | School attendance with substantial distress and pleas for nonattendance | Engaging in challenging behaviours in the morning to pursue school absence/ occasional tardiness | Repeated tardiness | Periodic skipped classes, missing part of the school day, or full absence | Full absence from school for an extended period of time | School dropout |

Oftentimes parents and carers will be the first to notice these early warning signs, but school staff are also well placed to recognise and identify emerging patterns of behaviour that may develop into more serious school attendance challenges without intervention. Table four below, outlines some of the early and intermediate warning signs which may indicate a young person is beginning to experience challenges with their school attendance.

Table four. Early and intermediate warning signs of school attendance challenges.(19-22)

EARLY WARNING SIGNS	INTERMEDIATE WARNING SIGNS
• school attendance under considerable distress; • displaying challenging behaviours in the morning to receive approval from parents/carers to miss school; • recurrent requests to call parents/carers and leave the classroom; • difficulty going to specialised classes or sections of the school, for example, sports hall; and • sudden changes in grades, schoolwork, or peer relationships.	• late school arrival; • early departure from school; • missing some classes but not others; • presenting to the sick bay frequently; • missing certain times of the day but not others; and • being absent from school during specific weeks or periods, but not others.

Further to identifying early warning signs of school attendance challenges, it is important for schools and parents/carers to have opportunities to discuss these concerns. It is school culture that encourages school and parent/carer engagement, as well as clear processes and procedures for communication regarding attendance. This might include email contact or alerts through the school's communication platform and ensuring parents/carers know who from the school they can talk to.

HOW DOES SCHOOL NON-ATTENDANCE AFFECT YOUNG PEOPLE?

Challenges with school attendance are associated with a variety of negative consequences, impacting a young person's trajectory across social, academic, and vocational domains. There is an established body of evidence that indicates these challenges have impacts in both the short and long-term.

Table five. Short and long-term impacts of school attendance challenges

TIMESPAN	IMPACTS
Short-term impacts	• declining academic performance;(23-25) • school dropout; • family difficulties; and • worsening peer relationships.(26)
Long term impacts	• academic underachievement;(25) • unemployment or underemployment; • mental ill-health and/or substance use; • poor physical health; • economic, social, and marital difficulties; and • involvement with the criminal justice system. (27)

Impact of COVID-19 and disruptions to school

In recent years, young people attending school have faced significant disruptions to their schooling. These included school closures, remote and hybrid learning, increased social isolation and mental health concerns, increased young person and carer worry about returning to school and decreased sense of safety at school due the risk of illness. These disruptions may have impacts on students that need to be considered when developing a whole of school approach.

WHAT CAN BE DONE?

A systemic review of literature on school-based approaches to support students with attendance challenges highlighted key characteristics, these included:

• proactive systems;

• a supportive school ethos;

• building relationships;

• collaborating with parents/families; and

• tailored intervention to meet the needs of students and families.(28)

