Raglan Area School
Te Kura A Rohe O Whaingaroa

Attendance Management Plan (AMP)

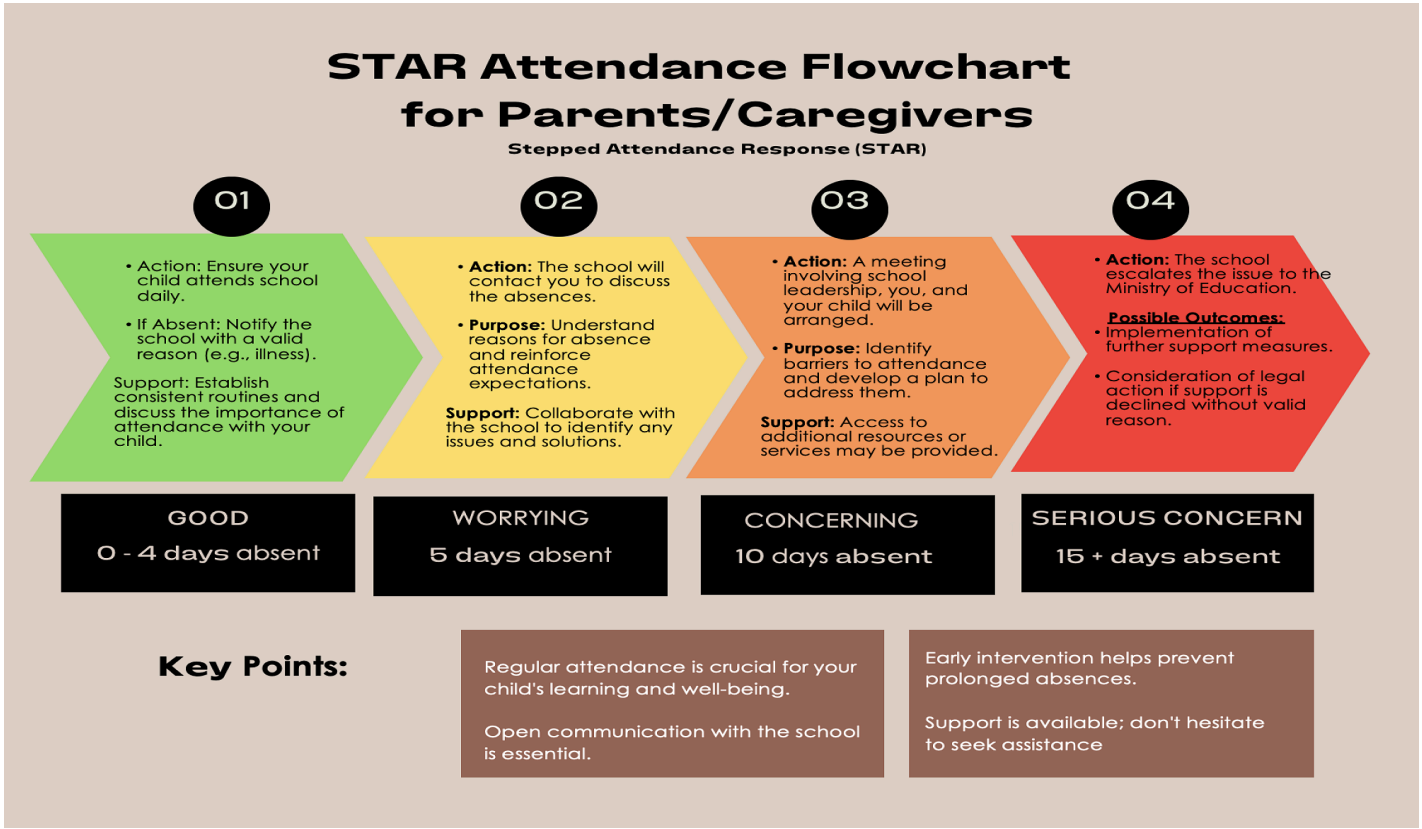
1. Vision & Purpose

This plan sets out our school's strategy and process for identifying, responding to, and reducing student absences, in accordance with sections 137A–137D of the Education and Training Act. Our goal is to foster a culture where every student feels a sense of belonging and understands that "Attendance Matters." We aim to move beyond complacency, ensuring our students are present to achieve the MOE 2030 Attendance Targets. Our vision, **Mana Rangatahi – Empowering Young People**, is only possible when our ākonga are engaged and present.

