

ATTENDANCE MANAGEMENT PLAN FOR ŌWHANGO SCHOOL

Rationale:

At Ōwhango 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. Ōwhango School's 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.)

We aim to have our school align with the Hon. David Seymour's goal of:

"Our attendance goal for 2025 is to raise each school Term's attendance rates higher than the same periods in 2024. This progress is essential for reaching the Government's target of 80 per cent of students more than 90 per cent of the term by 2030." (Students are back at school; Press Release; 27th January 2025)

Note this from the Ministry: *"Attendance continues to be a top priority for the government, which has set a target of 80% of students attending school more than 90% of the term by 2030. To achieve this, schools need to aspire to reach an average daily attendance rate above 94%." (Ellen MacGregor-Reid Secretary for Education; Bulletin for School Leaders, Issue 188, 18 February 2025)*

Here are our attendance figures for the past three years.

Last year we had an attendance target and successfully raised our attendance from 2023 to 2024 (see table below)

Attendance at school	2022 Attendance	2023 Attendance	2024 Attendance	2025 Attendance
Less than 70%	2%	3%	0%	1%
70% - 80%	12%	8%	5%	4%
80% - 90%	32%	33%	27%	26%
90%+	55%	57%	69%	68%

2025 Regular Attendance Target: *(An incremental, realistically achievable amount based on previous year's percentage).*

As we aim to raise our attendance rates higher than 2024, we have met our target if we get at least :

0% Chronic Absence

4% or less Moderate Absence

26% or less Irregular Absence

70% or more Regular Attendance

This target will be reviewed and adjusted for 2026

Supporting Documentation:

See our *Implementation Plan and Specific Achievement Target*

Stepped Attendance Plan For Ōwhango School

For students with 90%+ attendance - GOOD		
Actions	Who is responsible	Outcome
<ul style="list-style-type: none"> • Recognition and Celebration: - Include attendance achievements in student reports and other reporting methods. • Positive Reinforcement: - Teachers and staff provide verbal praise and encouragement. • Whānau Engagement: - Send positive communication home to whānau acknowledging their support. • Monitoring and Feedback: - Track attendance data regularly to ensure students remain on track. 	<ul style="list-style-type: none"> • Classroom Teachers: - Monitor daily attendance and encourage students. • Principal: - Maintain accurate records and generate attendance reports. - Coordinate communication with whānau. - 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. 	<ul style="list-style-type: none"> • Positive School Culture: - 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 80%-90% attendance in a school term - WORRYING		
Actions	Who is responsible	Outcome

<ul style="list-style-type: none"> • Early Identification and Monitoring: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Teachers or pastoral staff initiate a friendly check-in with the student. - Contact whānau to understand reasons for absence and offer support. • Supportive Conversations: <ul style="list-style-type: none"> - Hold informal meetings with students to discuss attendance and any barriers. • Tailored Support Plans: <ul style="list-style-type: none"> - Develop short-term attendance goals with the student. - Offer support such as counselling, learning catch-up sessions, or mentoring. • Whānau Collaboration: <ul style="list-style-type: none"> - Invite whānau to participate in planning and support strategies. - Provide resources or referrals to external agencies if needed. • Positive Reinforcement: <ul style="list-style-type: none"> - Recognise improvements in attendance with praise or small incentives. - Celebrate progress privately. 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Monitor attendance and initiate early conversations. - Provide catch-up work and maintain a welcoming classroom environment. • Principal: <ul style="list-style-type: none"> - Liaise with whānau and external support services. - Generate regular attendance reports. - Record interventions and communications accurately. - Oversee implementation of attendance strategies. - Ensure consistency and alignment with school policies and Ministry expectations. • Whānau / Caregivers: <ul style="list-style-type: none"> - Engage in communication and support attendance goals. - Share relevant information that may impact attendance. 	<ul style="list-style-type: none"> • Proactive Support: <ul style="list-style-type: none"> - Students feel noticed and supported before attendance becomes a serious concern. - Staff respond with empathy and solutions, not punishment. • Improved Attendance: <ul style="list-style-type: none"> - Students begin to attend more regularly due to increased support and motivation. - Absences decrease over time, especially when barriers are addressed. • Stronger Relationships: <ul style="list-style-type: none"> - Trust builds between students, staff, and whānau. - Students feel safe discussing challenges and asking for help. • Data-Driven Decisions: <ul style="list-style-type: none"> - Attendance data informs targeted interventions. - School leadership can evaluate the effectiveness of strategies and adjust as needed.
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For students with 70%-80% in a school term - CONCERNING

Actions	Who is responsible	Outcome
<ul style="list-style-type: none"> • Comprehensive Attendance Review: <ul style="list-style-type: none"> - Conduct a detailed review of the student's attendance history and patterns. 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Provide learning support and maintain a positive classroom environment. 	<ul style="list-style-type: none"> • Structured Support: <ul style="list-style-type: none"> - Students have a clear plan and know who is supporting them.