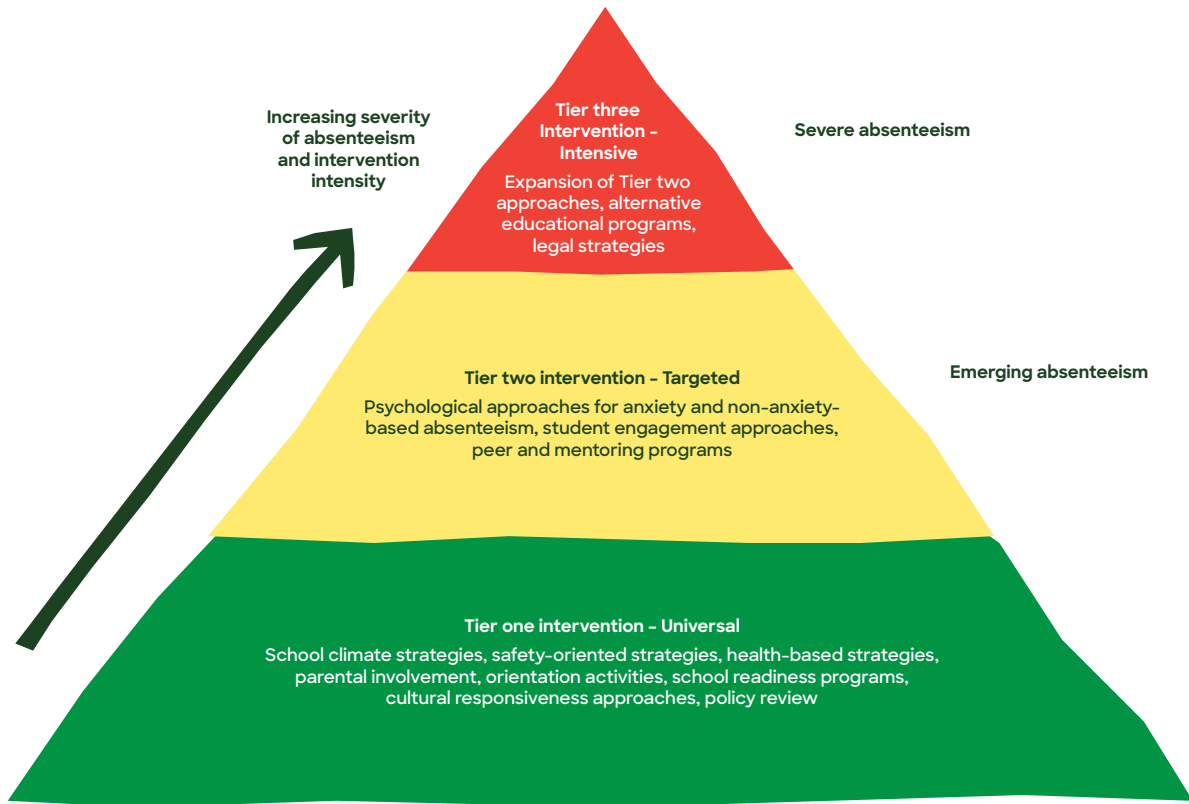### MULTI-TIERED MODEL OF SUPPORT FOR SCHOOL ATTENDANCE: A PRACTICAL APPLICATION

To effectively and sustainably address school attendance challenges, a whole-school approach using a multi-tiered system of support is needed, with a focus on:

• engaging students, building a sense of connection and belonging at school;

• engaging parents/carers;

• using data to identify at-risk students and monitor the progress of students experiencing school attendance challenges;

• reducing or eliminating barriers to attendance; and

• recognising and celebrating positive steps towards school attendance and engagement.

This approach needs to be flexible to work across all types of school attendance challenges, remaining responsive to the young people and families experiencing challenges within the school community. A multi-tiered system of support framework can be used to guide interventions from universal prevention (across the entire school), targeted intervention for students with emerging challenges with school attendance and intensive intervention for young people with chronic or severe absenteeism.

Figure two. A response to intervention model for school absenteeism.(22)

Increasing severity of absenteeism and intervention intensity

Tier three Intervention – Intensive
Expansion of Tier two approaches, alternative educational programs, legal strategies

Severe absenteeism

Tier two intervention – Targeted
Psychological approaches for anxiety and non-anxiety-based absenteeism, student engagement approaches, peer and mentoring programs

Emerging absenteeism

Tier one intervention – Universal
School climate strategies, safety-oriented strategies, health-based strategies, parental involvement, orientation activities, school readiness programs, cultural responsiveness approaches, policy review

Examples from a multi-tiered system of support framework for promoting school attendance are outlined in the tables below. It is important to note that the list of strategies presented is not exhaustive. Schools need to consider their own unique situation, resourcing, and school community. To do this schools should consider reviewing their attendance/absenteeism data and engaging with their community and networks to design and implement a whole-school approach.

TIER ONE: PREVENTION AND UNIVERSAL INTERVENTION

The aim of universal intervention is to promote attendance as well as, a sense of school belonging for all students and reduce the risk of school attendance challenges. Universal interventions focus on creating opportunities for young people to feel connected and have a sense of belonging to school. These interventions are implemented across an entire school and are targeted at all students. Some examples are outlined in table six below. However, this is not an exhaustive list and schools should consider their own unique context and school community.(22)

