



Bexley Public School

Quality Learning in a Caring Environment

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2027 Enrolments are still open

Enrolments for 2027 are still open! We are currently doing our planning for 2027, so don't wait—enrol now to secure your spot. If you have any questions or need assistance with the enrolment process, please contact our office. We look forward to welcoming new students and families to our school community!

[Click Here to Enrol Online](#) or call the school office on 9567 3501

New School Band Program starting term 4

This week the form has gone out to students in years 2-5 for the school band expression of interests. On the note is detailed the information on how to get involved, cost per student, and student commitment. This is an exciting opportunity for our students and is one of many opportunities we offer for our students to explore their talents and interests. **You can print out the Expression of Interest form and fill it out or grab a paper form from the office.** The new school band will start in Term 4

Building of the playground to commence

I am very pleased to announce that this week the contract has been signed with Urban Landscapes to build our new playground. Preliminary work will begin next week, with safety fences installed around the work area. The playground will be positioned beside the basketball court, behind the flagpoles and old school bell.



The Department of Education's Intensive Attendance Support program

Intensive Attendance Support (IAS) is the Department's attendance intervention program that provides intensive casework support to students with complex barriers to attendance who are most at risk of educational neglect due to habitual absence.

This support works by:

- Implementing regional Intensive Support Teams, and
- Building strong relationships with students and families to understand their challenges,
- Connecting students and families to the help they need, including external agencies such as NSW Health,
- Engaging the Department of Communities and Justice (DCJ), and helping students access learning opportunities and career pathways.

Our attendance data is collected every morning by the Department of Education, and we are then notified of students at risk. This new team will be contacting schools and families directly to offer a range of supports.

Please read the attached information for further details.

Mr McCardell

Principal

WHAT's ON

Week 9 Swim Scheme	• Monday 14th September Gymnastics K-2 • Monday 14th September Swim Scheme Starts for two weeks • Tuesday 15th September Stage 1 Excursion • Wednesday 16th September Network Public Speaking Finals • Friday 18th September PSSA Sport
Week 10 Swim Scheme	• Monday 21st September Swim Scheme continues for the week • Wednesday 23rd September K-6 Sports Fun Day • Friday 25th September PSSA Sport • Friday 25th September LAST DAY OF TERM

Intensive Attendance Support and what it means for your school

Intensive Attendance Support (IAS) is the department's attendance intervention program providing intensive casework support to students with complex barriers to attendance and are most at risk of educational neglect due to habitual absence.

This support works by:

- building strong relationships with students and families to understand their challenges and strengths
- connecting students and families to the help they need, including outside agencies such as NSW Health and Department of Communities and Justice (DCJ).
- helping students access learning opportunities and career pathways

This support looks at the whole picture, considering how the student, school, family, and community all affect school attendance, and provides support for all these areas.

When are students considered for support? How long does support go for?



Students may be considered for IAS support if they have been appraised by the Child Wellbeing Unit for Neglect Education (Habitual Absence) for the second time since the beginning of 2026.*



Allocation to Intensive Attendance Support is not automatic. The IAS team considers the student's attendance, risk factors, wellbeing needs, existing supports and overall complexity before determining the most appropriate support pathway.



Support pathways may include:

- Intensive Attendance Support
- Team Around a School support
- alternative attendance and wellbeing interventions



Intensive Attendance Support goes for 24 weeks and helps students get the right support when they need it. The support is flexible to fit the needs of students and their families.



Intensive Attendance Support has 4 phases:

- Triage and allocation
- Building relationships and understanding
- Intervention and support
- Review and reflection



After the 24 weeks of support, there is a clear way to either start the legal processor or give the student ongoing help and monitoring through Team Around a School.

*From 2027, support will be considered for students with two or more appraisals in a rolling 12-month period. This means that if a student was appraised for the first time in March 2026 and reappraised in February 2027, a notification to the IAS team will be triggered.

School information sheet: Intensive Attendance Support

Who works in the Intensive Attendance Support team?



The Intensive Attendance Support team sits within each of the 28 Team Around a School teams across NSW.

The Support and Interagency Coordinator supervise the Intensive Attendance Support team, including the Attendance Liaison, Specialist Attendance Liaison and Aboriginal Attendance Officer roles.

These roles work in partnership to engage with students and families, as well as relevant agencies, to remove barriers and wrap the right supports around students.

How are schools notified if a student will receive IAS?