<ul style="list-style-type: none"> - Identify underlying causes (e.g. health, anxiety, family issues, disengagement). • Formal Meeting with Student and Whānau: <ul style="list-style-type: none"> - Schedule a meeting involving the student, whānau, and key staff. - Discuss barriers to attendance and co-develop a re-engagement plan. • Referral to Attendance Services: <ul style="list-style-type: none"> - If we reach the 75% threshold as recommended by Attendance Services. - Ensure wraparound support is coordinated and culturally responsive. • Regular Monitoring and Follow-Up: <ul style="list-style-type: none"> - Weekly check-ins with the student to review progress and adjust support. - Maintain ongoing communication with whānau. 	<ul style="list-style-type: none"> - Contribute to the development and monitoring of the AIP. • Principal: <ul style="list-style-type: none"> - Lead meetings and coordinate support plans. - Liaise with external agencies and monitor wellbeing. - Track attendance data and document interventions. - Ensure accurate reporting to the Ministry and Attendance Service. - Oversee implementation and ensure accountability. - Approve referrals and manage escalations. • Whānau / Caregivers: <ul style="list-style-type: none"> - Actively participate in meetings and support attendance goals. - Communicate openly about challenges and progress. 	<ul style="list-style-type: none"> - Staff work collaboratively to address barriers and monitor progress. • Improved Attendance and Engagement: <ul style="list-style-type: none"> - Students begin to re-engage with school and attend more consistently. - Academic and social outcomes improve as attendance stabilises. • Stronger Whānau Partnerships: <ul style="list-style-type: none"> - Whānau feel heard and supported, leading to better collaboration. - Trust and communication between home and school are strengthened. • Accountability and Escalation Pathways: <ul style="list-style-type: none"> - Clear documentation and procedures ensure accountability. - Escalation is used appropriately when support efforts are exhausted.
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For students with less than 70% attendance in a school term - SERIOUS CONCERN

Actions	Who is responsible	Outcome
<ul style="list-style-type: none"> • Urgent Case Review: <ul style="list-style-type: none"> - Conduct a full review of the student's attendance, wellbeing, academic progress, and previous interventions. - Identify chronic patterns and contributing factors (e.g. mental health, family crisis, disengagement). • Engage Attendance Services: <ul style="list-style-type: none"> - To support their attendance 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Maintain a welcoming environment and provide differentiated support. - Communicate learning progress and needs to support staff. • Principal: <ul style="list-style-type: none"> - Lead the development and implementation of the re-engagement plan. - Coordinate with external agencies and monitor wellbeing. - Maintain accurate records and ensure timely 	<ul style="list-style-type: none"> • Intensive, Individualised Support: <ul style="list-style-type: none"> - Students receive tailored interventions that address both academic and personal challenges. - Staff and agencies work together to provide holistic care. • Flexible Learning Pathways: <ul style="list-style-type: none"> - Students may access alternative education, part-time attendance, or online learning to support re-engagement. Plans are responsive to student needs and circumstances.

<p>Intensive Monitoring and Support:</p> <ul style="list-style-type: none"> - Track attendance daily and adjust support as needed. 	<p>reporting to the Ministry and Attendance Service.</p> <ul style="list-style-type: none"> - Support communication with whānau and agencies. - Oversee the intervention process and ensure accountability. - Authorise flexible learning arrangements and manage legal compliance. <ul style="list-style-type: none"> • Whānau / Caregivers: <ul style="list-style-type: none"> - Engage actively in meetings and support the re-engagement plan. - Communicate openly about barriers and progress. • External Agencies: <ul style="list-style-type: none"> - Provide specialist support and resources tailored to the student's needs. - Collaborate with the school to ensure continuity of care. 	<ul style="list-style-type: none"> • Improved Attendance and Wellbeing: <ul style="list-style-type: none"> - With consistent support, students begin to attend more regularly and feel safer at school. - Wellbeing improves as barriers are addressed. • Clear Documentation and Accountability: <ul style="list-style-type: none"> - All actions are recorded to ensure transparency and legal compliance. The school can demonstrate proactive efforts to support the student.
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