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Overarching Attendance Objectives and Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki/students. Attending school every day supports our tamariki/students to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki/students can 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 that tamariki/students should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Fordell School we support our approach to attendance. It creates the environment, culture and relationships that support positive attendance. By *Growing Empowered Navigators Together*, we develop learners who feel connected, capable, confident, and motivated to be at school every day. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamariki/student can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan

Term 2 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
<p>64% (T2 2024 - 60%)</p>	<p>23% (T2 2024 - 29%)</p>
	Concerning/Moderate Attendance
	<p>9% (T2 2024 - 11%)</p>
	Very Concerning/Chronic Attendance
	<p>4% (T2 2024 - 1%)</p>

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki/students 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/students and whānau/parents. with Worrying/Irregular Attendance.

Annual Target

Regular/Good Attendance	Worrying/Irregular Attendance
T2 64% ↑6% 70%	23% ↓6% 17% (this would go down as the 6% would be shifting into Regular/Good Attendance)

Rationale for 6% increase: From Term 2 2024 to Term 2 2025, our Regular Attendance improved by 4%. We are therefore setting an aspirational target to move at least 6% Worrying/Irregular Attendance to Regular/Good Attendance.

We would then aim to increase Regular Attendance by 5% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

Sub Target

Increase attendance for our NZE Learners

In Term 2 2025 NZE/Pakeha ethnic group had the highest proportion of students with chronic absence, with 4% of students at school less than 70% of the time. In Term 3 2025 this had increased to 5% of NZE/Pakeha attending school less than 70% of time.

A focus on decreasing the number of chronic attendances to moderate attendance, would improve the outcome for our NZE/Pakeha learners. Therefore our sub target is to have 0% in chronic attendance.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:

- Strategic Goal 1 Rich Curriculum: Fordell School will grow and embed teacher capability in effectively implementing the refreshed NZ Curriculum English and Mathematic strands so that ākongā achieve to their highest educational potential.
- Strategic Goal 2 Hauora: Fordell School will enhance hauora through culturally responsive and inclusive practices to empower all students, especially Māori and Pasifika, to thrive academically, socially, and emotionally.
- Annual Implementation Plan Goal 1 Rich Curriculum and Goal 2 Hauora.

Attendance Policy

Fordell School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki/students and whānau/parents and staff are responsible for reminding our community of these expectations.

As required by the Education and Training Act 2020 (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 Fordell School attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau/families have legal obligations to ensure their tamariki/children 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

Our full Attendance Policy can be found on our Fordell School website: www.fordell.school.nz

Attendance Management Procedures

Attendance Expectations

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

- Communication in the fortnightly Fordell Flyer newsletter
- Korero at Learning Conferences
- Korero on enrolment
- Facebook reminders
- Phone calls with whānau/families when needed

Recording Attendance

Teacher Responsibilities

1. Roll to be taken by the Teachers **BEFORE** 9.05am.
2. Any tamariki/students who arrives late to school is to report to the school office to register that they are late.
3. Should a tamariki/student arrive in class after the register has been taken, ask if they have reported to the school office. If they haven't, they **MUST** report to the school office.
4. Afternoon roll must be taken **BEFORE** 1.35pm.
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, e.g., tangi, appointment, holiday, please add a note to their attendance (through the Roll on EDGE) to inform the Office.

Office Responsibilities

1. The Office Administrator checks the emails and takes phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on EDGE from 9.05am.
3. Any children marked with a ? are then followed up by the Office Administrator:
 - a. A phone call is made by the Office Administrator for any tamariki/students marked with ?
 - b. When replies are received, the Office Administrator updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant - T.
4. The Office Administrator will check the afternoon roll from 1.50pm.

Whānau/Family Responsibilities

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

- notify the school as soon as possible if their tamariki/child is going to be late or absent
- Arrange appointments or trips outside of school hours or during school holidays where possible

Work with us (the school) to manage attendance concerns

Monitoring Practices

Every week, the Principal will:

- check patterns of attendance
- check for any incorrect coding
- follow up on Truant codes if no communication has been had with the whānau/family
- adhere to the STAR thresholds

Attendance patterns and concerns will be discussed at Leadership and Staff Communication Meetings.

The Principal will:

- report attendance data twice termly to the School Board, via the Principal's Report
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives
- adhere to the STAR thresholds
- review the plan termly after considering the Every Day Matters Report

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

Regular/Good Attendance	Irregular/Worrying Attendance	Moderate/Concerning Attendance	Chronic/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/Parents	Whānau/Parents	Whānau/Parents	Whānau/Parents
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other whānau/parents to reinforce good attendance habits • Open communication with the school. • 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

School	School	School	School
<ul style="list-style-type: none"> • Communicate with parents about every absence. • Maintain contact details of parents. • Provide student with regular updates on their own attendance. • Report regularly to parents on attendance of their child. • Support student: <ul style="list-style-type: none"> - Attending school - To continue learning if unable to attend school every day, including using <p>Ministry approved well-being or transitional plans or health schools where appropriate.</p> <ul style="list-style-type: none"> - To access other educational pathways where appropriate. 	<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, ee.g., 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 needed. 	<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 taken up • Unenroll if student will not be returning to school

Communicating with Whānau/Parents

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

In relation to STAR, our school may use the Ministry of Education resource [Communicating with parents about attendance](#) to support communication with whānau and if required, escalation of attendance concerns.