ATTENDANCE MANAGEMENT PLAN FOR WHENUAKITE SCHOOL

Rationale:

At Whenuakite School we understand that regular attendance is closely linked to student achievement and wellbeing. School age children are required to attend school every day and everyone (school personnel, parents, whānau and communities) play a vital role to ensure this is a top priority. Whenuakite School Attendance Management Plan provides a clear process to improve regular attendance by identifying patterns of absenteeism and implementing culturally responsive strategies. It complies with Ministry of Education requirements to monitor and report student attendance and aligns with STAR guidelines (Stepped Attendance Response).

Current State:

The government has set a target for 80% or more students to be attending regularly by 2030. (To be attending regularly, students miss fewer than 5 days across a term.)

A**t the end of 2025 Whenuakite School regular attendance was 52%.** A further breakdown of this is as follows:

- Term 1 – 58%
- Term 2 – 36%
- Term 3 – 40%
- Term 4 – 72%

2026 Regular Attendance Target: 70% *(An incremental, realistically achievable amount based on previous year's percentage).*

- Term 1 – 75%
- Term 2 – 60%
- Term 3 – 65%
- Term 4 – 80%

This target will be reviewed and adjusted for 2027. Our Aim would be 75%

Supporting Documentation:

https://whenuakite.schooldocs.co.nz/3375.htm?zoom_highlight=attendance

Target 3 in our Annual plan for 2026 will be Attendance and Engagement.

Stepped Attendance Plan For Whenuakite School:

For students with less than 5 days absence (90% attendace) in a school term - **GOOD**		
Actions	Who is Responsible	Outcome
• **Recognition and Celebration:** - Acknowledge students with excellent attendance through certificates, assemblies, or newsletters. - Include attendance achievements in student reports and other reporting methods. • **Incentives and Rewards:** - Offer small rewards (e.g., stationery, vouchers, extra privileges) for consistent attendance. - Create a termly draw or prize for students meeting the attendance goal. • **Positive Reinforcement:** - Teachers and staff provide verbal praise and encouragement. - Display attendance achievements on classroom or school noticeboards. • **Whānau Engagement:** - Send positive communication home to whānau acknowledging their support. - Invite families to celebrate attendance milestones at school events. • **Monitoring and Feedback:** - Track attendance data regularly to ensure students remain on track. - Provide feedback to students on their attendance progress. •	• **Classroom Teachers:** - Monitor daily attendance and encourage students. - Nominate students for recognition and rewards. • **Attendance Officer / Admin Staff:** - Maintain accurate records and generate attendance reports. - Coordinate communication with whānau. • **Senior Leadership Team:** - Approve and support recognition initiatives. - Ensure alignment with school-wide attendance goals and Ministry requirements. • **Whānau / Caregivers:** - Support regular attendance through routines and communication with the school.	• **Visible Recognition:** - Termly certificates awarded at assemblies. - Attendance wall or digital dashboard celebrating students with excellent attendance. • **Positive School Culture:** - Students feel proud of their attendance and motivated to maintain it. - Attendance is seen as a shared responsibility between school and whānau. • **Improved Engagement:** - Students with strong attendance are more engaged in learning and school activities. - Whānau feel valued and involved in their child's success. • **Data-Driven Support:** - Attendance data used to identify and support students who may be close to the threshold. - Early intervention prevents minor absences from becoming patterns.

For students with up to 10 days (Less than 80% attendance) absence in a school term - **WORRYING**

Actions	Who is Responsible	Outcome
• **Early Identification and Monitoring:** - Use weekly attendance reports to flag students approaching or exceeding 10 days of absence. - Track patterns (e.g. frequent Mondays/Fridays, illness-related absences). • **Initial Contact and Check-In:** - Teachers or pastoral staff initiate a friendly check-in with the student. - Contact whānau to understand reasons for absence and offer support. • **Supportive Conversations:** - Hold informal meetings with students to discuss attendance and any barriers. - Use restorative practices to build trust and encourage open dialogue. • **Tailored Support Plans:** - Develop short-term attendance goals with the student. - Offer support such as counselling, learning catch-up sessions, or mentoring. • **Whānau Collaboration:** - Invite whānau to participate in planning and support strategies. - Provide resources or referrals to external agencies if needed. • **Positive Reinforcement:** - Recognise improvements in attendance with praise or small incentives. - Celebrate progress publicly or privately, depending on student preference. •	• **Classroom Teachers:** - Monitor attendance and initiate early conversations. - Provide catch-up work and maintain a welcoming classroom environment. • **Pastoral Care / Guidance Counsellors:** - Lead student meetings and develop support plans. - Liaise with whānau and external support services. • **Attendance Officer / Admin Staff:** - Generate regular attendance reports. - Record interventions and communications accurately. • **Senior Leadership Team:** - Oversee implementation of attendance strategies. - Ensure consistency and alignment with school policies and Ministry expectations. • **Whānau / Caregivers:** - Engage in communication and support attendance goals. - Share relevant information that may impact attendance.	• **Proactive Support:** - Students feel noticed and supported before attendance becomes a serious concern. - Staff respond with empathy and solutions, not punishment. • **Improved Attendance:** - Students begin to attend more regularly due to increased support and motivation. - Absences decrease over time, especially when barriers are addressed. • **Stronger Relationships:** - Trust builds between students, staff, and whānau. - Students feel safe discussing challenges and asking for help. • **Data-Driven Decisions:** - Attendance data informs targeted interventions. - School leadership can evaluate the effectiveness of strategies and adjust as needed.
For students with up to 15 days absence in a school term - **CONCERNING**		
Actions	Who is Responsible	Outcome

