



## **DSS Attendance Management Plan and supporting STAR procedures**

### **Strategic Priorities**

We recognise the importance of regular attendance to help our students achieve their educational potential. We work to create a school culture where students feel seen, connected and that they belong so they want to come to school. Creating a space that upholds Te Tiriti and celebrates Te Ao Māori is a key part of this approach. Our attendance procedures ensure students and our community understand the importance of regular attendance for their child's future success and also ensures that students are accounted for during schools' hours.

### **Monitoring**

The Office, Principal and Deputy principal will maintain reporting of daily attendance data.

Teachers will make contact with every family before the school year starts to discuss how important attendance is at the start of the year. In week 4 of all terms teachers will call whānau with children who have less than 90% attendance and email or contact those with over 90% to inform them of their child's percentage.

Teams regularly discuss our learners with low attendance and plan how to support those learners back to regular attendance. The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration

### **Legislative compliance/ Legislation**

Education and Training Act 2020.

Education Attendance rules.

Education Attendance Management Plan regulations (yet to be passed)

## **Responsibilities**

<p><b>Board</b></p> <p>The board is responsible for</p> <ul style="list-style-type: none"><li>• creating a school that is culturally responsive, upholds Te Tiriti o Waitangi and helps students to feel connected and that they belong</li><li>• developing and using processes and procedures in place to support a Stepped Attendance Response to student absence</li><li>• recording all absences, and responding accordingly</li><li>• publishing this attendance management plan on the school's website</li></ul>	<p><b>Principal</b></p> <p>The principal is responsible for:</p> <ul style="list-style-type: none"><li>• creating a school that is culturally responsive, upholds Te Tiriti o Waitangi and helps students to feel connected and that they belong</li><li>• developing and implementing a stepped attendance response</li><li>• ensuring that student absence is investigated, responded to and actions taken recorded</li><li>• ensuring everyone understand the processes/procedures that support student attendance</li><li>• reporting to the board on any trends, barriers to attendance</li></ul>
<p><b>Parent/ Whānau</b></p> <p>Parents and whānau are responsible for</p> <ul style="list-style-type: none"><li>• ensuring students attend every day they are able</li><li>• having open and regular communication with the school</li><li>• reinforcing good attendance habits</li><li>• following the school's attendance management plan and associated attendance policies and procedures</li></ul>	<p><b>School responsibilities</b></p> <p>The school is responsible for</p> <ul style="list-style-type: none"><li>• further building a culture where: students feel<ul style="list-style-type: none"><li>○ seen, connected and that they belong<ul style="list-style-type: none"><li>• Te Tiriti is upheld</li><li>• Te Ao Māori is celebrated</li></ul></li></ul></li><li>• clear communication to parents and students on attendance expectations on enrolment and consistently through the year</li><li>• communicating to parents what steps the school will take if the student is absent from school</li><li>• monitoring student attendance</li><li>• providing students with regular updates on their own attendance</li></ul>

## DSS Stepped Attendance Response Activities

Attendance	School strategies
Everyone	<ul style="list-style-type: none"> <li>• We focus on creating a school that is culturally responsive, upholds Te Tiriti o Waitangi and helps students to feel connected and that they belong with clear and high expectations for attendance</li> <li>• Teachers make contact with whānau before the school year starts to connect and stress the importance of being at school at the start of the year.</li> <li>• Teachers make contact with whānau <b>week 4 of each term</b> about attendance- under 90% is a call or meeting. Over 90% can be via email, chat etc. These calls stress the importance of attendance but also come from a supportive approach "how can we help?"</li> <li>• Teachers track attendance and quickly escalate to TL and Leadership if attendance drops.</li> <li>• Office calls or texts all absences and follows up those with no response with Absences with no explanation marked as truant</li> <li>• Teachers make contact with whānau once a student has been away for 3 days with no reason.</li> <li>• School encourages whānau to join Edge app</li> <li>• Clear expectations about attendance shared regularly with students</li> <li>• Support from different agencies is offered (and organised) where needed</li> </ul> <p>School has a focus on having a culture that reflects Te Ao Māori and also show high expectations for all learners</p> <ul style="list-style-type: none"> <li>· Minimum of one Fun Day a term</li> <li>· Events are created that encourage whānau participation to further build connection</li> <li>· House points and rewards for attendance</li> <li>· Announcements by students regularly share attendance information</li> </ul>
5-9 days a term 80%- 90%	<ul style="list-style-type: none"> <li>• DP contacts whānau and explains they are now on her list of students with concerning attendance</li> <li>• DP explains the process from here and goes through the STAR process with these whānau</li> <li>• DP contacts these families daily if absence is unjustified or no reason given Support from different agencies is offered (and organised)</li> <li>• If there is no progress then DP organises a meeting with whānau, truancy and the child to discuss next steps</li> </ul>
10- 14 days a term 70% -79%	<ul style="list-style-type: none"> <li>• Formal letter sent to whānau from Principal requesting a meeting</li> <li>• Meeting with whānau, DP and Principal and attendance plan created with whānau and child</li> <li>• Support from different agencies is offered (and organised)</li> <li>• Referral to truancy if progress is not made</li> </ul>
Over 15 days a term Under 70%	<ul style="list-style-type: none"> <li>• Warning notice sent about escalating to a Section 19 referral</li> <li>• Multi agency meeting held</li> <li>• Section 19 referral completed if no progress made</li> </ul>

