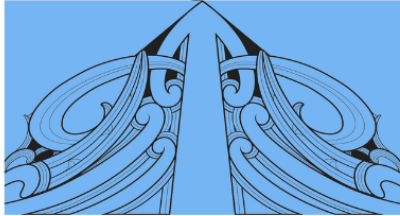


Tikorangi School Attendance Management Plan 2025

Tikorangi School



THINK ACT IMPACT

Curious Active Thinkers Who Live
Our School Values and Thrive

(Based on MOE Stepped Response Guidelines)

Purpose

To ensure all students are supported to attend school regularly and engaged in learning, using proactive, tiered interventions in line with the MOE's Stepped Attendance Response Framework.

Attendance Expectations

- All students are expected to attend school every day unless they are sick or have a justified reason for absence.
- 90% attendance or higher is the school's baseline goal for every student.
- However the government has the target of 80% of students regular

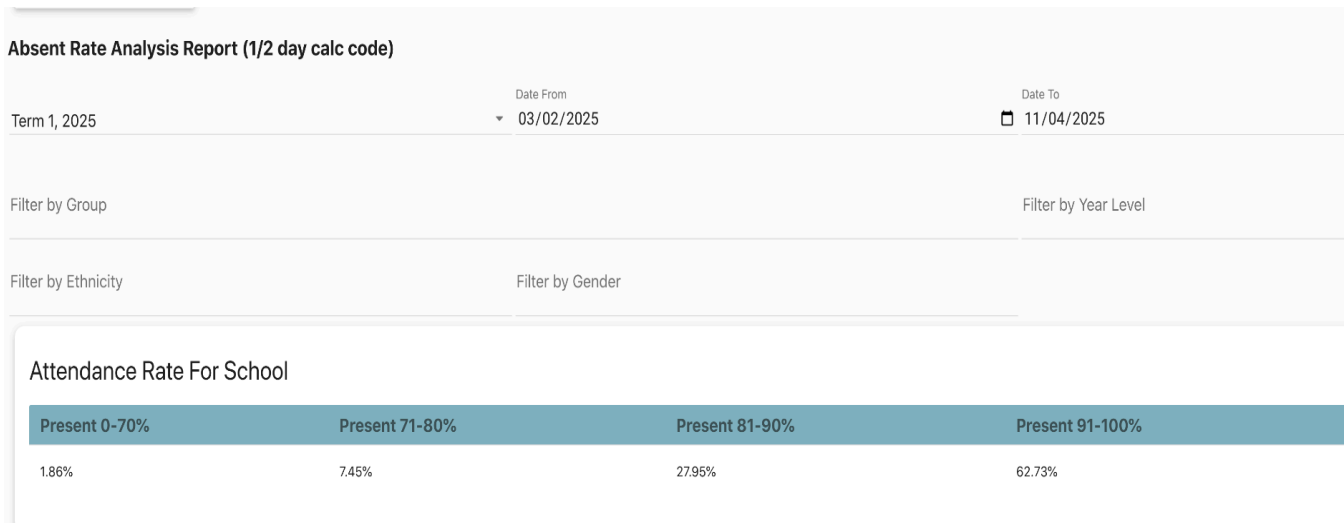
In line with the government's target of 80% of students regularly attending school by 2030

Tikorangi School Annual Plan target for attendance below:

