TE KURA TUARUA O RAUKAPUKA
GERALDINE HIGH SCHOOL

# GERALDINE HIGH SCHOOL ATTENDANCE MANAGEMENT PLAN (AMP) AND STAR (STEPPED ATTENDANCE RESPONSE)

**Purpose:** To improve student attendance and engagement, by supporting students and Whānau, removing barriers, and ensuring all students are present, participating and progressing.

## Guiding Principles

- **Every day counts** – consistent attendance is linked to learning, wellbeing and future success.
- **Geraldine High School:** Growing Stronger together
- **Whanaungatanga** – strong partnerships with Whānau and community.
- **Manaakitanga** – a supportive approach that recognises barriers (health, transport, wellbeing).
- **Equity focus** – targeted strategies for groups with historically lower attendance.
- **Data-driven** – track, analyse and respond quickly to patterns.

## School Policies

Student Attendance

Go to: https://www.geraldinehs.school.nz/our-school/policies-payments-strategic-plan/

## STRATEGIC PRIORITIES

Regular school attendance is vital for students to reach their potential and for their ongoing success and wellbeing. Attending school every day supports our students to build strong foundations for their continued learning and academic success, and social development which supports better life choices.

**The national target is 80% of students attending school at least 90% of the time** (REGULAR ATTENDANCE)**.** This means that our students should be absent for no more than one day a fortnight to ensure that they can have continued success at school.

### Baseline Data informing our Attendance Management Plan is (from Every Day Matters):

| **Attendance Type** | **Term 1 2025** | **Term 1 2026** |
|---|---|---|
| Regular (above 90%) - **Students with less than 5 days absence in a school term**<br><br>Māori students | 60% | 71%<br><br>Just over 50% of our Māori students (31/60 students) were attending regularly . |
| Irregular (more than 80% and up to 90% attendance) - **Students with absences between 5 and 9 days in a school term** | 26% | 20% |
| Moderate (more than 70% and up to 80% attendance) **-Students with over 10 days and up to 15.5 days absence in a term**<br><br>Māori students | 8% | 5%<br><br>11.7% (7/ 60 students) of our Māori students were showing moderate attendance. |
| Chronic (70% or less attendance) **-Students with 15 days or more absent in a term.**<br><br>Māori students | 6% | 4%<br><br>10% (6/ 60 students) of our Māori students were showing chronic attendance. |

## Targets

**Our aspirational target is to achieve 80% (or higher) regular attendance for the year by the end of 2028.**

**Subtargets are:**

| **Attendance Type** | **By end of 2026** | **By end of 2027** |
|---|---|---|
| Regular (above 90%) - **Students with less than 5 days absence in a school term**<br><br>Increase regular attendance for our Māori students | Increase to 77%<br><br>Increase to 55% | Increase to at least 80%<br><br>Increase to 65% |
| Irregular (more than 80% and up to 90% attendance) - **Students with absences between 5 and 9 days in a school term** | Reduce this to 17% | Reduce this to 10% |
| Moderate (more than 70% and up to 80% attendance) **-Students with over 10 days and up to 15.5 days absence in a term**<br><br>Māori students | Reduce this to 4%<br><br>Reduce this to 9% | Reduce this to 3%<br><br>Reduce this to 5% |
| Chronic (70% or less attendance) **-Students with 15 days or more absent in a term**<br><br>Māori students | Reduce this to 3%<br><br>Reduce this to 7% | Reduce or at least maintain the goal for the end of 2026.<br><br>Reduce this to 4% |

**Other goals:**

- Ensure all students at **moderate attendance** have a **documented** individual attendance support plan.
- Strengthen Whānau-school communication around attendance.

## Structures & Responsibilities

### BOARD RESPONSIBILITIES:

The Board is responsible for taking all reasonable steps to ensure that our ākonga attend school when it is open for instruction. The Board will comply with the provisions in the legislation in relation to student attendance by:

- Having a commitment to support students return to regular attendance
- Having processes and procedures in place to support a **Stepped Attendance Response** to student absence that uses data-based thresholds to identify students
- Recording all absences and responding accordingly
- Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- Publishing this attendance management plan on the school's website.

