

## **Springdale School Attendance Targets & Procedures**

There's a clear connection between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability and more participation in communities. This all makes society stronger and more connected. It's important for schools and kura, parents and whānau, iwi, hapū, communities and government agencies to work together to support and make sure students are attending school regularly. Regular attendance means the student is present for more than 90% of the term. To increase regular attendance rates, the Government has set a target: by 2030, 80% of students are present for more than 90% of the term.

| <b>Attendance Category</b> | <b>Students With</b>                   | <b>Equivalent</b>                               |
|----------------------------|----------------------------------------|-------------------------------------------------|
| <b>Regular Attendance</b>  | Over 90% attendance                    | Absent for fewer than 5 days across a term      |
| <b>Irregular absence</b>   | More than 80% and up to 90% attendance | Absent for between 5 and 9 days across a term   |
| <b>Moderate absence</b>    | More than 70% and up to 80% attendance | Absent for between 10 and 14 days across a term |
| <b>Chronic absence</b>     | 70% attendance or less                 | Absent for 15 days or more across a term        |

## **Tracking Attendance Rates: Percentage of Students**

|        | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|--------|------|------|------|------|------|------|------|
| 90% +  |      |      |      |      |      |      |      |
| 80-90% |      |      |      |      |      |      |      |
| 71% +  |      |      |      |      |      |      |      |
| 70% -  |      |      |      |      |      |      |      |

### **Schools and kura must:**

- have an attendance management policy and procedures they follow for all student absences
- take reasonable steps to ensure students attend when school is open
- take action when a student expected at school has not turned up
- notify the parent or caregiver promptly so they can take action

## Justified or Unjustified Absence:

Justified absence: An explained absence, within the school's policy as an acceptable reason for the student to be away from school e.g:

- Absent due to short-term illness/medical reasons
- Reason for absence is within the school policy
- Stood down or suspended

Unjustified absence: An absence that is either unexplained or explained, but the explanation is not within the school's policy as an acceptable reason for the student to be away from school e.g:

- No information or throw-away explanation
- Absent with an explained but unjustified reason
- Holiday during term time
- Unknown reason

### Springdale School Attendance Management Policy and Procedures

#### 1. Follow up with parent & caregivers

| Stage | Could do                                                                                                                           | Looks Like                                                                                                                                                                                                                                                                                                                                                                                   | Actions To Take, Who, Timeframe                                                                                                                                                                                                                                                   |
|-------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan  | Regularly update and share our attendance policy with our community.                                                               | <ul style="list-style-type: none"><li>› Communicate with parents about the importance of attendance.</li><li>› Understand best practice guidelines for getting students back to school.</li><li>› Consider how we meet the legal responsibilities and national guidelines for schools on attendance.</li></ul>                                                                               | <ul style="list-style-type: none"><li>› Look for opportunities throughout the school year to communicate the importance of attendance e.g., welcome packs, newsletters, parent-teacher interviews, open days etc.</li><li>› Share our attendance policy on our website.</li></ul> |
|       | Include clear expectations in our attendance policy about reasonable timeframes for parents to notify us of their child's absence. | <ul style="list-style-type: none"><li>› Decide at what point in the day we will follow up with parents/ caregivers if we haven't heard from them.</li><li>› A reasonable time for parents to notify you of their child's absence would be before the end of the school day.</li><li>› In all cases, the reason for absence needs to have been given by the end of the school week.</li></ul> | <ul style="list-style-type: none"><li>› If we have made all reasonable efforts to contact the parents/ caregivers during the day and have not been able to, we may wish to consider changing the question mark '?' to a 'T' (Truant) at the end of that day.</li></ul>            |

