

Attendance Plan 2025

Te Puna Wai o Waipapa - Hagley College

Attendance Plan 2025

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 2024 Term 3 and Term 4 attendance data which we will use to provide a data comparison for 2025.

	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)
T3	23% (24%)	23% (24%)	17% (18%)	36% (34%)
T4	27% (29%)	29% (19%)	18% (12%)	26% (39%)

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 through strong reciprocal relationships between home and school.

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 trialled 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 2025?

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)

In 2025:

We continue with the following initiatives that support positive attendance:

- Advertising our attendance supports to parents by way of fliers and attachments with attendance emails.
- Weekly attendance summaries are emailed to parents of all year levels on a Friday
- End of term letters to parents of students who were attending at a level that is likely to impact achievement.
- Track weekly attendance data and present this data to the Board monthly
- Continue to highlight the clear link between achievement in NCEA and attendance in Year 11 and 12 in particular.

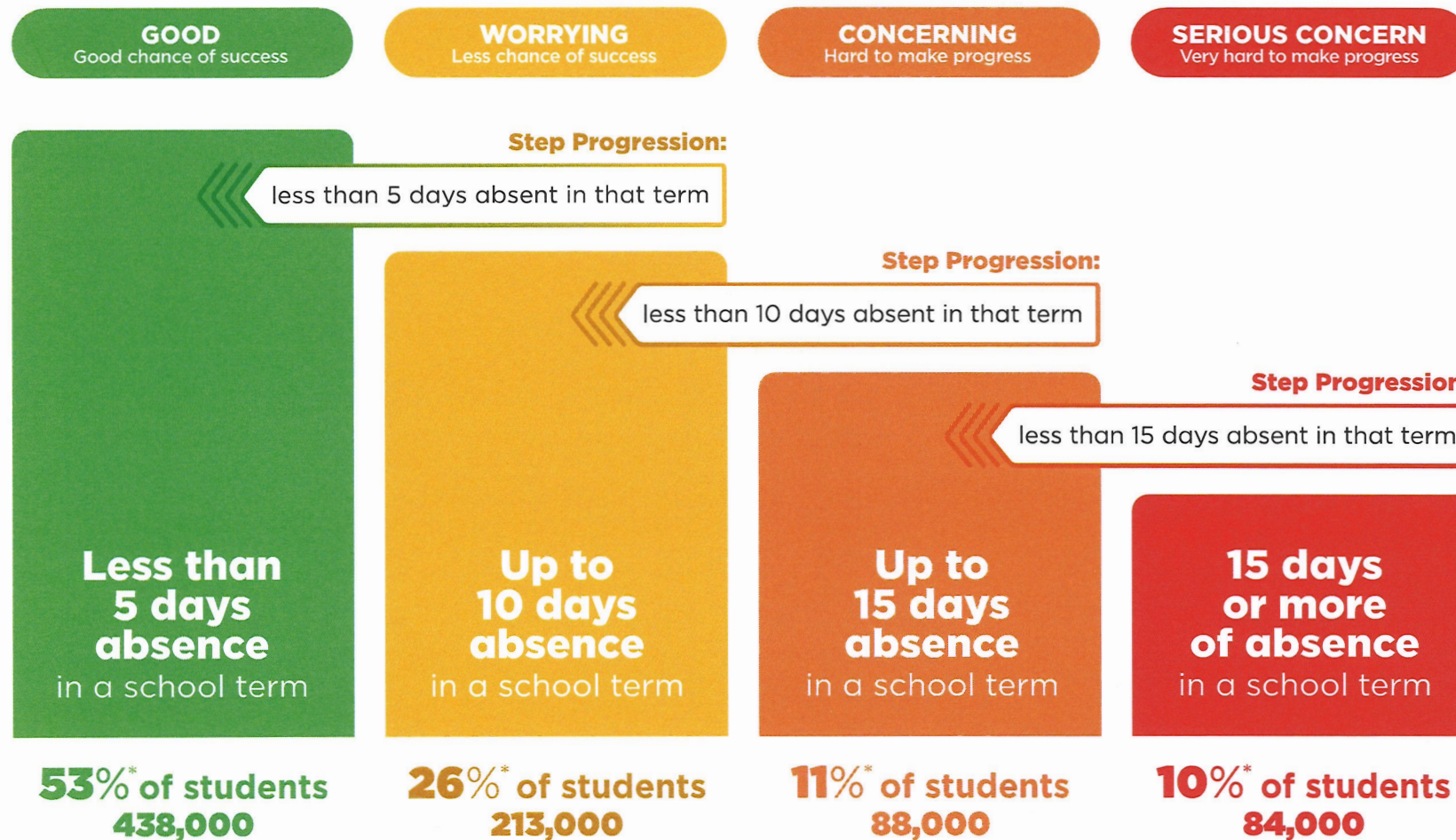
We will also implement the following initiatives

- Give staff time for their role as tutor which includes attendance follow up
- Continuing to contribute to funding and apply for funding for the continued role of our social worker and mental health worker.
- 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
- Create specific target groups such as new students to our school in Year 10 and 11 and track their attendance and achievement closely

Stepped Attendance Response – STAR

Responding to all absences

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.