The IAS team will be notified of new appraisals made by the Child Wellbeing Unit on a Monday. Schools can expect to be notified by email of the outcome of the allocation on the following Monday.

An email will be sent to the school advising them that the allocation process has been completed and that the student has been allocated to Intensive Attendance Support; or Team Around a School. The relevant team will then contact the school.

The Principal will need to:

- confirm who the students initial Check and Connect partner will be
- co-sign a letter with the S&IC to the parent / carer advising that Intensive Attendance Support will be provided to support the student.

Does the school need to advise the family that they may receive this support if attendance doesn't improve?



No. Intensive Attendance Support is a system response where a student has been appraised at risk of Neglect Education (Habitual Absence). IAS is not a support that schools apply for.

Schools should make a substantial effort to improve attendance and address barriers impacting engagement, including meeting with the student and/or parents and carers. To request a meeting with families, principals may use the department's [Letter template - Principal to parent: request a meeting attendance concerns](#).

What will support for schools look like?



IAS teams work alongside school staff to support the planning and implementation of school-based strategies to address attendance concerns. They work together to make sure everyone knows what support is in place and what is being done.

Together the IAS team and schools will:

- Build an understanding of the student and their needs
- Collaborate with the school to develop shared plans and goals
- Strengthen and monitor attendance planning and support.

Clear communication is very important. The IAS team and schools should agree on the best ways to have regular meetings and updates to work well together.



School information sheet: Intensive Attendance Support

What will support for students and families look like?



Interactions may occur in different settings inside or outside the school gates, depending on the needs of the student and their family. It is important to recognise that barriers may exist to meeting students and their families at school, especially if the relationship with the school has broken down.

The primary goal of the program is to increase a student's connection to the school, so interactions within school settings are always prioritised as much as possible to start rebuilding relationships. Students and families are at the centre of this support. Their voice, wellbeing and engagement guide partnerships and action.

Students and families may be connected with a range of supports and services, including:

- Family support services
- Education and training providers
- Police
- Legal Services
- Youth Justice
- Housing Services



- Aboriginal Community Supports
- Department of Communities and justice
- Health Services
- Mental Health Services
- Child Wellbeing Unit

What are the expectations for students and families in this process?

The aim of IAS is to work together with the student, family and school so students feels supported and engaged at school.

Students and families are expected to:

- Participate in early conversations
- Share insights into needs, routines, supports and family history and engage in conversation about agency involvement when appropriate
- Confirm Check and Connect partner
- Actively shape goals and actions to achieve goals in plan
- Agree to and support home-based strategies
- Confirm communication expectations
- Participate actively
- Engage with referrals and follow-ups
- Meet with IAS team and Check and Connect partner to review progress and identify next steps
- Collaborate during transition and escalation discussions

What happens if families don't engage in the IAS process?



Sometimes, despite best efforts, families may choose not to engage. In such cases, escalation is necessary to support the student's wellbeing and education.

Escalation will be considered if:

- Parents do not engage with the IAS team after 30 school days
- The student's attendance remains poor
- There is no meaningful engagement with the Attendance Pathways Plan after 20 school days



School information sheet: Intensive Attendance Support

How will we know if this support has been effective?



Some indicators that the support has been effective include:

- Progress across the four IAS outcome areas: Engaged, Supported, Connected and Confident
- Attendance rates and patterns have improved and are being sustained
- Supports have been established
- Risk factors have reduced

Next steps: The IAS team will work with the student, family and Check and Connect partner to develop a school-based Attendance Improvement Plan.

What happens if this support is not effective?



Some indicators that the support has not been effective include:

- Limited progress across the four IAS outcome areas: Engaged, Supported, Connected and Confident
- Significant barriers remain
- Attendance concerns continue
- Ongoing high level of support required

Next steps: The IAS team will work with Legal Services to initiate the legal process if this is an appropriate next step. See Frequently Asked Questions on page 7.

The Team Around a School will continue to monitor the student's attendance and support the school to meet requirements under the School attendance and Child Protection policies and procedures.

What does monitoring look like after 24-weeks of support finishes?



The IAS team will continue to work with the Check and Connect partner to monitor the students' attendance on a fortnightly basis for 10 weeks.

What happens if a student's attendance declines again?



Schools need to make sure they are continuing to meet the requirements for monitoring attendance under the School attendance policy and procedures.

If a student's attendance begins to decline again after 10 weeks of monitoring, schools should make a further report to the Child Wellbeing Unit, in line with the Child Protection policy and procedures.