

RICCARTON HIGH SCHOOL ATTENDANCE MANAGEMENT PLAN 2026–2028



Introduction: Strategic Mandate and Purpose

This Attendance Management Plan (AMP) represents a strategic priority for our school, designed to ensure every student is supported and encouraged to attend regularly and participate fully in their learning. This plan outlines the systems, responsibilities, and interventions that will be in place from the start of Term 1, 2026 to strengthen regular attendance and reduce unjustified absences. This plan provides an overview of our updated strategy, its operational procedures, and its alignment with Ministry of Education requirements.

1.0 Strategic Goals and Success Indicators

The following targets are aligned with both our internal school improvement objectives and the national targets set by the government. They provide a clear direction for our efforts from 2026 to 2028 and beyond.

- **Overall Attendance Target:** Achieve at least 90% regular attendance across all student groups by 2030, in line with the Government's target.
- **Equity Target:** Increase the proportion of Māori and Pacific students attending regularly (90%+) to 70% or more.
- **Partnership Goal:** Strengthen partnerships with whānau and the community to identify and remove barriers to attendance. Intervention Goal: Ensure early identification of and intervention for students at risk of chronic, moderate or irregular attendance.
- **Framework Alignment:** Align all attendance practices with the Ministry of Education's Stepped Attendance Response (STAR) framework.

1.1 Measuring Success

The effectiveness of this plan will be evaluated against a clear set of key metrics. These indicators will allow the leadership team to track progress, identify areas for improvement, and report accurately to the Board.

- A sustained increase in the percentage of students attending 90% or more of the time.
- A measurable reduction in unjustified absences and overall student lateness.
- Evidence of improved student engagement and corresponding academic achievement.
- Positive feedback and increased participation from whānau in attendance related communications and hui
- Demonstrable evidence of culturally responsive practices effectively supporting student attendance.

These goals define what we aim to achieve; the following principles and frameworks outline how we will achieve them.

2.0 Guiding Principles

Our approach to attendance management is grounded in a core set of kura values that guide our interactions and interventions. These values ensure our systems are supportive, relational, and inclusive of students and their whānau.

- **Manaakitanga:** practicing mutual care and respect, we support ākonga and their whānau to feel welcomed, valued, and encouraged to attend and participate fully in kura life.
- **Manawanui:** Showing patience, perseverance, and commitment, we stay steadfast in building strong, culturally grounded relationships that nurture belonging and encourage regular attendance.
- **Kairangi:** Striving for excellence and being our best, we work together as a community (Board, staff, ākonga, and whānau) to lift attendance and achieve the best outcomes for every learner.
- **Ngākaupono:** Acting with integrity and honesty, we empower ākonga to take ownership of their attendance and learning, showing commitment and pride in being present.

These foundational principles are brought to life through the specific roles and responsibilities distributed throughout our school community.



3.0 Roles and Responsibilities

To uphold the principles of: **"He whānau kotahi tātou"** (collective responsibility), it is essential that roles and responsibilities for attendance management are clearly defined and understood by all stakeholders. This clarity ensures a coordinated and effective response at every level.

Stakeholder Group	Core Responsibilities
Board	Formally endorse the Attendance Management Plan and monitor its implementation and effectiveness through regular reporting.
Principal & Leadership Team	Provide strategic oversight and ensure adequate resource allocation for interventions. <ul style="list-style-type: none">• Clear communication to the kura community on attendance expectations on enrolment, at the start of the year and throughout the year.• Provide students with regular automated updates on student attendance.
Kaitiaki and Youth Engagement Kaiako	Monitor attendance data for their cohorts, serve as the key contact for whānau, and coordinate targeted interventions.
Whānau Teachers	Track student attendance daily, build positive relationships with students and their whānau, serve as the first point of contact for whānau and conduct initial follow-ups.
Classroom Teachers	Mark rolls accurately for every class and follow up on immediate patterns of lateness or absence within their learning environments.
Students	Uphold their responsibility to attend school regularly and on time, and communicate the reasons for any absence.
Parents/Whānau	Ensure their children attend school daily, and communicate promptly with the school to explain any absences in person or via phone, email, or text. <ul style="list-style-type: none">• Reinforce good attendance habits.• Open communication with the school.• Follow the school's attendance management plan and associated attendance policies and procedures.

This clear distribution of responsibility ensures that our operational framework, detailed next, functions as a coordinated, whole-school system.



4.0 Operational Framework: A Tiered Intervention System

The operational core of our attendance strategy is a three-tiered system aligned with the Ministry behaviour framework and guided by the national Stepped Attendance Response (STAR) model. This structure ensures we provide universal support for all students while delivering increasingly targeted interventions for those who need them most.

4.1 Te matua (Universal - Tier 1)

This tier applies to all students and focuses on promoting positive attendance habits through two key functions: accurate daily monitoring and proactive responses to unexplained absences.

Routine Monitoring:

- **Student Services** sends a same day absence text or phone call to whānau for any unexplained absence and records all caregiver communication in KAMAR.
- **Whānau Teachers** check attendance at the start and end of each week, review the fortnightly Key Indicators Summary from KAMAR to follow up on outstanding absence explanations, and when necessary initiate a conference with the student and/or whānau to discuss barriers to attendance.

