

## Strategic priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki can consistently build on their learning.

Our government has set a national target for **80% of students** to be attending school at least **90% of the time**. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

## Board responsibilities

As required by the Education and Training Act 2020 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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 to:

- ensure that a stepped attendance response aligned with the thresholds to support student attendance is developed and implemented
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whānau 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.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives, including information provided by the Every Day Matters Report

## Procedures/supporting documentation

**Attendance Management Procedure - Stepped Attendance Response (STAR)- see attached**

## Monitoring

The principal will maintain reporting of daily attendance data, with the support of SLT and office administrator.

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

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education \(School Attendance\) Regulations 2024](#)

## What would success look like?

Success would look like most of our students are attending regularly indicated by Good Attendance. The category where the most positive shift could be made is with the Worrying and Irregular Attendance – focusing support for these whānau and students to reduce Worrying attendance would have a positive impact on Good Attendance.

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

## School responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau. School will advise whānau when a student attendance moves into a concerning threshold and provide termly attendance data.

## Parent/Whanau responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- To support their Tamariki to arrive at school on time and attend every day.
- To notify the kura as soon as possible, and no later than 9am on the day, if their child is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible.
- Provide a medical certificate for a health absence of **3 days or more**.
- For non-medical absences of three days or more that are known about in advance, these must be **requested in writing to the Principal**.
- Work with kura to manage attendance or lateness concerns as outlined below.

## School Procedures

### Principal Responsibilities

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.

The Principal will follow guidelines from Ministry of Education when approving leave during term time, for e.g: a family wedding, or holiday.

### Senior Leadership (SLT) Responsibilities

The appointed school Attendance Lead, a member of SLT, will be responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns, as per the stepped response plan below. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Students will be identified by Ministry of Education thresholds, and an individualised attendance plan will be developed for individual students tailored to the reasons for absences, and relevant external agencies are engaged to reduce barriers and support an increase in student attendance.

Patterns of attendance and specific interventions being used will be evaluated by the SLT termly to review outcomes and effectiveness of these interventions

### Teacher Responsibilities

1. Roll to be taken by the teacher **BEFORE 9.10am**.
2. Any student who arrives **late** to school is to **report to the front office** to register that they are late.
3. Should a student arrive in class after the register has been taken, ask the student if they have **reported to the office**. If they haven't, please send them back or call the office to advise immediately.
4. A student who arrives after 9.30am will be recorded as absent, with a note alongside to explain.
5. Afternoon roll must be taken **BEFORE 1.35pm**.
6. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down. Any paper rolls must be on a current class list, be dated and signed, and kept by the Office.
7. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance to inform the Office. If a planned absence is longer than **three days** please advise them that they are required to **get approval from the principal**.

### **Office Responsibilities**

1. The Office Administrator will check the Hero notification, texts, emails and take phone calls of absences in the morning.
2. The Office Administrator checks all classes' attendance on HERO from **9.10am**.
3. Any children marked with a ? are then followed up by the Office Administrator:
  - a. Follow up with a call or text to whānau of all children who are marked with an ?
  - b. When replies are received, the Office Administrator updates the absence with the appropriate code.
  - c. If no reply is received, the child is marked as T=Truant.
4. The Office Administrator will check the afternoon roll from 1.40pm.
5. The Office Administrator codes all the absences based on codes from the Ministry of Education.
6. A student who arrives after 9.30am will be recorded as absent for the morning, with a note alongside to explain. Between the morning roll being called and 9.30 am the student will be marked as late (L).