• **Comprehensive Attendance Review:** - Conduct a detailed review of the student's attendance history and patterns. - Identify underlying causes (e.g. health, anxiety, family issues, disengagement). • **Formal Meeting with Student and Whānau:** - Schedule a meeting involving the student, whānau, and key staff. - Discuss barriers to attendance and co-develop a re-engagement plan. • **Individual Attendance Improvement Plan (AIP):** - Create a written plan with clear goals, timelines, and support strategies. - Include academic catch-up, wellbeing support, and attendance targets. • **Referral to Support Services:** - Engage internal supports (e.g. SENCO, counsellors) and external agencies (e.g. RTLB, social workers, health services). - Ensure wraparound support is coordinated and culturally responsive. • **Regular Monitoring and Follow-Up:** - Weekly check-ins with the student to review progress and adjust support. - Maintain ongoing communication with whānau. • **Escalation if Necessary:** - If attendance does not improve, follow school procedures for escalation. - This may include formal letters, involvement of Attendance Service, or further agency referrals.	• **Classroom Teachers:** - Provide learning support and maintain a positive classroom environment. - Contribute to the development and monitoring of the AIP. • **Pastoral Care / SENCO / Guidance Counsellors:** - Lead meetings and coordinate support plans. - Liaise with external agencies and monitor wellbeing. • **Attendance Officer / Admin Staff:** - Track attendance data and document interventions. - Ensure accurate reporting to the Ministry and Attendance Service. • **Senior Leadership Team:** - Oversee implementation and ensure accountability. - Approve referrals and manage escalations. • **Whānau / Caregivers:** - Actively participate in meetings and support attendance goals. - Communicate openly about challenges and progress.	• **Structured Support:** - Students have a clear plan and know who is supporting them. - Staff work collaboratively to address barriers and monitor progress. • **Improved Attendance and Engagement:** - Students begin to re-engage with school and attend more consistently. - Academic and social outcomes improve as attendance stabilises. • **Stronger Whānau Partnerships:** - Whānau feel heard and supported, leading to better collaboration. - Trust and communication between home and school are strengthened. • **Accountability and Escalation Pathways:** - Clear documentation and procedures ensure accountability. - Escalation is used appropriately when support efforts are exhausted.
For students with 15 days (Less than 70% Attendance) or more absence in a school term - **SERIOUS CONCERN**		
Actions	Who is Responsible	Outcome

• **Urgent Case Review:** - Conduct a review of the student's attendance, wellbeing, academic progress, previous interventions. - Identify chronic patterns and contributing factors (e.g. mental health, family crisis, disengagement). • **Formal Intervention Meeting:** - Convene a formal meeting with the student, whānau, senior leadership, and relevant support staff. Include external agencies such as Attendance Service, Oranga Tamariki, or health professionals if appropriate. • **Comprehensive Re-engagement Plan:** - Develop a detailed plan with clear attendance goals, timelines, and wraparound support. Include flexible learning options (e.g. part-time attendance, online learning, alternative education pathways). • **Multi-Agency Collaboration:** - Coordinate with external services to address complex needs (e.g. housing, mental health, family support). Ensure culturally responsive and trauma-informed approaches are used. • **Intensive Monitoring and Support:** - Assign a key adult (e.g. mentor, counsellor) to check in with the student multiple times per week. - Track attendance daily and adjust support as needed. • **Escalation and Legal Compliance:** - If non-attendance persists, follow legal protocols including formal notifications and referrals to the Attendance Service. - Document all actions and communications thoroughly.	• **Classroom Teachers:** - Maintain a welcoming environment and provide differentiated support. - Communicate learning progress and needs to support staff. • **Pastoral Team / SENCO / Guidance Counsellors:** - Lead the development and implementation of the re-engagement plan. - Coordinate with external agencies and monitor wellbeing. • **Attendance Officer / Admin Staff:** - Maintain accurate records and ensure timely reporting to the Ministry and Attendance Service. - Support communication with whānau and agencies. • **Senior Leadership Team:** - Oversee the intervention process and ensure accountability. - Authorise flexible learning arrangements and manage legal compliance. • **Whānau / Caregivers:** - Engage actively in meetings and support the re-engagement plan. - Communicate openly about barriers and progress. • **External Agencies:** - Provide specialist support and resources tailored to the student's needs.	• **Intensive, Individualised Support:** - Students receive tailored interventions that address both academic and personal challenges. - Staff and agencies work together to provide holistic care. • **Flexible Learning Pathways:** - Students may access alternative education, part-time attendance, or online learning to support re-engagement. Plans are responsive to student needs and circumstances. • **Improved Attendance and Wellbeing:** - With consistent support, students begin to attend more regularly and feel safer at school. - Wellbeing improves as barriers are addressed. • **Clear Documentation and Accountability:** - All actions are recorded to ensure transparency and legal compliance. The school can demonstrate proactive efforts to support the student.