### PRINCIPAL RESPONSIBILITIES:

The Principal is responsible for:

- Appointing staff and delegating duties to manage the recording of electronic student attendance register and the follow-up procedures for non attending students.
- Developing and implementing a Stepped Attendance Response aligned with the thresholds to support student attendance
- Ensure that student absence is investigated, responded to and actions taken recorded aligned with the thresholds
- Ensure all students, whānau and staff understand the processes and procedures that support student attendance
- Report to the Board on any trends, barriers to attendance and interventions being used to support student attendance.

### MONITORING:

- The Principal and relevant Assistant Principal will maintain reporting of daily attendance data.
- The Board will receive attendance reporting including the attendance data to date at each Board meeting .
- The Board will also receive termly information provided by the Every Day Matters report. Included in this reporting will be any emerging trends, barriers to attendance and areas of concern for the board's consideration.

## OTHER STAFF - RESPONSIBILITIES

- **Office staff:** use Kamar and the absence manager to notify Whānau of student absences.
- **Year Level Deans:** Daily monitoring, contacting Whānau, maintaining records and student support plans.
- **Form/Whānau class teachers**: First responders for absence follow-up, build relationships.
- **HOD and Subject teachers:** follow up on individual class absences and support students with work they can catch up on.
- **Hauora Hub** (Counsellor and Social Worker): Address wellbeing barriers and help with referral to outside agencies.
- **Academic Dean and Learning Support/ SENCO**: work with students who are having academic barriers.

## PARENT/WHĀNAU RESPONSIBILITIES:

- Ensure students attend every day they are able
- Notify the school as soon as possible if their child is going to be late or absent
- Reinforce good attendance habits
- Keep open communication with the school
- Work with the school's attendance management plan and associated attendance policies and procedures.

## REVIEW OF THIS ATTENDANCE MANAGEMENT PLAN

This will be completed before the start of the 2027 school year.

**Strategies to improve attendance:**

1. **Whānau partnerships/ Communication**: Hui with Whānau, phone calls/texts/emails home.
2. **Monitoring:** by office, Whanau teachers, Deans, Senior Leadership Team.
3. **Recognition:** Attendance awards (house points each term based on % of students in a house who are regular attendees), recognition at assemblies, during parent teacher interviews, attendance data to parents in reports.
4. **Remove barriers:** Breakfast club, free lunches available if needed, uniforms, transport solutions, wellbeing support.
5. **Curriculum relevance:** Strengthen engagement through future pathways (Gateway/ STAR/ Vocational pathways/ ARA).

| **TRANSITION** | | | | |
|---|---|---|---|---|
| **What and Who** | **Responsibility** | **Actions/ Practice** | **Attendance Thresholds** | **Attachments** |
| **TRANSITION**<br><br>**Year 7** | Transition Team (SENCO, Year 7 Pastoral Dean, HOD Year 7 and 8, AP where necessary and Whānau Support Worker.) | • Transition information from contributing schools. Recorded on KAMAR. SENCO information recorded on KAMAR.<br>• SLT check Attendance data for < 70% attendance - contact Whānau offering support if they fit this criteria.<br>• ESOL?<br>• Year 7 and new enrolments ” Welcome to GHS” pack - digital or paper.<br><br>**Priority students**<br>• Priority students identified by RTLB, contributing schools. Information recorded, contact with SENCO.<br>• Priority Transition session for identified students (eg. anxiety, school refusal, ADHD, dyslexia, trauma). Plan put together and transition visits done if appropriate.<br><br>**Remove Barriers:** Take a preemptive approach to | < 70% | MOE<br>STAR Individ...<br><br>MOE Website link |

