



Attendance Management Plan and supporting STAR procedures-

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030. Our school currently has 54% regular attendance and a target of lifting regular attendance to 80% by the end of 2030.

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website.

Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures/supporting documentation

Attendance Management Procedure - Stepped Attendance Response



Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

Insert here any relevant legislation this plan supports

Education and Training Act 2020

Education Attendance rules

Education Attendance Management Plan regulations (yet to be passed)

Reviewed:

Next review:



Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff and external agency, where necessary to improve our levels of student attendance.

Parent/Whanau responsibilities:

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.

School responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child.

School Procedures



- The principal will appoint staff and delegate duties, to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.
- Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.
- Classroom teachers are responsible for recording student attendance to their class each half day basis.
- Parents will receive student attendance data via termly updates.
- Outside agencies will be used as appropriate to support attendance.
- Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.
- Patterns of attendance and specific interventions being used will be evaluated by the Attendance Officer and SLT termly to review outcomes and effectiveness of these interventions.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in e-tap.

School Stepped Attendance Response Activities

Attached is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible.

Attendance Administrator and SLT will:

Students with less than 5 days absence

- Identify all student absences
- Communicate these to parents

Students with less than 10 days absence (5-9 days)

- After 5 days send email to parents
- Phone parents if this is not the first time not meeting the threshold
- Consider activities to cater for missed lessons
- Consider Play Therapist or SWiS for support

Students with less than 15 days absence

- Email, phone contact as required for escalation
- Arrange a whānau hui
- Create a support plan with responsibilities for all involved
- Consider Play Therapist or SWiS for support



Students with greater than 15 days absence

- Further escalating email
- Arrange whānau hui
- Refer Attendance Service and / or MOE and /or other agencies
- Continue with support plan. Adjust as needed. Hold everyone accountable for their part in the plan

SMT meets Monday at 8am. Any attendance data related questions please contact Denise Hall - Attendance administrator. For all other Attendance queries please contact Donal McLean



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term		Up to 10 days absence in a school term		Up to 15 days absence in a school term		15 days or more of absence in a school term	
	Parents/Guardians		Parents/Guardians		Parents/Guardians		Parents/Guardians
	<ul style="list-style-type: none"> Ensure student attends every day they are able Reinforce good attendance habits Support other parents to reinforce good attendance habits Open communication with school Follow school attendance management plan and associated policies and processes 		<ul style="list-style-type: none"> Return student to regular attendance Contact school to discuss reasons for absence and impact on learning Support student to catch up on missed learning Engage in supports offered 		<ul style="list-style-type: none"> Return student to regular attendance Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan Implement any strategies discussed, at home 		<ul style="list-style-type: none"> Return student to regular attendance Engage in support plan Participate in regular meetings
	School		School		School		School
	<ul style="list-style-type: none"> Communicate with parents about every absence Maintain contact details of parents Provide students with regular updates on their own attendance Report regularly to parents on attendance of their child <p>Support student:</p> <ul style="list-style-type: none"> attending school to continue learning if unable to attend school every day, including using Ministry approved transitional plans or health schools where appropriate to access other education pathways where appropriate 		<ul style="list-style-type: none"> Contact parents to discuss reasons for absence and impact on learning Support student to catch up missed learning where required Use in-school resources as appropriate to remove barriers eg: Play Therapist, SWIS, alternative, timetables, trauma informed practice 		<ul style="list-style-type: none"> Contact parents to escalate concerns Hold meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a support plan tailored to the reasons and circumstances around the child's absence Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed 		<ul style="list-style-type: none"> Contact parents to inform of escalated response Request support from Attendance Service or other agencies as needed Participate in multi-agency response Maintain implementation and monitoring of support plan Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up Unenrol if student will not be returning to school
Ministry of Education							
Attendance Service							
<ul style="list-style-type: none"> Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes: <ul style="list-style-type: none"> agreeing changes to be made, addressing some unmet basic needs impacting on attendance, and referring students to other services as necessary Collaborate with schools so that <ul style="list-style-type: none"> they remain engaged as plans are developed and implemented, and they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn 							
Regional and National teams							
<ul style="list-style-type: none"> Facilitate involvement of other agencies Support schools to access other education pathways for a student where appropriate Consider system-wide initiatives for high-risk attendance Reprioritise regional support resources to where most needed/effective Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools 							