

TIKIPUNGA PRIMARY SCHOOL ATTENDANCE MANAGEMENT PLAN

Purpose: This plan sets out our school's strategy and process for identifying, responding to, and reducing student absences, in accordance with sections 137A–137D of the Education and Training Act. Our focus is on supporting students and whānau to ensure consistent engagement in learning.

*Our goal aligns with the government's national target: **80% of students attend more than 90% of the time.***

ATTENDANCE STRATEGY

We believe regular attendance is critical to student wellbeing and achievement. Our school promotes a culture where attendance is valued, monitored, and supported through strong relationships, clear communication, and proactive interventions.

CLEAR EXPECTATIONS FOR ATTENDANCE

Tamariki is expected to attend school **every day they are able to.**

Attendance expectations will be communicated:

- At enrolment
- At the beginning of each year/ term
- Via newsletters and school website
- Through individual conversations

ROLES AND RESPONSIBILITIES

Parents/ Guardians

- Ensure Tamariki attend school daily unless sick or otherwise
- Reinforce positive attendance habits
- Maintain communication with the school regarding any absence
- Engage in school attendance processes and support when attendance issue arise

School

- Communicate clearly and regularly about attendance expectations and processes
- Monitor and record attendance daily
- Notify parents of all absences promptly (via text, phone call, or email)
- Provide attendance updates to parents regularly
- Support Tamariki to overcome barriers to attendance
- Report attendance patterns to Board
- Use tiered response system aligned with STAR framework

IDENTIFICATION OF ABSENCES

- Daily electronic roll checks are completed by Kaiako
- Unexplained absences are followed up with a text or phone call home the same day.
- Patterns of irregular attendance are flagged weekly through SMS reporting by the Student Support person

RESPONSE PROCESS

- Initial concern (after 3–5 days): Classroom teacher and/or office staff and student support person contact whānau to understand context.
- Ongoing concern (after 5–10 days): SLT meets with whānau to develop a support plan.

- Chronic absence (20+ days): Referral to Attendance Service and/or social support agencies as appropriate.

SUPPORT STRATEGIES

- Connection with pastoral and learning support teams
- Individualised attendance improvement plans
- Engagement with external support providers where appropriate – Attendance services, Public Health, Oranga Tamariki, RTLB, I Have A Dream organisation, Mana Ake and other agencies as needed
- Share strategies and resources with whānau and community partners
- Culturally responsive approaches to whānau engagement
- Positive reinforcement through team/ classroom incentives
- Termly acknowledgments for students with 90 %+ attendance

Review and Monitoring

- Reviewed annually by the board or in accordance with any updated regulations
- Feedback gathered from staff, students, and whānau to inform updates and practices
- Align with School Docs Attendance Policy and update as required