| | | | | |
|---|---|---|---|---|
| | | educational disengagement where attendance concerns are Whānau wide e.g. older siblings who have responsibility for getting younger siblings to school or similar patterns of non-attendance observed across primary and/or secondary schools. | | |
| **TRANSITION**<br><br>**New Enrolments** | Transition Team (SENCO and/ or AP where necessary, Year Level Dean and Whānau Support Worker) | • Attendance / Pastoral / Achievement information from previous school.<br>• Meetings with Whānau, co-construction of timetable, linked to future aspirations.<br>• Buddy for orientation.<br>• Attendance support if <80%.<br>• ESOL: Ensure we know the visa status of enrolling students and this is recorded on Kamar<br>• If we get to a point where attendance is an issue due to Visa circumstances SLT with advice from Attendance Services will contact the MOE regional office. (This does not require a referral)<br>• **Remove Barriers:** Take a preemptive approach to educational disengagement where attendance concerns are Whānau wide e.g. older siblings who have responsibility for getting younger siblings to school or similar patterns of non-attendance observed across primary and/or secondary schools. | < 80 % | Request from school office to previous schools for Achievement, Attendance, and Pastoral information |
| **TRANSITION**<br><br>**All year levels** | | • Educational sessions offered to kaiako on STEP response to address at the beginning of the school year | | |

| DAILY MONITORING OF ALL STUDENTS | | | | |
|---|---|---|---|---|
| **What and Who** | **Responsibility** | **Actions/ Practice** | **Attendance Thresholds** | **Attachments** |
| All students and their attendance daily/ weekly. | Form/Whānau class teachers, Subject teachers | **Monitoring attendance DAILY:**<br>**Teachers:**<br>• Whānau teachers mark rolls between 8:50 and 9:05.<br>• Whānau teachers to be present in Tuesday assemblies to ensure completion of the roll.<br>• Subject teachers to aim for prompt completion of the roll during class time to avoid mis-coding. See codes doc.<br><br>**Students/ Caregivers:**<br>• Students who are late to class, are asked to sign in via the student office in the morning or if they are offsite and come back onsite<br>***NOTE: Definition of Late to Class:***<br>• *The second bell has gone (start of day, end of interval, end of lunch)*<br>• *Period 1, 2 and 4: The expectation is that you are teaching the class within 5 minutes.*<br><br>• Caregivers must contact the office by 9:00 am if a student is going to be absent OR at the start of the day if the student needs to leave school during the day.<br>• Note if a caregiver does not notify on the day it should be no later than the end of the school week.<br>• The student must check in and TALK to the office staff before they sign out of school. If they are coming back on site they must sign back in.<br>• Attendance reports/entries made available on the Parent and Student Portals - these can be checked by caregivers and students. | 3 ?/ L for Whānau or classes AND/OR Any ? or T for classes IN A WEEK (Friday to Thursday) | MOE<br>STAR Individua…<br><br>MOE Website link<br><br>**CODES**<br>1 April 2025 At… |

| | | | | |
|---|---|---|---|---|
| | | **Office staff:**<br>● If a student is absent for the day or leaves during the day with permission the office staff:<br>○ put the reason on kamar AND<br>○ change the attendance accordingly.<br>● Kamar text/email reminder to staff to complete attendance records for classes.<br>● Absence Manager- Text message and/or email sent out to all caregivers of students recorded as '?' by 10:30 am.<br>● NOTE; Office staff can put a student type as NA (not attending) if they are away longer than 15 consecutive weeks. Attendance is not then recorded but they stay on the roll for admin purposes. Student will not be included in the roll count. (From MOE: Tiffany Ottley 18/6/26)<br><br>**<u>Monitoring Attendance Weekly</u>**<br>● Every Thursday morning at briefing all staff check their own attendance is done correctly for the previous week and Whānau Teachers check attendance for their Whānau class.<br>● Whānau Teachers work with their Whānau class every Friday/following Monday - identifying "?". Work with students and caregivers (e-mail home) to clear these. If not cleared they become a "T".<br>● Fortnightly Whānau teachers in a house meet with the Dean of the House. Teachers report on absentee concerns or identifiable patterns. House Dean lets Year level Dean know.<br>● 3 ?/ L for Whānau or classes in a week (Friday to Thursday) AND/ OR any ? or T from any classes in that week, the Whānau teacher follows the flow diagram in the Wellbeing Manual as to what to do.<br><br>**Year Level Deans**<br>● If concerns or patterns occur and Whānau teacher is unable to clear attendance then | | |

