



KIA RANGATIRA

PAPAKURA
HIGH SCHOOL

Papakura High School – Attendance Management Plan 2026

1. Purpose

The purpose of this Attendance Management Plan is to outline clear, targeted, and culturally responsive strategies that support improved attendance across Papakura High School in 2026. The plan prioritises early identification, intervention, and whānau partnership to ensure students attend regularly, engage meaningfully, and experience success.

2. School Attendance Targets 2026

- **All students:** School-wide attendance target of **90%+**.
- **Persistent non-attenders (below 70%):** Increase attendance by **at least 15%** through intensive wraparound support.
- **At-risk attenders (85–90%):** Improve into the **90–92%** range through targeted monitoring and early whānau contact.
- **In-school truants:** Reduce in-school truancy incidents by **50%** through early identification, engagement support, and supervision.

3. Guiding Principles

- **Manaakitanga:** Uphold dignity, care, and relationships of trust with students and whānau.
- **Kotahitanga:** Collaborative approach involving staff, external agencies, and whānau.
- **Whanaungatanga:** Culturally responsive engagement that recognises identity, language, and culture.
- **Equity Focus:** Prioritise Māori and Pacific learners, students with learning needs, and those who require additional pastoral support.

- **Early Intervention:** Respond quickly to patterns of absence to prevent chronic non-attendance.

4. Roles and Responsibilities

4.1 Senior Leadership Team (SLT)

- Lead school-wide attendance strategy and oversee data analysis.
- Allocate staffing and resources (e.g., Attendance officer (in school), Engagement Officer, Truancy Service, Kaiārahi, Kaitohutohu (Form) teacher), Maori Wardens.
- Two Kaiarahi oversee each of our 4 Whānau (Otuuairua, Te Aparangi, Kirikiri and Waipapa)
- Review attendance progress termly.

4.2 Attendance Team

- Daily monitoring of roll data and unexplained absences.
- Immediate follow-up with whānau.
- Maintain communication logs and follow escalation procedures.

4.3 Kaitohutohu & Kaiārahi

- Weekly check-in with students in their cohort under 90% attendance.
- Hold restorative meetings with students and whānau.
- Create individual attendance plans for identified students.

4.4 Engagement Officer

- Build positive relationships with students showing in-school truancy or early disengagement.

- Conduct learning walks, check in on identified students, and support re-entry into classes.
- Co-develop engagement plans with Kaiarahi.

4.5 Kaitohutohu Teachers (form teachers)

- Mark the roll accurately every period.
- Contact whānau after 3 consecutive absences.
- Implement engaging, inclusive classroom practices.

4.6 Truancy Officer

- Partner with SLT for chronic non-attenders (below 70%).
- Conduct home visits and support whānau-facing solutions.
- Work with external agencies when required.

5. Key Attendance Strategies 2026

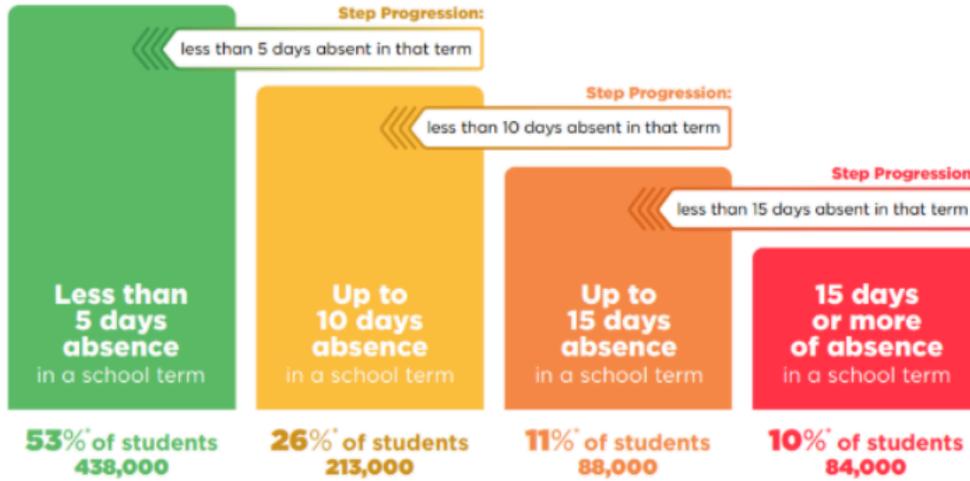
Stepped Attendance Response – STAR

Responding to all absences



The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.

