Redwood School: Partnership in Attendance

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At Redwood School, we believe that regular attendance is crucial for your child's success and wellbeing. Every day matters, as consistent presence at school supports their learning, social development, and overall achievement. This plan outlines our commitment to ensuring all students attend regularly and explains how we partner with you, our parents and caregivers, to achieve this.

Our Commitment to Attendance

As required by the Education and Training Act 2020, students between six and sixteen years old must be enrolled at school and attend regularly. Redwood School is dedicated to:

- **Accurate Recording:** We record attendance daily through our SMS, HERO, using Ministry of Education attendance codes, ensuring all students are accounted for, including in emergency situations. Attendance Codes are checked to ensure they best fit the reason for the absence.
- **Proactive Monitoring:** We monitor absence patterns through our SMS, HERO, and will notify you of any concerns in a timely manner. This will usually be done by telephone call and will be done based on the priority listing of primary contact information stored in our SMS.
- **Supportive Environment:** We work collaboratively with students, parents / caregivers / guardians / whānau, staff, and external agencies to identify and address attendance barriers.

Your Role in Attendance

Parents and guardians have a legal obligation to ensure their children attend school regularly when it is open. We ask for your partnership by:

- **Notifying Absences:** Please inform the school promptly (ideally before 9:00 AM on the day of absence) if your child will be absent, providing a clear reason (e.g., illness, medical appointment).

- **Justifying Absences:** Absences can be justified (e.g., medical reasons, bereavement) or unjustified (e.g., unapproved holidays). We record this in our attendance register.
- **Encouraging Regularity:** Help us foster a love for learning by encouraging your child to attend school every day, on time.

Our Stepped Attendance Response (STAR) for Non-Attendance

Redwood School employs the Ministry of Education's Stepped Attendance Response (STAR) framework. This structured approach helps us identify attendance concerns early and provides a series of tailored interventions based on the level of absence. Our goal is always to support your child's return to regular attendance.

The Ministry of Education's target is for 80% of all students to be attending school regularly (90%) of the time. In Term 1 of 2025, 81% of students at Redwood School attended regularly (90%). In Term 2 2025, 75% of students at Redwood School attended regularly (90%).

We categorise attendance based on the number of days absent in a school term:

Attendance Category	Equivalent Absence (per term)	Description of Impact on Progress
GOOD	Less than 5 days	Good chance of success
WORRYING	Up to 10 days	Less chance of success
CONCERNING	Up to 15 days	Hard to make progress
SERIOUS CONCERN	15 days or more	Very hard to make progress

Here's how we will respond to different levels of non-attendance:

Step 1: Early Intervention (Worrying Attendance - Up to 10 days absence per term)

- **Initial Contact:** For unexplained absences, the school will make timely contact with parents / caregivers / guardians / whānau (e.g., by phone call or text message) to ascertain the reason.
- **Monitoring & Discussion:** We will continue to monitor attendance patterns. If an irregular absence pattern emerges (5-9 days absent per term), we may initiate a conversation with you to discuss the attendance patterns and offer early support or strategies.

- **Focus:** Identifying and addressing minor barriers to attendance.

Step 2: Increased Support (Concerning Attendance - Up to 15 days absence per term)

- **Formal Communication:** If absences become concerning (10-14 days absent per term), the school will send a warning notice and arrange a meeting with parents / caregivers / guardians / whānau.
- **Collaborative Plan:** During this meeting, we will work together to understand the underlying reasons for absence and develop a collaborative improvement plan. This plan might include:
    - Strategies to address specific attendance barriers.
    - Referrals to within-school supports.
    - Setting achievable attendance goals.
- **Focus:** Implementing tailored interventions and actively monitoring progress.

Step 3: Multi-Agency Involvement (Serious Concern - 15 days or more absence per term)

- **Escalation:** For serious and persistent non-attendance (15 days or more absent per term), the school will escalate to a multi-agency response, which may involve working with external agencies such as the Attendance Service.
- **Intensive Support:** We will continue to participate in multi-agency responses and implement the improvement plan. This step provides more intensive support and may involve:
    - Targeted interventions from external providers.
    - Regular meetings with all parties involved.
    - Consideration of Ministry-led prosecution if supports are offered and not taken up, as a last resort.
- **Focus:** Coordinated support to re-engage the student and ensure their regular attendance.

The Impact of Persistent Lateness and Absence

Being at school on time and every day is key to students growing in their learning and social development. While we understand that sickness or family challenges can occur, persistent lateness and unjustified absences can significantly impact your child's educational progress. Each day, and even each minute missed, means lost learning opportunities.

