

Attendance Management Plan

Overarching attendance objectives and strategic priorities

Te Rito Harakeke - Marshland School prioritises regular student attendance as it is fundamentally linked to student wellbeing, learning engagement, progress and achievement. Consistent attendance ensures students can fully engage with learning opportunities and interact with staff and classmates, all of which are crucial for maintaining learning progress and overall development. This commitment aligns with government priorities regarding compulsory school attendance.

Attendance policy

Our school meets the obligations of attendance under the Education and Training Act 2020. This includes:

- Compulsory Enrolment and Regular Attendance Requirements: All enrolled students are required to attend school regularly.
- Board Responsibilities: The Board is responsible for taking all reasonable steps to ensure student attendance.
- Parent/Guardian Obligations: Parents and guardians are obligated to ensure their children attend school.

This is supported by:

- Annual attendance targets and interventions are evidenced in our school's [strategic and annual implementation plan](#).
- Clear School Attendance Policies, which can be viewed on [School Docs](#) using the username **Mashland** and password **Marshland**.
- Regular communication of expectations to parents and whānau through newsletter articles and via the school website, including an explanation of attendance categories "[School Attendance for Student Success - Everyday Matters](#)."

A Summary of expectations in relation to student absence

- **Parents/Whānau**
 - Notify the school promptly of any student absence, providing a reason.
 - Ensure children attend school regularly and on time.
 - Communicate with the school regarding any challenges affecting attendance.
- **Students**
 - Attend school regularly and on time.
 - Understand the importance of consistent attendance for their learning and development.
- **Staff**
 - Monitor student attendance diligently.
 - Follow school procedures for reporting and addressing absences.
 - Communicate with parents/whānau regarding attendance concerns.
 - Provide support and interventions as outlined in the Attendance Management Plan.

Attendance management procedures

We set and reinforce attendance expectations with parents, whānau and students through regular communication.

Process for Recording Attendance (Timing and Storage)

Classroom teachers and school leaders monitor student attendance. We keep an attendance register with anecdotal notes. Interventions and actions in pastoral care are recorded on HERO (our Student Management System), including any communication with parents and whānau through meetings or correspondence related to attendance issues, and these are dated. HERO provides a tool to support the identification of attendance concerns and students arriving late to school.

Steps for Following Up on Unexplained Absences

Parents/whānau are expected to promptly notify the school of any student absence and provide a reason. If an absence is unexplained, or if it falls under an unjustified reason (e.g., unknown reason or truancy, an explained but unjustified reason that doesn't fit within our school policy, or a holiday during term time), we follow up through our monitoring practices, which include communication with parents and whānau.

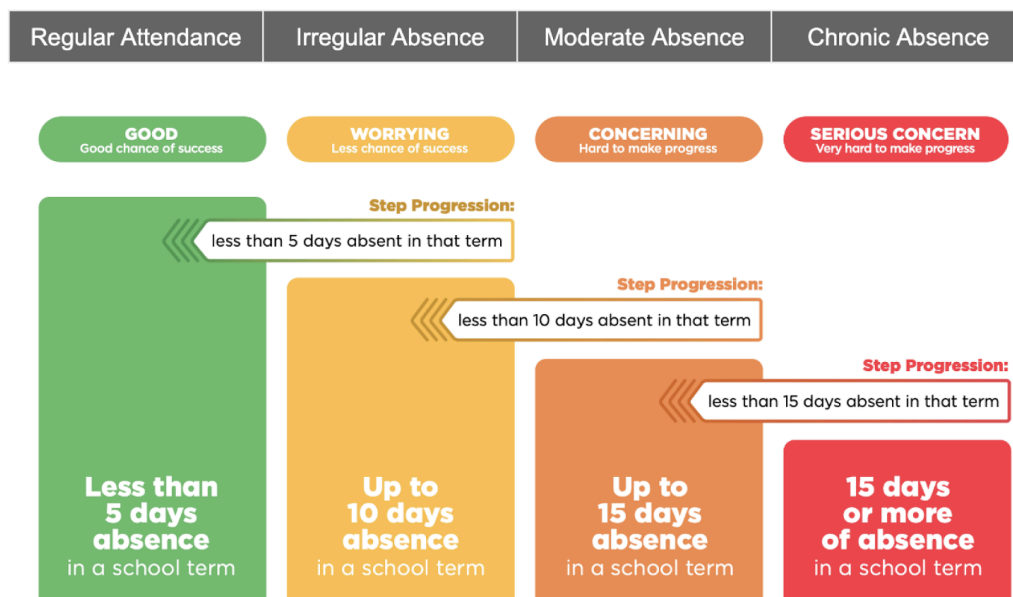
Monitoring practices

We remain persistent and focused on identifying students who reflect Irregular, Moderate, and Chronic Absence. This involves:

Identifying Barriers and Patterns of Concern: We identify the reasons for lack of attendance or lateness (e.g., justified or unjustified truancy, sustained and inconsistent medical or holiday leave). This is discussed and monitored through weekly Team Leader meetings with Senior Management.

Thresholds for Concerning Absence: We use the following attendance categories and thresholds, aligned with the Stepped Attendance Response (STAR) Plan, to identify concerning absence or patterns of absence that require a response:

- **Regular attendance / Good:** Over 90% (missing fewer than 5 days across a term).
- **Irregular absence:** 80% and up to 90% (absent between 5 and 9 days across a term).
- **Moderate absence:** More than 70% and up to 80% (absent between 10 and 14 days across a term).
- **Chronic absence:** 70% attendance or less (absent more than 15 days across a term).



