Attendance Management Plan: Tahuna Normal Intermediate School

1. Introduction and Rationale

This Attendance Management Plan outlines Tahuna Normal Intermediate School's commitment to ensuring all students attend school regularly. Regular attendance is fundamental to student learning, engagement, and overall well-being. This plan establishes clear targets, procedures, and interventions to promote and monitor excellent attendance and respond effectively to instances of non-attendance, in alignment with legislative requirements and the school's commitment to student success.

2. Attendance Targets and Strategic Goals

Attendance Targets

The Board of Trustees (BoT) sets the following attendance targets:

Attendance Metric	Target
Overall Regular Attendance (90% or greater)	85% of all students
Chronic Absence (Below 80%)	Less than 5% of all students
All Student Attendance Rate	**90%**

Note: These targets will be reviewed annually by the BoT.

Key Objectives and Strategic Goals

Objective	Strategic Goal (Related to Attendance)
Culture & Environment	Foster a welcoming, inclusive, and engaging school environment that actively encourages daily attendance.
Communication & Partnership	Strengthen partnerships with whānau/caregivers to communicate the importance of regular attendance and collaboratively address barriers.

Objective	Strategic Goal (Related to Attendance)
Process & Intervention	Implement efficient, clear, and timely processes for monitoring, identifying, and responding to student absences and underlying causes.
Data & Review	Utilise attendance data to inform decision-making, monitor progress against targets, and ensure the ongoing effectiveness of this plan.

3. Board Commitment and Responsibility

The Tahuna Normal Intermediate School Board of Trustees affirms its commitment to actively managing student attendance. The Board, through the Principal and delegated staff, will **investigate and respond** to all student absences in line with the procedures set out in this Attendance Management Plan. All actions taken in relation to investigating and addressing absences will be accurately recorded in the school's Student Management System (SMS) or designated attendance log, providing a clear audit trail of communication and intervention.

Related Board policies

https://tahunanormal.schooldocs.co.nz/3375.htm?zoom_highlight=attendance

4. Process to Identify and Respond to Student Absences

Daily Absence Management

Stage	Action	Responsibility
Identification	Roll taken (morning and afternoon). All unexplained absences flagged in SMS.	Classroom Teacher
Initial Follow-up	School office attempts to contact whānau/caregiver by text/phone for *all unexplained* absences.	School Administrator
Recording	Absence reason recorded accurately as 'Justified' or 'Unjustified' in the SMS.	School Administrator/Senior Leader

Stage	Action	Responsibility
Persistent Absence Flag	Senior Leadership Team (SLT) reviews unexplained and/or unjustified absences daily for students of concern.	SLT

5. Strategies, Actions, or Interventions at Different Attendance Thresholds

The following graduated response model is based on the number of non-attendance days (unjustified or significant patterns of justified absence) within a *school term* (approximately 10 weeks):

Attendance Threshold (Days Absent/Term)	Definition	Intervention/Action	Responsibility
5-10 Days	Moderate concern/Emerging pattern.	**Tier 1 Intervention:** LSC contacts whānau to discuss the pattern and offer standard support/resources. Record conversation.	LSC
10-15 Days	Significant concern/Worrying pattern.	**Tier 2 Intervention:** Senior Leader schedules a meeting/phone call with whānau. Discussion focuses on identifying specific attendance barriers and implementing an initial Attendance Improvement Plan (AIP). Pastoral support considered.	LSC/DP

15+ Days (Chronic)	Severe concern/Chronic Absence.	**Tier 3 Intervention:** Principal/Deputy Principal leads a formal meeting with whānau. AIP reviewed and formalised. Potential collaboration with external agencies (e.g., Attendance Service, Oranga Tamariki) as required by legislation.	Principal/DP

6. Identifying and Responding to Attendance Barriers

The school acknowledges that absences often result from complex underlying causes.

Identification Strategy

- **Whānau Voice:** All Tier 2 and Tier 3 interventions explicitly include asking whānau/student about the reasons for non-attendance and what support they require.
- **Data Analysis:** Termly review of absence data by SLT to identify common types (e.g., medical, illness, truancy) and patterns (e.g., specific days of the week, cohorts).
- **Pastoral Check-ins:** Utilise school pastoral care systems (e.g., Deans) to identify students experiencing challenges (e.g., mental health, bullying, family issues) that may impact attendance.

Response and Intervention

Identified Barrier Category	Examples of Underlying Cause	Targeted Response/Support
Health/Wellbeing	Ongoing illness, physical/mental health issues, medical appointments.	Connect whānau with Public Health Nurse, local health services, or relevant community support agencies. Flexible learning options considered (short-term).

Identified Barrier Category	Examples of Underlying Cause	Targeted Response/Support
Social/Emotional	Bullying, anxiety, peer relationship issues, disengagement.	Implement specific social/emotional support plans, counselling referrals, restorative practice, targeted classroom engagement strategies.
Logistical/Family	Transport issues, poverty, housing instability, family demands.	Refer whānau to community support services (e.g., food banks, social workers). Investigate potential school-based transport solutions or uniform assistance.
Lack of Engagement	Curriculum disconnect, perceived irrelevance, low achievement.	Classroom teacher reviews curriculum delivery and student engagement strategies. Mentor assigned (peer or staff).

7. Monitoring and Measuring Progress

Data Collection and Review Schedule

Activity	Frequency	Data Source	Responsible Party
Daily Monitoring	Daily	Roll data (SMS)	School Administrator
Tiered Intervention Tracking	Weekly	Intervention log/SMS records	SLT
Progress Towards Targets	Termly	Summary attendance report against BoT/Government targets (e.g., 90% regular attendance)	Principal/SLT
Reporting to BoT	Twice Per Term	Detailed report on attendance trends, impact of interventions, and progress against targets.	Principal

Government Targets

The school will specifically monitor and report on the following mandatory government metric:

- **Regular Attendance:** The percentage of students attending school at least 90% of the time.

8. Review of the Attendance Management Plan

This Attendance Management Plan is a living document that requires regular review to ensure its relevance and effectiveness.

Review Process

1. **Annual Review:** The Principal will lead an annual review of the plan in Term 4.
2. **BoT Approval:** The revised plan will be presented to the Board of Trustees for approval.
3. **Data Utilisation:** The review will be informed by the previous year's attendance data, intervention outcomes, and feedback from staff, whānau, and external partners (e.g., Attendance Service).
4. **Key Questions:** The review will specifically assess:
   - Are the attendance targets being met?
   - Are the tiered interventions being implemented consistently and effectively?
   - What are the emerging attendance barriers, and does the response strategy need adjustment?
   - Is the plan compliant with all current Ministry of Education requirements?