| | | | | |
|---|---|---|---|---|
| | | Year level Dean follows up where necessary, making contact with student and caregivers.<br>○ Co-construct with Whānau and student any follow up.<br>○ Welcome student's return to school from absences.<br>○ Work with teachers of student to ensure missed learning is available, accessible, and achievable.<br><br>**SLT**<br>● If the Dean is unable to clear attendance, SLT will contact home and carry out the 3 bullet points above. This may include an individual attendance plan. | | |

| REGULAR/GOOD - Students with less than 5 days absence in a school term (90%+ attendance) | | | | |
|---|---|---|---|---|
| **What and Who** | **Responsibility** | **Actions/ Practice** | **Attendance Thresholds** | **Documents** |
| *(> 90% attendance)* | SLT<br><br>Subject Teachers<br><br>SLT<br><br>Office | **Recognition:**<br>Attendance noticed, praised, recognised in:<br>• Assemblies;<br>• newsletters/ social media;<br>• Reports;<br>• parent/teacher interviews;<br><br>**Whānau partnerships/ Communication:**<br><br>• To Whānau: regular and consistent sharing of how operates re STAR, attendance codes and processes, supports to get students to school via:<br>  ○ school newsletters and social media;<br>  ○ E-mails home;<br>  ○ parent / teacher interviews<br>• Ensure contact details are kept up-to-date on KAMAR by reminding in:<br>  ○ newsletters, social media and<br>  ○ in person/over the phone confirmation of contact details.<br><br>**Monitoring**<br><br>• Single period absences noticed and addressed by subject teachers and/or Whānau teachers and/ or Deans.<br>• Kaiako are to whakaWhānaungatanga with individual students to promote strong relationships. | < 90% In school absences | Attendance flow diagram (found in the Staff Wellbeing manual)<br><br>Link to Attendance codes<br><br>Stepped Attendance Response (STAR) general link<br><br>Education counts data |

| | | | | |
|---|---|---|---|---|
| | Subject teachers, Whānau Teachers, Year level Deans<br><br>Subject teachers<br><br>Subject teachers, Whānau Teachers, Year level Deans | **Curriculum**<br><br>● Subject teachers provide opportunities for work to be accessed and completed, via Google classroom or other resources as appropriate, while the student is absent, or on their return to school.<br>● Year level Dean collaborates with subject teachers and Whānau to support engagement.<br><br>**Actions can be:**<br>● Kōrero with students;<br>● Reflection and Reset (R n R) opportunity with one of the Pastoral team if missing classes.<br><br>**Recording on Kamar:**<br>Any actions to be recorded under 'Attendance' on KAMAR pastoral entries. | | |

| **IRREGULAR / WORRYING - Students with absences between 5 and 9 days in a school term (more than 80% and up to 90% attendance)** | | | | |
|---|---|---|---|---|
| **What and Who** | **Responsibility** | **Actions/ Practice** | **Attendance Thresholds** | **Documents** |
| *(80% - 90% attendance)* | Subject teachers, Whānau teachers, Year level Dean<br><br>Year Level Dean and Hauora Hub | **Monitoring**<br><br>• Single period absences noticed and addressed by subject teachers and/or Whānau teachers and/ or Deans.<br>• Kaiako are to whakaWhānaungatanga with individual students to promote strong relationships.<br>• Regular communication with students during Whānau class re attendance.<br>• Whānau teacher notify House and or year level Dean if concerned about student.<br><br>**Whānau partnerships/ Communication and Remove Barriers:**<br><br>• Inschool referrals made to required supports;<br>○ Free lunches<br>○ Student counsellor<br>○ Chromebook lease<br>○ Uniform shop<br>○ Youth/Whānau mentor<br>○ Learning Support/SENCO<br>○ New Era Tech<br>○ Discretionary funding<br>○ Transport office<br>○ Health Nurse<br>○ Academic Dean (if in Year 11)<br><br>• Communicate with Whānau for consent to refer to outside agencies for support for financial support;<br>○ Geraldine Benevolent Trust | < 80% In school absences | MOE<br>STAR Individu…<br><br>MOE Website link |

