Porirua College Attendance Management Plan

Porirua College's 2026 Attendance Plan sits under our Truancy Policy (*see below)* and is designed to **ensure all ākonga are powerful learners in a safe, culturally responsive environment**, by lifting achievement and prioritizing well-being and attendance to support engagement

Why is Attendance Critical for Porirua College?
- **National Context**: Aotearoa New Zealand faces a significant challenge with low student attendance rates compared to other countries. Addressing this is vital for our students' future success

- **Learning**: Regular attendance is more likely to ensure that students are actively engaged in learning and progress academically and can help improve well-being and future success. Whānau strategic plan feedback highlights "Academic progression" and "Wellbeing and safety" as critical, both directly impacted by attendance

- **Wellbeing and Safety**: Attending school regularly helps students develop a sense of belonging, maintains friendships, and supports their wellbeing

- **VAI Alignment**:
  - **Voice**: When students are present, they can actively participate in their learning, express their ideas, and contribute to their own goal-setting and pathways
  - **Action**: Attending school empowers students to take control of their learning, achieve useful skills, and adapt to different environments. Our goal is to lift achievement beyond just meeting minimum standards
  - **Identity**: Regular Attendance strengthens students academic, personal, social, and cultural identity. It helps them "Know who they are, be who they are, and show who they are."

Strategic Goals for Attendance
- Grow Regular Attendance to 35%
- Irregular Attendance 23%
- Moderate Absence 22%
- Reduce Chronic Attendance to at least 20% (80% of students attend at least 70% of the time)
- **Address concerns earlier**: Implement systems to address achievement and attendance concerns when there is a change of pattern in attendance

Review and Evaluation through
- Data (traffic light, Kamar, MOE termly data)
- Student Voice
- Kaimahi voice
- Whanau voice

Regular Attendance: For students with 90% + attendance, *which is less that 5 days absence in a school term* Goal - To maintain and reinforce regular attendance patterns and have at least 35% in this group		
Lead Staff	**What we do**	**Monitoring and measuring progress**
Classroom teacher	● Kamar roll marked at the beginning of every class ● Adjust Kamar to reflect late arrivals- time arrived noted/ and/or if they leave early ● Use culturally relevant and relational pedagogy ● Use an orange slip for ākonga legitimately out of class	● Kamar rolls are complete and accurate - monitored by LC, PL, SLT, Att Team ● Classes are attended ● Students walking around school have orange slips

Learning Coach	● Daily mark attendance and follow up on absences and missed classes to ensure the correct code is recorded.
	● Weekly use traffic lights to monitor attendance progress
	● Kaiako build strong relationships with ākonga and whānau
	   ○ Introduction phone call
	   ○ Whānau co-construction of goals at Goal Setting, explore vocational pathways and early career exploration, set attendance goal.
	● Have regular attendance conversations with ākonga and record in Kamar
		● An introductory phone call made and recorded on kamar
		● Goals set and progress tracked, recorded on Kamar
		● Home contact recorded on Kamar
		● Kamar attendance adjusted weekly

HOF	● Faculty overview of attendance and identify patterns and suggested interventions	● Attendance on Hui Faculty Agenda ● HOFs look at Faculty attendance in hui

Pastoral Leader	● Track house attendance weekly through…
	   ○ Kamar - APL/PL - Office
	   ○ Traffic Lights - PLs/SLT
	● Celebrate high attenders during house meetings and assemblies
		● PLs look at house attendance
		● Talk to LCs about attendance in hui
		● Give out certificates in-house assemblies

SLT	● Minimise disruptions to the school and prioritise learning ● Weekly data monitored in houses and LC ● Meet with PLs and identify students' incline/ decline in attendance	● SLT look at house attendance in hui ● Identify trends and discuss interventions ● Kamar actions per LC shared with LC/PL/SLT - trends noted and action taken

Attendance team	● Absence text messages - twice daily - Automatic Office
	● Friday afternoon attendance email home
	● Emphasise the message about attendance and achievement
	   ○ Full school assemblies
	   ○ Newletters
		● Kamar text home- 2x day
		● PAROT email home Friday afternoon
		● Consistent messages about attendance

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Irregular Absence: For students with up to 80-90% attendance - **up to 10 days absence** in a school term
Goal -To restore students' attendance to above 90%

