

ATTENDANCE MANAGEMENT PLAN FOR TE KURA RAUTAU

CENTENNIAL PARK SCHOOL 2026 Targets

Rationale:

At Te Kura Rautau, we understand that 'regular' attendance is closely linked to greater student achievement and wellbeing. Our tamariki are required to attend school every day and everyone (school personnel, parents, whānau and communities) play a vital role to ensure this is a top priority. This Te Kura Rautau Attendance Management Plan provides a clear process to improve regular attendance by identifying patterns of absenteeism and implementing culturally responsive strategies. It complies with Ministry of Education requirements to monitor and report student attendance and aligns with STAR guidelines (Stepped Attendance Response).

The recording of daily attendance for display in staffroom and throughout kura paanui helps support the monitoring of student attendance outlining termly trends

Current State:

The government has set a target for 80% or more students to be attending regularly by 2030. (Attending regularly, students miss fewer than 5 days across a term.)

During the year (2025) Te Kura Rautau regular attendance was recorded as the following for each term.

- Term 1 – 66%
- Term 2 – 56%
- Term 3 – 46%
- Term 4 – 51%

Overall 2025: 55% average over the year of students with Regular Attendance

To compare from 2024: Te Kura Rautau regular attendance was recorded as the following for each term

- Term 1 – 49%
- Term 2 – 49%
- Term 3 – 36%
- Term 4 – 63%

(in 2023: T1 = 43%)

(in 2023: T2 = 32%)

(in 2023: T3 = 31%)

(in 2023: T4 = 43%)

Overall in 2024: average overall = 49% with Reg Attendance

Overall in 2023: average overall = 37% with Reg Attendance

2026 Regular Attendance Target: *(10-12 % approx. increase for 2026) (An incremental, realistically achievable target based on previous year's percentage).*

Average overall target for 2026 will be 63% of all students attending regularly (90% or more of the time)

- Term 1 – 73%
- Term 2 – 62%
- Term 3 – 51%
- Term 4 – 66%

The target will be reviewed and adjusted accordingly for 2027 target setting with the 2030 Gov't objective of 80% with regular attendance taken into consideration.

Supporting Documentation:

Information is based on the updated Annual Plan 2026 which is drafted from the 3yr strategic plan – Centennial Park School – Te Kura Rautau: Updated at end of 2025 to reset new targets for 2026 (Evidence based on previous year’s results via Attendance Matters).

Regulation 9(1)(e)

Attendance: We will continue to record daily outcomes of attendance to give all staff and visitors an overview and updated indicators of how we are tracking with daily attendance. A Regional term indicator for Term 4 2024 released the following findings: 63% of students had regular attendance compared to 43% in 2023. As a comparison for the 12 x schools in our district (including secondary and Primary schools), Te Kura Rautau recorded = 2nd highest of students with regular attendance. As a kura we will continue to work closely with agencies to target those students in the 80-90% of attendance to align them into regular attendance. The services such as Truancy with the attendance advisor will provide national strategies that may be used to target those below 70% (chronic) attendance. Each case will be addressed in a case by case. Wellbeing and motivation continue to be key indicators for our targets to be achieved in 2025-6.

Set a realistic and achievable attendance target of an average overall attendance rate of 85% from mid T1 onwards with an overall target of 63% for those students attaining ‘regular’ attendance (90%+) average across the year (73% in T.1, 62% in T.2, 51% in T.3 and 66% in T.4 for 2026).

Review: This Attendance Plan will be formally reviewed by the BOT in Term 4 2026.

Stepped Attendance Plan for Te Kura Rautau – Centennial Park School:

For students with less than 5 days absence in a school term - VERY GOOD		
Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> ● Recognition and Celebration: <ul style="list-style-type: none"> - Acknowledge students with excellent attendance through certificates, assemblies such as PB4L, or newsletters. - Include attendance achievements in student reports and other reporting methods. ● Incentives and Rewards: <ul style="list-style-type: none"> - Offer small rewards (e.g., stationery, vouchers, extra privileges) for consistent attendance. ● Positive Reinforcement: <ul style="list-style-type: none"> - Teachers and staff provide verbal praise and encouragement. - Display attendance achievements on school noticeboards. 	<ul style="list-style-type: none"> ● Classroom Teachers: <ul style="list-style-type: none"> - Monitor daily attendance and encourage students to attend kura. - Nominate students for recognition and rewards. ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Maintain accurate records and generate attendance reports using etap SMS. - Coordinate communication with whānau. ● Senior Leadership Team: <ul style="list-style-type: none"> - Approve and support recognition initiatives. - Ensure alignment with school-wide attendance goals and Ministry requirements. 	<ul style="list-style-type: none"> ● Visible Recognition: <ul style="list-style-type: none"> - Termly certificates awarded at assemblies. - Attendance wall or digital dashboard celebrating students with excellent attendance. ● Positive School Culture: <ul style="list-style-type: none"> - Students feel proud of their attendance and motivated to maintain it. - Attendance is seen as a shared responsibility between school and whānau. ● Improved Engagement: <ul style="list-style-type: none"> - Students with strong attendance are more engaged in learning and school activities. - Whānau feel valued and involved in their child’s success.

