

# Green Island School Attendance Plan



Green Island School

— TE KURA OKAIHAE —

## Purpose

At Green Island School, we believe every child has the right to access a quality education and reach their full potential. This Attendance Plan is designed to ensure all our tamariki attend school regularly. Our goal aligns with the government's national target: **80% of students attending more than 90% of the time**. This plan outlines both proactive and responsive strategies to improve and sustain student attendance, fostering a culture where every school day counts.

## 1. Clear Expectations for Attendance

**Attendance expectations** at Green Island School are clear: tamariki are expected to attend school every day they are able. These expectations will be communicated regularly and effectively:

- **At enrolment:** New families will receive a copy of this attendance plan and have expectations explained.
- **At the beginning of each year and each term:** Reminders will be sent home and discussed in class.
- **Via newsletters and our school website:** Regular updates will reinforce the importance of attendance.
- **Through individual conversations** when necessary: Direct communication will address specific concerns.

## 2. Roles and Responsibilities

Everyone plays a vital role in ensuring excellent attendance at Green Island School.

### Parents/Guardians

- Ensure tamariki attend school daily unless they are genuinely sick or have a pre-arranged, excused absence.
- Reinforce positive attendance habits at home.
- Maintain open communication with the school regarding any absence, providing reasons promptly.
- Actively engage in school attendance processes and support plans when attendance issues arise.

### Green Island School

- Communicate clearly and regularly about attendance expectations and processes.

- Monitor and record attendance daily, marking all absences accurately.
- Notify parents of all unexplained absences promptly (via text, phone call, or email) on the day of the absence.
- Provide attendance updates to parents regularly, for example, through reports or specific communications.
- Proactively support tamariki to overcome barriers to attendance (e.g., uniform, food, access to counselling or other support services).
- Report attendance patterns and progress to the Board of Trustees regularly.
- Utilise the **Stepped Attendance Response (STAR)** framework, detailed below, for all attendance concerns.

### Ministry of Education

- Monitor attendance data and school compliance with attendance policies.
- Support schools with tools, data analysis, and access to attendance services.
- Facilitate multi-agency responses for chronic attendance issues.
- Provide direct support for complex cases, including legal action if necessary, as a last resort.

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## 3. Stepped Attendance Response (STAR)

Our **Stepped Attendance Response (STAR)** framework provides a tiered approach to address attendance concerns, ensuring timely and appropriate support for tamariki and their whānau. Absences are calculated per term for this framework.

### Step 1: Good Attendance (Less than 5 days absence per term)

- **Action:** Monitor attendance as part of normal school practice.
- **Support:** Celebrate and acknowledge good attendance through certificates, class rewards, and positive recognition.
- **Communication:** Regularly communicate with whānau about the ongoing importance of regular attendance.

### Step 2: Worrying Attendance (Up to 10 days absence per term)

- **Action:** Initial contact with parents (phone call or email) to discuss reasons for absence and offer support.
- **Support:** Support students to catch up on missed work; offer in-school resources to help address identified barriers (e.g., discussions with the SENCO, access to pastoral care, support with uniform or food where possible).
- **Communication:** Formal notification if concerning patterns emerge. Record all interventions and monitor attendance closely.

### Step 3: Concerning Attendance (Up to 15 days absence per term)

- **Action:** Escalated formal notification to parents (letter). Arrange a face-to-face meeting with parents/guardians and relevant school staff (e.g., Principal, Team Leader) to discuss the reasons for absences in depth.
- **Support:** Collaboratively develop a **tailored attendance improvement plan** specific to the student and whānau situation.
- **Collaboration:** Engage external agencies as appropriate (e.g., Ministry of Education Attendance Service, Public Health Nurse, RTLB, Oranga Tamariki if welfare concerns exist).
- **Monitoring:** Review and monitor progress regularly through fortnightly check-ins with the family.

#### Step 4: Serious Concern (15+ days absence per term)

- **Action:** Formal warning letter issued, requesting an urgent parent meeting.
- **Collaboration:** Initiate a **multi-agency response**, involving key external support services (e.g., Attendance Service, social workers).
- **Plan:** Implement and closely monitor an **Intensive Attendance Plan**, with clear goals and agreed-upon actions.
- **Escalation:** Consider Ministry-led support or, as a very last resort, legal action if all interventions are unsuccessful and support from the whānau is refused.
- **Enrolment:** Unenrolment will only be considered if all other options have been exhausted and strictly following Ministry of Education guidelines.

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## 4. Day-to-Day Operations to Support Attendance

Green Island School integrates attendance support into its daily operations:

- **Weekly Review:** Attendance records are reviewed weekly in leadership meetings to identify emerging patterns and at-risk students.
- **Termly Trends:** Attendance trends are shared with all staff termly to inform teaching practices and identify opportunities for support.
- **Annual Survey:** We will annually survey students and whānau to identify perceptions of school engagement, barriers to attendance, and areas for improvement.
- **Welcoming Environment:** We maintain a welcoming, safe, and inclusive school environment where all tamariki feel a sense of belonging.
- **Minimising Disruptions:** We actively minimise disruptions to learning (e.g., avoiding unnecessary class interruptions, planning non-academic events outside of core learning times where possible).

## 5. Community and Agency Collaboration

Green Island School values strong partnerships to support attendance:

- We work collaboratively with the **Ministry of Education Attendance Service**, Public Health, Oranga Tamariki, RTLB, and other agencies as needed to provide comprehensive support.
- We participate in local attendance hui with other Dunedin schools and the Ministry of Education to share best practices and insights.
- We actively share strategies and resources with whānau and community partners to promote a shared understanding of attendance importance.

## 6. Communication and Reporting

Transparent and regular communication is key:

- **Board Reporting:** Attendance expectations and data will be reported to the Board of Trustees each term.
- **Community Updates:** Regular updates on attendance expectations and successes will be included in school newsletters and via our school website to inform the wider community.
- **Individual Reports:** Individual attendance reports for each student are shared with parents at least twice yearly (e.g., with mid-year and end-of-year reports) or more frequently for at-risk students.

## 7. Review and Improvement

Our Attendance Plan is a living document, subject to continuous improvement:

- An **annual review** of this attendance plan and associated data trends will be conducted.
- Feedback from staff, whānau, and students will be gathered to refine and improve our practices.
- This plan will be aligned with our SchoolDocs Attendance Policy and updated as required to reflect current best practices and Ministry guidelines.

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### Key Targets:

- **80% of students attending over 90% of the time.**
- **Reduction in students at "concerning" and "serious concern" levels.**
- **Increased whānau engagement and partnership in attendance solutions.**