

4. Tukunga	4.2 Attendance and Engagement												
Strategic Goal	To raise attendance and engagement levels to pre-covid levels												
Desired outcome	To raise the attendance and engagement levels to pre-covid level in 2024: 1. Improve the overall attendance to 85% 2. Reduce the unjustified absences to only 8% of all attendance 3. Improve attendance systems and monitoring of those systems in LAR												
Current status	L1 Addressing comprehensively for the first time since pre-covid L2 Reviewing and strengthening current practice which is not achieving the desired outcome L3 Reviewing and refining the existing plan L4 Further strengthens sound established practices and ensures sustainability												
Description of current state/current performance data	- The data has been comprehensively analysed in the <u>Attendance and Engagement Report</u>. The type of graphs used have been selected to model best practice in terms of longitudinal evaluation of progress. It is vital that there is a commitment to ongoing analysis and feedback to ensure strategies are focused on vital behaviours. - The staff <u>Review of Attendance Procedures</u> survey has provided a framework to bring the issues to the attention of all staff and to provide an opportunity for them to reflect and comment on both on their own practice and the efficacy of the system. Attendance Summary for Term 3, 2023 The ‘Average’ Naenae College student was coded in KAMAR as: - In attendance in a classroom or other legitimate school activity 75% of the time - Absent for medical reasons 8% of the time (4 days) - Absent for other justifiable reasons 4% of the time (2 days.) - Absent for unjustifiable reasons for 8% of the time. (equivalent to 4 days) - Absent for no confirmed reason (still marked ‘?’ or not marked at all) for 23 periods. (6 days’ worth) - Was late to class on 6 occasions. - Has only 2-3 notes related to attendance matters in their pastoral log. The overall attendance pattern: 35% of students attended more than 90% of the time compared with 56% nationally. (regular attenders) 22 % of students attended 80-89% of the time. 12 % of students attended 70-79% (moderate attenders) 31% of students attended less than 70% of the time, compared with 8% nationally (chronically absent) - Attendance gets progressively worse from Y9 to Y13 30% of all students lost more than 20% of their total learning through unjustified absences.												
National comparison data	The national trend for secondary schools is <table><tr><td>Year</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td></td></tr><tr><td>Year 10 national</td><td>90.5%</td><td>88.0%</td><td>81.2%</td><td>84.1%</td><td></td></tr></table> Nationally we are recovering from the Covid Dip. There is now only a 4% loss. Locally, we have a much lower attendance rate than our contributory primary schools, intermediate schools, and neighbouring colleges. NNI intermediate have approved the sharing of this data (MOE source). This gap was very small pre-2018	Year	2019	2020	2021	2022		Year 10 national	90.5%	88.0%	81.2%	84.1%	
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	Attendance Rates, Term 2 2023 <table><thead><tr><th></th><th><70%</th><th><80%</th><th><90%</th><th><100%</th></tr></thead><tbody><tr><td>— NNC</td><td>35</td><td>54</td><td>83</td><td>100</td></tr><tr><td>— NNI</td><td>13</td><td>23</td><td>46</td><td>100</td></tr></tbody></table> Cumulative Attendance rate		<70%	<80%	<90%	<100%	— NNC	35	54	83	100	— NNI	13	23	46	100
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Consultation process	● Evaluation completed by John Russell. This included staff surveys and analysis of KAMAR attendance and pastoral data ● Results shared with all staff ● Recommendation report provided to the principal															
Target groups	● All teachers and students															
Outcome targets																
Plan details	Actions to consider. ● Establish clear benchmarks/expectations for LAR teachers/teachers/students and whānau (see attendance procedures in staff manual) ● Engage the whole staff. Think of it as a team sport. Everyone is a vital player and a coach. This is a really important game to win. ● Attendance team ○ All staff ○ Led team is the Principal, KSS, Whānau Heads, SHR, Social Worker, Whānau Support worker, Shekyna, and Attendance services. ● Use the School Bridge application so parents can update attendance more easily. This will also improve communication with parents as a byproduct. ● Evaluate the performance of key aspects regularly ● Evaluate the performance of the led team to ensure resource distribution is effective.															