<ul style="list-style-type: none"> • Work on displaying attendance regularly in classrooms and through Newsletter • Whānau Engagement: <ul style="list-style-type: none"> - Send positive communication home to whānau acknowledging their support. - Invite families to celebrate attendance milestones at school assemblies and via newsletter. • Monitoring and Feedback: <ul style="list-style-type: none"> - Track attendance data regularly to ensure students remain on track. - Provide feedback to students on their attendance progress. 	<ul style="list-style-type: none"> • Whānau / Caregivers: <ul style="list-style-type: none"> - If required contact support agencies such as PHN (Liz) to support regular attendance through open communication with the kura. 	<ul style="list-style-type: none"> • Data-Driven Support: <ul style="list-style-type: none"> - E Tap - Attendance data used to identify and support students who may be close to the threshold. - Early intervention prevents minor absences from becoming patterns.
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For students with up to 10 days absence in a school term - WORRYING

Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> • Early Identification and Monitoring: <ul style="list-style-type: none"> - Use weekly attendance reports to flag students approaching or exceeding 10 days of absence. - Track patterns (e.g. frequent Mondays/Fridays, illness-related / Tangihanga absences). • Initial Contact and Check-In: <ul style="list-style-type: none"> - Teachers or pastoral staff initiate a friendly check-in with the student. - Contact whānau to understand reasons for absence and offer support. • Supportive Conversations: <ul style="list-style-type: none"> - Hold informal meetings with students to discuss attendance and any barriers. 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Monitor attendance and initiate early conversations. - Provide catch-up work and maintain a welcoming classroom environment. • Pastoral Care / Guidance Counsellors: <ul style="list-style-type: none"> - Lead student meetings and develop support plans. - Liaise with whānau and external support services. • Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Generate regular attendance reports. - Record interventions and communications accurately. 	<ul style="list-style-type: none"> • Proactive Support: <ul style="list-style-type: none"> - Students feel noticed and supported before attendance becomes a serious concern. - Staff respond with empathy and solutions, not punishment. • Improved Attendance: <ul style="list-style-type: none"> - Students begin to attend more regularly due to increased support and motivation. - Absences decrease over time, especially when barriers are addressed. • Stronger Relationships: <ul style="list-style-type: none"> - Trust builds between students, staff, and whānau. - Students feel safe discussing challenges and asking for help.

<ul style="list-style-type: none"> - Use restorative practices to build trust and encourage open dialogue. • Tailored Support Plans: <ul style="list-style-type: none"> - Develop short-term attendance goals with the student. - Offer support such as counselling, learning catch-up sessions, or mentoring. • Whānau Collaboration: <ul style="list-style-type: none"> - Invite whānau to participate in planning and support strategies. - Provide resources or referrals to external agencies if needed. • Positive Reinforcement: <ul style="list-style-type: none"> - Recognize improvements in attendance with praise or small incentives. - Celebrate progress publicly or privately, depending on student preference. 	<ul style="list-style-type: none"> • Senior Leadership Team: <ul style="list-style-type: none"> - Oversee implementation of attendance strategies. - Ensure consistency and alignment with school policies and Ministry expectations. • Whānau / Caregivers: <ul style="list-style-type: none"> - Engage in communication and support attendance goals. - Share relevant information that may impact attendance. 	<ul style="list-style-type: none"> • Data-Driven Decisions: <ul style="list-style-type: none"> - Attendance data informs targeted interventions. - School leadership can evaluate the effectiveness of strategies and adjust as needed.
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For students with up to 15 days absence in a school term - CONCERNING

Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> • Comprehensive Attendance Review: <ul style="list-style-type: none"> - Conduct a detailed review of the student's attendance history and patterns. - Identify underlying causes (e.g. health, anxiety, family issues, disengagement). • Formal Meeting with Student and Whānau: <ul style="list-style-type: none"> - Schedule a meeting involving the student, whānau, and key staff. - Discuss barriers to attendance and co-develop a re-engagement plan. • Individual Attendance Improvement Plan (AIP): <ul style="list-style-type: none"> - Create a written plan with clear goals, timelines, and support strategies. 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Provide learning support and maintain a positive classroom environment. - Contribute to the development and monitoring of the AIP. • Pastoral Care / SENCO / Guidance Counsellors: <ul style="list-style-type: none"> - Lead meetings and coordinate support plans. - Liaise with external agencies and monitor wellbeing. • Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Track attendance data and document interventions. 	<ul style="list-style-type: none"> • Structured Support: <ul style="list-style-type: none"> - Students have a clear plan and know who is supporting them. - Staff work collaboratively to address barriers and monitor progress. • Improved Attendance and Engagement: <ul style="list-style-type: none"> - Students begin to re-engage with school and attend more consistently. - Academic and social outcomes improve as attendance stabilizes. • Stronger Whānau Partnerships: <ul style="list-style-type: none"> - Whānau feel heard and supported, leading to better collaboration.