The table below illustrates how accumulated absences can add up over time:

Attendance %	**Daily/Weekly/Termly Absence**	**Learning Time Missed** **(After 1 Year)**	**Learning Time Missed** **(After 8 Years)**

98%	1 day / term	4 days	40 days or 8 weeks
96%	2 days / term	8 days	64 days or 13 weeks
90%	1 day / 2 weeks	20 days / 4 weeks	160 days / 32 weeks
79%	10 days / term	40 days / 8 weeks	320 days / 64 weeks

(These statistics are approximate and illustrate the cumulative effect of absences.)

Supporting Students Returning to School

We understand that students may return to school after long periods of absence. We are committed to supporting their reintegration by:

- **Addressing Learning Loss:** Strategies or actions to help students catch up on missed learning. These may be strategies such as additional home learning tasks, or targeted interventions with specialist teachers.
- **Social Reintegration:** Targeted actions to help students rejoin the wider school environment and restore friendships, such as a buddy or tuakana-teina system.
- **Ongoing Communication:** Keeping parents informed about the student's progress in reintegrating back into school life. This can be done through our SMS, HERO, and through face-to-face meetings

Monitoring and Review

Redwood School regularly reviews and adjusts its attendance procedures and policies to ensure their effectiveness. Active monitoring of students' attendance is done weekly by the office manager and principals. We monitor that procedures are being followed and report to the Board on attendance matters at each Board of Trustees meeting. Attendance policies and procedures are curated by School Docs and reviewed regularly on a cyclical basis to ensure they comply with current legislation and Ministry of Education guidance.

Our Policies and Procedures around attendance can be found on our School Docs site:

www.schooldocs.co.nz

Community Username: redwood

Community Password: redwood12

We encourage you to communicate openly with us about any challenges your child may be facing. Together, we can ensure your child receives the best possible education and achieves their full potential.

The graphic below is regularly shared in our newsletter to outline the impacts of non-attendance.

REDWOOD SCHOOL

Being at school is key to students growing in their learning and social development. A government aim is to have 80% of students attending school at least 90% of the time. The vast majority of our learners do achieve that statistic, or are very close. **90% is the equivalent of being absent for one day a fortnight.** Below are some statistics showing how absences can impact attendance over time. With initiatives such as our Structured Literacy, time off school can result in students missing key pieces of learning. Whilst we always do our best to catch students up, this extra learning can put a burden on the student. We acknowledge that things in life happen and that students may experience sickness or there may be family challenges to navigate. It is important that if students are unwell that they stay at home for their own wellbeing and for the wellbeing of their teacher and peers; however, we are finding that students are increasingly staying home for reasons that do not meet the 'Justifiable' criteria set by the Ministry of Education. **If your child can be at school, please get them here** so that we can work with them to support their learning. **Please do reach out** if you need support with getting your child to school.

		After 1 Year	After 3 Years	After 6 Years	After 8 Years
98%	1 day / term	*Learning Time Missed* 4 days	*Learning Time Missed* 15 days or 3 weeks	*Learning Time Missed* 30 days or 6 weeks	*Learning Time Missed* 40 days or 8 weeks
96%	2 days / term	*Learning Time Missed* 8 days	*Learning Time Missed* 24 days or 5 weeks / half a term	*Learning Time Missed* 48 days or 10 weeks / one term	*Learning Time Missed* 64 days or 13 weeks / over a term
90%	1 day / 2 weeks 5 days / term	20 days / 4 weeks *Learning Time Missed* Half a term	60 days / 12 weeks *Learning Time Missed* One term	120 days / 24 weeks *Learning Time Missed* Two and half terms	160 days / 32 weeks *Learning Time Missed* Three terms
79%	1 day / week 10 days / term	40 days / 8 weeks *Learning Time Missed* Nearly a term	120 days / 24 weeks *Learning Time Missed* 2.5 terms	240 days / 48 weeks *Learning Time Missed* 5 terms / Over a year	320 days / 64 weeks *Learning Time Missed* 6.5 terms / 1.5 years
70%	1 or 2 days / week 14.5 days / term	58 days / 11 weeks *Learning Time Missed* 1 term	174 days / 34 weeks *Learning Time Missed* 3.5 terms	348 days / 70 weeks *Learning Time Missed* 7 terms / 1.75 years	464 days / 93 weeks *Learning Time Missed* 9 terms / 2 years
60%	2 days / week 20 days / term	115 days / 23 weeks *Learning Time Missed* 2 terms	345 days / 69 weeks *Learning Time Missed* 7 terms / 1.75 years	690 days / 138 weeks *Learning Time Missed* 14 terms / 3.5 years	920 days / 184 weeks *Learning Time Missed* 18 terms / 4.5 years