Taupiri School
Toi te kupu, toi te mana, toi te whenua
Our stories, our mana, our place

# Taupiri School Attendance Management Plan

Taupiri School will use the STAR framework to ensure attendance is:

**Strategic** (driven by vision & values),
**Tracked** (accurate data systems),
**Actioned** (tiered, supportive responses), and
**Reviewed** (ongoing improvement with whaanau voice).

## S - Strategy (Our Vision & Approach)

At Taupiri School, regular attendance is essential for learning, wellbeing, and belonging. Our strategy is grounded in our school values of:

**Resilience** - supporting students to return and stay engaged even after challenges.

**Responsibility** - ensuring staff, students, and whaanau all play a role in maintaining attendance.

**Relationships** - building strong connections with whaanau to address barriers in a supportive way.

**Goals:**

- Maintain overall school attendance at or above 90%.
- Identify and support all students who drop below 90% attendance.
- Use positive reinforcement and relationship-based approaches to promote daily attendance.
- Communicate clearly and regularly to parents regarding attendance data and expectations

## T - Tracking (Monitoring & Data Collection)

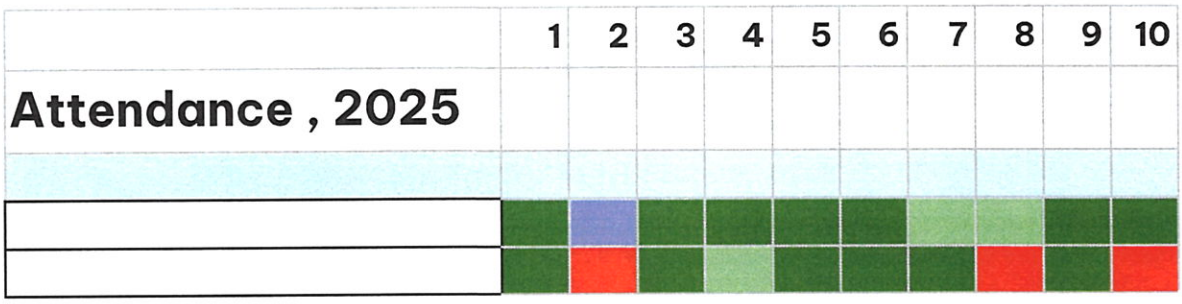
**Daily:**

- Daily attendance is recorded, sent to the office by teachers
- Those who are absent are followed up via phone call, email or SMS message
- Students who arrive late a checked on to ensure they have arrived/ not arrive
- The office follows up unexplained absences by contacting whaanau

**Weekly:**

- Weekly attendance reports are collated and used to track weekly attendance half days and lateness of all students across the school
- Newsletter updates are also written with the whole school data updates throughout the term.
- Positive messages of attendance and ways school can support are also shared with parents via the newsletter
- DP analyses data for students below 90%. - colour coded key is used to determine critical absences and track trends over the week eg: Key below and example of weekly tracking

| 5 day week | |
|---|---|
| 9-10 days | |
| 8-8.5days | |
| 7-7.5 days | |
| less 7 days | |




**Termly:**

- Leadership reports to the Board of Trustees
- Data is used to identify trends (e.g., illness, lateness, recurring absences). This information is collected and displayed using graphs.
- In Term 1 and 4 **all** students receive attendance letters that catergorise their attendance based on their term attendance data from SMS system Edge.
- This data is broken into 4 categories : 100%, 90-100%, 80-90%, below 80%. Those students who are below 90% also have their individual attendance graph attached with their letter.
- In terms 2 and 3, those students who are below 90% receive individual attendance letters also with appropriate data relating to their attendance.

## A - Action (Responses & Interventions)

### (All Students)

Ways in which we celebrate attendance

- Awarding 100% attendance certificates at the end of each term
- Classes are awarded certificates based on their whole class attendance throughout the term
- Share this positive information with the parents in the newsletter - providing graphs
- **Incorporate attendance into wellbeing and values programmes.**

**Green Zone (less than 5 days absent in the term)** - Regular attendance; continue to encourage and reward - attendance certificates at the end of each term to support regular updates in the school newsletter to show how school attendance is tracking.

Amber Zone (5-9 days absence in the term) - Emerging concerns; ***initiate early interventions. Send home letters when obvious attendance concerns after 1 month, DP to contact parents***

Orange Zone 10-14.5 days absence in the school term - concerning

**Red Zone (15 days or more absence)** - Chronic absenteeism;

### Targeted (At-Risk Students, Below 90%)

- Ensure absences are followed up and within the school policy
- The teacher makes personal whaanau contact.
- DP arranges supportive meetings to identify barriers (illness, transport, anxiety).
- Provide tailored supports: catch-up learning, buddy systems, counselling.