|               |                                                                                               |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                |
|---------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Identify and set up tools that support notification of absences.                              | <ul style="list-style-type: none"> <li>› Encourage parents to use the HERO Early Notification service.</li> <li>› Plan manual workarounds for parents/caregivers who cannot be contacted via automatic methods.</li> <li>› Ensure we have up to date and accessible contact information for all parents / caregivers.</li> </ul> | › Include reminders to parents / caregivers in newsletters & information packs.                                                                                |
| <b>Do</b>     | Make use of the tools available to us.                                                        | <ul style="list-style-type: none"> <li>› Use our inbuilt notification system(s).</li> <li>› Manual alternatives for parents / caregivers who cannot be contacted via automatic methods.</li> </ul>                                                                                                                               | Parents & Caregivers<br><br>Info on School Website                                                                                                             |
|               | Follow up with other methods if parents are unresponsive.                                     | <ul style="list-style-type: none"> <li>› Use other contact details e.g. • Email • Mobile or landline • Messenger</li> <li>› Organise a meeting with whānau at school or do a home visit.</li> </ul>                                                                                                                              |                                                                                                                                                                |
|               | Manage complex contexts if we are unable to contact parents.                                  | › Engage with our local Ministry of Education Office if it is becoming a regular issue.                                                                                                                                                                                                                                          | Email Tony from Starfish                                                                                                                                       |
| <b>Review</b> | Review what worked and revise our approach for the future to leverage the channels that work. | <ul style="list-style-type: none"> <li>› Identify which channels receive prompt and useful responses.</li> <li>› Discuss with parents the barriers they face to responding and whether we can alter our approach to make it easier for them.</li> </ul>                                                                          | Create a Google Doc to record and communicate findings amongst staff.<br><br>Create a survey for parents / caregivers to better understand barriers they face. |

## 2. Recording Reasons for Absence in our SMS

| Stage       | Could do                                                      | Looks Like                                                                                                                                                                        | Actions To Take, Who, Timeframe |
|-------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>Plan</b> | Agreed on roles and responsibilities for recording attendance | <ul style="list-style-type: none"> <li>› Identify who will receive and record responses from parents.</li> <li>› Have a back-up if the regular person is sick or away.</li> </ul> | Mel & Michaela                  |

|               |                                                                                       |                                                                                                                                                                                                                                                                                                                                                |                       |
|---------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|               | data.                                                                                 |                                                                                                                                                                                                                                                                                                                                                |                       |
|               | Familiarise ourselves with the attendance codes, particularly the codes for absences. | <ul style="list-style-type: none"> <li>› Keep a copy of the attendance codes list or decision tree readily accessible.</li> <li>› Review the attendance codes for guidance.</li> <li>› Discuss how we will code particular situations based on our policy.</li> <li>› Discuss how to have a consistent policy across our Kāhui Ako.</li> </ul> | Mel & Michaela        |
|               | Understand how our student attendance rates are tracking.                             | › Review our school's Every Day Matter's Report to see how our school's student attendance rates (including justified and unjustified absence reasons) are tracking.                                                                                                                                                                           | Mel & Michaela<br>BOT |
|               | Ensure accurate and timely recording.                                                 | <ul style="list-style-type: none"> <li>› Set specific time to manage attendance data.</li> <li>› Ensure all coding updates are completed by the end of the week. This includes updating any "? – unknown" code.</li> </ul>                                                                                                                     | Mel & Michaela        |
|               | Manage complex situations.                                                            | <ul style="list-style-type: none"> <li>› Agree how we will code particular situations based on our policy.</li> <li>› Seek further information if the reason is unclear or ambiguous</li> </ul>                                                                                                                                                | Mel & Michaela        |
| <b>Review</b> | Review what worked.                                                                   | <ul style="list-style-type: none"> <li>› Identify barriers to recording reasons in a timely manner.</li> <li>› Identifying opportunities to make the process easier or more efficient.</li> </ul>                                                                                                                                              |                       |
|               | Review our coding.                                                                    | <ul style="list-style-type: none"> <li>› Check if we have been coding consistently.</li> <li>› Review whether our policy needs to be updated to reflect or clarify new situations.</li> </ul>                                                                                                                                                  | Mel & Michaela        |

