



Arapohue School Attendance Management Plan

Strategic priorities

We recognise that regular attendance is crucial for supporting ākonga success and enabling every ākonga to reach their full educational potential

Our school values are;

- *We Persevere – Kia manawanui ai*
- *We Actively Collaborate – Kia mahi ngātahi ai*
- *We Take Responsibility – Kia tūtika ai*
- *We Have Respect – Kia whakaute ai*

Our school values underpin every decision made at Arapohue School. These values underpin our approach to attendance.

*The government target is that 80% of ākonga will be regularly attending school by 2030. This means ākonga should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.*

Our school currently has 93% regular attendance and a target of lifting regular attendance to 100% by the end of 2026. For example, every ākonga will be at or above the 80% attendance threshold for 2026.

Board responsibilities

The Arapohue BOT is responsible for taking all reasonable steps to ensure that ākonga attend the school when it is open for instruction.

The BOT will comply with the provisions in the legislation in relation to student attendance by:

- *having a commitment to support ākonga return to regular attendance, (more than 90% of a term or 9 days in a fortnight)*
- *having processes and procedures in place to support a Stepped Attendance Response to ākonga absence that uses data-based thresholds to identify ākonga*
- *recording all absences, and responding accordingly*
- *having an effective method in place for identifying and monitoring ākonga absence, identifying patterns and barriers to ākonga attendance prior to data-based identified concerns*
- *publishing this attendance management plan on the Arapohue School website*
- *advocate for regular attendance through positive communication and role modelling.*

Tumuaki responsibilities

The tumuaki is responsible for:

- *developing and implement a stepped attendance response aligned with the thresholds to support ākonga attendance*
- *ensure that ākonga absence is investigated, responded to and actions taken recorded aligned with the thresholds*
- *ensure all ākonga, whanau and staff understand the processes and procedures that support ākonga attendance*
- *report to the Board of Trustees (BOT) on attendance trends, primary barriers to attendance, and the effectiveness of current interventions, including documented successes.*



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Relevant Arapohue policies and procedures;

- Attendance Procedures
- Akonga Attendance
- Curriculum and Akonga Achievement Policy

Arapohue School Stepped Attendance Response (STAR)




Baseline Attendance Data informing our Attendance Management Plan (EOY)

Regular/Good Attendance	Worrying/Irregular Attendance
93%	3.5%
	Concerning/Moderate Attendance
	0%
	Very Concerning/Chronic Attendance
	3.5%

What would attendance success look like?

Success would look like an increase to **Regular/Good Attendance**, whereby more of our ākonga are attending regularly. The categories where the most positive shift could be made is with the **Worrying/Irregular Attendance** and **Very Concerning/Chronic Attendance** - reducing both these categories would have a positive impact on **Regular/Good Attendance**.

2026 Annual Attendance Targets

Regular/Good Attendance	Worrying/Irregular Attendance
93%  7% <u>100%</u>	3.5%  3.5% 0%
	Very Concerning/Chronic Attendance
	3.5%  3.5% 0%

Rationale for 7% increase: We are setting an aspirational target to move at least 7% (2 ākonga) from **Worrying/Irregular Attendance** and **Very Concerning/Chronic Attendance** to **Regular/Good Attendance**.

We aim to maintain our increase every year and continue to exceed the government target timeline.



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Alignment to Arapohue School Strategic & Annual Goals

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

Strategic Goal: Design and develop high quality learning programmes that engage, inspire and grow our learners. Initiative 2: Develop and trial targeted strategies to boost student attendance, aligning our efforts with MoE attendance goals.

Action: Maintain mid and end of term attendance checks and communicate concerns with parents. Develop and implement STAR Plan.