### Intensive (Serious Concern, below 80-90%)

- Ensure absences are followed up and within the school policy
- DP/Principal leads formal whaanau meeting.
- Written attendance improvement plan developed.
- Referral to Attendance Service if required.
- Use of agencies where necessary.

**Escalation Steps (Summary):**

2-3 unexplained absences → Office to contact.

Below 90% → DP review + supportive whaanau meeting.

Below 80% → Formal letter + improvement plan, external agencies engaged

Continued decline → Referral to Attendance Service.

Ongoing concern → Board informed, external agencies engaged.

## R - Review (Evaluation & Next Steps)

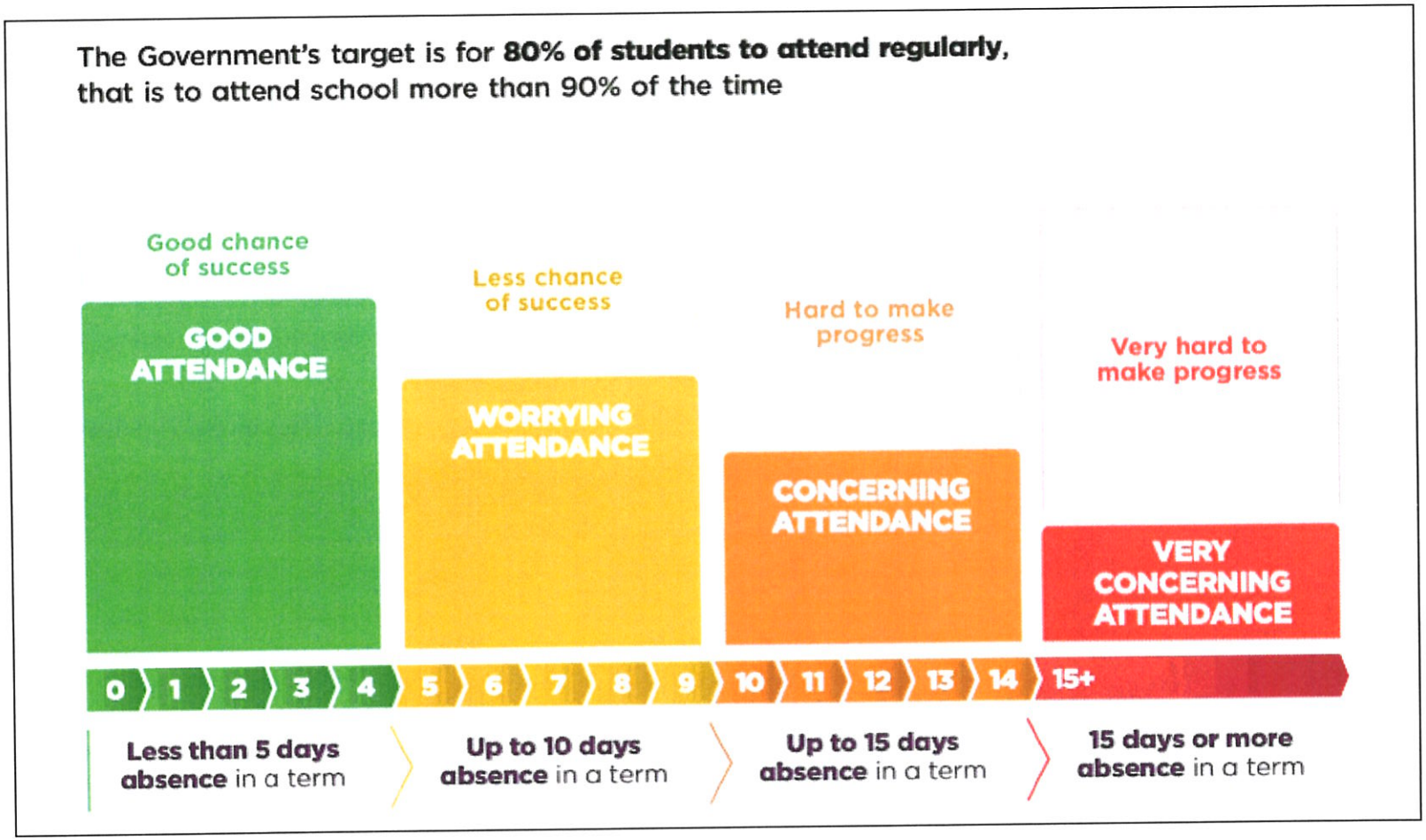
**Termly reviews** by SLT/Board of Trustees to check plan effectiveness.

