

Te Kahu Amohia – Fairhaven School Attendance and Engagement Management Plan

At Te Kahu Amohia we focus on supporting our students and our whānau so that our students are in attendance at school. When students are in attendance they have the opportunity to learn and accelerate their progress. Through doing this we support our students to '*Reach their Potential*' and be '*The Best They Can Be*'. When working with ākonga and whānau around attendance issues Te Kahu Amohia - Fairhaven School and Staff endeavour to take a mana enhancing approach that is culturally safe and appropriate. Terms 1 and 2 data was collated from our Student Management System (SMS). Terms 3 and 4 data was generated directly from the Ministry of Education (MOE) using different parameters.

Attendance and Engagement Challenges

- The majority of absences are justified
 - The largest percentage of justified absences are due to illness or medical reasons this is particularly relevant for our students with complex medical needs
 - Female students (especially in the senior school) have a slightly higher portion of justified absences
- A small percentage of absences are unjustified
 - A large percentage of unjustified absences across years are recorded as (?) unknown (Temporary) or (T) Unexplained/ Trivial

Main Reasons for Absence 2025

Terms	Regular Attendance	Reasons for absence: Illness/Medical (including medical appointments)	Reason for absence: Justified	Reason for absence: Accepted but unjustified (Unjustified)	Reason for absence: unexplained/trivial (Intermittent unjustified absence)	Reason for absence: holiday
Term 1	86.4%%	55%	11.04%	2.74%	0.02%	0%
Term 2	83.96%	65%	12.40%	2.96%	0.03%	0%
Term 3	49%	74%	7%	13%	4%	1%
Term 4	54%	55%	13%	10%	21%	1%

Annual Plan Attendance Initiative Success Statement:

Kaimahi and Leadership use a range of strategies and supports to lift student attendance and reduce unjustified absence from February 2025

Target:

- Reduce unjustified absences including accepted but unjustified absences and unexplained/trivial absences
- Reduce chronic absence rate

Actions to support INCREASED ATTENDANCE

Requirement/Aim	Action	When	Who
To ensure whānau awareness of importance of attendance	Include a statement in our welcome pack for enrolling students and whānau	Given to whānau as part of enrolment	DP
	Hero post to whānau to share the message of the importance of student attendance and expectations of communication with school regarding child's attendance. Share attendance policy	Beginning of each term	Tumuaki
	Engage students in learning that is relevant and presented in ways that engage students including learning goals in PLP/ ImPACTS PLP/ GPLP learning goals and other learning.	Each day	Classroom teachers/ support staff
To ensure correct coding of absence	Provide PLD on absence, correct coding and making notes for unjustified absence	Week 0, Term 1 Annually (& at teacher induction if not at start of year)	Lead Team
	Teachers/admin to use correct codes and make notes on Hero for unjustified absence	Daily	Classroom teachers/admin
	Admin to check on attendance coding from the week	Weekly	Admin

UNEXPLAINED absences

Requirement/Aim	Action	When	Who
Identify why a student is absent each day	Contact the parent/caregiver by: <ul style="list-style-type: none"> • Phone call • Text 	<ul style="list-style-type: none"> • 9.30am daily • Continued contact throughout day if needed • Identified by the end of the week 	Admin
	If unable to contact parents/caregivers mark T for Truant	<ul style="list-style-type: none"> • End of the day 	Admin

	Ensure we have up to date contact information for parents/caregivers	<ul style="list-style-type: none"> Beginning of the year and mid-year send information to parents/caregivers to update. Teachers to advise admin of any updates Admin to edit Hero - as relevant. 	Admin
	Include info on termly Hero post to whānau to encourage them to advise school of student's absence and reason ahead of time	Beginning of each term	Tumuaki
	Review policy on coding of absence and familiarise staff with any changes	Week 0, Term 1 Annually (& at teacher induction if not at start of year)	Lead Team
	Monitor teacher/ admin consistency of coding	Termly review/discussion in Lead Team Meetings	Lead Team
	Identify any trends in student absence through analysis of data	Weekly review of data	Tumuaki/ admin/ Kaitohutohu (Whānau Support)

Students with less than 5 days UNJUSTIFIED absence within a term

Requirement/Aim	Action	Who
Identify learners with less than 5 full days unjustified absence in a term	<ul style="list-style-type: none"> Check Hero to identify students who have been unjustifiably absent for 5 or more days (over the week). Advise Tumuaiki, Kaitohitohu and classroom teacher if any student has reached 3 days of unjustified absence (over the week). Termly meeting, last week of each term, to analyse patterns in unjustified absence 	Admin Attendance Team
To reduce or eliminate unjustified absence	<ul style="list-style-type: none"> Meeting with the parent/caregiver to advise them of the unjustified absence and offer support Keep records of all actions taken in Hero 	Lead team/ Kaitohutohu

Actions to support students who have up to 10 days of UNJUSTIFIED absences within a term