Attendance Policy Statement

At Arapohue School, our attendance procedures ensure ākonga are accounted for during kura hours and activities as well as emergency events. This allows kaimahi kura to identify and respond to ākonga attendance concerns. We recognise the importance of regular attendance to support ākonga welfare and help ākonga achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), ākonga between six and sixteen years old must be enrolled at kura. Once enrolled, it is compulsory to **attend kura regularly**, unless a specific exemption has been approved by the kura and the Ministry of Education. The board takes all reasonable steps to ensure all ākonga enrolled at Arapohue School attend kura when it is open (Education and Training Act, s 36).

Arapohue School records and monitors attendance using set attendance procedures. We have annual targets for ākonga attendance, and work with ākonga, parents and caregivers, kaimahi, and external agencies where necessary to improve our levels of ākonga attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and staffing entitlements. We keep our attendance registers for seven years from the date of last entry.

Parent/Guardian and ākonga responsibilities

Parents and guardians have legal obligations to ensure their tamariki attend kura (Education and Training Act, s 244). We expect parents/guardians to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent
- arrange appointments and trips outside kura hours or during kura holidays where possible
- work with the kura to manage attendance concerns.

We share attendance expectations with ākonga and their parents/guardians and caregivers, and require ākonga to be present and attend classes on time.

Parents/Guardians may ask for their tamaiti to be excused from certain areas of the curriculum for religious or cultural reasons. The tumuaki reviews these requests and considers the preferences of the ākonga. The kura provides supervision for any ākonga who do not participate in certain areas of the curriculum.

Further supporting information can be found in our [School Docs Attendance Procedures](#)

Arapohue School Attendance Management Procedures

We regularly communicate with our ākonga and whānau about attendance expectations. This includes;

- Communication in regular newsletters
- Report on current attendance status at learning conferences including a reminder of expectations, if needed
- Communicate attendance expectations at enrolment
- Facebook reminders
- Communication with whānau via phone and email, when required



Raising attendance: Five good practices

ERO looked at practices that shift student attendance. This framework tool sets out five evidence-based practices that make a big difference – and the extra boost that comes from making attendance a schoolwide priority.

Key to student attendance is...

1 Student belonging

Promote student belonging by:

Assigning roles and responsibilities

→ Consider positions and duties that students need to be at school to do.

Supporting students to feel connected to their teachers

→ Show students that teachers are people they can talk to.

Supporting students to feel connected to their peers

→ Find ways to use groups, activities, and events to build social connections.

Tackling bullying

→ Use proven whole-school strategies to prevent bullying – not just respond to it.

3 Practical supports

Provide effective practical supports by:

Deciding on practical supports based on school-specific data and evidence

→ Find out about specific barriers to attendance and focus on those.

Monitoring the impacts of practical supports

→ This helps school leaders understand whether their support is working.

5 Patterns of closures

Minimise the impacts of school closures on attendance by:

Selecting days and times that minimise disruption to students' routines

→ Tuesdays and Thursdays aren't best, as they lead to extended weekends. Half-day closures can also result in full-day absences.

Communicating information about closures to parents and whānau as early as possible

→ This helps ensure transport, childcare arrangements, etc., can be put in place.

2 Clear expectations

Set clear expectations by:

Communicating clear and consistent expectations with students

→ Explain to students why their attendance matters and how absences can impact their futures.

Communicating clear and consistent expectations with parents and whānau

→ Show parents and whānau how every day matters for their child's achievement.

Keeping parents and whānau informed of their child's attendance

→ Share ongoing attendance information so parents and whānau can support their child proactively – not only once it's a problem.

4 Rewards

Use rewards effectively by:

Setting realistic and increasing targets

→ Reachable targets are more motivating than ones that feel too aspirational too soon.

Rewarding students collectively

→ Recognise classes or year groups to help build a collective sense of ownership.

Also! An end-to-end approach

We can sustain improvements to attendance by taking an end-to-end approach.

→ This is about prioritising attendance relentlessly across the school, every day. Great attendance is everybody's business!

More info:

Want more detail, including evidence-based strategies and stories? Check out our full good practice guide here at evidence.ero.govt.nz

