

Arahunga School

Attendance and Engagement Management Plan



At Arahunga School we focus on supporting our students and our whānau so that our students are in attendance at school. When students are in attendance they have the opportunity to learn and accelerate their progress.

Through doing this we enable our students to '*Reach their Potential*' and be '*The Best They Can Be*'.

When working with ākonga and whānau around attendance issues Arahunga School and staff endeavour to take a mana enhancing approach that is culturally safe and appropriate.

Attendance and Engagement Challenges

- The majority of absences are justified
 - The largest percentage of justified absences are due to illness or medical reasons (Yellow in the table below)
- A small percentage of absences are unjustified
 - A large percentage of unjustified absences across years are recorded as (E) Explained but not approved or (T) Truant
 - All individual Students with (E) Explained but not approved were identified in HERO.
 - There were 355 absences coded as (E) Explained but not approved in 2025
 - There were no incidences of (T) Truant in 2025

Main Reasons for Absence 2025

Terms	Regular Attendance	Reasons for absence: Illness/Medical	Reason for absence: Justified	Reason for absence: Accepted but unjustified	Reason for absence: unexplained/trivial	Reason for absence: holiday
Term 1	61%	65%	23%	3%	0%	10%
Term 2	48%	75%	8%	9%	0%	8%
Term 3	44%	63%	24%	6%	0%	6%
Term 4	44%	61%	28%	5%	0%	5%

Annual Plan Attendance Initiative Success Statement: (as identified in 2026 Annual Plan)

Kaimahi and Leadership use a range of strategies and supports to lift student attendance and reduce unjustified absence from February 2025

Target:	<ul style="list-style-type: none"> • Reduce unjustified absences and any unexplained / trivial absences as a priority • Follow up and reduce accepted but unjustified absences • Reduce chronic absence rate
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Actions to support INCREASED ATTENDANCE

Requirement/Aim	Action	When	Who
To ensure whānau awareness of importance of attendance	Include a statement in our welcome pack for enrolling students and whānau	Given to whānau as part of enrollment	Ākonga Liaison
	Contact whānau to share the message of the importance of student attendance and expectations of communication with school regarding child's attendance. Share attendance policy	Beginning of each term	Principal / Leadership
	Engage students in learning that is relevant and presented in ways that engage students including learning goals in IEP individual learning goals and other learning .	Each day	Classroom teachers/ support staff
To ensure correct coding of absence	Provide PLD on absence, correct coding and making notes for unjustified absence	Term 1 annually	Office staff, Leadership
	Teacher/admin to use correct codes and make notes on Hero for unjustified absence	Daily	Classroom teachers/admin
	Ākonga Liaison checks on attendance coding	2-3 times per term	Leadership

UNEXPLAINED absences

Requirement/Aim	Action	When	Who
Identify why a student is absent by the end of each week	Contact the parent/caregiver by: <ul style="list-style-type: none"> • Phone call • Text • Email 	<ul style="list-style-type: none"> • 10 am on day • Continued contact throughout day • Identified by the end of the week 	Class teacher in the first instance, followed up by Office or Leadership as appropriate.

	If unable to contact parents/caregivers mark T for Truant	<ul style="list-style-type: none"> Attempts to contact whanau by the end of the day and follow up the next day needed. 	Office / Management
	Ensure have up to date contact information for parents/caregivers	<ul style="list-style-type: none"> Beginning of the year and mid-year send information to parents/caregivers to update. Regularly advise teachers to advise admin and update Hero with change of details - as relevant. 	Office / class teachers
	Community notice and newsletter to encourage them to advise school of students absence and reason ahead of time	Beginning of each term	Ākongā Liaison
	Review policy on coding of absence and familiarise staff with any changes	Beginning of each year	Board/Principal/Office
	Monitor teacher/admin consistency of coding	Termly review/discussion in Staff Meetings	Ākongā Liaison/ Admin staff
	Identify any trends in student absence through analysis of data	Termly review of data	Principal/Ākongā Liaison

