



# 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 prioritising 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 than 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
<b>Classroom teacher</b>	<ul style="list-style-type: none"> <li>• Kamar roll marked at the beginning of every class</li> <li>• Adjust Kamar to reflect late arrivals- time arrived noted/ and/or if they leave early</li> <li>• Use culturally relevant and relational pedagogy</li> <li>• Use an orange slip for ākonga legitimately out of class</li> </ul>	<ul style="list-style-type: none"> <li>• Kamar rolls are complete and accurate - monitored by LC, PL, SLT, Att Team</li> <li>• Classes are attended</li> <li>• Students walking around school have orange slips</li> </ul>
<b>Learning Coach</b>	<ul style="list-style-type: none"> <li>• Daily mark attendance and follow up on absences and missed classes to ensure the correct code is recorded.</li> <li>• Weekly use traffic lights to monitor attendance progress</li> <li>• Kaiako build strong relationships with ākonga and whānau                             <ul style="list-style-type: none"> <li>○ Introduction phone call</li> <li>○ Whānau co-construction of goals at Goal Setting, explore vocational pathways and early career exploration, set attendance goal.</li> </ul> </li> <li>• Have regular attendance conversations with ākonga and record in Kamar</li> </ul>	<ul style="list-style-type: none"> <li>• An introductory phone call made and recorded on kamar</li> <li>• Goals set and progress tracked, recorded on Kamar</li> <li>• Home contact recorded on Kamar</li> <li>• Kamar attendance adjusted weekly</li> </ul>
<b>HOF</b>	<ul style="list-style-type: none"> <li>• Faculty overview of attendance and identify patterns and suggested interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance on Hui Faculty Agenda</li> <li>• HOFs look at Faculty attendance in hui</li> </ul>
<b>Pastoral Leader</b>	<ul style="list-style-type: none"> <li>• Track house attendance weekly through...                             <ul style="list-style-type: none"> <li>○ Kamar - APL/PL - Office</li> <li>○ Traffic Lights - PLs/SLT</li> </ul> </li> <li>• Celebrate high attenders during house meetings and assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• PLs look at house attendance</li> <li>• Talk to LCs about attendance in hui</li> <li>• Give out certificates in-house assemblies</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• Minimise disruptions to the school and prioritise learning</li> <li>• Weekly data monitored in houses and LC</li> <li>• Meet with PLs and identify students' incline/decline in attendance</li> </ul>	<ul style="list-style-type: none"> <li>• SLT look at house attendance in hui</li> <li>• Identify trends and discuss interventions</li> <li>• Kamar actions per LC shared with LC/PL/SLT - trends noted and action taken</li> </ul>
<b>Attendance team</b>	<ul style="list-style-type: none"> <li>• Absence text messages - twice daily – Automatic Office</li> <li>• Friday afternoon attendance email home</li> <li>• Emphasise the message about attendance and achievement                             <ul style="list-style-type: none"> <li>○ Full school assemblies</li> <li>○ Newsletters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Kamar text home- 2x day</li> <li>• PAROT email home Friday afternoon</li> <li>• Consistent messages about attendance</li> </ul>

# Porirua College Attendance Management Plan

**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
<b>Classroom teacher</b>	<ul style="list-style-type: none"> <li>• Kamar message to LC when a student is away from class for 5 days in a term (3 lessons in a row)</li> </ul>	<ul style="list-style-type: none"> <li>• Kamar pastoral entry and message about subject attendance monitored by HOF/SLT</li> </ul>
<b>Learning Coach</b>	<ul style="list-style-type: none"> <li>• Investigate reasons for absence, and if there is a pattern across the year consider actions. Record all actions taken to address non-attendance.</li> <li>• Attendance conversations with ākonga had as needed</li> <li>• Contact home to discuss reasons for absence and impact on learning</li> <li>• Identify target students to move up to the regular attendance group</li> <li>• Automatic letter home (letter 1) via Kamar after 5 days</li> </ul>	<ul style="list-style-type: none"> <li>• Kamar action in pastoral</li> <li>• Change attendance as required</li> <li>• Remove barriers</li> <li>• Letter 1 sent after 5 days absence</li> </ul>
<b>HOF</b>	<ul style="list-style-type: none"> <li>• Faculty overview of attendance</li> <li>• Agenda item to raise awareness</li> </ul>	<ul style="list-style-type: none"> <li>• HOFs look at Faculty attendance in hui</li> </ul>
<b>Pastoral Leader</b>	<ul style="list-style-type: none"> <li>• Track house attendance weekly through               <ul style="list-style-type: none"> <li>○ Kamar - APL/PL - Office</li> <li>○ Traffic Lights - PLs/SLT</li> </ul> </li> <li>• Celebrate high attenders during house meetings and assemblies</li> <li>• Support LCs to identify students whose attendance is slipping and investigate why early.</li> </ul>	<ul style="list-style-type: none"> <li>• PLs look at house attendance</li> <li>• Talk to LCs about attendance in hui</li> <li>• Give out certificates in house assemblies</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• Identify and remove barriers if a student's attendance is slipping</li> </ul>	<ul style="list-style-type: none"> <li>• Consider bus pass, uniform, counsellor/ nurse appointments</li> </ul>

