

HIGHLANDS INTERMEDIATE -- TE KURA TAKAWAENGA O PUKEKURA TE KURA

RAWE - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO - BE GREAT

At our kura - Ka RAWE means: To be great, to do the very best we can and strive for excellence - whatever that looks like for us

RESPECT - MANAAKITANGA - PEOPLE

We respect and care for people - We are kind

RESPONSIBILITY - KAITIAKITANGA - PLACE

We care for and are responsible for our place in the world

LEADERSHIP - RANGATIRATANGA - SELF

We are leaders of ourselves - We are brave when making choices

SPECTEMUR AGENDO - BY OUR DEEDS WE ARE KNOWN - INA TE MAHI, HE TINO RANGATIRA

Spectemur Agendo - School motto 1955

Shared with School board - Hui 8 - Published on <https://highlands.school.nz/>

Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means to meet this target a learner should be absent for no more than one day a fortnight.

At Highlands, RAWE means to strive for excellence, be the best you can be and underpins our approach to attendance - every learner striving to their potential. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamaiti can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan - HIGHLANDS INTERMEDIATE - Monitoring student attendance

2024	Term 1	Term 2	Term 3	Term 4
Regular/Good attendance	69%	60%	44%	53%
Worrying/irregular attendance	20%	26%	36%	28%
Concerning/moderate attendance	6%	6%	12%	13%
Very concerning/chronic attendance	5%	8%	8%	6%

2025	Term 1	Term 2	Term 3	Term 4
Regular/Good attendance	62%	61%	44%	To be updated T1 2026
Worrying/irregular attendance	28%	23%	35%	
Concerning/moderate attendance	7%	9%	13%	
Very concerning/chronic attendance	3%	7%	8%	

Annual Target

2026	Term 1	Term 2	Term 3	Term 4
Regular/Good attendance	72%	72%	50%	60%
Worrying/irregular attendance	20%	20%	40%	30%
Concerning/moderate attendance	5%	5%	7%	7%
Very concerning/chronic attendance	3%	3%	3%	3%

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

We aim to increase Regular Attendance to aspirationally meet the government target of 80% of children attending 90% of the time by 2030.

At Highlands Intermediate we have procedures to record and monitor attendance, and to identify and follow up concerns.

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Highlands Intermediate attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

Further supporting information can be found in our (school docs) policy information connected to our school website

Attendance Management Procedures

Attendance Expectations

We regularly communicate with our tamariki and whānau about attendance expectations, consisting of:

- Communication in the weekly Pānui
- Korero at Learning Conferences
- Korero on enrolment
- Facebook reminders
- Phone calls/connections with whānau when needed

Recording Attendance

Kaiako Responsibilities

1. Roll to be taken by the Kaiako **BEFORE** 9.05am.
2. Any tamaiti who arrives late to school is to report to the Tari to register that they are late on the Vistab system.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the Tari. If they haven't, they **MUST** report to the Tari.
4. Afternoon roll must be taken **BEFORE** 1.50pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance (through the Roll on etap) to inform the Office.

Tari (office) Responsibilities

1. The admin team check the texts and emails and take phone calls of absences in the morning.
2. The admin team checks all classes' attendance on ETAP from 9am. .
3. Any children marked with a ? are then followed up by the admin team:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the admin team updates the absence with the appropriate code. If there is no response to the text, this is followed up with a phone call to the parent/caregiver and if they do not answer, the next caregiver/parent is rung and if there is no response, then an email is sent.
 - c. If no reply is received, the child is marked as Truant.
4. The admin team will check the afternoon roll from 1.00pm.

Whānau Responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

Monitoring Practices

At weekly pastoral hui whānau leaders will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau

With attendance patterns and concerns these will be discussed in depth fortnightly when the attendance officers attend pastoral hui

The Principal will:

- report attendance data termly to the School Board

Absence Thresholds in reaction to the Stepped Attendance Response (STAR)

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> ● Ensure student attends every day they are able ● Reinforce good attendance habits ● Support other whānau to reinforce good attendance habits ● Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> ● Return student to regular attendance ● Contact school to discuss reasons for absence and impact on learning ● Support student to catch up on missed learning ● Engage in supports offered 	<ul style="list-style-type: none"> ● Return student to regular attendance ● Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan ● Implement strategies at home 	<ul style="list-style-type: none"> ● Return student to regular attendance ● Engage in support plan ● Participate in regular meetings
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> ● Communicate with whānau about every absence ● Maintain contact details of all parents ● Provide students with regular updates on their own attendance ● Report regularly to whānau on attendance of their child ● <u>Support student:</u> ● attending school ● to continue learning if unable to attend school every day, ● including using MOE approved 	<ul style="list-style-type: none"> ● Contact parents to discuss reasons for absence and impact on learning ● Support student to catch up missed learning where required ● Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetables, PB4L 	<ul style="list-style-type: none"> ● Contact parents to escalate concerns ● Hold meeting to analyse reasons for absence and to collaborate on a support plan ● Develop and implement a support plan tailored to the reasons and circumstances around the child's absence ● Use in-school resources as appropriate to remove barriers and request ● support from Attendance Service or other agencies as 	<ul style="list-style-type: none"> ● Contact parents to inform of escalated response ● Request support from Attendance Service or other agencies as needed ● Participate in multi-agency response ● Maintain implementation and monitoring support plan ● Undertake school-led prosecution, or request MOE led prosecution, ● when considered appropriate if supports are offered and not

<p>wellbeing or transitional plans, o health schools where appropriate</p> <ul style="list-style-type: none"> to access other education pathways where appropriate 		<p>needed</p>	<p>taken up</p> <ul style="list-style-type: none"> Unenroll if student will not be returning to school
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Communicating with Whānau

Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to STAR, our kura will use our own communications to connect with whānau