* These approximate numbers of students are based on the numbers of students in the regular attendance categories in Term 2 2024.

Stepped Attendance Response – STAR

Responding to all absences

The Stepped Attendance Response (STAR) sets expectations for school, student, parent/guardian, Ministry of Education and broader system responses to student absence.

It provides a series of activities that should be considered when students meet absence thresholds. The actions taken will be tailored to the reasons for absence, for example a student with a chronic illness will require tailored supports for their education.

The activities include considering prosecution for absences if appropriate support is offered and not taken up.

Day-to-day operations

Schools:

- Assess attendance history of new students and share attendance history when students move between schools.
- Survey students and parents to support effective teaching practice and engagement
- School Leadership and Boards actively minimise disruptions to the school day and week e.g. use callback days, parent teacher meetings held after school
- Support students to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate.

Ministry of Education:

- Convene termly meetings for leaders from local schools and relevant agencies to discuss students with serious attendance concerns where a multi-agency response is required
- Prepares templated materials for schools to adapt and use to promote or respond to attendance
- Provide attendance data reports for individual schools and Kāhui Ako
- Provide schools with a regularly updated list of agencies that schools can work with to support students
- Contract supports and services that are effective at returning students to regular attendance (e.g. Attendance Service)

Less than 5 days absence in a school term

PARENTS/GUARDIANS

- Ensure student attends every day they are able
- Reinforce good attendance habits
- Support other parents to reinforce good attendance habits
- Open communication with school
- Follow school attendance management plan and associated policies and processes

SCHOOLS

- Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term
- Communicate to parents what steps the school will take in the event their child is absent from school
- Communicate good attendance habits to students and parents
- Monitor attendance
- Communicate to parents about every absence
- Maintain contact details of parents
- Provide students with regular updates on their own attendance
- Report regularly to parents on attendance of their child
- Support students getting to school
- Use school level approaches to promote good social and learning environment

MINISTRY OF EDUCATION

- Monitor that schools have their attendance policy and attendance management plan on website and it is reviewed as required
- Monitor aggregate data and attendance patterns to identify challenges and opportunities at regional and national levels
- Maintain regular contact with schools and support policy development and interventions/supports
- Support schools to be inclusive and safe

53% of students. 438,000

Up to 10 days absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Contact school to discuss reasons for absence
- Support student to catch up on missed learning
- Engage in supports offered

SCHOOLS

- Send formal notification and contact parent/guardian to discuss reasons for absence
- Support students to catch up missed learning where required
- Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform shop, PB4L

MINISTRY OF EDUCATION

- Support school with formal notification where required

26% of students. 213,000

Plus previous responses



Stepped Attendance Response – STAR

Responding to all absences

Up to 15 days absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Attend meeting at the school to analyse reasons for absence and to collaborate on a support plan
- Implement strategies at home

SCHOOLS

- Send escalated formal notification to parents
- Hold meeting to analyse reasons for absence and to collaborate on a support plan
- Develop and implement a plan tailored to the reasons and circumstances around the child's absence
- Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed

MINISTRY OF EDUCATION

- Identify schools with a significant proportion of students at amber level and offer additional support
- Facilitate multi-agency response and support school to implement and monitor improvement plan
- Promote resources and services to support schools to return students to regular attendance
- Identify and respond to localised barriers
- Monitor regional interventions
- Facilitate involvement of other agencies.
- Reprioritise regional support resources to where most needed/effective
- Develop new initiatives/policies if needed
- Support parent/guardian and school to resolve conflict if needed

11% of students. 88,000

Plus
previous
responses



15 days or more absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Engage in improvement plan
- Participate in regular meetings

SCHOOLS

- Send warning notice and make contact to arrange meeting with parents
- Escalate to multi-agency response
- Participate in multi-agency response
- Implement and monitor improvement plan
- Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up.
- Unenrol students who will not be returning to school

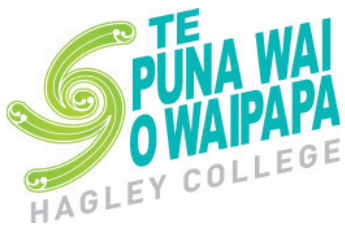
MINISTRY OF EDUCATION

- Identify schools with a significant proportion of students at red level and offer additional support
- Facilitate multi-agency response and support school to implement and monitor improvement plan
- Provide direct support to parents where required
- Coordinate regional response where required
- Consider system-wide initiatives for high-risk attendance
- Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools
- Work with the Attendance Service to re-enrol students who are not enrolled

10% of students. 84,000

Plus
previous
responses





510 Hagley Avenue | Christchurch 8011 | New Zealand
PO Box 3084 | Christchurch 8140 | New Zealand
Telephone 0508HAGLEY or (03) 364 5156 | Facsimile (64 3) 379 3134
Email: info@hagley.school.nz | Website: www.hagley.school.nz