Lead Staff	What we do	Monitoring and measuring progress
Classroom teacher	● Kamar message to LC when student is away from class for 5 days in a term (3 lessons in a row)	● Kamar pastoral entry and message about subject attendance monitored by HOF/SLT
Learning Coach	● Investigate reasons for absence, and if there is a pattern across the year consider actions. Record all actions taken to address non-attendance. ● Attendance conversations with ākonga had as needed ● Contact home to discuss reasons for absence and impact on learning ● Identify target students to move up to the regular attendance group	● Kamar action in pastoral ● Change attendance as required ● Remove barriers
HOF	● Faculty overview of attendance	● HOFs look at Faculty attendance in hui

Pastoral Leader	● Track house attendance weekly through
	   ○ Kamar - APL/PL - Office
	   ○ Traffic Lights - PLs/SLT
	● Celebrate high attenders during house meetings and assemblies
	● Support LCs to identify students whose attendance is slipping and investigate why early.
		● PLs look at house attendance
		● Talk to LCs about attendance in hui
		● Give out certificates in house assemblies

SLT	● Identify and remove barriers if a student's attendance is slipping	● Consider bus pass, uniform, counsellor/ nurse appointments

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Moderate absence: For students 70-80% attendance- *up to 15 days absence in a school term*		
Goal - to re-engage students and increase attendance.		

Lead Staff	What we do	Monitoring and measuring progress
Classroom teacher	- Kamar message to LC when student is away from class for 10-15 days in a term - Contact home if appropriate and after consultation with HOF/LC/PL	- Kamar HOF/LC/PL - Contact home if specific to your subject
Learning Coach	- Use a green card to help track daily or weekly attendance - Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence - Develop and implement a support plan tailored to the reasons and circumstances around the child's absence - Refer students to APL and PL if all interventions aren't making an impact - Identify target students with the goal to up to irregular absence	- Green card given and recorded on Kamar - Organize hui—invite support - Record actions taken in Kamar and include attendance plan - Students referred to PL if more support needed
HOF	Awareness of faculty attendance and identification of areas that may need more support	Attendance on the agenda at hui monitored HOF/SLT
Pastoral Leader	- Yellow card (if green card has been used and attendance has not improved) - Contact home to escalate concerns- either phone call or email - Support LC in whānau hui - Use in-school resources as appropriate to remove barriers and request support as needed	- Record actions taken in Kamer. - If there is no action taken due to individual circumstance- record this against student record.
SLT	- Red card (if green and yellow cards have been used and attendance has not improved) - Refer students to the Radar watch list for K2K support and follow up	Add student names to Radar list for further actions and support
Attendance Team Attendance Kaiawhina	- Analyses school-wide data and identifies improved and declining attendance - Plans created for referred students	- Data aggregated (Excel and Assay) and trends identified and celebrated or addressed. - Plans created and actioned

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Chronic absence: Less than 70% attendance - For students with up to 15 or more days absence in a school term
Goal- Intensive intervention to overcome complex barriers and have 20% or less

Lead Staff	What we do	Monitoring and measuring progress
Classroom teacher	- Use trauma-informed, culturally sustaining, and mana-enhancing practices to welcome learners back after absence - Be welcoming - Be prepared and consistent - Know names - Be kind	Plan for missing work catch up with support from HOF if needed
Learning Coach	- Continues to hold the relationship with ākonga and whānau - Monitors progress with the PL/Kaiawhina-attendance team - Identify target students from LC to move a group from Chronic to moderate	Kamar all attendance actions for students
HOF	Support the classroom teacher with the missed learning part of the attendance plan	Akonga catching up on missed work, noted in kamar.
Pastoral Leader	- Monitors ākonga progress with attendance - Send attendance letter home - Identifies target students with PL/APL for Attendance Kaiawhina and the Attendance team follow-up.	- Watches the targeted ākonga on the traffic light - Referrals made to AK and Attendance service through Radar
SLT	- Contact home to escalate concerns - Hold a whānau hui - Request support from Attendance Kaiawhina or Ngati Toa attendance as needed.	Support plan in place to encourage regular attendance and shared on Kamar
Attendance Team Attendance Kaiawhina	- Maintain implementation and monitoring of the support plan - Refer to the Ministry to consider action when supports are offered and	- More intensive support plan in place - Continue monitoring

	not taken up by the whānua
	● Interagency hui are held each term to develop a pathway for intervention
	● Refer to Ngati Toa Attendance
	  ○ Before referral, check all previous actions like support plan are in place.
	  ○ Resources and supports will continue to be provided as appropriate
	  ○ Reintegration plan in place to return the student to regular attendance
		● Steps taken to reintegrate ākonga
		● Tauira/Whanau voice from each band at the start of T2 and end of T3, capturing their experience in the Attendance System

Ngati Toa Attendance	● Interagency actions are communicated back to the SLT and PLs	● Support plan in place ● Continue monitoring ● Steps taken to reintegrate ākonga