# Porirua College Attendance Management Plan

**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
<b>Classroom teacher</b>	<ul style="list-style-type: none"> <li>• Kamar message to LC when student is away from class for 10-15 days in a term</li> <li>• Contact home if appropriate and after consultation with HOF/LC/PL</li> </ul>	<ul style="list-style-type: none"> <li>• Kamar HOF/LC/PL</li> <li>• Contact home if specific to your subject</li> </ul>
<b>Learning Coach</b>	<ul style="list-style-type: none"> <li>• Use a green card to help track daily or weekly attendance</li> <li>• Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence</li> <li>• Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</li> <li>• Identify target students with the goal to move up to irregular absence</li> <li>• Refer students to APL and PL if all previous interventions aren't making an impact</li> </ul>	<ul style="list-style-type: none"> <li>• Green card given and recorded on Kamar</li> <li>• Record actions taken in Kamar and include <a href="#">attendance plan</a></li> <li>• Organize hui—invite support</li> <li>• Students referred to PL if more support needed</li> </ul>
<b>HOF</b>	<ul style="list-style-type: none"> <li>• Awareness of faculty attendance and identification of areas that may need more support</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance on the agenda at hui monitored HOF/SLT</li> </ul>
<b>Pastoral Leader</b>	<ul style="list-style-type: none"> <li>• Yellow card (if green card has been used and attendance has not improved)</li> <li>• Contact home to escalate concerns- either phone call or email</li> <li>• Support LC in whānau hui</li> <li>• Use in-school resources as appropriate to remove barriers and request support as needed</li> <li>• Automatic letter home (letter 2) via Kamar</li> </ul>	<ul style="list-style-type: none"> <li>• Record actions taken in Kamar.</li> <li>• If there is no action taken due to individual circumstance- record this against student record.</li> <li>• Letter 2 sent after 10 days absence</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• Red card (if green and yellow cards have been used and attendance has not improved)</li> <li>• Refer students to the Radar watch list for K2K support and follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Add student names to Radar list for further actions and support</li> </ul>
<b>Attendance Team Attendance Kaiawhina</b>	<ul style="list-style-type: none"> <li>• Analyses school-wide data and identifies improved and declining attendance</li> <li>• Plans created for referred students</li> </ul>	<ul style="list-style-type: none"> <li>• Data aggregated (Excel and Assay) and trends identified and celebrated or addressed.</li> <li>• Plans created and actioned</li> </ul>

# Porirua College Attendance Management Plan

**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
<b>Classroom teacher</b>	<ul style="list-style-type: none"> <li>• Use trauma-informed, culturally sustaining, and mana-enhancing practices to welcome learners back after absence               <ul style="list-style-type: none"> <li>○ Be welcoming</li> <li>○ Be prepared and consistent</li> <li>○ Know names</li> <li>○ Be kind</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan for missing work catch up with support from HOF if needed</li> </ul>
<b>Learning Coach</b>	<ul style="list-style-type: none"> <li>• Continues to hold the relationship with ākonga and whānau</li> <li>• Monitors progress with the PL/Kaiawhina-attendance team</li> <li>• Identify target students from LC to move a group from Chronic to moderate</li> </ul>	<ul style="list-style-type: none"> <li>• Kamar all attendance actions for students</li> </ul>
<b>HOF</b>	<ul style="list-style-type: none"> <li>• Support the classroom teacher with the missed learning part of the attendance plan</li> </ul>	<ul style="list-style-type: none"> <li>• Akonga catching up on missed work, noted in kamar.</li> </ul>
<b>Pastoral Leader</b>	<ul style="list-style-type: none"> <li>• Monitors ākonga progress with attendance</li> <li>• Send attendance letter home</li> <li>• Identifies target students with PL/APL for Attendance Kaiawhina and the Attendance team follow-up.</li> </ul>	<ul style="list-style-type: none"> <li>• Watches the targeted ākonga on the traffic light</li> <li>• Referrals made to AK and Attendance service through Radar</li> <li>• Kamar message- Attendance kaiawhina and notify PTY + GWA</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• Contact home to escalate concerns</li> <li>• Hold a whānau hui</li> <li>• Request support from Attendance Kaiawhina or Ngati Toa attendance as needed.</li> <li>• Letter 3 sent via kamar after 15 days absence</li> </ul>	<ul style="list-style-type: none"> <li>• Support plan in place to encourage regular attendance and shared on Kamar</li> <li>• Letter 3 sent after 15 days absence</li> </ul>
<b>Attendance Team Attendance Kaiawhina</b>	<ul style="list-style-type: none"> <li>• Maintain the implementation and monitoring of the support plan</li> <li>• Refer to the Ministry to consider action when supports are offered and not taken up by the whānau</li> <li>• Interagency hui are held each term to develop a pathway for intervention</li> </ul>	<ul style="list-style-type: none"> <li>• More intensive support plan in place</li> <li>• Continue monitoring</li> <li>• Steps taken to reintegrate ākonga               <ul style="list-style-type: none"> <li>• Taurira/Whanau voice from each band at the</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Refer to Ngati Toa Attendance <ul style="list-style-type: none"> <li>○ Before referral, check all previous actions like support plan are in place.</li> <li>○ Resources and supports will continue to be provided as appropriate</li> <li>○ Reintegration plan in place to return the student to regular attendance</li> </ul> </li> <li>● Letter 4 sent via kamar</li> </ul>	<p style="text-align: center;">start of T2 and end of T3, capturing their experience in the Attendance System</p> <ul style="list-style-type: none"> <li>● Letter 4 sent after 20 days of absence</li> </ul>
<b>Ngati Toa Attendance</b>	<ul style="list-style-type: none"> <li>● Interagency actions are communicated back to the SLT and PLs</li> </ul>	<ul style="list-style-type: none"> <li>● Support plan in place</li> <li>● Continue monitoring</li> <li>● Steps taken to reintegrate ākongā</li> </ul>