- Compare school-wide and individual data against 90% target.
  Gather **students and whaanau voices** to understand barriers and successes.
  Adjust interventions and strategies annually.
  Share outcomes with staff, whaanau, and community to maintain transparency.

# Stepped Attendance Response at Taupiri School

Our Responsibilities

- Set attendance targets and regularly review attendance data
- Communicate clearly with parents: expectations, procedures and follow-up steps the school will take when a student is absent
- Act early in following up absences to support students to stay engaged
- Escalate as needed, develop support plans, involve other services, consider requesting support from Attendance Services
- Assess attendance history of new students and share attendance history when students move between schools
- Use school-wide strategies, including strong relationships and minimising disruptions to the school day and week



# Taupiri School's Response to Individual student absences

| 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 |
| • Ensure student attends every day they are able<br>• Reinforce good attendance habits<br>• Support other parents to reinforce good attendance habits<br>• Open communication with school<br>• Follow school attendance management plan and associated policies and processes | • Return student to regular attendance<br>• Contact school to discuss reasons for absence<br>• Support student to catch up on missed learning<br>• Engage in supports offered from the school if required | • Return student to regular attendance<br>• Participate in meeting with school to analyse reasons for absence<br>• Collaborate on a support plan<br>• Implement strategies at home | • Return student to regular attendance<br>• Engage in support plan<br>• Participate in regular meetings |
| School | School | School | School |
| • Communicate with parents about every absence<br>• Maintain contact details of parents<br>• Provide whaanau/students with regular updates on their own attendance<br>• Report regularly to parents on attendance of their child<br>Support student:<br>• attending school > to continue learning if unable to attend school every day,<br>• Provide support for parents if they need it - in school agencies | • Contact parents to discuss reasons for absence and impact on learning<br>• Support student to catch up missed learning where required<br>• Use in-school resources as appropriate to remove barriers e.g. counsellor, health nurse, SWIS worker, Ngaa Ringa Awhina<br>• Send home termly letters with specific attendance data | • Communicate student attendance data with parents<br>• Contact parents to escalate concerns<br>• Hold meeting to analyse reasons for absence and to collaborate on a support plan<br>• Develop and implement a support plan tailored to the reasons and circumstances around the child's absence<br>• Use in-school resources as appropriate to remove barriers<br>• Request support from Attendance Service or other agencies as needed | • Contact parents to inform of escalated response<br>• Develop and individual attendance plan for the student<br>• Request support from Attendance Service or other agencies as needed<br>• Participate in multi-agency response<br>• Maintain implementation and monitoring of support plan<br>• If supports are offered and not taken up request Ministry-led prosecution, when considered appropriate<br>• Unenroll if student will not be returning to school |

## Here's what we need to focus on together at Taupiri School

### Parents/Guardians

- Ensure student attends every day they are able
- Let us know when your child is absent from school
- Be mindful of the attendance policy - unjustified absence
- Reinforce good attendance habits
- Support other parents to reinforce good attendance habits
- Open communication with school
- Follow school attendance policy

### School

- Communicate with parents about every absence
- Provide a range of avenues to communicate absences - email, SMS, phone
- Maintain contact details of parents - check these regular
- Provide whaanau/students with regular updates on their own attendance - termly letter to go home (all students to receive letter in term 1 and 4, then below 90% in term 2 and 3)
- Report regularly to parents on attendance of their child
- Provide updates on school attendance data in school newsletter - attendance (present attendance and regular attendance)
- Provide support for students:
    - Continue learning - provide support for those students who are unable to attend such as, online learning activities,
    - Support agencies if required - SWIS, Ngaa Ringa Awhina, Public Health Nurse

### Ministry of Education

<u>Attendance Service:</u>

- Work with chronically absent an non enrolled students and their families to identify barriers to attendance and collaborate with our school

