

ŌPUNAKĒ ATTENDANCE MANAGEMENT PLAN

Approval	Date approved at Board Mtg	Published on	www.opunake.school.nz/
Effective Date	3 February 2026	Review Date	December 2026

Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and hauora of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

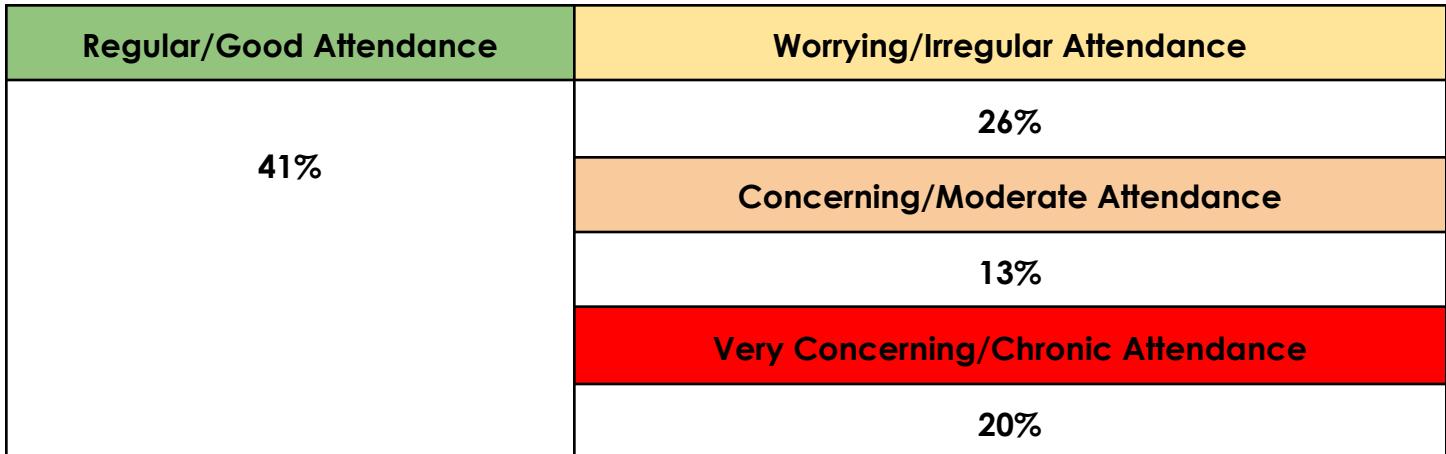
Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Ōpunakē High School, our vision of *growing good people* underpins our collective approach to attendance. We are committed to ensuring that every ākonga is supported to strive toward their full potential while embodying our DREAMS values.

Our Stepped Attendance Response provides a clear and systematic framework for monitoring, supporting, and improving attendance across the kura. This includes the consistent application of our Mrs Hooper Carr's 3 Ps: **Presence, Purpose, and Practice**, which are widely promoted and celebrated with our, ākonga, and whānau to help foster regular, engaged, and meaningful participation in learning.

We will use PB4L, RBL, school lunches, greater kaiako cultural capability, strengthening feeder school connections, kaimanaaki programmes, electives, sporting, performing arts, personalised pathways, global literacy and numeracy strategies, removal of fiscal barriers, and opportunities for māori to succeed as māori, to increase student resilience, presence/attendance, engagement, and academic success.

Baseline Data informing our Attendance Management Plan

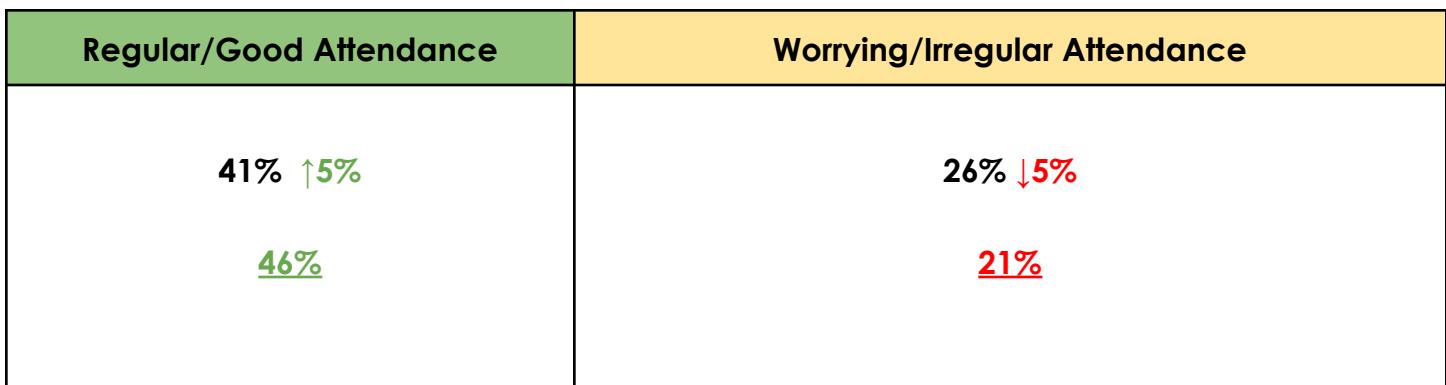


What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance.

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

Annual Target: All



Rationale for 5% increase: From Term 3 2024 to Term 3 2025, our Regular Attendance improved by 3%, and our irregular attendance remained the same. We are therefore setting an aspirational target to move at least % (17 students) from Worrying/Irregular Attendance to Regular/Good Attendance.