Students with 5 - 9 days UNJUSTIFIED absence within a term

Requirement/Aim	Action	Who
Identify learners with 5 or more days full days unjustified absence in a term	<ul style="list-style-type: none"> Check Hero alerts to identify students who have been unjustifiably absent for 5 or more days (over the term). Advise Principal, Ākongā Liaison and classroom teacher if any student has reached 5 days of unjustified absence. 	Admin / DP
To reduce or eliminate unjustified absence	<ul style="list-style-type: none"> Contact the parent/caregiver by: text, phone call or email to advise them of the unjustified absence and offer support Keep records of all actions taken in Hero 	Ākongā Liaison / Classroom teacher

Actions to support students who have 10 or more days of UNJUSTIFIED absences within a term

Requirement/Aim	Action	Who
To reduce or eliminate unjustified absence for students who have 10 or more days of unjustified absence within a term	<ul style="list-style-type: none"> ● Identify why a student is absent: ● Discuss possible reasons with classroom teacher ● Contact the parent/caregiver for a verbal conversation (phone call, face to face meeting) <ul style="list-style-type: none"> ○ Discuss the number of absences ○ Clarify reason for absence ○ Discuss and identify possible supports (see below for possible options) ○ Identify possible follow up actions ● Keep records of all actions taken in Hero 	Hub Leader / Classroom teacher
	<p>Identify supports for students</p> <ul style="list-style-type: none"> ● The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whānau to GP/Paediatrician) ● The program is not engaging - identify, plan and implement a program that will be engaging to the student ● The student has difficulty with teaching style or delivery of lessons - identify, plan and implement a program that will be engaging to the student ● The student has difficulty with their peers - identify, plan and implement a program that will be engaging to the student 	Classroom Teacher, Hub Leader, Therapy Team, Senior Leadership Can be supported by the Therapy team if appropriate.
	<p>Identify supports for whānau</p> <ul style="list-style-type: none"> ● The student has anxiety about coming to school - discuss support from GP / Paediatrician / School team ● Difficulties with transport - identify possible ways to resolve transport issue - eg school transport ● External agency support ● Local Ministry of Education Te Mahau 	Relevant school staff including Classroom Teacher/ Hub Leader, Senior Leadership, Principal etc GP/Paediatrician, HEADs meeting External Agencies eg EGL, OT, Explore etc
	<p>When an intervention is in place</p> <ul style="list-style-type: none"> ● Record information of intervention in Hero and include the following: <ul style="list-style-type: none"> ○ The interventions used ○ For whom ○ The level of success reducing students absence ○ Length of time to reduce absences ○ Key learnings / insights ● Regularly review intervention to determine success or otherwise <ul style="list-style-type: none"> ○ Identify which interventions result in prompt and productive responses 	Classroom teacher, Hub Leader, Leadership Team, Therapy team

	<ul style="list-style-type: none"> ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whānau their experience of interventions ● If intervention is successful continue intervention for as long as required ● If intervention is unsuccessful or there is slow progress <ul style="list-style-type: none"> ○ Advise Principal ○ Communicate with whānau ○ Revisit plan of intervention and adapt as required ○ Contact the Regional Ministry of Education Te Mahau for further support 	
	<p>If trends in unjustifiable absences resume</p> <ul style="list-style-type: none"> ● Analyse data to gain understanding ● Engage in process with students and whānau again to identify barriers and supports ● Contact the Regional Ministry of Education Te Mahau for further support ● Create a plan and implement the agreed plan 	<p>Classroom teacher, Hub Leader, Leadership Team, Therapy team</p>
	<p>Other actions (ongoing)</p> <ul style="list-style-type: none"> ● Each term discuss and analyse attendance data from Hero and Every Day Matters ● Identify appropriate PLD opportunities for staff to support reduction in unjustifiable absences ● Keep a school database of interventions that have been successful and interventions that have been unsuccessful with analysis information ● Report to Board on attendance ● Review and evaluate attendance management plan mid year and end of year. 	<p>Middle Leadership including Hub Leader, Senior Leadership, Principal</p>