2. Proactive Strategies & Culture

- **The "Hard Line Policy:** To balance our unique extracurricular opportunities with academic necessity, a minimum 80% attendance threshold is required for participation in non-credit offsite activities, including the Surf Academy OUED and Sports exchanges.
- **He Koha Aroha:** Implementing a culture of acknowledgement where improved attendance is celebrated within the whānau and school community.
- **Whānau Engagement:** Proactive communication that moves away from "policing" to "partnering," explaining the *why* behind attendance data.

3. The STAR Framework (Stepped Attendance Response)



We are using the STAR framework to ensure interventions are timely, consistent, and escalating.

Absence Threshold	Category	Action / Intervention	Responsibility
0–4 Days	**Regular Monitoring**	Daily roll marking and check-ins. Data reviewed weekly.	Classroom Teacher Student Secretary
5–9 Days	**Early Concern**	Teacher check-in with students. Phone call or email to whānau to identify barriers. Dean / Team Hui record and monitoring	Classroom Teacher Student Secretary
10–14 Days	**Formal Support**	Formal kōrero/meeting with whānau. Development of an individual Support Plan for Attendance	Dean / Team Leader Student Secretary
15+ Days	**Intensive Action**	Student Secretary referral to Attendance Service or external agencies. DPs notified for next steps.	Dean / Team Leader and Student Secretary

4. Data Integrity & Staff Accountability

To ensure our interventions are based on facts, we maintain a rigorous data protocol:

- **Daily Mandate:** All staff must complete rolls within the first 15 minutes of each period/block.
- **Triage System:** The student secretary conducts an initial daily triage (identifying unexplained absences) and escalates to Deans or Team Leaders by midday.
- **Weekly Audit:** Deans and Team Leaders review attendance trends weekly to inform the following week's interventions.

5. Roles & Responsibilities

- **Teachers** Accurate data entry and first-tier whānau connection (the "Early Concern" phase).
- **LSC supported by the Deans & Team Leaders:** Manage the "Formal Support" phase, drafting attendance contracts, and monitoring the 80% threshold for EOTC activities and the school ball.
- **Student Secretary:** Daily monitoring of the attendance portal and managing SMS notifications to whānau.
- **SLTI & Board:** Overseeing the strategic direction, publishing the plan, and reporting to the MOE.

6. Communication & Review

- **Transparency:** This plan is published on the school website and progress shared in the school newsletter at the start of each term.
- **Reporting:** Attendance data is a standing item on the Board of Trustees agenda.
- **Review Cycle:** This plan will undergo a formal review every three years (next review: March 2029) or as required by changes in MOE policy.

7. Raglan Area School Attendance Targets 2026

1. Whole School (Years 0-13)

We are responsible for identifying, responding to, and reducing student absences, in accordance with sections 137A–137D of the Education and Training Act. We are accountable to the Ministry for all absences.

Target 1: 100% **same or next day follow-up** for every unexplained absence by 3.00 PM.

Target 2: Lower "Chronic Absence" (< 70% attendance) to **under 5%** of the total student body.

- ➔ **Focus Areas:**
  - Reducing "Justified" absences (e.g., keeping kids home for minor reasons).
  - Early intervention for "Inconsistent" attendees (80–90% bracket).
  - Strengthening the home-school connection for transition years (Year 0/1 and Year 7/8)

2. Years 0–8 (Primary/Intermediate)

Please note that Attendance is heavily dependent on parental engagement and health concerns. Teacher responses need to consider this.

Target 3: 70% of students reaching the "Regular Attendance" (90%+) threshold.

- ➔ **Focus Areas:**
  - Reducing "Justified" absences (e.g., keeping kids home for minor reasons).
  - Early intervention for "Inconsistent" attendees (80–90% bracket).
  - Strengthening the home-school connection for transition years (Year 0/1 and Year 7/8).

3. Years 9–13 (Secondary)

Please note that Secondary attendance often sees a natural dip due to increased student autonomy and assessment pressures.Teacher responses need to consider this.

Target 4: 60–65% of students reaching the "Regular Attendance" (90%+) threshold.

- ➔ **Focus Areas:**
  - Targeting "Unjustified" absences and internal truancy (skipping classes).
  - Linking attendance directly to NCEA achievement data.
  - Engagement strategies for Year 11–13 students who may be balancing part-time work or alternative pathways.

Approved by: *Louisa Barham, Principal Raglan Area School Board of Trustees*

Ratified at: *the Raglan Area School Board of Trustees meeting: 08/04/2026*