### 3. Intervening when Absence Becomes Extended or Persistent

| Stage | Could do                                                  | Looks Like                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions To Take, Who, Timeframe |
|-------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Plan  | Prepare how we can intervene within the school.           | <ul style="list-style-type: none"> <li>› Help parents/caregivers become more involved in supporting their children's education, including meeting with parents/whānau.</li> <li>› Adjust the student's programme to make schooling more relevant to the student's future goals.</li> <li>› Adapt teaching styles to meet the needs of all learners, including those who are 'at risk' of disengagement from school.</li> <li>› Identify how to best make use of supports including RTLB and behaviour services, as well as any guidance staff or support staff.</li> </ul> |                                 |
|       | Identify any external tools and supports available to us. | <ul style="list-style-type: none"> <li>› Familiarise ourselves with Attendance Service, Alternative Education and other alternative provisions.</li> <li>› Strengthen awareness of other agencies that might be able to address barriers – e.g. Ministry of Social Development (Work and Income), Oranga Tamariki, Whaikaha.</li> <li>› Identify any other local supports which we might need to use or facilitate access to.</li> <li>› Work with our local Te Mahau office and adviser to identify any supports we may not be aware of.</li> </ul>                       |                                 |
|       | Agree on roles and responsibilities for those responding. | <ul style="list-style-type: none"> <li>› Identify who is responsible for tracking where absences are becoming persistent.</li> <li>› Identify who is responsible for deciding and initiating appropriate responses.</li> <li>› Identify who manages the relationship with any external providers and supports.</li> <li>› Plan for continuity for when people are unwell or away.</li> </ul>                                                                                                                                                                               |                                 |

|           |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |
|-----------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
|           | Agree on varied levels of intervention appropriate for different scenarios. | <ul style="list-style-type: none"> <li>› Identifying common reasons for persistent absences in your school.</li> <li>› Decide on when it would be appropriate to intervene for different reasons.</li> <li>› Matching responses available to us to common reasons, and agreeing these as a standard approach.</li> <li>› Ensure responses are culturally safe and appropriate.</li> <li>› Decide when to escalate to other interventions or supports.</li> <li>› Identify what we will do to assess any scenarios we have not planned responses for.</li> </ul> |                                       |
|           | Update and share our attendance policy.                                     | <ul style="list-style-type: none"> <li>› Share what learners and parents can expect from us and how we will engage with them.</li> <li>› Identifying what we expect in return, including timeliness of responses and participation in conversations about their child's attendance.</li> </ul>                                                                                                                                                                                                                                                                  |                                       |
| <b>Do</b> | Identify drivers/barriers of absence.                                       | <ul style="list-style-type: none"> <li>› Investigate the reasons for absence, including the learners' records in our student management system (SMS).</li> <li>› Analyse data to see if there are any patterns for groups of students that might help in understanding the reasons.</li> <li>› Discuss with students and/or parents what barriers they are facing to attendance.</li> </ul>                                                                                                                                                                     |                                       |
|           | Review previous actions.                                                    | <ul style="list-style-type: none"> <li>› Identify any actions we have taken to improve attendance for the student in the past which have worked and under which circumstances.</li> <li>› Identify any concerning patterns that may be a sign of ill-treatment, abuse or neglect.</li> </ul>                                                                                                                                                                                                                                                                    |                                       |
|           | Initiate intervention(s).                                                   | <p>Record in our SMS when an intervention has been initiated</p> <ul style="list-style-type: none"> <li>› Monitor and keep a record of:               <ul style="list-style-type: none"> <li>• what interventions were used</li> <li>• for whom</li> <li>• if they were successful at reducing</li> </ul> </li> </ul>                                                                                                                                                                                                                                           | Create a google doc or system in HERO |

|               |                                     |                                                                                                                                                                                                                                                                                                                                                                                    |  |
|---------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|               |                                     | <p>absences for the learner(s)</p> <ul style="list-style-type: none"> <li>• how long they took to reduce absences</li> <li>• any lessons or valuable insights.</li> </ul>                                                                                                                                                                                                          |  |
| <b>Review</b> | Review what worked.                 | <ul style="list-style-type: none"> <li>› Identify which interventions result in prompt and productive responses.</li> <li>› Identify any gaps in support currently used and investigate what is available.</li> <li>› Discuss with students and parents their experience of the intervention(s).</li> </ul>                                                                        |  |
|               | Revise our approach for the future. | <ul style="list-style-type: none"> <li>› Identify opportunities for professional learning and development.</li> <li>› Adjust our standard responses to leverage the interventions that work.</li> <li>› Alter our approach to make it more supportive for learners and parents.</li> <li>› Communicate any changes, including through updates to our attendance policy.</li> </ul> |  |