DRAFT

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



# Grantlea Downs School: Stepped Attendance Response (STAR) Plan



## 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
<p><b>Parents/Guardians</b></p> <p>Ensure student attends every day they are able Notify by email if their child is late or absent An medical certificate greater than 3 days requires a medical certificate Request non medical leave in advance by writing to the principal. Follow school attendance management plan Reinforce GOOD ATTENDANCE habits</p>	<p><b>Parents/Guardians</b></p> <p>Return child to regular attendance Contact School to discuss reasons for WORRYING ATTENDANCE Engage in supports offered Support your child to catch up on missed learning.</p>	<p><b>Parents/Guardians</b></p> <p>Return student to regular attendance Participate in a hui with school to analyse and understand the reasons for the CONCERNING ATTENDANCE and collaborate on development of an Attendance Plan Engage with external agencies as required Implement strategies at home to support regular attendance.</p>	<p><b>Parents/Guardians</b></p> <p>Return student to regular attendance Engage in support plan Participate in regular meetings Engage with Attendance Services and other external agencies as outlined in plan.</p>
<p><b>School</b></p> <p>Grantlea Downs aims for students to attend 90% of the time. Student attendance is recorded on Hero and all absences are accounted for. Communicate with parents about every absence Maintain contact details of parents The school will provide twice termly attendance updates to whanau for students to reinforce GOOD ATTENDANCE.</p>	<p><b>School</b></p> <p>Contact parents to discuss reasons for absence and impact on learning. School to understand reasons for absences and offer support Through Hero, an e-mail informing whanau will be sent, advising them of a their student's WORRYING ATTENDANCE and offer support to resolve any barriers to attendance.</p>	<p><b>School</b></p> <p>Contact parents to understand and discuss reasons for absence Through Hero, an e-mail informing whanau will be sent, advising them of a their child's CONCERNING ATTENDANCE and booking in for a hui to collaboratively develop an Attendance Plan. School may refer/engage relevant engage external agencies as required.</p>	<p><b>School</b></p> <p>Principal who will send a formal warning notice to whanau to advise VERY CONCERNING ATTENDANCE and advising of consequences for ongoing nonattendance. Referral actioned for support from Attendance Services. 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 or absent for 21 consecutive days.</p>
<p><b>Ministry of Education</b></p> <p><b>Attendance Service</b></p> <ul style="list-style-type: none"> <li>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"> <li>agreeing changes to be made,</li> <li>addressing some unmet basic needs impacting on attendance, and</li> <li>referring students to other services as necessary</li> </ul> </li> <li>Collaborate with schools so that             <ul style="list-style-type: none"> <li>they remain engaged as plans are developed and implemented, and</li> <li>they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn</li> </ul> </li> </ul> <p><b>Regional and National teams</b></p> <ul style="list-style-type: none"> <li>Facilitate involvement of other agencies</li> <li>Support schools to access other education pathways for a student where appropriate</li> <li>Consider system-wide initiatives for high-risk attendance</li> <li>Report/ratise regional support resources to where most needed/effective</li> <li>Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>			

**Insert Picture here**



<p><b>My name is:</b></p> <p><b>Date of Plan:</b></p> <p><b>Date of Review:</b></p>	<p><b>Current Attendance</b></p> <p>Worrying/Concerning/Very Concerning</p>	<p><b>Goal Attendance</b></p>
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<p><b><u>My Voice</u></b></p> <ul style="list-style-type: none"> <li>• Things at school that make it harder for me to attend?</li> <li>• Things outside of school that make it harder for me to attend?</li> <li>• Things that would make it easier for me to attend?</li> <li>• Attending school is important because?</li> <li>• Who can I talk to at school if I need support?</li> </ul>	<p><b><u>My Whānau Voice:</u></b></p> <ul style="list-style-type: none"> <li>• What are the barriers to student attending?</li> <li>• What support is needed to help ensure regular attendance moving forward?</li> </ul>
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<p>What I will do to help my attendance:</p>	<p>When will I do this:</p>	<p>Signed</p>	<p>How did I go? (to do at review)</p>
<p>What my family will do to help my attendance:</p>			
<p>What my school team will do to help my attendance:</p>			

<p><b>Review Date:</b></p>	<p><b>My attendance:</b></p>	<p><b>Did I meet my goal?</b></p>	<p><b>Reflection</b></p>	<p><b>Next steps</b></p>
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