



Hagley College Attendance Policy

Goal: The goal of this policy is to outline the attendance expectations of our akōnga at Hagley College

Rationale: Attendance and engagement in learning is instrumental in ensuring that students' achieve their potential as learners. The Board of Trustees under the Education and Training Act 2020 must take all reasonable steps to ensure that the school's students attend the school, when it is open.

Related Policies: Student Wellbeing Policy

Guidelines

1. Hagley College is open for instruction for the number of half days outlined by the Ministry of Education for that school year. In 2021 that is 380 half days.
2. Teaching staff at Hagley College are expected to complete their class roll via our student management system in the first ten minutes of each period of teaching.
3. Hagley College follows an attendance procedure across all year levels to identify students who are attending below the expected level and have a range of interventions to support and promote better attendance.
4. Students with excellent attendance are recognised with positive reinforcement.
5. The students' tutor is the first point of contact and follow up for attendance concerns
6. Students that are under 16 are supported through the Te Ora Hou Truancy Service and the Rock On community support team.
7. Where a student has continuous absence for more than 20 consecutive school days, the College reserves the right to remove the student from our school roll in accordance with the education and training act 2020
8. The College submits termly attendance data to the Ministry of Education 'Everyday Matters' project so we can measure and track attendance data for our students including those identified as priority learners. This is reported to the Board of Trustees.

Supporting Documents

Hagley Attendance Procedures [attached]

[MOE Legal Responsibilities and National Guidelines for Schools on Attendance](#)

Approved by: _____

Designation: _____

Date Approved: _____

Review Date: _____

Attendance Procedures



Classroom Teacher

- 1 – The class teacher is responsible for the accuracy and timeliness of roll completion for the designated period.
- 2 – Timeliness is considered to mean the first ten minutes of the class for completion
- 3 – Lateness is to be managed by the classroom teacher at the first instance or where lateness is only on the odd occasion.
- 4 – If a student arrives late rather than being absent it is the classroom teacher's responsibility to change a coded absence to a late code. Please note the time they arrive in the note section under the roll.
- 5 – Record interactions on our student management system where applicable.

Tutor Teacher

- 1 – Monitor attendance for your given tutor group on a weekly basis
- 2 – Respond to minor attendance concerns from a teacher in the first instance. This could be by speaking to the student about lateness, truancy and or medical absence that may impact learning. Please note – a medical certificate is required for three days continuous medical absence.
- 3 – A tutor teacher is also required to make contact home by phone call in the first instance and if unsuccessful in contacting by phone use email if an address is supplied to outline concerns in attendance/lateness. The focus of the conversation is impact on learning.
- 4 – Record interactions with student and whānau on SMS
- 5 – Refer to the relevant Year Adviser when these steps have been implemented and there has been no improvement in attendance and/or lateness.

Year Adviser

- 1 – Gathers attendance and achievement information on a student that is referred by a tutor teacher for attendance concerns or is identified through a weekly attendance printout
- 2 – Refers, through Year Adviser Administrator, to Te ora Hou (Truancy service) for students who drop below the year level attendance goal.
- 3 – Meets weekly with Head of Junior College or DP:Student Wellbeing regarding wellbeing concerns including attendance with the purpose of information sharing
- 4 – Continues contact with the student and home regarding attendance expectations. A phone call is preferable over other means of contact.
- 5 – Letters are sent with mixed response for students where attendance is at the concerning level.

6 – Year 12 and 13 Year Adviser’s attend regular transition meetings with the Careers Department to support successful transitions for targeted students.

Head of Junior College / Associate Principal

1 – Attend Rock On and FGC truancy meetings

2 – Works with agencies and families to help re integrate young person to school

3 – Investigates truancy initiatives to suit the needs of the College

Board of Trustees

1 – Updated via Associate Principal reports per Term summarising the “Everyday matters” MOE attendance report.