Table six. Universal interventions for school attendance challenges

AREA	STRATEGIES
School climate strategies to enhance a positive school environment	• Foster student-teacher relations that build trust and support. • Set clear behavioural expectations that are underpinned by school values and rewarding positive behaviour. • Value and use strength-based feedback. • Ensure attendance data recording is meaningful by collecting the reasons for student non-attendance – Schools can use the **SNACK** to guide the development of data fields to assist with understanding non-attendance. • Review discipline data concurrently with school attendance data to assist with identify early warning signs of school attendance challenges. • Create a culture that recognises and incentivises regular attendance.
Strategies to enhance inclusive and safe learning environments	• Whole-school resilience programs that foster protective peer relationships. • Conflict resolution practices that build skill (for example, problem solving, assertive communication) and foster protective outcomes for young people. • Review existing attendance policies, expectations, and disciplinary measures, ensuring these documents integrate culturally responsive, trauma-informed and inclusive practices. Consider how student voice can be included within these reviews. • Work with students with a disability and their families to identify needs and make reasonable adjustments to allow full participation and equity in learning. • Build reciprocal and sustainable relationships with organisations and services who provide support to the community.
Health-based strategies to minimise physical health risks	• Provide school-based health promotion and health programs. For example, immunisations, asthma and anaphylaxis management, dental health and hand washing.
Mental health and social-emotional learning	• Consult with school wellbeing teams on school strategic plans, policies, and procedures to bring a mental health focus. • Prioritise social and emotional wellbeing within curriculums. Include social and emotional learning programs for all students that focus on building resilience, life skills, emotional literacy, self-esteem and mental wellbeing. • Provide substance abuse prevention and sexual health programs involving skills and knowledge-based programs. • Offer extra-curricular activities that foster connectedness between students and school. • Ensure access to physical and mental health support for all students
Parental/carer involvement	Foster opportunities for parents and carers to connect with the school. For example: • address barriers to two-way communication between schools and parents/carers; • in consultation with parents and carers, create opportunities for parents and carers to increase their involvement in school activities and committees; and • recognise that schools have the potential to be a network hub and look for opportunities to connect parents and local agencies including family support services. • Assign a staff member to discuss attendance policies and procedures with families in a clear and respectful manner. Ensuring their role in supporting attendance is highlighted.(29)
Aid in transition periods	• Recognise transition periods as a potentially challenging time for students. Look at ways to aid transition by developing orientation or school readiness programs.
Capacity building for school staff	• Educate school staff on school attendance challenges, how to identify early warning signs (internalising and externalising behaviours), and how to support student wellbeing using a strength-based approach. • Enhance teacher training in positive behavioural intervention and support.

TIER TWO: TARGETED INTERVENTION FOR STUDENTS WITH EMERGING SCHOOL ATTENDANCE CHALLENGES

Targeted interventions are designed for those young people who may be identified as exhibiting early warning signs of school attendance challenges. The goal of tier two strategies is to stabilise and return young people to optimal school attendance. This often requires collaboration with parents/carers, concurrent external or internal support (for example, from a psychologist), and strategies for schools which are outlined in Table seven below.(22)

Table seven. Tier two interventions for school attendance challenges.(22)

AREAS	STRATEGIES
Psychological interventions for absenteeism	• Refer to mental health clinicians working in schools (if available). • Individualised assessment to identify the reasons underpinning a young person's school attendance challenge so this can inform tailored intervention. • Cognitive-behavioural therapy (CBT) delivered by a trained mental health practitioner to reduce stress and anxiety-based absenteeism. This may include psychoeducation, graded exposure, strategies that promote self-efficacy in the management of stress and anxiety, such as relaxation and self-care. CBT can also help students to recognise the relationship between thoughts, feelings and behaviour and restructure unhelpful thinking patterns. • Refer to specialist services, for example, mental health services, community services or programs.
Improved student inclusion and engagement	• Create opportunities to enhance student and teacher communication and relationship building. • Employ and allocate school staff (for example, wellbeing teams) who have the capacity to meet with young people one-on-one and their family to build relationships connectedness to school. • Routinely monitor engagement and involve key support people to provide feedback on achievements and refine goals. • Consult with young people with a disability and their parent/carers to develop reasonable adjustment and address concerns as they arise. • Work with the young person and their family/carer to develop goals for attendance, problem-solve obstacles and build coping skills. • Develop tailored strategies to ease student re-entry to missed classes. This may require a graduated approach. • Identify activities or time of day, where the young person is more "at risk" of not attending. • Offer a range of extra curriculum activities that build friendships and incorporates opportunity to build social skills and conflict resolution skills.
Peers and mentors	• Create opportunities for peer-to-peer support, for example, a buddy program. • Develop mentoring programs for young person experiencing emerging school attendance challenges. This may include mentors providing tutoring, advocacy, resilience building, and supporting the young person's needs on a 1:1 basis where appropriate.
Learning support	• Provide academic tutoring and remedial education. • Incorporate small, supported group learning. • Develop tailored learning plans. • Develop modified timetable with the young person and their family/carer (where appropriate).

AREAS	STRATEGIES
Parent/family-based engagement and intervention	• Create opportunities for parents/families to provide feedback on re-engagement plans and interventions. This can help to adjust goals and address any challenges early. Closer collaboration with parents/carers can foster strong family-school connection. • Provide parents with information about support and training opportunities, such as evidenced-based parenting programs and services that provide family work. • Work with the parent/carer to build their capacity and confidence to support the young person's school attendance. Schools can engage parents to be active in monitoring progress and providing feedback on school attendance and interventions. • Provide information on family/carer support, such as family peer workers. This may also include specialist supports for parents/carers from marginalised communities, those living with disabilities, mental ill-health, young or socially isolated parents/carers.

