

Te Kura Tuarua o Rangiora

Rangiora High School Attendance Management Plan

Strategic Priorities:

Attend today, achieve tomorrow. In order for students to reach their academic potential they need to be attending school regularly. The government target is for 80% of students to be attending 90% of the time by 2030. Rangiora High School supports this target as we recognise the importance of regular attendance as the pathway to gain the essential skills needed to experience success in both work and life.

Rangiora High School follows a Know Me, Guide Me approach to strategic planning and goals. The RHS Annual Plan identifies the importance of attendance through our Know Me goal: *A sense of belonging and worth for everyone through growing and supporting the mind and body by being both proactive and reactive to the needs of our students, staff and whānau.* The implementation of our attendance management plan aims to achieve this goal through the development and implementation of a system for tracking, managing, and improving attendance through a consistent and efficient system. This stepped approach will encourage good attendance habits through regular connections with both students and whānau. These connections will allow barriers to be identified, and support systems to be developed alongside the key stakeholders.

Overall Targets:

To reach the government's goal of 80% of students attending 90% of the time by 2030, Rangiora High School has set the following target to work towards.

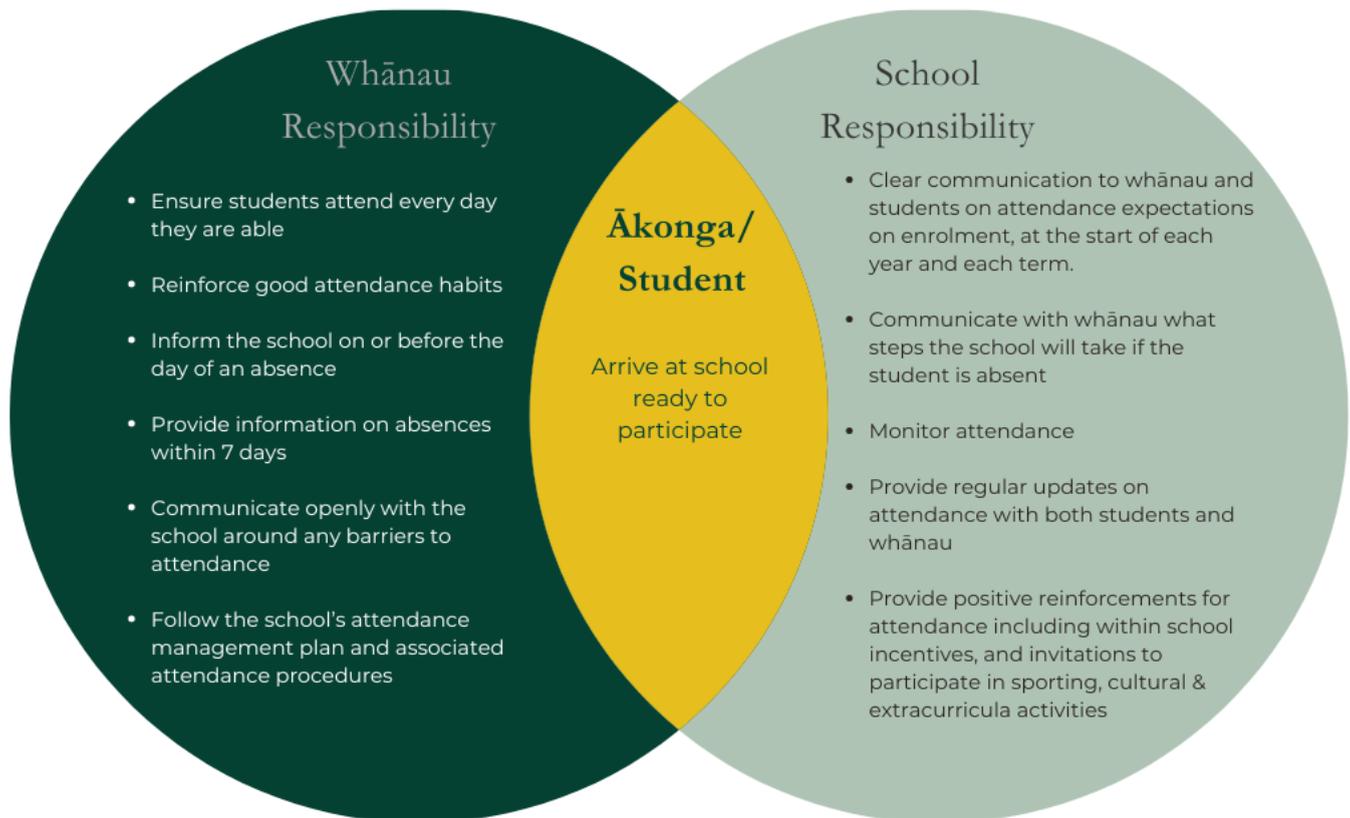
2025	45%
2026	60%
2027	65%
2028	70%
2029	75%
2030	80%

In 2025 Rangiora High School attendance rate was 46.91%. This was impacted by a hard hit Term Three with illness. Term Two and Four sat consistently at 51%. Māori students had an overall attendance rate of 34.64%, and Pacifica students had an overall attendance rate of 45.81%. Acknowledging this disparity, the target of 55% in 2026 has been set for Māori and Pacifica students.