Escalation Pathways

The following processes are used if students reflect Irregular, Moderate, or Chronic Absence:

- **Phase 1 - Irregular Attendance (80% to 90%):** Explained and justified sickness with no historic pattern or trend.
- **Phase 2 - Irregular Attendance (80% to 90%):** Notification sent if a student demonstrates irregular attendance. Parents and whānau will be contacted by the classroom teacher and/or Team Leader to support attendance. Records of notification and contact are updated on HERO.
- **Phase 3 - Moderate Absence (70% to 80%):** Notification sent if a student demonstrates moderate absence. A meeting is sought to discuss attendance and any relevant actions to increase attendance with the Team Leader (or Senior Management if there is a historic pattern. Senior Management refers to the DPs or Principal), depending on the context. Strategies or actions identified through engagement with parents and whānau are documented using the school's Collaborative Action Plan or Attendance Plan documentation, and records are updated on HERO.
- **Phase 4 - Chronic Absence (70% or less):** A notification is sent, and a meeting is sought with Senior Leadership / Senior Management (e.g. DPs and Principal) if a student demonstrates chronic absence. Referrals are made to seek external agency support, and records are updated on the HERO system. Strategies or actions identified through engagement with parents and whānau are documented using the school's Collaborative Action Plan or Attendance Plan documentation, and records are updated on HERO.

School Management (e.g. DPs and Principal) use established templates to support formal attendance notifications to parents and whānau if students demonstrate Irregular, Moderate or Chronic Absence, as well as repetitive patterns of being late to school. Additional communication and meetings may also occur. If this takes place, documentation and records are updated on HERO and on a student's Collaborative Action Plan or Attendance Plans, if relevant.

Involvement of other agencies

- For students who require additional support due to complex or neurodivergent needs, we engage with external agencies such as RTLB, Ministry, Oranga Tamariki, NZ Police, Mana Ake, and Public Health Nurse. This collaboration is considered an intervention, and collective decisions are made in consultation with these agencies to determine whether to proceed with a referral to the Attendance Service.
- When a continued irregular attendance is due to medical reasons, support is offered by the Public Health Nurse or a potential Regional Health Schools referral, both require parental/whānau agreement. Records of communication, referrals and external agency engagement are updated on HERO.

Supporting students returning to school and transitioning between schools

We will work in partnership with whānau to support student attendance and return to school. This includes:

- **Addressing Loss of Learning** - We will try to minimise the impact of absence on learning progress, particularly if the lack of attendance is related to justified absences.
- **Reintegration into the School Environment** - We support students in reintegrating into the wider school environment and friendships, and in joining school-based activities.
- **Keeping Parents Informed** - We continue to keep parents informed about the progress the student is making to reintegrate back into school, acknowledging that there may be wider circumstances related to irregular absence.
- **Checking ENROL** - We check the Ministry ENROL records to see if there have been attendance issues at a student's previous school. This is recorded on student pastoral care records on HERO, and students are automatically added to the school attendance register for monitoring.

Monitoring and measuring progress

We are committed to continuously reviewing and adjusting our attendance procedures, policy, and plan to ensure their effectiveness. This involves:

- **Scheduled Reviews** - Our procedures, policy, and plan are reviewed annually as part of our strategic planning cycle.
- **Responsive Adjustments** - We also review and adjust our approach in response to significant changes in attendance patterns, new Ministry of Education guidelines, or feedback from staff, parents, or external agencies.

Monitoring practices

We diligently monitor our attendance management procedures and the effectiveness of our responses to absences through the following practices:

- **Procedure Adherence** - Classroom teachers and school leaders regularly monitor student attendance and maintain an attendance register with anecdotal notes. This ensures consistent application of our procedures for recording attendance and following up on unexplained absences.
- **Effectiveness of Responses** - Interventions and actions in pastoral care are recorded on HERO (our Student Management System), including all dated communication with parents and whānau regarding attendance issues. This allows us to track the effectiveness of our responses and identify areas for improvement. HERO also aids in identifying attendance concerns and instances of late arrival.

- **Intervention Planning and Review** - Strategies and actions developed in collaboration with parents and whānau are documented in the school's Collaborative Action Plan or Attendance Plan, with records updated on HERO. Established targets and review dates are also documented.
- **Identifying Barriers and Patterns of Concern** - We maintain a persistent focus on identifying students with Irregular, Moderate, and Chronic Absence. This involves pinpointing reasons for lack of attendance or lateness (e.g., justified or unjustified truancy, sustained medical leave, or holiday leave). These concerns are discussed and monitored during weekly Team Leader meetings.
- **Thresholds for Concerning Absence** - We utilise the attendance categories and thresholds, aligned with the Stepped Attendance Response (STAR) Plan, to identify concerning absence or patterns requiring a response
- **Escalation Pathways** - The school follows established escalation pathways when students demonstrate Irregular, Moderate, or Chronic Absence.
- **School Leadership Reporting to the Board** - We communicate the analysis of attendance data and progress towards our attendance targets in Board meetings, providing assurance regarding the effectiveness of our attendance management plan and procedures.