GOOD Good chance of success **WORRYING** Less chance of success **CONCERNING** Hard to make progress **SERIOUS CONCERN** Very hard to make progress



* These approximate numbers of students are based on the numbers of students in the regular attendance categories in Term 2 2024.

5.1 Tier 1 – Universal Strategies (All Students)

- Positive attendance messaging in assemblies, newsletters, and social media.
- School-wide focus on belonging, safety, and high expectations.
- Daily text and email alerts to whānau for any unexplained absences.
- Celebrate attendance milestones: 95%+, attendance champions, whānau rewards.

5.2 Tier 2 – Targeted Strategies for Students 85–90% Attendance

- Weekly monitoring lists generated for Kaiārahi.
- Early phone call home for any unexplained absence.
- Students placed on an **Attendance Support Plan** for 4 weeks.
- Kaitohutohu teacher check-ins to identify barriers to engagement.
- Access to homework club, mentoring, and extracurricular activities (utilise external agencies such as Kura connect, CLM etc for support).

Goal: Move students into the 90–92% range before they slip into chronic non-attendance.

5.3 Tier 3 – Intensive Support for Students Below 70%

- Individualised plans with clear goals and supports.
- Immediate referral to Attendance Team and Truancy Officer.

- Fortnightly whānau meeting to reassess progress.
- Involvement of external agencies as needed:
 - Oranga Tamariki (where appropriate)
 - Social workers & counsellors
 - Youth agencies (e.g., Strive, Youthline, I-AM)
 - Papakura Marae
 - Maori wardens
- Consider flexible learning options (e.g., part-time programmes, support periods, alternative education pathways) only where absolutely required.

Goal: Increase attendance from <70% to at least 80–85% by providing wraparound support.

6. Identification and Management of In-School Truancy

- Daily reports identifying students present at school but not attending lessons.
 - Duty teachers and Engagement Officer conduct hotspot checks.
 - Immediate restorative discussion with Kaiārahi or Dean.
 - Engagement Officer works directly with rangatahi to identify barriers and re-engage them with learning.
 - Parents contacted if pattern continues beyond two incidents.
 - Targeted in-school supervision or support programmes developed for repeat in-school truants.
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7. Partnerships with Whānau

- Strength-based communication emphasising mana and partnership.
 - Home visits for chronic non-attenders or unresponsive whānau.
 - Attendance and learning hui held each term.
 - Provide whānau with real-time access to attendance data via parent portal.
 - Offer support through uniform bank, counselling, transport assistance, or breakfast club.
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8. Monitoring & Data Review

- **Daily:** Roll checks, unexplained absences followed up.
- **Weekly:** Attendance list for students under 90% shared with Deans.
- **Fortnightly:** Review of Tier 3 students with SLT & Truancy Officer.
- **Each Term:** Attendance progress reported to Board of Trustees.

Key Data Metrics

- Overall attendance rate.
 - Attendance by ethnicity, year level, and gender.
 - Number of chronic non-attenders.
 - Number of in-school truancy incidents.
 - Progress of students with attendance plans.
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9. Incentives and Engagement Initiatives

- Class attendance challenges.
 - Kai Manaaki group rewards.
 - Sports, arts, and cultural activity access based on attendance plans.
 - End-of-term reward activities for students with improved attendance.
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10. Escalation Process for Ongoing Non-Attendance

1. **Teacher (kaitohutohu) contact after 3 days unexplained.**
 2. **Dean follow-up after 5–7 days.**
 3. **Attendance Team review and whānau meeting.**
 4. **Truancy Officer involvement for chronic non-attendance.**
 5. **External agency referral.**
 6. **Board of Trustees intervention where legally appropriate.**
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11. Review Cycle

This plan will be evaluated:

- At the end of each term by SLT.
 - Annually with feedback from whānau, staff, and students.
 - Updates will be implemented for 2027 based on data and community feedback.
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12. Conclusion

This Attendance Management Plan provides a structured, culturally grounded approach to improving attendance at Papakura High School in 2026. With strong relationships, clear processes, early intervention, and whānau-centred practice, the school aims to ensure every student attends regularly, engages deeply, and thrives academically, socially, and culturally.