

## School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. It is our intention to contact parents as soon as possible (ideally within 3 school days), and arrange meeting if a child's absence has been recorded as unjustified and we have received no information regarding the absence.

Senior Staff meets every Thursday, any attendance data related questions or concerns please contact Helen Zonneveld or - Office Administrator or Jared Holden - Principal. For all other Attendance queries please contact Helen Zonneveld.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	Set expectations, procedures and follow-up steps we will take when a student is absent.  Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	Teacher Principal School board	Termly attendance features including updates on data in newsletters.  Expectations and guidance for parents published on our school website.  Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.  Work with parents and students, where appropriate.
Following up absences daily	Use procedures in place (and supporting software) to quickly identify all student absences and contact parents if and when needed.  Including follow-up daily with parents any unexplained absences	Administration team	Parents to be contacted from 9.30 am for all unexplained absences.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Principal – New Entrants Teacher	Use our “welcome to school” hui with whanau at beginning of year to reinforce attendance expectations.
Escalate attendance issues as needed  Develop support plans  Involve other services, consider referral to Attendance Services	Seek more support as needed	Principal – Senior Staff	



## Individual Student Attendance activities

### Individualised student responses to absence thresholds

#### Less than 5 days absence in a school term

##### Parents/Guardians

- › Ensure student attends every day they are able
- › Reinforce good attendance habits
- › Support other parents to reinforce good attendance habits
- › Open communication with school
- › Follow school attendance management plan and associated policies and processes

##### Schools

- › Communicate with parents about every absence
- › Maintain contact details of parents
- › Provide student with regular updates on their own attendance
- › Report regularly to parents on attendance of their child
- › Support student:
  - › attending school
  - › to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate
  - › to access other education pathways where appropriate

#### Up to 10 days absence in a school term

##### Parents/Guardians

- › Return student to regular attendance
- › Contact school to discuss reasons for absence and impact on learning
- › Support student to catch up on missed learning
- › Engage in supports offered

##### Schools

- › Contact parents to discuss reasons for absence and impact on learning
- › Support student to catch up missed learning where required
- › Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L

#### Up to 15 days absence in a school term

##### Parents/Guardians

- › Return student to regular attendance
- › Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan
- › Implement strategies at home

##### Schools

- › Contact parents to escalate concerns
- › Hold meeting to analyse reasons for absence and to collaborate on a support plan
- › Develop and implement a support plan tailored to the reasons and circumstances around the child's absence
- › Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed

#### 15 days or more of absence in a school term

##### Parents/Guardians

- › Return student to regular attendance
- › Engage in support plan
- › Participate in regular meetings

##### Schools

- › Contact parents to inform of escalated response
- › Request support from Attendance Service or other agencies as needed
- › 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
- › Unenroll if student will not be returning to school



### Ministry of Education

#### Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
  - › agreeing changes to be made,
  - › addressing some unmet basic needs impacting on attendance, and
  - › referring students to other services as necessary
- › Collaborate with schools so that
  - › they remain engaged as plans are developed and implemented, and
  - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

#### Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

### Students with less than 5 days absence

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team	Follow-up all absences to confirm reason for absence. No action taken
Acknowledge students attendance at termly 'attendance' assembly.	Provide attendance 'updates' via classroom discussions and assemblies	Principal	Certificate or 'raffle' for students that meet target attendance each term
Report regularly to parents in Pānui – School and Year group attendance stats	providing fortnightly notes on attendance to parents via Pānui	Principal	School wide updates sent to students and parents through fortnightly pānui.

**Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the pastoral care team at their weekly meetings.**

### Students with less than 10 days absence (5-9 days)

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days send email to parent (use template). Phone contact to be used if this is not the first time student has met the threshold	Principal/Deputy Principal	Record actions taken in Edge If there is no action taken due to individual circumstance- record this against student record. Follow-up to be within 3 schools days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Teacher	
Use in-school resources as appropriate to Remove barriers e.g. counsellor, bus pass, kai	Contact SLT & PTA if barriers identified that the school could assist with	Principal – Administration team	Parents and student provided access to additional resources. Consider bus pass, breakfast, counsellor/ nurse appointments

**Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.**

**For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau. If there is no action taken due to individual circumstance- record this against student record.**

**Students with less than 15 days absence**

<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Principal - SLT	Record actions taken in Edge.  If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Principal - Teacher	Consider who is needed at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan. Ensure that supports are implemented and working	Principal	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with SLT team what further supports are available	Principal	

**Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.  
If there is no action taken due to individual circumstance- record this against student record.**

**Students with greater than 15 days absence**

<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to escalate concerns	Further escalating email (use template)	School leadership	
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Principal	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed  Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies  Support access to services and collaborating with specialists	Principal	Before referral check all previous actions like support plan are in place.  Resources and supports will continue to be provided as appropriate  Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Principal	Support plan in place  Continue monitoring  Steps taken to reintegrate student

**Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance.  
If there is no action taken due to individual circumstance- record this against student record.**