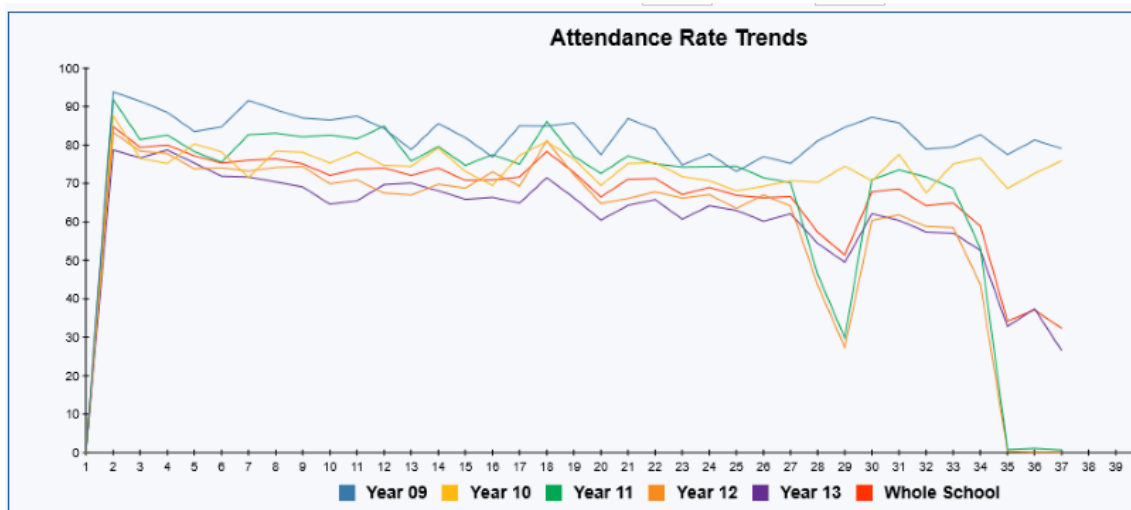




Attendance is very closely linked to achievement and as a result of this close connection all three of our Te Puna Wai o Waipapa – Hagley College Strategic Goals have a component linked to positive attendance.

It is a very important indicator of academic success and therefore a big influence on our leaving data and then life outcomes for students. We recognise that low student attendance is a significant barrier to achievement.

Below is 2023 attendance data which we will use to provide a data comparison for 2024.



	Regularly attending (Attending more than 90%)		Irregular absence (Attending more than 80% and up to 90%)		Moderately absent (Attending more than 70% and up to 80%)		Chronically absent (Attending 70% or less)	
T1	232	36.8	162	25.7	83	13.2	153	24.3
T2	224	35	131	20.5	89	13.9	196	30.6
T3	70	11.3	166	26.7	116	18.7	269	43.3
T4 (up to wk 3)	184	30.7	109	18.2	66	11	240	40.1
Cumulative (Wks 1 to 33)	145	21.7	185	27.7	101	15.1	237	35.5

Percentage of students attending more than 90% = 21.7

Percentage of students attending between 70 and 80% = 15%

Percentage of students attending below 70% = 35.5%

Links to the Strategic Goals:

Strategic Goal #1: Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi

We are focussing on culturally responsive practices through staff Professional Learning and Development which will lead to a better learning experience for all students. Students will feel supported to participate and engage, and to feel confident that they will be able to learn in each environment. This will be due to teacher competence and the fact that the student knows the teacher cares about them as a learner and as a person. It then becomes worthwhile to attend.

A kaupapa Māori approach to Pastoral care is implemented across the College and is embedded in practices for ākonga Māori. This is ongoing but we will look at further developing this as an intervention in **2025**.

We will do this through Te Manawa o Te Anamata, a kaupapa Māori vertical tutor group where students are connected to the tutor, each other, and Te Ao Māori. The tutor will track and monitor students attendance and achievement in this environment. Our Pasifika students can opt into our Aiga tutor group where their attendance and achievement are closely tracked through designated Pasifika staff.

This is not a quick fix or a short term intervention but in the long run we hope to see student attendance rates improve.

Strategic Goal #2: Strengthen students' achievement in their learning

A clear understanding of attendance roles and responsibilities across all levels of the school will occur through Professional Learning and Development and scheduled working meetings for tutors. The clarification of roles and responsibilities should make the tracking of attendance more manageable.

Year 9-11 student's whānau will receive an end of the week email with the weekly attendance shown in a simple and clear format. We trialed this at the end of 2023 and got very good feedback. In Term 2, Year 12 will be included with a goal of all year levels receiving this information by the end of the year.

Strategic Goal #3: Strengthen students' sense of wellbeing to increase success in learning

Our work towards becoming the first fully restorative school in Aotearoa will have an impact on attendance as unresolved issues should not get in the way of attendance.

Students experiencing a sense of belonging through the wellbeing focussed environment, clubs and sports should mean a greater attendance rate too.

A stronger connection between new students and their tutors may also impact attendance positively.

What are our attendance targets for 2024?

Year's 9-12 attendance targets are

70% of students attending more than 90% of the time (regular attenders)

10% or less of students attending between 70 and 80% of the time

Below 15% of students attending below 70% (Chronic absenteeism)

Building up to 2024:

In 2023 we put initiatives in place to be ready for a big push on attendance in 2024. These are summarised below:

- Advertising our attendance supports to parents by way of fliers and attachments with attendance emails.
- Weekly attendance summaries are emailed to parents of Year 10 students
- End of term letters to parents of students who were attending at a level that is likely to impact achievement.
- A MoE initiative was implemented where we focussed on and tracked a small target group of Year 10 students who were between 70-80% Attendance. The students checked in with a key person and daily monitoring occurred. In almost all cases this impacted student attendance positively.

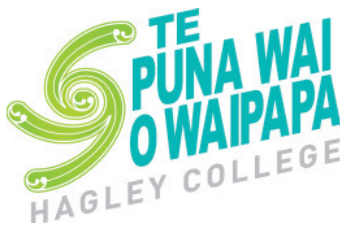
What we are doing to support positive attendance in 2024:

- Extended the weekly summary emails to parents of students in Years 9-11 in term 1. This will be extended to include Year 12 students in Term 2 and Year 13 in Term 3.
- Will continue to send end of term letters to parents of students that are at risk of not achieving based on attendance.
- Giving out attendance support fliers at school events
- Continuing to contribute to funding and apply for funding for the continued role of our social worker and mental health worker.

- SLT receive weekly update with the number of students that currently fit in chronic absenteeism (-70%) and those students attending regularly (+90%)
- Funding bus card top ups and easy access to breakfast club and food during the day.
- Establishing clear roles and responsibilities when it comes to Attendance
- Continue to use the 'Rock On' Model for truancy which is a multi agency response
- Monthly reports to the Board on attendance rates, patterns and interventions

2025:

- Specific 'at risk' target groups identified and mentored
- Continue to apply for funding through our Trust to maintain key workers and positions
- Develop a Year Adviser timeline for roll and attendance matters



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