<ul style="list-style-type: none"> - Include academic catch-up, wellbeing support, and attendance targets. • Referral to Support Services: <ul style="list-style-type: none"> - Engage internal supports (e.g. SENCO, counsellors) and external agencies (e.g. RTLB, social workers, health services). - Ensure wraparound support is coordinated and culturally responsive. • Regular Monitoring and Follow-Up: <ul style="list-style-type: none"> - Weekly check-ins with the student to review progress and adjust support. - Maintain ongoing communication with whānau. • Escalation if Necessary: <ul style="list-style-type: none"> - If attendance does not improve, follow school procedures for escalation. - This may include formal letters, involvement of Attendance Service, or further agency referrals. 	<ul style="list-style-type: none"> - Ensure accurate reporting to the Ministry and Attendance Service. • Senior Leadership Team: <ul style="list-style-type: none"> - Oversee implementation and ensure accountability. - Approve referrals and manage escalations. • Whānau / Caregivers: <ul style="list-style-type: none"> - Actively participate in meetings and support attendance goals. - Communicate openly about challenges and progress. 	<ul style="list-style-type: none"> - Trust and communication between home and school are strengthened. • Accountability and Escalation Pathways: <ul style="list-style-type: none"> - Clear documentation and procedures ensure accountability. - Escalation is used appropriately when support efforts are exhausted.
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For students with 15 days or more absence in a school term - SERIOUS CONCERN

Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> • Urgent Case Review: <ul style="list-style-type: none"> - Conduct a full review of the student’s attendance, wellbeing, academic progress, and previous interventions. - Identify chronic patterns and contributing factors (e.g. mental health, family crisis, disengagement). • Formal Intervention Meeting: <ul style="list-style-type: none"> - Convene a formal meeting with the student, whānau, senior leadership, and relevant support staff. Include external agencies such as Attendance Service, Oranga Tamariki, or health professionals if appropriate. 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Maintain a welcoming environment and provide differentiated support. - Communicate learning progress and needs to support staff. • Pastoral Team / SENCO / Guidance Counsellors: <ul style="list-style-type: none"> - Lead the development and implementation of the re-engagement plan. - Coordinate with external agencies and monitor wellbeing. • Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Maintain accurate records and ensure timely 	<ul style="list-style-type: none"> • Intensive, Individualized Support: <ul style="list-style-type: none"> - Students receive tailored interventions that address both academic and personal challenges. - Staff and agencies work together to provide holistic care. • Flexible Learning Pathways: <ul style="list-style-type: none"> - Students may access alternative education, part-time attendance, or online learning to support re-engagement. Plans are responsive to student needs and circumstances.

<ul style="list-style-type: none"> ● Comprehensive Re-engagement Plan: <ul style="list-style-type: none"> - Develop a detailed plan with clear attendance goals, timelines, and wraparound support. Include flexible learning options (e.g. part-time attendance, online learning, alternative education pathways). ● Multi-Agency Collaboration: <ul style="list-style-type: none"> - Coordinate with external services to address complex needs (e.g. housing, mental health, family support). Ensure culturally responsive and trauma-informed approaches are used. ● Intensive Monitoring and Support: <ul style="list-style-type: none"> - Assign a key adult (e.g. mentor, counsellor) to check in with the student multiple times per week. - Track attendance daily and adjust support as needed. ● Escalation and Legal Compliance: <ul style="list-style-type: none"> - If non-attendance persists, a last resort is to follow legal protocols including formal notifications and referrals to the Attendance Service. - Document all actions and communications thoroughly. 	<p>reporting to the Ministry and Attendance Service.</p> <ul style="list-style-type: none"> - Support communication with whānau and agencies. <ul style="list-style-type: none"> ● Senior Leadership Team: <ul style="list-style-type: none"> - Oversee the intervention process and ensure accountability. - Authorize flexible learning arrangements and manage legal compliance. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Engage actively in meetings and support the re-engagement plan. - Communicate openly about barriers and progress. ● External Agencies: <ul style="list-style-type: none"> - Provide specialist support and resources tailored to the students' needs. - Collaborate with the school to ensure continuity of care. 	<ul style="list-style-type: none"> ● Improved Attendance and Wellbeing: <ul style="list-style-type: none"> - With consistent support, students begin to attend more regularly and feel safer at school. - Wellbeing improves as barriers are addressed. ● Clear Documentation and Accountability: <ul style="list-style-type: none"> - All actions are recorded to ensure transparency and legal compliance. The school can demonstrate proactive efforts to support the student.
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Te Kura Rautau will continue to focus and manage the attendance of all students by working with whānau to better understand complexities and reasons to help minimise student absenteeism.