



Portland School Te Kura o Tikorangi

Kaitiaki - I am a guardian

Kawenga - I am the best I can be

Pono - I am trustworthy

Manaaki - I uplift the mana of others

Portland School Te Kura o Tikorangi Attendance Management Plan

Approval:	10/10/2025	Published on:	www.portland.school.nz
Effective date:	Start of Term 1, 2026	Review date:	10/10/2028 (Reviewed at least every 3 years)

1. Purpose and Strategic Priorities

This plan outlines Portland School Te Kura o Tikorangi's approach to identifying, responding to, and reducing student absences, ensuring compliance with the Education and Training Act 2020. Our focus is on supporting our ākonga and whānau to ensure consistent engagement in learning.

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential, which aligns with our vision to "provide the opportunity for everyone to reach their potential in a safe and caring environment" and our mission to "provide strong foundations that enable our ākonga to become lifelong learners".

- **Goal:** To lift our school's regular attendance rate to **80%** by the end of **2028**, aligning with the government's 2030 target.
- **Cultural Context:** Given that approximately eighty-five percent of our ākonga are Māori, this plan will be implemented with a commitment to **whanaungatanga** and **manaakitanga** in all engagement with whānau.

2. Roles and Responsibilities

The roles and responsibilities set out below ensure a collective effort in promoting and managing attendance.

Role	Responsibilities
Poari Matua	Responsible for taking all reasonable steps to ensure students attend when the school is open for instruction. Will approve and publish this Attendance Management Plan (AMP).
Tumuaki	Responsible for developing and implementing a Stepped Attendance Response (STAR) aligned with the thresholds. Ensures all student absence is investigated, responded to, and actions are recorded.

Kaiwhakahaere	Daily monitoring of the electronic roll. Contacting whānau for unexplained absences (first point of contact). Maintaining accurate and confidential records of all attendance and follow-up actions.
Kaiako	Accurately mark the electronic roll at the start of the morning and afternoon sessions. Identify and report patterns of irregular attendance to the Kaiwhakahaere or Leadership Team.
Whānau	Notify the school of a student's absence and the reason on the same day by phone, school app, or email. Ensure their child attends school every day the school is open.

3. Attendance Procedures – Daily Monitoring

Portland School Te Kura o Tikorangi will use the following processes to monitor and respond to daily attendance.

1. **Recording Attendance:** The electronic roll will be marked twice daily by **Kaiako** before **9:00 am** and after the lunch break.
2. **Identifying Unexplained Absence:** The Kaiwhakahaere will check the roll for unexplained absences by **9:30 am**.
3. **Same-Day Follow-up:** For all unexplained absences, the Kaiwhakahaere will initiate a follow-up via text, app notification, or phone call to the whānau/caregiver on the same day.
4. **Escalation:** If the absence remains unexplained after the initial contact, a second phone call or email will be made/sent before the end of the school day.
5. **Record Keeping:** All communications and the reason for absence will be accurately recorded in the student management system (e.g., using MOE-approved attendance codes).

4. Stepped Attendance Response (STAR)

The school uses a Stepped Attendance Response (STAR) framework to ensure responses are timely, appropriate, and escalated based on the cumulative number of days a student is absent in a single school term (approximately 10 weeks).

Level	Threshold (Days Absent in a Term)	Actions, Practice, and Strategy	Responsible Person(s)
Tier 1: Good Attendance	Less than 5 days absence	Monitoring and Encouragement: Monitor attendance. Acknowledge and celebrate regular attendance with students and whānau (e.g., Certificates, shout-outs in assemblies).	Kaiako, Tumuaiki

Tier 2: Worrying Attendance	5–9 days absence	Early Intervention: Kaiako check-in with ākonga and whānau to ensure wellbeing. Kaiwhakahaere sends an initial email or letter to the whānau to highlight the attendance pattern and reinforce the importance of regular attendance. Check for minor barriers (e.g., bus routine issues, lack of Kai).	Kaiako, Kaiwhakahaere
Tier 3: Concerning Attendance	10–14 days absence	Targeted Support: School Leadership/Tumuaki is notified. Phone call to whānau to discuss and identify patterns, barriers, and underlying causes of absence. Develop a short-term, low-level Wāhi Pānga (Engagement Plan) focused on support.	Senior Leadership Tumuaiki
Tier 4: Very Concerning Attendance	15 days or more absence	Formal Escalation and Multi-Agency Response: Formal letter sent to whānau. Mandatory Meeting held with whānau, student (where appropriate), and Senior Leadership to develop a comprehensive Whānau and Ākonga Support Plan . Referral to the Ministry of Education Attendance Service or other external support agencies (e.g., social services, health providers) for intensive, culturally responsive support. All actions and lack of engagement are meticulously documented for potential prosecution investigation.	Tumuaki

5. Review and Publication

- **Review:** This plan will be reviewed by the Poari Matua at least once every three years, or earlier if required by new regulations from the Ministry of Education.
- **Monitoring Progress:** Attendance data will be regularly monitored against school targets. The Poari Matua will receive a report on attendance patterns and the effectiveness of this plan at least once per term.
- **Publication:** This plan is a public document and will be published on the Portland School Te Kura o Tikorangi website.