Requirement/Aim	Action	Who
To reduce or eliminate unjustified absence for students who have up to 10 days of unjustified absence within a term	<ul style="list-style-type: none"> ● Identify why a student is absent: ● Discuss possible reasons with classroom teacher ● Contact the parent/caregiver for a verbal conversation (phone call, face to face meeting) <ul style="list-style-type: none"> ○ Discuss the number of absences ○ Clarify reason for absence ○ Discuss and identify possible supports (see below for possible options) ○ Identify possible follow up actions ● Keep records of all actions taken in Hero 	Administrator / Classroom teacher /Kaitohutohu / Lead team
	<p>Identify supports for students</p> <ul style="list-style-type: none"> ● The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whānau to GP/ Paediatrician/ other agencies) ● The program is not engaging - identify, plan and implement a program that will be engaging to the student ● The student has difficulty with teaching style or delivery of lessons - identify, plan and implement a program that will be engaging to the student ● The student has difficulty with their peers - identify, plan and implement a program that will be engaging to the student 	Classroom Teacher, Kaitohutohu, Psychologist, FAST Team and Lead Team
	<p>Identify supports for whānau</p> <ul style="list-style-type: none"> ● The student has anxiety about coming to school - discuss support from GP / Paediatrician / School team ● Difficulties with transport - identify possible ways to resolve transport issue - e.g. school transport ● External agency support ● Local Ministry of Education Te Mahau 	Relevant school staff including Classroom Teacher, Kaitohutohu, FAST, Lead Team, Tumuaki etc GP/Paediatrician External Agencies e.g. CDS, OT, Explore etc
	<p>When an intervention is in place</p> <ul style="list-style-type: none"> ● Record information of intervention in Hero Attendance Page and include the following: <ul style="list-style-type: none"> ○ The interventions used ○ For whom ○ The level of success reducing students' absence ○ Length of time to reduce absences ○ Key learnings / insights ● Regularly review intervention to determine success or otherwise 	Classroom teacher, Kaitohutohu, FAST, Lead Team, Admin

	<ul style="list-style-type: none"> ○ Identify which interventions result in prompt and productive responses ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whānau their experience of interventions ● If intervention is successful continue intervention for as long as required ● If intervention is unsuccessful or there is slow progress <ul style="list-style-type: none"> ○ Advise Tumuaki ○ Communicate with whānau ○ Revisit plan of intervention and adapt as required ○ Contact the Regional Ministry of Education Te Mahau for further support 	
	<p>If trends in unjustifiable absences resume</p> <ul style="list-style-type: none"> ● Analyse data to gain understanding ● Engage in process with students and whānau again to identify barriers and supports ● Contact the Regional Ministry of Education Te Mahau for further support ● Create a plan and implement the agreed plan 	Classroom teacher, Kaitohutohu, Tumuaki
	<p>Other actions (ongoing)</p> <ul style="list-style-type: none"> ● Each term discuss and analyse attendance data from Hero and Everyday Matters ● Identify appropriate PLD opportunities for staff to support reduction in unjustifiable absences ● Keep a school database of interventions that have been successful and interventions that have been unsuccessful with analysis information ● Report to Board on attendance ● Review and evaluate attendance management plan mid-year and end of year. 	Kaitohutohu, Lead Team, Tumuaki

Actions to support students who have up to 15 days of UNJUSTIFIED absences within a term

Requirement/Aim	Action	Who
To reduce or eliminate unjustified absence for students who have up to 15 days of unjustified absence within a term	<ul style="list-style-type: none"> ● Identify why a student is absent: ● Discuss possible reasons with classroom teacher ● Contact the parent/caregiver for a verbal conversation (phone call, face to face meeting) <ul style="list-style-type: none"> ○ Discuss the number of absences ○ Clarify reason for absence ○ Discuss and identify possible supports (see below for possible options) ○ Identify possible follow up actions 	Administrator / Classroom teacher / Kaitohutohu / Lead Team

	<ul style="list-style-type: none"> ● Keep records of all actions taken in Hero 	
	<p>Identify supports for students</p> <ul style="list-style-type: none"> ● The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whānau to GP/Paediatrician) ● The program is not engaging - identify, plan and implement a program that will be engaging to the student ● The student has difficulty with teaching style or delivery of lessons - identify, plan and implement a program that will be engaging to the student ● The student has difficulty with their peers - identify, plan and implement a program that will be engaging to the student 	<p>Classroom Teacher, Kaitohutohu, Psychologist, FAST Team and Lead Team</p>
	<p>Identify supports for whānau</p> <ul style="list-style-type: none"> ● The student has anxiety about coming to school - discuss support from GP / Paediatrician / School team ● Difficulties with transport - identify possible ways to resolve transport issue - eg school transport ● External agency support ● Local Ministry of Education Te Mahau 	<p>Relevant school staff including Classroom Teacher, Kaitohutohu, FAST, Lead Team etc GP/Paediatrician</p> <p>External Agencies e.g. CDS, OT, Explore etc</p>
	<p>When an intervention is in place</p> <ul style="list-style-type: none"> ● Record information of intervention in Hero and include the following: <ul style="list-style-type: none"> ○ The interventions used ○ For whom ○ The level of success reducing students' absence ○ Length of time to reduce absences ○ Key learnings / insights ● Regularly review intervention to determine success or otherwise <ul style="list-style-type: none"> ○ Identify which interventions result in prompt and productive responses ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whānau their experience of interventions ● If intervention is successful continue intervention for as long as required ● If intervention is unsuccessful or there is slow progress <ul style="list-style-type: none"> ○ Advise Tumuaki ○ Communicate with whānau ○ Revisit plan of intervention and adapt as required ○ Contact the Regional Ministry of Education Te Mahau for further support 	<p>Classroom teacher, Kaitohutohu, FAST, Lead Team</p>
	<p>If trends in unjustifiable absences resume</p> <ul style="list-style-type: none"> ● Analyse data to gain understanding 	<p>Classroom teacher, Kaitohutohu, Tumuaki</p>

