

Te Kura o Pōmare Attendance Strategy



At Pomare School we prioritise regular attendance to support learning and achievement. Our processes align with the Ministry of Education's STAR (Stepped Attendance Response).

Below are the systems in place to support this.

- We communicate the links between attendance and achievement with our ākonga and their whānau.
- We have clear expectations about attendance and respond early and consistently, which allows us to help stop attendance issues from turning into bigger problems.
- We have a stepped approach to managing attendance, with defined escalation thresholds based on days absent per term.
- We have a clear process for accessing further support when needed.
- We have an action plan that clarifies roles and responsibilities for our whānau and school. We share this with our Board and whānau and seek feedback regularly.

Review Process

- Our STAR will be reviewed once a year.
- Our School Leadership Team will be responsible for ensuring this review happens.
- The Review will cover consultation with the Staff, Board, students, and whānau.
- The School Leadership team will review the strategy and implementation process, to measure adherence and effectiveness of the overall strategy.
- Attendance data will be shared at each Board meeting as part of the Principal's Report
- Effectiveness will be measured by an increased % of regular attendance from the previous term and year. Also, the continuing decline in the percentage of students with irregular and unjustified attendance over the term. We will also see fewer students being referred to our MOE Attendance Officer.
- Data will come from our Everyday Matters - Attendance Termly Report and our Student Management System (Hero). *We will also track students with 'at risk' attendance more closely*
- Changes, if necessary, will be implemented upon completion of the yearly review or if there are voiced concerns around the implementation of STAR by Leadership, Staff or Whānau.

Day to day operations		
Activities included in the STAR	What this looks like in practice	Who is responsible for these processes/actions
Assess attendance history of new students and share attendance history when students move between schools.	- Contact previous school to request attendance records - Identify any issues or trends in attendance history	Administration Team or Classroom teacher
Survey students and parents to support effective teaching practice and engagement.	- Prompt parents and students to share their thoughts on teaching practices and engagement during Learning Conferences - Hold Whānau Hui regularly to update and consult on our practices and processes on engagement	School Leadership Team
School Leadership and Board actively minimise disruptions to the school day, and week e.g. use callback days, parent teacher meetings held after school.	- School boards and school leadership prioritise school hours for learning. - Set learning conference times so school remains open and learning continues for all students	School Leadership Team and School Board
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.	Set alternative activities (such as worksheets or online learning) for students who cannot be at school for <u>more than three days</u>.	Classroom Teacher and/or School Leadership team.
Regularly communicate attendance expectations and the importance of regular attendance to students and whānau	- Attendance cup awarded to class with highest regular attendance level at each student leader assembly – reminder to students that they should be at school unless they are sick - Address attendance requirements at whānau hui, to ensure regular and consistent messages to parents - Attendance message in school newsletter at least once per term	
Regularly update responses to absences when thresholds met.	- Attendance threshold emails come through to principal each day - Attendance management plan 'response data' recorded in Hero (SMS) each time a student reaches an attendance limit.	

For students with less than 5 days unexplained or unjustified absence in a school term		
Activities included in the STAR	What this looks like in practice	Who is responsible for these processes/actions
• Clear communication to parents on attendance expectations on enrolment, at the start of the 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	• Use enrolment forms, newsletters, Pomare School Facebook page or other communication methods to set expectations and provide guidance to parents • Address attendance requirements at whānau hui, to ensure regular and consistent messages to parents	• School Leadership • Administration Team
• Monitor attendance • Communicate with parents about every absence • Maintain contact details of parents	• Use Edge to quickly identify all student absences and communicate these to parents • Notify and follow up by phone call for every child who is away and has not rung in/left a message to account for why. • Update contact details of whānau as necessary	• Administration Team • School Leadership
• Provide students with regular updates on their own attendance	• Provide regular reporting (once a fortnight) at school assembly, announcing class with highest attendance – attendance cup presented • Celebrate at the end of term assembly with certificates for students who have attended 95% or more • Have classroom discussions on the need to attend school every day.	• Leadership Team • Classroom Teacher
• Report regularly to parents on attendance of their child	• Child's attendance levels available on Hero app • Attendance data is talked about in Learning Conferences (Terms 2 and 3) and included in Mid-Year and End-of-Year reports	• Leadership Team • Administration Team • Classroom Teacher
• Support students getting to school	• Communicate with parents through newsletters, phone calls, hui the supports available to assist them in getting their children to school	• School Leadership • Administration Team

• Use school level approaches to promote good social and learning environment	• Utilise trauma-informed practices, PB4L and regular PLD opportunities • Provide a variety of activities during break times to ensure students are happy and engaged	• School Leadership • PB4L School Leads • Staff
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For students with less than 10 days unexplained or unjustified absence in a school term		
Activities included in the STAR	What this looks like in practice	Who is responsible for these processes/actions
• Send a formal notification and contact parent/guardian to discuss reason for absence	• Send email to parent • Utilise templates and resources provided by the MOE • Meet with parent, if possible, to discuss possible barriers and how to address these	• School Leadership Team
• Support students to catch up missed learning when required	• Identify missed learning and provide opportunities to bring student back up to speed	• Classroom Teacher
• Use in-school resources as appropriate to remove barriers eg. counsellor, outside agencies, PB4L	• Make whānau and students aware of additional resources and support available to them	• SWiS • Well-being Coach • Public Health Nurse

For students with less than 15 days unexplained or unjustified absence in a school term		
Activities included in the STAR	What this looks like in practice	Who is responsible for these processes/actions
• Send escalated formal notification to parents • Hold a 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	• Send email • Utilise templates and resources provided by the MOE • Meet with parent, if possible, to discuss possible barriers and how to address these	• School Leadership Team • Classroom Teacher

Use in-school resources and/or agencies as appropriate to remove barriers and request support from MOE or other agencies as needed e.g. Attendance Officer, SWiS	- Talk to MOE Attendance Officer and put through a referral to them if required. - Discuss and seek help with in-school agencies e.g. SWiS, Wellbeing Coach, Health Nurse either independently or Learning Support hui (fortnightly)	School Leadership Team
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For students with 15 days or more unexplained or unjustified absence in a school term		
Activities included in the STAR	What this looks like in practice	Who is responsible for these processes/actions
Send warning notice and make contact to arrange a meeting with parents	- Send email and/or letter home with child - Utilise templates and resources provided by the MOE - Meet with parent, if possible, to discuss possible barriers and how to address these	School Leadership Team
- Escalate to multi-agency response - Participate in multi-agency response	Refer to MOE attendance services or other agencies e.g. putting in a Section 19 with OT	School Leadership Team
Implement and monitor improvement plan	Hold everyone accountable for their part in the plan, and act quickly where expectations aren't being met	School Leadership Team
Refer to Ministry to consider action, including prosecution, when supports are offered and not taken up	Engage with MOE to discuss options available and required steps to take	- School Leadership Team - School Board
When criteria is met, follow prescribed processes to unenroll the student	- Update ENROL as soon as School is made aware a student will not be returning, and complete a non-enrolled notification - Share information with other agencies.	- Administration team - School Leadership Team