TIER THREE: INTENSIVE INTERVENTION FOR STUDENTS WITH SEVERE SCHOOL ATTENDANCE CHALLENGES

Intensive interventions are necessary when a young person is experiencing severe, complex and/or chronic challenges with their school attendance. These interventions must be innovative and creative to improve academic achievement, parental involvement, and address any comorbidities.(22) These interventions should include a collaborative approach that includes school-based mental health professionals, teachers, and school administration staff who monitor attendance, discipline and academic data. Engaging with mental health and family services may also be necessary. Strategies for schools are outlined in Table eight below.(22)

Table eight. Tier three interventions for school attendance challenges

AREAS	STRATEGIES
Intensive psychological interventions for young people	Engagement with mental health services, for: • assessment and evidence-based treatment of co-occurring mental ill-health such as depression and anxiety; • case management that includes outreach; and • tailored clinical interventions based on the function of school attendance challenges (such as distress and anxiety-based experiences or truancy). Refer to the Clinical Practice Point: **Supporting young people experiencing school refusal**.
Parent/carer support	Where necessary, support family to access more intensive family work to: • support parents/carers to improve their young person's social and anxiety management skills to return to school; • address family dynamics; • mobilise a family's social support networks; • problem-solving logistical challenges (for example transportation); and • family-based communication training.
Care co-ordination	Gathering all involved in the young person's care (for example parent/carer, school staff, wellbeing team/mental health practitioner in school and leadership team representative, mental health and community agency, caseworkers, physicians, etc.) in one place to coordinate care. The coordination of care is a shared responsibility of all services involved, however may need the initial establishment coordinated by the school (wellbeing team member, school nurse or mental health clinician) and then handed over to the lead agency. Establish how communication will be shared amongst care team in a timely way.

AREAS	STRATEGIES
Learning support and alternative education and programs	Tailor supports to the young person's academic, health, social and resource needs.
	Develop individual education plans. For example, part-time attendance, modified timetable, increased supervision and support, attendance journalling, and increased frequency in communication with families and strategies for parent/carers to support the young person.
	Ongoing monitoring and adjust of learning plan with consideration of graduated re-integration. Acknowledge and discuss differences in expectations about attendance. Work collaboratively to develop achievable shared goals.
	Explore different options for maintaining engagement and participation in education, including: • identifying school curriculum that is tailored to the strengths and interests of the young person. This may include hybrid learning, for example home/school/vocational or skills-based training; • alternative pathway options that include, but are not limited to, vocational pathways and work experience; • changing schools; and • alternative education settings that offer flexible learning arrangements with modified timetables and pace, individualised curriculum, and intensive psychosocial support.

CONCLUSION

Schools offer young people opportunities to connect, build relationships and learn. However, many young people experience school attendance challenges. These can have negative impacts on the young person in both the short and long term. Understanding the factors that contribute to the onset and maintenance of school attendance challenges, as well as protective factors can inform how schools respond. A multi-tiered system of support can guide schools to create a whole of school approach to school attendance challenges which is integrated and responsive to the needs of young people and families in its school community.

RELATED RESOURCES

Anxiety

Perfectionism

Brief interventions (BIT) toolkit

Cognition

COVID-19

Cultural diversity and mental wellbeing

Depression

Neurodevelopmental disorders

Schools

Trauma

FURTHER INFORMATION

In My Blood It Runs: a film developed as part of a campaign to make schools in Australia more culturally safe for Aboriginal and Torres Strait Islander young people.

Beyond Blue: anxiety, depression, and suicide prevention support.

eheadspace: online and phone support.

Kids Helpline.

Raising Children Network.

Travancore School.

Be You: School refusal (Beyond Blue).

Child Family Community Australia Publications: CFCA Paper | Child Family Community Australia (aifs.gov.au)

SafeSchools.

REFERENCES

1. Student attendance level by school sector and state/territory for Years 7-10 students. In: A R, editor.: Australian Curriculum A; 2022.

2. Report on Government Services 2022. Canberra: Australian Government; 2022.

3. Hancock K, Shepherd C, Lawrence D, Zubrick S. Student attendance and educational outcomes: Every day counts: Department of Education Employment and Workplace Relations; 2013.

4. Bitsika V, Sharpley C, Heyne D. Risk for school refusal among autistic boys bullied at school: Investigating associations with social phobia and separation anxiety. Intl J Disabil Dev Educ. 2022;69(1):190-203.

5. Christogiorgos S, Giannakopoulos G. School refusal and the parent-child relationship: a psychodynamic perspective. J Infant Child Adolesc Psychother . 2014;13(3):182-92.