<u>Regional and National teams:</u>

- Facilitate the involvement of other agencies
- Support school to access other education pathways for a student where appropriate
- Consider system

| Actions at Taupiri School | | |
|---|---|---|
| **School Actions** | **Who is responsible** | **Resources/links** |
| **Set attendance targets and regularly review attendance data**<br>➢ Set attendance targets - and regularly review attendance data<br>➢ Analyse attendance trends at class, whaanau, and school level each term.<br>➢ Identify patterns (by year level, whaanau group, and reasons for absence) to inform targeted actions. | Sam, Judith, Board | Attendance Matters Term Reports from MOE |
| **Communicate clearly with parents our expectations, procedures, and follow-up steps**<br>➢ Provide clear information in newsletters, enrolment packs, and on the school website.<br>➢ Ensure parents understand the process for reporting absences, and the steps the school will take if attendance becomes a concern. | Tina, Sam, Judith | School newsletter<br>School website |
| **Report regularly to parents on the attendance of their child**<br>➢ Include attendance summary in mid-year and end-of-year reports.<br>➢ Share attendance updates with parents in school newsletter<br>➢ Send home individual data for parents during the year<br>*Term 1 & 4: all students*<br>*Terms 2 & 3: students below 90%.*<br>➢ Discuss attendance at student led conferences or of attendance drops below 90% | Sam | School Newsletter - share data<br>Term Attendance letters sent to individuals (Term 1, 4 all students - Term 2,3 below 90%) |
| **Act early in following up absences to support students to stay engaged**<br>➢ Contact whaanau promptly on the first day of absence if unexplained.<br>➢ Hold early intervention meetings where patterns emerge.<br>➢ Offer support rather than punitive responses. | Tina, Sam, Judith | |

| | | |
|---|---|---|
| **Develop support plans and involve other agencies if needed**<br>➢ Create an individual attendance plan for students with ongoing or complex absence patterns. Consider referrals to agencies who can offer support, Ngaa Ringa Awhina, SWiS Worker, Public Health nurse | Classroom teacher, Sam, Judith | |
| **Assess attendance history of new students and share attendance information when students move between schools**<br>➢ Check ENROL for information regarding new students<br>➢ Contact the previous school if need be to gather more information<br>➢ Share information with schools regarding attendance concerns | Judith, Sam | Student Management System (SMS) Attendance Services where appropriate |
| **Use schoolwide strategies to promote attendance**<br>➢ Foster strong relationships between teachers, students, and whaanau<br>➢ Ensure engaging classroom programmes that promote a sense of belonging and purpose.<br>➢ Maintain a well-structured, predictable timetable with varied, hands-on learning experiences.<br>➢ Embed school values (Relationships, Responsibility, Resilience) into attendance conversations and recognition systems.<br>➢ Celebrate and reward regular and improved attendance through certificates, assemblies, and house points. | Classroom teacher, Sam, Judith | MOE guidelines on school opening hours, School wide programmes to support engagement |
| **Collaborate as a staff**<br>➢ Discuss attendance regularly at team and leadership meetings to monitor progress and adjust strategies.<br>➢ Adapt strategies to support improvements | | |
| **Engage student voice**<br>➢ Involve senior students in promoting positive attendance messages during assemblies | | |
| **Link attendance to wellbeing and engagement**<br>➢ Monitor patterns of behavior to identify early signs of disengagement.<br>➢ Use incidents to identify those students who may need support | | |

| Communicating our expectations for student attendance | | |
|---|---|---|
| **Stepped Attendance Response Plan** | **Percentage of regular attendance** | **Communications from school** |
| **Regular Attendance-missing fewer than 5 days across a term** | Over 90% | The school will acknowledge attendance at assemblies, presenting attendance awards<br>Letters will go home in term 1 and 4 and will acknowledge students attendance<br>Classroom attendance certificates will be presented at Celebration assembly |
| **Worrying Attendance- absent for between 5 and 9 days across a term** | More than 80% and up to 90% attendance | The school will ensure that parents are contacted and made aware of their attendance - letters will be sent home in terms 1, 2, 3, and 4 communicating attendance data<br>Support will be offered to parents/whaanau as to how we can best support<br>Request a conversation with parents to work towards improved attendance<br>Offer support services if deemed necessary<br>Share attendance information in school reports |
| **Concerning attendance - absent for between 10 and 14.5 days across the term** | More than 70% and up to 80% attendance | The school will ensure parents are aware of their child's (continued) low attendance rate<br>A meeting may be requested to discuss barriers to attendance<br>Develop a support and action plan with the whaanau, classroom teacher and support agencies if required |
| **Very concerning attendance- absent for 15 days or more across a school term** | 70% attendance or less | The school will:<br>Ensure parents are aware of their child's (continued) low attendance<br>Advise parents of their child's poor attendance if it does not improve. (or a reason for absences isn't provided within the school policy)<br>Offer to discuss the situation |