

# Kelvin Road School

## Attendance Management Plan



### 1. Plan Vision and Guiding Principles

#### Vision Statement "Kia Toa, Kia Manawanui - Be the best you can be"

To foster a culture where **every student** is present and engaged in learning, empowering our tamariki to be confident, skilled thinkers and communicators who achieve their personal best. Regular attendance is celebrated as a shared responsibility between the student, whānau, school, and wider community.

#### Guiding Principles

- **Whānau Partnership:** Attendance improvement is a collaborative effort; the school will proactively engage with parents/caregivers to understand and remove barriers.
- **Cultural Responsiveness:** Interventions will acknowledge and respect the cultural context of our students and whānau, particularly Māori and Pacific learners.
- **Early Intervention:** Focus on prevention and immediate support when absences begin, rather than waiting for chronic non-attendance.
- **Data-Driven:** Attendance data will be regularly monitored to identify trends, groups at risk, and the effectiveness of interventions.

### 2. Policy and Procedures (Tier 1: Universal Support)

These procedures apply to **all students** to promote a positive and consistent attendance culture.

#### A. Expectations and Communication

- **Target:** Aim for a school-wide regular attendance rate, **80% attending, 90%** of the time.
- **Communication:** Clearly communicate the importance of daily attendance through the school website, newsletters, social media, and at all whānau events (e.g., assemblies, parent-teacher conferences).
- **Punctuality:** Clearly state the school start time and the expectation that students must be in class and ready to learn on time.

#### B. Daily Monitoring and Follow-Up

- **Roll Call:** Teachers (Kaiako) must complete **daily electronic roll checks** by **8.30 - 8.45 AM** and **1:00 PM** (as per standard practice).
- **Absence Notification:** If a student is absent and the school has not been notified by the parent/caregiver, the Office Staff/Student Support Person will contact the whānau by **text or phone call** as soon as practicable.
- **Absence Justification:** Parents/caregivers must notify the school of an absence by phone (09 298 8417), email ([secretary@krs.ac.nz](mailto:secretary@krs.ac.nz)), or via the school app/website.
  - **Justified Absence (Ministry-Approved Codes):** Genuine sickness, medical appointments (must be signed out and documentation provided if prolonged), bereavement.
  - **Unjustified Absence:** Holidays taken during term time, extended family events, or non-school-approved activities. These will be clearly communicated as impacting learning.

#### C. Positive Reinforcement

- Implement whole-school attendance incentives to celebrate and encourage consistent attendance (not just perfect attendance).
  - **Class-based:** Rewards for classes reaching weekly 100% attendance (e.g., a class reward).
  - **Individual/Whānau:** Termly recognition (certificates, prize draws) for students who maintain **90%+ attendance** or show **significant improvement** in their attendance rate.

### 3. Stepped Attendance Response (STAR Framework)

The Kelvin Road School team, including a member of the leadership team, the Student Support Person (potentially the Social Worker mentioned in the school's background), and the classroom teacher, will coordinate a tiered response to address escalating absence levels.

Attendance Threshold (Days in Absence)	Intervention Tier	School Response (Who/Action)
0-4 Days Absent	Tier 1 (Universal Monitoring)	<b>Daily/Weekly Monitoring:</b> Teacher checks in with the student. The office/Support person ensures absences are followed up and coded accurately. Reinforce positive attendance. Texts sent out daily to confirm absence and reason.
5-9 Days Absent (Early Concern)	Tier 2 (Targeted Intervention)	<b>Attendance Team/Teacher:</b> Flagged in the SMS report. Teacher or Student Support makes direct contact with whānau (phone call or informal meeting) to understand the <b>barriers</b> and discuss the impact on learning. A letter is sent outlining the current attendance rate and the school's concern.
10-15 Days Absent (Serious Concern)	Tier 2/3 (Intensive Support Plan)	<b>Attendance Team/Senior Leader (Tumuaki Tuarua/Principal):</b> Contact made with whānau to discuss ongoing absence. <b>The school develops a plan</b> to identify specific barriers (e.g., transport, health, engagement) and details school support (e.g., linking with the Kelvin Road social worker, Truancy support) if applicable.
15+ Days Absent (Chronic Absence)	Tier 3 (External Referral)	<b>Principal/Senior Leader:</b> The student is formally referred to the <b>Ministry of Education Attendance Service</b> as required by the Education and Training Act. Continue to work with the whānau and external Attendance Advisor to implement the multi-agency support plan. Potential involvement of other social support agencies.

## Stepped Attendance Response – STAR



### Responding to all absence

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



#### 4. Review and Accountability

##### Data Analysis and Review

- **Regular Review:** The Attendance Team will meet **weekly** (or at a minimum, fortnightly) to review attendance data, identify students moving between tiers, and monitor the effectiveness of current support plans.
- **Annual Review:** The Board of Trustees will review the Attendance Management Plan **annually** and approve any changes, especially considering new Ministry of Education regulations (such as those being implemented in Term 1, 2026).

##### Staff and Whānau Training

- **Staff:** Provide regular professional development for all staff (**kaiako**) on the use of the electronic attendance register, Ministry-approved codes, and culturally responsive approaches to discussing attendance with whānau.
- **Whānau:** Provide clear, accessible information about the new attendance thresholds and the support available. Utilise our **SWiS (Social Workers in Schools)** as a key point of engagement and resource connection for families facing attendance barriers.