6. Gonzálvez C, Díaz-Herrero Á, Sanmartín R, Vicent M, Pérez-Sánchez AM, García-Fernández JM. Identifying risk profiles of school refusal behavior: differences in social anxiety and family functioning among Spanish adolescents. Int. J. Environ. Res. Public Health. 2019;16(19):3731.

7. Gottfried MA. Chronic absenteeism and its effects on students' academic and socioemotional outcomes. Int. J. Environ. Health Res (JESPAR). 2014;19(2):53-75.

8. McShane G, Walter G, Rey JM. Functional outcome of adolescents with 'school refusal'. J Child Psychol Psychiatry. 2004;9(1):53-60.

9. Havik T, Ingul JM, editors. How to understand school refusal. Front. Educ. 2021: Frontiers Media SA.

10. Glanville JL, Wildhagen T. The measurement of school engagement: assessing dimensionality and measurement invariance across race and ethnicity. Educ. Psychol. Meas. 2007;67(6):1019-41.

11. Callwood E, Goodman G. Emotionally based school non-attendance (EBSN): Pilot evaluation. Cheshire West and Chester Education Specialist Services Psychology. Retrived …; 2018.

12. Martin R, Benoit JP, Moro MR, Benoit L. School refusal or truancy? a qualitative study of misconceptions among school personnel about absenteeism of children from immigrant families. Front. Psychiatry. 2020:202.

13. Corcoran S, Kelly C. A meta-ethnographic understanding of children and young people's experiences of extended school non-attendance. J Educ Res. 2023;23(1):24-37.

14. Goodenow C, Grady KE. The relationship of school belonging and friends' values to academic motivation among urban adolescent students. J. Exp. Educ1993;62(1):60-71.

15. Munkhaugen EK, Gjevik E, Pripp AH, Sponheim E, Diseth TH. School refusal behaviour: are children and adolescents with autism spectrum disorder at a higher risk? Res Autism Spectr Disorders. 2017;41:31-8.

16. Filippello P, Buzzai C, Costa S, Orecchio S, Sorrenti L. Teaching style and academic achievement: the mediating role of learned helplessness and mastery orientation. Sch Psychol. 2020;57(1):5-16.

17. Totsika V, Hastings RP, Dutton Y, Worsley A, Melvin G, Gray K, et al. Types and correlates of school non-attendance in students with autism spectrum disorders. Autism. 2020;24(7):1639-49.

18. Ruddock P. Disability standards for education 2005. Commonwealth of Australia Federal Register of Legislative Instruments F2005L007672006. 2005.

19. Kearney CA, Gonzálvez C, Graczyk PA, Fornander MJ. Reconciling contemporary approaches to school attendance and school absenteeism: toward promotion and nimble response, global policy review and implementation, and future adaptability (Part 1). Front. Psychol. 2019;10:2222.

20. Boylan RL, Renzulli L. Routes and reasons out, paths back: The influence of push and pull reasons for leaving school on students' school reengagement. Youth Soc. 2017;49(1):46-71.

21. Kearney CA. Helping families of youth with school attendance problems: a practical guide for mental health and school-based professionals: Oxford University Press; 2019.

22. Kearney CA, Graczyk P, editors. A response to intervention model to promote school attendance and decrease school absenteeism. Child & Youth Care Forum; 2014: Springer.

23. Gottfried MA. Chronic absenteeism in the classroom context: Effects on achievement. Urban Educ . 2019;54(1):3-34.

24. Klein M, Sosu EM, Dare S. School absenteeism and academic achievement: does the reason for absence matter? AERA Open. 2022;8:23328584211071115.

25. Liu J, Lee M, Gershenson S. The short-and long-run impacts of secondary school absences. J Public Econ. 2021;199:104441.

26. Gubbels J, van der Put CE, Assink M. Risk factors for school absenteeism and dropout: a meta-analytic review. J. Youth Stud. 2019;48:1637-67.

27. Rocque M, Jennings WG, Piquero AR, Ozkan T, Farrington DP. The importance of school attendance: findings from the Cambridge study in delinquent development on the life-course effects of truancy. Crime Delinq. 2017;63(5):592-612.

AUTHOR/S

Desiree Smith, Clinical Educator, Orygen

Sophie Ratcliff, Clinical Educator, Orygen

Alesha Prasad, Research Assistant, Orygen

Laksha Alahakoon, Research Assistant, Orygen

Zoe Nikakis, Project Officer, Orygen

ACKNOWLEDGEMENTS

REVOLUTION IN MIND orygen

GET IN TOUCH