	<ul style="list-style-type: none"> Engage in process with students and whānau again to identify barriers and supports Contact the Regional Ministry of Education Te Mahau for further support Create a plan and implement the agreed plan 	
	<p>Other actions (ongoing)</p> <ul style="list-style-type: none"> Each term discuss and analyse attendance data from Hero and Everyday Matters Identify appropriate PLD opportunities for staff to support reduction in unjustifiable absences Keep a school database of interventions that have been successful and interventions that have been unsuccessful with analysis information Report to Board on attendance Review and evaluate attendance management plan mid-year and end of year. 	Kaitohutohu, Lead Team, Tumuaki

Actions to support students who have 15 or more days of UNJUSTIFIED absences within a term

Requirement/Aim	Action	Who
To reduce or eliminate unjustified absence for students who have 10 or more days of unjustified absence within a term	<ul style="list-style-type: none"> Identify why a student is absent: Discuss possible reasons with classroom teacher Contact the parent/caregiver for a verbal conversation (phone call, face to face meeting) <ul style="list-style-type: none"> Discuss the number of absences Clarify reason for absence Discuss and identify possible supports (see below for possible options) Identify possible follow up actions Keep records of all actions taken in Hero 	Administrator / Classroom teacher /Kaitohutohu / Lead Team
	<p>Identify supports for students</p> <ul style="list-style-type: none"> The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whānau to GP/Paediatrician) The program is not engaging - identify, plan and implement a program that will be engaging to the student The student has difficulty with teaching style or delivery of lessons - identify, plan and implement a program that will be engaging to the student The student has difficulty with their peers - identify, plan and implement a program that will be engaging to the student 	Classroom Teacher, Kaitohutohu, Psychologist, FAST Team, Lead Team

	<p>Identify supports for whānau</p> <ul style="list-style-type: none"> ● The student has anxiety about coming to school - discuss support from GP / Paediatrician / School team ● Difficulties with transport - identify possible ways to resolve transport issue - e.g. school transport ● External agency support ● Local Ministry of Education Te Mahau 	<p>Relevant school staff including Classroom Teacher, Kaitohutohu, FAST, Lead Team, Tumuaki etc GP/Paediatrician External Agencies e.g. CDS, OT, Explore etc</p>
	<p>When an intervention is in place</p> <ul style="list-style-type: none"> ● Record information of intervention in Hero and include the following: <ul style="list-style-type: none"> ○ The interventions used ○ For whom ○ The level of success reducing students' absence ○ Length of time to reduce absences ○ Key learnings / insights ● Regularly review intervention to determine success or otherwise <ul style="list-style-type: none"> ○ Identify which interventions result in prompt and productive responses ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whānau their experience of interventions ● If intervention is successful continue intervention for as long as required ● If intervention is unsuccessful or there is slow progress <ul style="list-style-type: none"> ○ Advise Tumuaki ○ Communicate with whānau ○ Revisit plan of intervention and adapt as required ○ Contact the Regional Ministry of Education Te Mahau for further support 	<p>Classroom teacher, Kaitohutohu, FAST, Lead Team</p>
	<p>If trends in unjustifiable absences resume</p> <ul style="list-style-type: none"> ● Analyse data to gain understanding ● Engage in process with students and whānau again to identify barriers and supports ● Contact the Regional Ministry of Education Te Mahau for further support ● Create a plan and implement the agreed plan 	<p>Classroom teacher, Kaitohutohu, Tumuaki</p>
	<p>Other actions (ongoing)</p> <ul style="list-style-type: none"> ● Each term discuss and analyse attendance data from Hero and Everyday Matters ● Identify appropriate PLD opportunities for staff to support reduction in unjustifiable absences ● Keep a school database of interventions that have been successful and interventions that have been unsuccessful with analysis information ● Report to Board on attendance 	<p>Kaitohutohu, Lead Team, Tumuaki</p>

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| | <ul style="list-style-type: none">• Review and evaluate attendance management plan mid-year and end of year. | |
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