Attendance and Engagement 2023

Central New Plymouth Kāhui Ako

Achievement Challenge

Aspirational Intent	Initial action	Longer term action
Meet the targets of the national attendance and engagement Strategy	Research into what is working in our own schools and best practice in engagement.	Provide professional learning to the Kāhui Ako regarding aspirational processes and sharing of knowledge.
	Become familiar with the [Attendance and Engagement Strategy](#) and how this relates to our Kāhui Ako	Develop and implement strategies to help all schools achieve the targets in the strategy.
Work across schools on family/whānau support	Identify shared families, and work together on attendance and engagement strategies to provide more holistic support to familes/whānau and students.	Provide professional learning for staff within the Kāhui Ako as we develop processes which help eliminate or reduce barriers.

Aspirational Intent

Meet the targets of the national attendance and engagement Strategy

Work across schools on family/whānau support

Initial action 1: Research

Research into what is working in our own schools and best practice in engagement.

Literature Review:

ERO
https://ero.govt.nz/our-research/missing-out-why-arent-our-children-going-to-school
https://ero.govt.nz/our-research/attendance-getting-back-to-school-guide-for-primary-school-teachers
https://ero.govt.nz/our-research/attendance-getting-back-to-school-a-guide-for-secondary-school-teachers
https://ero.govt.nz/our-research/attendance-getting-back-to-school
https://ero.govt.nz/our-research/attendance-getting-back-to-school-a-guide-for-parents-and-whanau
https://ero.govt.nz/news/new-insights-confirm-attitudes-towards-school-are-key-to-solving-the-attendance-crisis
https://ero.govt.nz/our-research/missing-out-why-arent-our-children-going-to-school

- Use surveys to identify factors that contribute to irregular attendance specifically for our Kahui Ako to further develop strategies.

Initial action 2: NZ Strategy

Become familiar with the Attendance and Engagement Strategy and how this relates to our Kāhui Ako

Summary:

All stakeholders have a role to play: Parents, caregivers, whanau, akonga, schools, social services and government.

Akonga need to be present and participating to see progress.

3 key parts:

1. Clear expectations for everyone involved

2. Ambitious targets for attendance levels

3. Bold actions

Targets

Measure	2024 Target	2026 Target	2015 rates	Current (2021) rates
Percentage of ākonga attending school **regularly** (attending more than 90%, an average of 9 days a fortnight)	70%	75%	69.5%	59.7%
Percentage of ākonga who are **moderately absent** (attending more than 70% up to 80%, missing two to three days a fortnight)	6%	4%	6.3%	8.5%
Percentage of ākonga who are **chronically absent** (attending 70% or less, missing three or more days a fortnight)	5%	3%	4.6%	7.7%
Percentage of unexplained absences where schools have notified whānau on the day of absence and initiated intervention after 5 days of unjustified absence in a term.	95%	100%	This is a **draft measure** and is subject to further work with the sector. There is currently no mechanism for measuring this activity.	

What is currently going well?

- Whanau engagement and attendance plans
- Sharing the attendance data with the whole community
- Increase number of deans for pastoral care in some schools
- Roving mentor - similar to 24/7 (P, G)

- Front of gate welcome (P, V, B)
- Lunchtime clubs and games (H, V, P,W)
- Beginning of the year meet with whanau (H, V, P,W)
- Some communication sent home for positive either attendance or engagement. (H, P, B)
- Engagement reports (G, B)
- Identification of priority learners - identify if there is a link between attendance and weakness (V, B,W)

- Extension systems or programs (G, B,W)

Similarities summarised:

- All schools monitor absences
- Truancy officer and referrals
- Recording and tracking data
- Restorative conversations
- Learning conferences with whanau
- Tracking progress of learners

Systems and Processes

What:
- Have clear expectations that schools will prioritise attendance and associated strategies.

- Kura works with local iwi and community to further develop attendance policies that are easily understood.

- Build the capabilities of kaiako to action systems and develop relationships with akonga.

- Create systems that identify early at risk ākonga.

How:

- Tier system
- Attendance procedures
- Early Intervention systems
- Traffic system - detail loss of learning
- Attendance report
- Work alongside Ministry of Education advisors, Nikki Shewry, Kristine Eagles and Mark Bowden, to identify the barriers in our community and explore possible actions.
- Evaluate and strengthen our attendance monitoring systems. This will include early identification.

Awareness and Communication

What:
- Increase whānau and ākonga understanding on the impact of non-attendance.
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- Develop links to community organisations and external agencies using the Learning Support Delivery Model.
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- Develop meaningful connections with whānau through supporting kaiako to connect with their ākonga.
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- Promote achievement for all ākonga and their whānau.

- Staff PD
- Staff awareness of roles and responsibilities
- Student awareness
- Family/community awareness
- Longitudinal data being shared
- Awareness campaign
- Information and updates on website
- Letter to parents about returning to school
- Kāhui Ako letter for all schools on AC
- What does success look like? - social, academic etc

Resourcing

- What resources can we offer?
- Providing a toolkit for schools
- Providing scripts with conversations for home
- Certificates - digital
- Powerpoint
- Money for whanau engagement?
- Providing toolkit for families