Karamū High School Attendance Management Plan

Approval:			*SchoolDocs Karamū High School Website*
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Overarching Attendance Objectives and Strategic Priorities

Regular school attendance is essential for student success, contributing directly to higher achievement, better wellbeing, and positive lifelong outcomes. The Board of Karamū High School is required to take all reasonable steps to ensure enrolled students attend school when it is open.

Karamū High School aims to achieve improved attendance by adopting a proactive and supportive approach, consistent with the Government's national target of **80% of students attending at least 90% of the time by 2030**.

This plan outlines a proactive and supportive approach utilising the **Stepped Attendance Response (STAR)** framework. The STAR sets clear expectations and guides effective, consistent responses to student absence.

Karamū High School:

- Ensure that our programmes and pedagogies enhance ākonga engagement;
- Ākonga progress is tracked and challenges to learning are identified and addressed;
- A highly supportive and culturally responsive pastoral and academic guidance system exists;
- Leadership in the school is supported and encouraged;
- Foster a positive school culture and climate which encourages attendance;
- Continue to develop programmes to engage students in their learning.

Strategic Aim:

Karamū High School acknowledges that learning and teaching programmes will build on our vision and values. Also, we prioritise the wellbeing of everyone in the school community.

2025 Annual Target:

- Raise schoolwide regular attendance (those attending more than 90%) to at least 50%.
- Reduce chronic absence (those attending less than 70%) to less than 10%.

Current Attendance Data (End of Term 3 2025)

- 44% regular attendance (90% of the time)
- 28% irregular absence (80-89% of the time)
- 13% Moderate absence (70-79% of the time)
- 15% Chronically absence (less than 69% of the time)

Attendance Policy and Responsibilities

Student Attendance

At Karamū High School, our attendance procedure ensure students are accounted for during school hours and activities, as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

As required by the Education and Training Act 2020 (s35), 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 the Ministry of Education. The School Board takes all reasonable steps to ensure all students enrolled at Karamū High School attend school when it is open (Education and Training Act, s 36).

Karamū High School staff record and monitor attendance using set attendance procedures. We have annual targets for students' attendance, and work with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance. We share our attendance information with the Ministry of Education, which ensures we receive the correct funding and staff entitlements.

Parent/Guardian and Student Responsibilities

Parents and legal guardians have a legal obligation to ensure their children attend school (Education and Training Act, s 244). We expect parents/guardians to:

- Notify the school as soon as possible if their student is going to be late or absent, typically by phone, text, or email.
- Arrange appointments and trips outside school hours or during school holidays where possible.
- Coordinate with the school for prolonged, regular, or exceptional absences (e.g., medical, sporting, religious, or cultural reasons).
- Avoid prolonged domestic or overseas holidays during school time.
- Work with the school to manage attendance concerns.

School Responsibilities

Karamū High School is responsible for:

- Keeping an attendance record for each enrolled student.
- Recording attendance **period by period**.
- Using Ministry-approved attendance codes.
- Developing and implementing this Attendance Management Plan (AMP), having regard to the STAR framework.
- Following up on unexplained absences.
- Provide students with regular updates on their own attendance.
- Report regularly to parents on attendance of their child.
- Communicating attendance expectations and monitoring results to parents/caregivers.
- Acknowledging students with positive attendance.

Attendance Management Procedures

Attendance Expectations and Promotion

Attendance expectations and the importance of regular attendance will be reinforced through:

- Communication in enrolment interviews and on enrolment forms.
- Regular newsletter communications ie: Karamū Korerō.
- School social media platforms – positive reinforcement.
- Reiteration during school assemblies.
- Sharing attendance expectations on the school website.

- Recognitions of positive attendance.

Attendance Codes

- The school uses Ministry-approved attendance codes to distinguish between presence, justified absence, and unjustified absence.
- The principal, or deputy principal, will make final decisions on which codes are used.

Category	Code	Examples/Application Notes
Presence	P – Physically Present in Class	
	L – Late to class	Thresholds for lateness determined by school policy. Punctuality is expected.
	V – Unsupervised Exam Study	Used for internal or practice exams on site.
	N – Present but out of class	On-site school activity (e.g. cultural event, sporting event, meeting with Dean or Counsellor).
	Q – Board approved offsite learning	Organised school trips, cultural/academic/sporting activities approved by the Board. This may include cultural practices, commitments and obligations.
	D - Approved external appointment	Doctor, dentist, medical specialist, court proceedings that cannot be scheduled outside school hours.
Justified Absence	M – Illness/Medical absence	Includes short-term illness, injury, or mental health reasons.
	X – Exam Leave	Secondary student engaged in unsupervised study off-site or completing an offsite external exam.
	J – Explained and Approved	Absences explained and approved by the principal (e.g. family emergencies, bereavement, participation in board approved regional/national events).
	U – Stood down or suspended	Applies to the period of stand-down or suspension excluding the day it was imposed.

Unjustified Absence	? - Unknown	Temporary code used when reason for absence is unknown; must be replaced promptly.
	T - Truant	Absent without explanation or parent/caregiver permission. If no response is received to absence follow-up, students will be marked as T.
	G – Holiday during term time	Domestic or overseas travel taken during term time.
	E – Explained but no approved	Reason is provided but not approved by the Principal (e.g. celebrating birthdays, personal grooming, employment during school hours).