RHS STAR Attendance Procedures

The Rangiora High School attendance procedures are designed to ensure that all students are accounted for during school hours. With accurate attendance records staff are able to correctly identify and respond to student attendance concerns.

RHS has developed a Stepped Attendance Response (STAR) that is designed to work with students, parents/caregivers, staff, and external agencies where necessary to support engagement and attendance.



RHS STAR involves a wrap-around approach where students are supported with the tracking and monitoring of their attendance through a multi-layered approach. Whānau support becomes the foundation for high attendance through positive reinforcement and expectations. At school, Wānanga Kaiako become the first connection point for both students and whānau when looking at attendance, engagement, and achievement. Wānanga Kaiako are responsible for maintaining accurate and up-to-date attendance records for the students in their Wānanga. If attendance becomes of concern for a student, the next layer of support comes in through the House system, with their Kaitiaki providing additional support and interventions where necessary.

Stepped Attendance Response

Attend today, Achieve tomorrow



Regular Attendance

Good Chance of success
90-100%
0-4 days absent per term

Whānau & Student: Continue to prioritise attendance, with open communication for any absences.

Wānanga Kaiako & School: Continue attendance conversations. Celebrating attendance. Weekly attendance updates.

Wānanga Kaiako Support

Irregular Attendance

Concerns starting
80-90%
5-9 days absent per term

Whānau & Student: Prioritise attendance. Engage in open communication to establish goals and support. Catch up on missed learning.

Wānanga Kaiako & School: Contact made with whānau. Conversation with student. KAMAR entry made surrounding discussion.

Wānanga Kaiako Support

Regular Absence

Achievement impacted
70-80%
10-14 days absent per term

Whānau & Student: Take action to enable regular attendance. Engage in Individual Attendance Plan with Kaitiaki.

Wānanga Kaiako & School: Meet with student. Whānau Hui with Individual Attendance Plan implemented. KAMAR entry.

Kaitiaki Intervention

Chronic Absence

Serious concern
>70%
15 days + absent per term

Whānau & Student: Engage in meeting with Kaitiaki/SLT to establish reasons, goals, & next steps. Engage in support from external agencies.

Wānanga Kaiako & School: Whānau Hui, updating I.A.P. Complete referral to Attendance Services and any other relevant external agencies.

Senior Leadership Intervention

Responsibilities

Attendance Case Manager

Responsible for following up with referrals of students who are struggling with attendance.

- Tracking and supporting students and whānau through regular connection and communication.
- Ensuring coding is accurate across the school for events and disruptions
- Connecting with students to empower them to actively track and manage their own attendance
- Omitting STAR students who are attending alternative education providers, and those within our Lighthouse Programme

Wānanga Kaiako

Responsible for attendance monitoring and communication with whānau for all students with attendance <80%. Actions occur for students falling below 90% (between 5-9 days off per term)

- Clearing up unknown entries (marked as ?) within one week of entry
- Discussing attendance patterns with students during weekly Wānanga sessions
- Connecting with Kaitaki and discussing attendance issues during scheduled House meetings

When threshold is met:

- Send home appropriate email through KAMAR
- Wānanga Kaiako should endeavour to connect with whānau regarding barriers to attendance, and how the school can best support engagement with learning
- Medical Absences: if there is a pattern of medical absences Wānanga Kaiako are to have a conversation to discuss what support may be necessary

Kaitiaki

Responsible for supporting students and whānau with interventions when attendance falls between 70-80% (between 10-14 days absent).

- Check entries and attendance communication at Wānanga level
- Run a whānau hui, developing an Individual Attendance Plan (IAP) in collaboration with the student and whānau
- Update KAMAR to include attendance plan and support

Senior Leadership

Responsible for supporting students and whānau with interventions when attendance falls below 70% (15+ days absent).

- Review Individual Attendance Plan (IAP) with Kaitiaki
- Run a whānau hui, reviewing IAP and adjusting to note updated expectations and pathway options
- Referral made to Attendance Services for under 16s by Kaitiaki at this level