

Hornby High School Attendance Management Plan: Summary

1. Core Principles and Objectives

Hornby High School's attendance policy is founded on the belief that regular attendance is fundamental to a student's success, well-being, and future outcomes. The policy is guided by the school's values of Commitment, Achievement, Resilience, and Respect. The school acknowledges and works to address disparities in attendance for Māori, Pasifika, disabled, and neurodiverse learners by identifying and removing barriers to their participation.

2. Roles and Responsibilities

- **Board of Trustees:** The Board is legally responsible for ensuring student attendance and maintaining accurate records. They must approve and monitor the policy.
- **Whānau (Parents & Guardians):** Legally responsible for ensuring their child attends school every day it is open for instruction. They must notify the school of any absence by 9:00 AM with a valid reason.
- **Ākonga (Students):** Responsible for attending school daily, being on time for all lessons, and providing an explanation for any absence when requested.
- **Kura (School Staff):** Must accurately record and monitor attendance, communicate expectations, and provide support. Classroom teachers are required to mark the roll within the first 10 minutes of class.

3. The STAR System: Intervention & Escalation

The school uses a tiered, whole-year approach called the Stepped Attendance Response (STAR) system to manage attendance.

- **Initial Communication:** The Attendance Team sends daily texts to whānau about absences or lateness. Wānanga teachers are responsible for making personal contact to build relationships and understand the reasons for the absence. For full-day absences, the Wānanga teacher makes the initial contact.
- **Wānanga Teacher Actions:** For minor absences (1-4 days), the Wānanga teacher follows up with the student and whānau. Three lates in a week should result in a consequence recorded on the Kamar pastoral record.
- **Dean's Responsibility:** If a full-day absence is not resolved by the Wānanga teacher, the Dean should intervene. The Dean takes over when issues are persistent or for five or more unjustified absences. Deans for Years 9-13 have a weekly *kōrero* (discussion) with each Wānanga teacher, using data provided by the Dean, to track attendance.

4. Data and Documents

The Attendance Team provides weekly, interactive reports to pastoral staff, which are a crucial tool for identifying attendance patterns and barriers. These reports include:

- A report celebrating students with 90-100% attendance.
- A report tracking absences, noting students who have reached 5, 11, and 16 days.
- A report identifying students who have fallen below the 90% attendance threshold.
- A weekly attendance brief is automatically sent to whānau via Kamar to provide a summary of their child's attendance.

5. Escalation Pathways

When internal efforts fail, the school follows formal escalation pathways:

- **Attendance Service Application (ASA):** A formal referral is made via the ASA to contracted external providers (Barnadoes) when a student has 8 or more days of unjustified absence.
- **s19 Application to Oranga Tamariki:** For severe, chronic, unjustified absences, the school may utilize a formal legal intervention via an s19 form to Oranga Tamariki. This is used instead of a Report of Concern.

6. Support from Home

- **Establish a Routine:** A calm and predictable morning and evening routine can significantly reduce preschool anxiety.
- **"Boring" at Home:** To avoid accidentally rewarding non-attendance, make the home environment less appealing during school hours by limiting screen time and other leisure activities.
- **Validate Feelings, but Stay Firm:** Acknowledge your child's anxiety and fears, but use firm, calm language to reinforce the expectation of school attendance.
- **Collaborate and Communicate:** Keep in regular contact with school staff and ask for assignments your child can complete at home to stay caught up on their learning

7. Re-engagement on Return


When a student returns after an absence, the school's priority is a supportive re-entry into the school community.

- **Academic Support:** Provide resources and guidance to help students catch up on missed learning. Staff should use positive language that facilitates immediate re-entry into learning, such as "you're here, and this is what we are going to do".
- **Social & Emotional Support:** Prioritise re-establishing peer connections, as this is a key motivator for attendance. Ensure the student connects with at least one trusted adult at school, such as a Wānanga teacher or Dean. Mental health and well-being check-ins are offered if needed

H Te Huruhuru Ao o Horomaka
HORNBY HIGH SCHOOL

90%

- Attendance
- To period 1 on time
- Attendance for Period 5



To enjoy full participation
in school life