Responding to Unexplained Absences or repeated lateness:

- An attendance alert is sent to the Youth Engagement Kaiako when a student has repeated lates or an unexplained absence in the preceding week.
- Youth Engagement Kaiako initiates a restorative 1-1 attendance workshop hui.

4.2 Te Kāhui (Targeted - Tier 2)

This tier is activated when students present with attendance below 80% (70-80%), or concerning attendance patterns. The purpose is to collaboratively identify the root causes of non-attendance and implement more formal, targeted support strategies.

1. **Youth Engagement Intervention:** The Youth Engagement Kaiako initiates a follow up conference with the student to discuss further supports needed to improve attendance. Actions include:
 - Communication home to whānau
 - Youth Engagement Kaiako initiates another restorative 1-1 attendance hui.
 - Outcomes are recorded in KAMAR, when necessary, consultation is made with the Kaitiaki for next steps.
2. **Kaitiaki Intervention:** If students require further intervention, the Kaitiaki takes lead responsibility. Actions include:
 - Reviewing the student's attendance patterns and notes from previous hui.
 - Calling whānau to arrange a formal meeting.
 - Considering the implementation of an attendance plan.
 - Engaging with the Careers for pathway planning if appropriate.

4.3 Te Arohtahi (Tailored - Tier 3)

This tier provides intensive, tailored support for students with attendance below 70% or significant attendance concerns. The focus shifts to formal processes, connection with external agencies, and planning for meaningful transitions.

Formal Attendance Letters sent to whānau: STAR Framework

- 1) The process is initiated by the Kaitiaki and Youth Engagement Kaiako.
- 2) A 10-day unjustified absence letter (persistent absence), followed by a 15-day unjustified absence letter (severe absence) will be sent to encourage engagement with whānau.
- 3) If attendance does not improve a third letter will be sent to whānau to inform of external agency intervention.
 - a) **UA Referral:** for students under the age of 16, Kaitiaki and Youth engagement Kaiako will lodge a UA referral.
- 4) If attendance does not improve a fourth letter will be sent warning of withdrawal from the school roll. For students under the age of 16 a NENS (Notice of non-enrollment notification) will be actioned.

Transition Planning: Careers

- Kaitiaki refers to Careers to set up a conference with whānau to arrange tertiary education or employment pathways for eligible students, ensuring a managed and positive transition from school.

This structured, tiered system ensures that our responses are timely, proportionate to the level of concern, and well-coordinated across the school.



5.0 Monitoring, Reporting, and Compliance

Robust monitoring and transparent reporting are essential for ensuring accountability, driving continuous improvement, and meeting our statutory obligations.

Internal Monitoring, Reporting and Compliance:

- **Daily:** Attendance is recorded for every class in our student management system, KAMAR.
- **Weekly:** Kaitiaki and Whānau Teachers analyse weekly attendance reports to identify emerging patterns or students of concern.
- **Termly:** The Senior Leadership Team conducts a comprehensive review of school-wide attendance data to identify trends, evaluate the effectiveness of interventions, and identify priority students.
- **Annually:** reports will be shared with the Board and included in annual review cycles

While these formal compliance mechanisms provide essential oversight, they are most effective when balanced with the proactive, culturally sustaining engagement strategies outlined below.

6.0 Positive Reinforcement

This plan combines necessary intervention with proactive engagement. Riccarton High School fosters a positive school culture where improved attendance is valued, celebrated, and reinforced as a core strategy for achieving our goals.

- **Formal Recognition:** Certificates and awards will be presented at assemblies to acknowledge students with consistent and improved attendance.
- **Whānau Communication:** Positive acknowledgements will be shared with whānau to celebrate student success and reinforce our partnership.
- **Cultural Connection:** We will continue to promote positive engagement across classrooms and co-curricular programmes to strengthen student belonging and connection to the school.

7.0 Implementation Timeline and Review Cycle

This AMP is a document designed to adapt to the changing needs of our kura and ākonga. It is governed by a clear implementation schedule and a robust annual review cycle to ensure its ongoing relevance and effectiveness.

- **Implementation Phase:** Establish all systems, communicate the plan to the school community, and begin systematic monitoring and interventions.
- **Refinement Phase:** Review data and current practices, adjusting strategies as needed to strengthen attendance outcomes.
- **Evaluation Phase:** Formally evaluate outcomes, report findings to the Board, and refresh the plan for the next cycle.

Annual Review Process

This plan will be formally reviewed annually by the Senior Leadership Team and the Board. This review will be informed by attendance data, success indicators, and, critically, feedback gathered from students, staff, and whānau. This process positions the AMP as a functional approach to our school's continuous improvement model, ensuring it remains an effective, equitable, and responsive tool that is fully aligned with both our internal data and the external Ministry of Education policy environment.

[School Docs-Riccarton High School Attendance Procedures](#)

[STAR-Stepped Attendance Response](#)

[Ministry of Education Website](#)