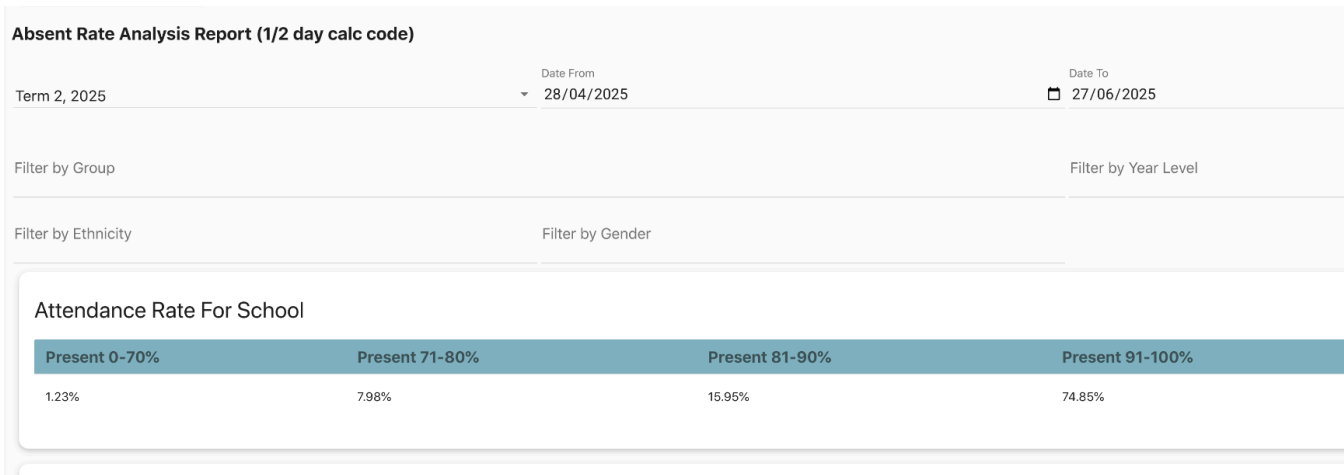
Data and evidence is used to drive consistent improvement in attendance and we have a goal of 85% attendance across the school by the end of 2025.

Our definition of success is to have 85% of students attending school regularly.

Term 1 attendance overview from Hero



Term 2 attendance overview from HERO



We have improved by 12% for the 91-100% range of attendance

As at end of term 2, we have 90.81% of our students here more than 80%

Attendance Policies

Please refer to school docs: <https://www.schooldocs.co.nz/>

Username: **Tikorangi**

Password: **Respect**

Attendance Management Procedures

Step 1: Promote and Monitor (*All Students*)

Key Actions:

- Daily attendance recorded in HERO by 9:15am. Office person to follow up any unexplained absences by 9:15am
- Teachers and office staff maintain consistent marking practices.
- Regular positive messages about attendance shared via newsletters, Hero and at assemblies.
- Build strong relationships with whānau to promote open communication.

Monitoring:

- Weekly attendance monitoring by Principal
- Identify students with <90% attendance and unexplained absences.
- Class teachers to discuss attendance with families at student-led conferences and check-ins.

Step 2: Early Intervention (*Students with 80–85% attendance or irregular patterns*)

Key Actions:

- Principal contacts whānau to explore reasons and offer support.
- Principal follows up on repeated unexplained absences via text or call.
- Principal reviews data fortnightly and supports classroom teachers with patterns of concern.
- Provide reminders about expectations and support options.

Documentation:

- Record all communications in HERO.
- Maintain a simple tracking sheet for follow-ups.

Step 3: Targeted Support (*Students with 70–79% attendance*)

Key Actions:

- Principal emails parents/whānau to offer support.
- Identify any barriers (e.g., transport, anxiety, illness, family issues).
- If absences continue, arrange a meeting and develop a Student Attendance Plan (SAP) with achievable goals.
- Collaborate with learning support staff, health nurse or external agencies as appropriate.

Support Strategies:

- Incentive programmes or personalised check-ins.
 - Access to pastoral care or counselling.
 - Flexible start times or short-term part-day attendance if transitioning back.
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Step 4: Intensive Intervention (*Students below 70% attendance*)

Key Actions:

- Principal to contact family and offer support
If absences continue then:
 - Referral to **Attendance Services** through the Ministry portal.
 - Formal case management initiated (Attendance Officer, SWIS, RTLB etc.).
 - School continues to work alongside agency to support whānau engagement.
 - Consider involvement of Learning Support Register (LSR) and inter-agency meetings.

Follow-up:

- Fortnightly updates with Attendance Services.
 - Ongoing school-based support aligned with agency recommendations.
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Communication & Engagement

- Termly updates to the Board of Trustees on attendance data and trends.
 - Attendance featured regularly in school communications.
 - Hero attendance reports shared with whānau fortnightly.
 - Culturally responsive engagement strategies used with Māori and Pacific whānau.
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Review & Evaluation

- Attendance data reviewed monthly by Principal
- Interventions evaluated termly for effectiveness.
- Termly report to BOT on attendance targets, trends, and improvements.