

CENTRAL REGIONAL HEALTH SCHOOL ATTENDANCE MANAGEMENT PLAN

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Effective from	23 March 2026
Review date	November 2026

OVERARCHING ATTENDANCE OBJECTIVES AND STRATEGIC PRIORITIES

- The Central Regional Health School (CRHS) places a strong emphasis on attendance, engagement, and the recognised link between ākongā wellbeing and educational achievement.
- The Board acknowledges that ākongā based in community and inpatient sites are enrolled at the Health School because medical or health-related needs make regular attendance at their school of enrolment (SoE) difficult or, at times, impossible.
- The CRHS has two sites run by Oranga Tamariki and in which school attendance is compulsory.
- Entry to community sites is supported by a medical certificate, which informs expectations for attendance and engagement.
- All ākongā have an Individual Plan (IP) that outlines how learning, transition planning, and teacher contact will be delivered.
- Attendance and engagement expectations in community and inpatient sites are individualised for each ākongā and are monitored in relation to progress toward their IP goals.
- The majority of CRHS ākongā (80%) are dual enrolled with a school of enrolment. A small number are enrolled with CRHS under a Section 37 agreement, in which case CRHS is their school of enrolment.

[2026-2028 Strategic Plan.docx](#)

ATTENDANCE MANAGEMENT PROCEDURES

Health School Guidelines define attendance for Health School ākongā as “working toward the goals in their Individual Plan (IP).” Teachers are required to monitor both attendance and engagement. This may include learning at the school of enrolment on a part-time basis, at home, in hospital, at CRHS sites, or during scheduled contact with the CRHS teacher.

Recording Attendance

Teachers use the school database to record attendance and engagement. Attendance is marked when there is direct contact between the teacher or teacher aide and the ākongā. Engagement is recorded when the ākongā is working toward their IP goals separate from their CRHS teacher.

Unexplained Absences

Families /caregivers are expected to notify the CRHS teacher if planned contact with a teacher or teacher aide is cancelled. Where an absence or cancellation is not explained, the teacher will contact the family to seek clarification. All communication and outcomes are recorded in the school database.

MONITORING AND MEASURING PROGRESS

The school reviews attendance and engagement patterns through the following processes:

- CRHS teachers regularly review attendance and engagement for their ākongā, with a formal evaluation at each IP review (at least every 12 weeks). Concerns are reported to the team leader.
- Team leaders analyse unit-level attendance and engagement data, support teachers to respond to identified patterns, and report findings to the senior leadership team.
- The senior leadership team reviews schoolwide attendance and engagement data annually to identify trends and inform strategic goals. This data is reported to the Board.

Thresholds and Patterns

As health conditions vary significantly, attendance and engagement thresholds are individualised for each ākongā. The following examples illustrate this variability:

- Ākongā undergoing oncology treatment may experience fluctuating capacity to attend/engage, depending on treatment cycles.
- Ākongā diagnosed with anxiety or depression may experience challenges or successes attending and engaging depending on their current treatment.

STEPPED ATTENDANCE AND ENGAGEMENT PLAN

Step 1

If regular monitoring identifies reduced attendance or engagement, or a lack of progress towards IP goals, the teacher will seek advice from their team leader and:

- discuss attendance, engagement, and IP goals with the ākongā and their whānau, which may result in:
 - consultation with treatment providers and SoE

- adjusting goals
 - adapting the learning programme
 - identifying and reducing barriers to engagement
- record the discussion and agreed actions in the school database and update the IP accordingly

Step 2

If there is no improvement following Step 1 actions, the teacher will inform the team leader who will:

- discuss the situation with a DP which may result in:
 - a wider stakeholder hui
 - an offer to change the CRHS teacher
 - additional programme adjustments

Step 3

If there is no improvement following Step 2 actions, the Team Leader and DP will:

- discuss the situation with the principal, which may result in:
 - Notifying whānau of the possible withdrawal from the service on the basis that CRHS is no longer meeting the needs of the ākongā or making a meaningful impact. Responsibility for the student's education then returns to the school of enrolment (for dual enrolled ākongā) or the MOE (ākongā under 16 with a section 37) or the whānau (ākongā over 16 with a section 37).

Legislative compliance/ Legislation

Education and Training Act 2020