Procedures for Absence Monitoring and Follow-Up

1. Parents/caregivers are encouraged to contact the school if their child is going to be away. This can be done via, phone, email or text. If for whatever reason, parents are unable to get in contact with the school, a note explaining the absentees with a signature the next day is acceptable.
2. All teachers complete the electronic attendance register on KAMAR for 1st Period by 8.50am (9.15am on Wednesday).
3. All other periods are expected to be marked within the first 15 minutes of the lesson.
4. Late students are to sign in at the office at arrival to get a late slip. Lateness is recorded in KAMAR.
5. The parents/caregivers of all students marked '?' will receive a text.
    a. As parents respond to the text via KAMAR, attendance records are updated appropriately.
    b. If no reason is given by parents/caregivers by the end of the school day, student's name is recoded by the Deputy Principal overseeing attendance matters.
    c. Student name is then passed on to the Mentor Teacher to check in with the student's whānau to ascertain a reason for being absent.
    d. If no reason is given by student's whānau after a week, attendance is changed to T – Truant.
6. Still unable to connect and ascertain a reason – referred to Dean who contacts the family.

7. Pattern of attendance concerns are referred to Deputy Principal who engages with School Kaiawhina (In School Attendance Provision) and appropriate services to follow up with student's whanau.

Monitoring Practices

1. Students with question mark(s) by the end of the school day are recorded by the Deputy Principal.
2. At weekly Senior Leadership meetings, individual attendance issues are discussed, and solutions are brainstormed.
3. Students with poor attendance patterns are discussed at weekly Deputy Principal and Kaiawhina meetings.
4. Information and decisions from these meetings are shared with appropriate staff to promote attendance and to improve school wide practices.
5. Continue to monitor students who have prolonged medical and unexplained absences. Engage with whānau to support and seek solutions.

Absence Thresholds

Attendance interventions will be tailored and escalated according to the student's total number of absences in a school term, reflecting the STAR system. Utilising a strengths-based approach, individual attendance monitoring will start afresh each term.

Absence Threshold (Days absent per Term)	Required School Response (Stepped Action).	Resources and Support
Less than 5 days	**Regular Contact and Follow Up**: On-going monitoring and communication. Understand context and ensure expectations are clear. Provide students with regular updates on their own attendance.	Utilise Mentor Teachers, Kaiārahi and Deans to follow up with student absentees. Promote positive attendance as beneficial for positive academic and wellbeing outcomes.

Up to 10 days	**Formal Notification and Barrier Identification**: Send formal notification. Identify and examine barriers to attendance.	Use in-school resources to remove barriers: Kaiawhina, Counsellor(s), Careers Advisor, Gateway Coordinator etc. Support student with resources to catch up on missed learning.
Up to 15 days	**Escalated Engagement and Individual Plan:** Send a second escalated notification to whānau requesting a meeting. Work with whānau to create an Individual Attendance Plan.	Engage Deputy Principal and Kaiawhina. Explore and engage appropriate external services to support student and whānau.
More than 15 days (chronic Absence)	**Formal Kaiawhina or Attendance Service referral (possible multi-agency engagement):** Send formal notification of referral to Kaiawhina and/or attendance services. Escalate to multi-agency services. Consideration of prosecution will occur only as a last resort when all other attempts have failed.	Document all steps via our student management system (KAMAR). Document all supports that have been put in place. Document all communication with whānau to support any potential prosecution investigation.

Supporting Students Returning to School

Ongoing monitoring by the school will enable early response to emerging learning or wellbeing issues, particularly following absence.

• **Learning Mitigation:** To mitigate the loss of learning, classroom teachers will differentiate practice. Teachers should set the expectation that learners catch up on what they missed, with material and support available to enable them to do so.

• **Positive Culture:** Kaiako (teachers) will operate a positive and inclusive classroom culture to welcome students back and re-establish friendships/relationships.

• **Whānau Communication:** Kaiako will ensure that whānau and parents of returning students are kept informed of reintegration progress.

<u>Monitoring and Measuring Progress</u>

1. The Deputy Principal is the senior leader who is responsible for attendance improvement in the school.
2. Deputy Principal and office administrators have timely discussions about coding decisions as they arise.
3. The Deputy Principal will review progress and results each term. This will form the basis of next steps for the following term.
4. The Deputy Principal will provide a twice termly attendance report to the Board of Trustees based on the analysis of data and trends.
5. Deans, Deputy Principal and Office administrators will follow up with Mentor Teachers about interactions with whānau of absent students.

The effective implementation of this Attendance Management Plan requires the school to use clear expectations and responsive strategies, tackling the specific and diverse barriers (such as health issues, family disruptions, or lack of engaging curriculum) that hinder a student's ability to attend regularly. This requires **strong relationships with whānau** to accurately identify and address these issues.

<u>Review</u>

The effectiveness of this Attendance Management Plan will be reviewed annually. Review of this plan will be conducted in February 2027. This will be completed by consulting with key members of our community.