| | | | | |
|---|---|---|---|---|
| | Subject teachers, Whānau Teachers, Year level Dean. | ○ Lions Club<br>○ Geraldine Foodbank<br>○ Bellyfull<br><br>● Communicate with Whānau for consent to refer to outside agencies for mental/emotional wellbeing supports;<br>○ Adventure Development<br>○ ICAMHs<br>○ CAFs<br>○ Public Health Nurse<br><br>**Curriculum**<br><br>● Subject teachers provide opportunities for work to be accessed and completed, via Google classroom or other resources as appropriate, while the student is absent, or on their return to school.<br>● Year level Dean collaborates with subject teachers and Whānau to support engagement.<br><br>**Actions can be:**<br>● Dean and or Whānau teachers korero with student to identify barriers and express concern for missed learning and disengagement.<br>● Individual attendance support plan put in place (see documents column) - by year level Dean, Hauora Hub, or SLT.<br>● Year level Dean contacts home with “5 day letter” off Kamar if student reaches 5 days or just over;<br>● Draw in school based resources to limit/mitigate identified barriers e.g financial pressures (see above).<br>● Daily report card.<br>● Reflect and Reset (R n R) opportunity with one of the Pastoral team if missing classes. | | |

| | | | | |
|---|---|---|---|---|
| | | **Recording on Kamar:**<br><br>Any actions to be recorded under 'Attendance' on KAMAR pastoral entries. | | |

| **MODERATE / CONCERNING:** Students with over 10 days and up to 14.5 days absence in a term (more than 70% and up to 80% attendance) | | | | |
|---|---|---|---|---|
| **What and Who** | **Responsibility** | **Actions/ Practice** | **Attendance Thresholds** | **Documents** |
| ***(71% - 80%)***<br><br>---<br><br>**UNDER 16** | Subject teachers, Whānau teachers, Pastoral team (including AP) | **Monitoring**<br><br>• Single period absences noticed and addressed by subject teachers and/or Whānau teachers and/ or Deans.<br>• Kaiako are to whakaWhānaungatanga with individual students to promote strong relationships.<br>• Regular communication with student during Whānau class re attendance.<br>• Whānau teacher notify House and or year level Dean if concerned about student and further review and exploration of patterns of absence i.e. specific subjects/kaiako, late arrivals in the am, lunchtime leaving school grounds.<br><br>**Curriculum**<br><br>• Pastoral team working with student contact HOD and work with them or teacher to provide opportunities for work to be accessed and completed, via Google classroom or other resources as appropriate, while the student is absent, or on their return to school. | < 80% | MOE<br>STAR Individ…<br><br>MOE Website link |

| | | | | |
|---|---|---|---|---|
| | | **Whānau partnerships/ Communication and Remove Barriers:**<br><br>● Year level Dean contacts home with “Letter 1” formal letter off Kamar which contains an invitation to Whānau to promote kotahitanga across home and school for solution focused hui<br><br>● Inschool referrals made to required supports;<br>○ Free lunches<br>○ Student counsellor<br>○ Chromebook lease<br>○ Uniform shop<br>○ Youth/whanau mentor<br>○ Learning Support/ SENCO<br>○ New Era Tech<br>○ Discretionary funding<br>○ Transport office<br>○ Academic Dean (if in Year 11)<br>○ Health Nurse<br><br>● Communicate with whanau for consent to refer to outside agencies for support for financial support;<br>○ Geraldine Benevolent Trust<br>○ Lions Club<br>○ Geraldine Foodbank<br>○ Bellyfull<br><br>● Communicate with whanau for consent to refer to outside agencies for mental/emotional wellbeing supports;<br>○ Adventure Development<br>○ ICAMHs<br>○ CAFs<br>○ Public Health Nurse<br>○ ROCK ON | | |