We aim to increase Regular Attendance by 5% next year then 6% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

Annual Target: Māori

Regular/Good Attendance	Worrying/Irregular Attendance
33% ↑7% <u>40%</u>	27% ↓7% <u>20%</u>

Rationale for 7% increase: This is a strong aspirational target to reduce the attendance inequity of our Māori learners compared to All learners. If we could move 11% (23 children) from Worrying to Regular, we would better improve the attendance of our Māori learners.

As with All, if we can get our Māori learners to 40% in 2026, then an annual increase of 10% from then on we would be on track to meet the government target of 80% of tamariki attending 90% of the time by 2030.

Strategic Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Annual Implementation Plan:

- Strategic Area 2: Hauora

Attendance Policy

Opunake High School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Opunake High School attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

Further supporting information can be found in our <https://opunakehigh.schooldocs.co.nz/>

Attendance Management Procedures

Attendance Expectations

We regularly communicate with our tamariki and whānau about attendance expectations, consisting of:

- Communication fortnightly through reports
- Live reporting through portal
- Korero at Individual Development Plan meetings with Kaimanaaki
- Korero on enrolment
- Facebook reminders
- Korero during levels/lwi
- Korero with Kaimanaaki
- Phone calls with whānau when needed

Recording Attendance

Kaiako Responsibilities

1. Roll to be taken by the Kaiako **during** each lesson.
2. Any tamariki who arrives late to school is to report to the Tari to register on the arrival on the iPad.
3. Should a tamariki arrive in class after the roll has been taken, ask if they have reported to the Tari, and if not mark 'L' on roll. If students are between 5-15 minutes late, they are marked with L (late to class). If they turn up and then leave without returning, they are to be marked T (truant) with an entry on KAMAR (advise office/SLT of their leaving). If the student turns up more than 20minutes late, they are also marked as T and a note made in the attendance box of the time they arrived and a KAMAR entry. The majority of the learning has taken place during those first 15-20 minutes of a lesson and so turning up late means they have missed the learning portion of the class.

4. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
5. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance (through attendance notes on KAMAR) to inform the Office.

Kaimanaaki Responsibilities

1. Attendance tracking every Monday, and communication with home if ongoing, unsubstantiated absenteeism - recorded on kamar - notify Dean
2. In MT time, follow up question marks (?) entries in attendance for each student. Amend as necessary. If unsure, check with Dean
3. Weekly meeting with dean to analyse attendance data, check in STAR process followed, and ensure ? have been amended
4. Promote attendance, 3Ps during MT time
5. Celebrate attendance improvements, ongoing 90% +

Deans Responsibilities

1. Meet with KM once a week to analyse attendance data
2. Check ? have been amended
3. Identify at risk using KAMAR and follow STAR process
4. To participate in events such as TSSSA/Electives/Camps/Sports Competitions, it is expected that school work is completed/up to date and **attendance is 90%**. The Dean will have oversight of this
5. Promote attendance, 3Ps at levels
6. Celebrate attendance improvements, ongoing 90% + at levels

Office Responsibilities

1. The Office check the texts and emails and take phone calls of absences in the morning.
2. The Office checks all classes' attendance on KAMAR from 9.05am.
3. Any students marked with a ? are then followed up by the Office:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Office updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.

Whānau Responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where

possible

- Work with us (kura) to manage attendance concerns

Monitoring Practices

Every week, the Deputy Principal will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes/at risk and ensure communication between kaimanaaki/kaiako/deans has been made with whānau, and this has been documented on kamar
- adhere to the STAR thresholds process

Attendance patterns and concerns will be discussed at Deans and Kaimanaaki with a focus on year levels every week, and at Guidance hui every three weeks.

The Principal will:

- report attendance data twice termly to the School Board
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives
- adhere to the STAR thresholds process
- review the plan termly after considering the Every Day Matters Report
- ensure quarterly roll return is printed, signed by Tumuaki, and shared with MOE
- Principal will check staff have marked roll every week
- Share attendance stats with school community
- Promote attendance 3Ps at iwi/top attending MT group.
- Celebrate attendance improvements, ongoing 90% + 3Ps at Iwi

Absence Thresholds in reaction to the Stepped Attendance Response (STAR)

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> • Ensure student attends every day they are 	<ul style="list-style-type: none"> • Return student to regular attendance 	<ul style="list-style-type: none"> • Return student to regular attendance 	<ul style="list-style-type: none"> • Return student to regular attendance

<ul style="list-style-type: none"> able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> • Contact school to discuss reasons for absence and impact on learning • Support student to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Engage in support plan • Participate in regular meetings
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Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of their child • <u>Support student:</u> • attending 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence and impact on learning • Yellow letter sent • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative 	<ul style="list-style-type: none"> • Contact parents to escalate concerns • Orange letter sent • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement a support plan tailored to the reasons and circumstances around the child's 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Red letter sent • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation and monitoring support plan • Undertake

<p>school</p> <ul style="list-style-type: none"> • to continue learning if unable to attend school every day, • including using MOE approved wellbeing or transitional plans, or health schools where appropriate • to access other education pathways where appropriate 	<p>timetables, PB4L</p>	<p>absence</p> <ul style="list-style-type: none"> • Use in-school resources as appropriate to remove barriers and request • Support from Attendance Service or other agencies as needed 	<p>school-led prosecution, or request MOE led prosecution,</p> <ul style="list-style-type: none"> • when considered appropriate if supports are offered and not taken up • Unenroll if student will not be returning to school
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Communicating with Whānau

Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to STAR, our kura may use the Ministry of Education resource

<https://www.education.govt.nz/stepped-attendance-response-star> to support communication with whānau and if required, escalation of attendance concerns.