Attendance Management Plan: "Presence, Participation, Progress"

1. Our Philosophy

We recognize that attendance is a complex issue influenced by many factors. Our approach is **relational, not punitive**. We aim to work collaboratively with whānau to solve barriers to attendance. All discussions will be proactive, supportive, and solution-focused.

2. Roles & Responsibilities regarding Data

The Classroom/Kōhanga Teacher:

- **Marking the Roll:** Teachers are responsible for marking the roll twice daily.
- **The Code:** Teachers strictly use only two codes:
    - **P** (Present)
    - **?** (Absent/Unknown)
- *Note: Teachers do not enter medical or justification codes unless authorized.*

The Office / Administration:

- **Coding:** The office processes all **?** marks. They contact parents/caregivers to verify the reason for absence and apply the correct Ministry of Education code (e.g., M, J, E).
- **Late Arrivals:** Manage the sign-in process for students arriving after the bell.

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3. Prevention & Promotion (Proactive Measures)

These actions occur regardless of attendance percentages to build a culture of presence.

- **Termly Focus:** The **first newsletter** of every term will feature a dedicated section on Attendance, highlighting the correlation between regular attendance and social/academic progress.
- **Learning Conferences:** Attendance is a standing agenda item at **all four** learning conferences. Every teacher will discuss attendance with every parent, celebrating high attendance or gently highlighting sliding averages.
- **Cultural Continuity (The "Holiday" Sheet):**
    - We acknowledge that many of our whānau return to their country of origin during term time.
    - **Action:** Families planning overseas trips are provided with a **"Cultural Connection Sheet."** This includes suggested activities to do while away (e.g., visiting local landmarks, speaking the heritage language, interviewing elders) to maintain learning engagement and value their cultural identity during the absence.

4. Monitoring & Identification (The Data Cycle)

Tool: eTap (STAR Feature)

Frequency: Fortnightly

Forum: CRT (Classroom Release Time) Meetings

The Trigger Thresholds:

Hubs will review the STAR data every two weeks to identify children falling into the following categories:

1. **Yellow Zone:** Identified up to Week 6 of the term.
2. **Orange or Red Zone:** Identified at *any point* during the term.

5. Staged Response & Escalation Model

This model ensures that no child slips through the cracks and that the workload is shared between the Kōhanga teachers and Leadership (Liz).

Stage 1: The Relational Check-in (Teacher Level)

Trigger: Student hits Yellow (early term) or Orange/Red thresholds.

- **Action:** Kōhanga teacher initiates a **face-to-face** kōrero with the parent/caregiver.
- **Tone:** "We miss [Name] when they aren't here; how can we help?"
- **Limit:** The teacher will attempt this intervention **twice**.
  - *Check 1:* Initial conversation and plan.
  - *Check 2:* Follow-up to see if attendance has improved.
- **Outcome:** If no improvement after two conversations, move to Stage 2.

Stage 2: Leadership Support (Referral to The Principal)

Trigger: No improvement following two Stage 1 interventions.

- **Action:** Teacher formally refers the student to the Principal.
- **The Meeting:** The Principal arranges a formal meeting with the whānau. This meeting explores deeper barriers (transport, health, anxiety) and creates a formal support plan.
- **Limit:** The Principal will meet/intervene **twice**.
- **Outcome:** If there is still no improvement after two leadership interventions, move to Stage 3.

Stage 3: External Support (Attendance Service)

Trigger: Non-engagement or continued low attendance after Stage 2.

- **Action:** Referral to external agencies.

- **Process:** The Principal (or designated admin) prepares the referral to the local **Attendance Service (ASA)**.
- **Goal:** To utilize community resources and statutory support to re-engage the student.

6. Summary of Escalation Workflow

Step	Who	Action	Limit
Identification	Hubs (CRT)	Review eTap STAR data fortnightly.	N/A
Intervention 1	Kōhanga Teacher	Face-to-face supportive chat with whānau.	**2 conversations**
Escalation	**Principal**	Formal meeting to address barriers.	**2 meetings**
Referral	Principal / Office	Referral to Attendance Service (ASA).	Final Step

7. Guidelines for Difficult Conversations

All staff are expected to adhere to the following principles during attendance discussions:

1. **Seek to Understand:** Ask "What is happening for you?" rather than "Why aren't they here?"
2. **Collaborative:** "What can *we* do together to make getting to school easier?"
3. **Future Focussed:** Focus on the plan for tomorrow, rather than punishing the absences of yesterday.

8. Tracking school wide success

The Board will monitor the schools' success in lifting achievement through looking at the termly Everyday Matters Reports. It is expected that the Principal will provide narrative around the absence rates.

It is the Board's intention that the school will meet the national target of 80% of students attending more than 90% of the time by 2028. This involves a 4% improvement year on year from 2025 - 2028.