| | | | | |
|---|---|---|---|---|
| | | ○ Family Works<br>○ Strengthening Families<br><br>**Actions are:**<br>● No response to Letter 1 - Dean follows up with a phonecall/ leave a message.<br>● Reminder at 15 days student may be referred to Attendance Services (especially if under 16).<br>● Individual attendance support plan co-constructed with student and Whānau, year level Dean, Hauora Hub, AP (see documents column).<br><br>**Recording on Kamar:**<br><br>Any actions to be recorded under 'Attendance' on KAMAR pastoral entries. | | |
| **OVER 16** | Year level Dean, SLT, Hauroa Hub | ● Year level Dean notifies SLT and together we co-construct an individual attendance support plan and this may include the following **actions**:<br>● Meeting with the student.<br>● Contact home.<br>● Referral to in-school support (which may also refer to outside agencies if needed) including the Academic Dean and Gateway coordinator (re STAR and Vocational programmes).<br><br>**If attendance is not improving, or continues to decline, or no whānau engagement, send the 10-15 days e-mail**<br><br>**Recording on Kamar:**<br><br>Any actions to be recorded under 'Attendance' on KAMAR pastoral entries. | | MOE<br>STAR Individ…<br><br>MOE Website link |

| **CHRONIC ABSENCE/VERY CONCERNING – students with 15 days or more absent in a term** (70% or less attendance) | | | | |
|---|---|---|---|---|
| **What and Who** | **Responsibility** | **Actions/ Practice** | **Attendance Thresholds** | **Documents** |
| **Under 16**<br>*(< 70%)* | SLT/ office<br><br>SLT<br><br>Attendance Services, SLT, | **Monitoring/Recording**<br>• **NOTE:**<br>  ○ All contact home, interventions tried must be noted on Kamar under pastoral/ attendance. This can be on one entry but dates, actions and who completed it must be recorded.<br>  ○ Once we have referred to Attendance Services 5 day and Letters 1 and 2 do not need to be sent out - just note on the pastoral notification "No letter sent due to open case with Attendance Services".<br>• Track on Kamar and daily review of any student who is higher-risk or more complex.<br>• By law, all students under the age of 16 are required to be at school. MOE guidelines indicate that, if at all possible, a student under 16 needs to be retained on the school roll. However, if a student is absent for 20 consecutive days or has a long-standing pattern of non-attendance, the school, through the Principal, can remove them from the roll.<br>• Refer to Attendance Services for chronic absence.<br>• School (SLT and Dean) continues to work to invite Whānau in to come up with next steps (working in conjunction with Attendance Services).<br>• At 20 days the case is referred to the the Principal and a decision is made by the principal as to whether the office will NENs the student (a non-entrolment notification). The student is kept on the roll. See principal Checklist.<br>• Over the next 5 days the school continues to work with Attendance Services to encourage the Whānau to work with them.<br>• At 25 consecutive days absent, if no response or no | < 70%<br><br>AND/<br>OR<br>Continued non-attendance and declining engagement from Whānau/student | Letter 2 or 2T on Kamar<br><br>Link to TAPS info<br><br>Principal Checklist:<br>Principal Chec… |

| | | | | |
|---|---|---|---|---|
| | Year Level Dean | movement forward, the student is removed from the roll.<br><br>**Whānau partnerships/ Communication:**<br>● SLT contacts home with formal Letter 2 or 2 T (depending on the circumstances) notifying that the case is being referred to Attendance Services.<br><br>**Remove Barriers**<br>SLT and Year level Dean works with Attendance Services to support student back to regular attendance:<br>● Explore flexible alternatives:<br>○ Te Kura Correspondence School<br>○ ALT Ed<br>○ YMCA<br>○ Dual Enrolment<br>○ Gateway<br>○ ELX<br>○ Southern Health School<br><br>● Transition Attendance Plan (TAPS) put in place if required to address reintegration back into class time or to respond to complex needs that limits coping with cognitive load in classes.<br><br>● Inschool referrals made to required supports;<br>○ Free lunches<br>○ Student counsellor<br>○ Chromebook lease<br>○ Uniform shop<br>○ Youth/whanau mentor<br>○ Learning Support/ SENCO<br>○ New Era Tech<br>○ Discretionary funding<br>○ Transport office<br>○ Academic Dean (if in Year 11)<br>○ Health Nurse | | |

| | | | | |
|---|---|---|---|---|
| | | • Communicate with whanau for consent to refer to outside agencies for support for financial support;<br>  ○ Geraldine Benevolent Trust<br>  ○ Lions Club<br>  ○ Geraldine Foodbank<br>  ○ Bellyfull<br><br>• Communicate with whanau for consent to refer to outside agencies for mental/emotional wellbeing supports;<br>  ○ Adventure Development<br>  ○ ICAMHs<br>  ○ CAFs<br>  ○ Public Health Nurse<br>  ○ ROCK ON<br>  ○ Family Works<br>  ○ Strengthening Families<br><br>• Collaborate with external agencies on action and interventions such as Oranga Tamariki, Police etc<br><br>• Submit a **Section -19 referral to Oranga Tamariki** as an attendance based care and protection concern. Facilitation of the Family Group Conference can be held at school, with a member of SLT present alongside year level dean and SENCO (if appropriate) to address concerns and address school-based interventions.<br><br>• If student is not sighted for a period of time and concerns are present relating to care and protection, escalation to **Section 15 Report of Concern to Oranga Tamariki OR consultation with community liaison officer with Police** to complete Welfare check. | | Making s19 R… , section 19.pdf |

| | | | | |
|---|---|---|---|---|
| **Over 16:** | SLT, Year Level Dean and Hauroa Hub | Year level Dean conferences with SLT and Hauora Hub about student and may refer to Principal with any of the following information relevant to that student:<br>● 20 consecutive days absent.<br>● Specify attendance statistics.<br>● What support has been put in place to date.<br>● Date of last whānau engagement.<br>● Student's future plans and whether they want to continue their school education.<br><br>**Actions can be:**<br>● Removed from roll<br>● If student indicates they want to remain at school:<br>○ Hui with SLT, Year Level Dean, student, whānau and possibly Hauora Hub to come up with an individual attendance support plan.<br>○ Referral to in-school support (which may also refer to outside agencies if needed) including the Academic Dean and Gateway coordinator (re STAR and Vocational programmes).<br><br>**Recording on Kamar:**<br><br>Any actions to be recorded under 'Attendance' on KAMAR pastoral entries. | < 70% | MOE<br>STAR Indivi…<br><br>STAR Individual Attendance Plans (Information for School Leaders) - FINAL.pdfMOE Website link |

| MEDICAL ABSENCES (per term) | | | | |
|---|---|---|---|---|
| **What and Who** | **Responsibility** | **Actions/ Practice** | **Attendance Thresholds** | **Documents** |
| Students with Medical (unexplained) or a number of Medicals in a term. | Subject Teachers / Pastoral Team / SENCO / SLT | **Monitoring**<br>• Whānau class teachers monitor medicals on Kamar.<br>• Regular communication with student during Whānau class re medicals for attendance.<br>• Whānau teacher notify House and/or year level Dean at fortnightly meeting if concerned about student OR student has 5 days for medical and not clearly explained.<br><br>**Curriculum**<br>• If possible, subject teachers provide opportunities for work to be accessed and completed via google classroom or other resources as appropriate.<br><br>**Whānau partnerships/ Communication and Remove Barriers:**<br>• Year level Dean to contact home via e-mail or phonecall and offer support if medical is over 5 days and not clearly explained OR if at 7 days whether explained or not.<br>• If appropriate, individual attendance support plan co-constructed with student and Whānau, year level Dean, Hauora Hub, AP (see documents column).<br>• If no response from offers of support by Dean and a student has a pattern of ongoing unexplained or explained 'M' absences, (10 days) refer to Assistant Principal (Wellbeing) who will also contact whānau/refer to Attendance Services if appropriate OR work with Hauora Hub on next steps. | **5 days medical with no clear explanation OR over 10 days explained or not.** | MOE<br>STAR Indiv…<br><br>MOE Website link |