

ATTENDANCE STRATEGY

There are a range of interventions we have put in place that contribute to our 'Attendance Strategy'. The strategy is informed by new requirements from the Ministry of Education. Actions within the strategy are rooted within our Strategic Plan 2024-2025.

TERM 3 UPDATE

FOUR AREAS OF FOCUS

**School life that is
positive and interesting**

so students want to come everyday

**Engaging teaching
practice**

so class is too interesting to truant

**Framework to support
overall attendance**

so it is clear why school is important

**Something for
everyone**




so its clear that school is for them



ATTENDANCE STRATEGY



Below are the specific interventions that link to the four areas of focus for the Attendance Strategy

     The coloured circles link a specific action in this strategy to the Strategic Plan

LAST UPDATED:
JULY 2025

School Improvement Framework

What actions are we taking to rise to the challenge of improving attendance at RC

One line Success Criteria

Timeline

School life that is positive and interesting

so students want to come everyday

• Inclusion and Wellbeing (IW3, IW4)

 1.12

• Capacity in weights room is improved

• Inclusion and Wellbeing (IW3, IW2)

 2.5

• More Co-Curricular Activities

• Inclusion and Wellbeing (IW3, IW1)

 2.1

• Wider use of recognitions to drive positive behaviour

• Partnerships (P1, P5)
• Leadership (L5)

 3.3

• Restarting the establishment of the RC International Student Programme

• Inclusion and Wellbeing (IW3, IW1)

 2.8

• Students upskilled on how to deal and manage conflict

• Professional Capability and Collective Efficacy (PCCE1, PCCE4, PCCE5)
• Leadership (L2)

 1.2

• Staff Guide to Best Practice and QPF

• Teaching and Learning (TL1, TL9)

 1.1

• Relationships for Learning pedagogy

• Leadership (L2, L3)
• Inclusion and Wellbeing (IW3)
• Evaluation for Improvement (E4)

 2.1

• Construct a clear process for expectations in the school for attendance

• Inclusion and Wellbeing (IW3, IW1)
• Teaching and Learning (TL1, TL7)

 2.4

• Work to reduce use of the Reflection Room space

• Curriculum (C1, C3)
• Inclusion and Wellbeing (IW5)
• Leadership (L3)

 1.3

• Improved senior options and less HUB time

• Curriculum (C1, C3)
• Inclusion and Wellbeing (IW4, IW3)

 1.5

• Services Academy and additional pathways

• Inclusion and Wellbeing (IW3, IW4)
• Leadership (L3, L5)

 2.5

• Review the Learning Support Department including external agencies to ensure the school is supporting the Department to be the best it can be

• Inclusion and Wellbeing (IW3, IW2)
• Partnerships (P7, P3)

 2.2

• Waymarker events for seniors implemented, such as Japan, Senior Ball, etc. Continue with School Socials.

• Leadership (L2, L3)
• Inclusion and Wellbeing (IW3)
• Partnerships (P7)

 2.1

• Attendance expectations for school events

• Inclusion and Wellbeing (IW4)
• Stewardship and Governance (SG2)
• Leadership (L3)

 2.1

• RTNG support students to get to school

• Area moved to H7 and equipment is bought

• Groups are up and running and all are enrolled

• RC Mana and Academic badges from T1, 2025

• Take motion to board, if approved, proceed with planning and implementation

• Investigate school peer mediators, and the overall role of Peer Support (add in Year 9?)

• Guides to best practice are in use from 2024

• Staff are introduced to this and impact coaches are in action from T1, 2025

• School wide process is used by Teachers, HoLs, Deans, SLT

• Staff who are high users of the reflection space are given support and strategies to support with this

• No hub time in the timetable from 2025

• Services Academy has at least 10 students in it

• Needs analysis done, review around how the department can support the behavioural as well as learning needs of RC taura

• Important events that would feature in a 'students usual school life' are executed

• Sports Coordinator, event organisers and school leadership regularly bring attention to attendance percentages

• The Bus Consortium (RTNG) meets regularly and makes decisions with the new focus of attendance front of mind

• Term 3, 2025

• Has started and is ongoing

• Has started and is ongoing

• Started Term 1, 2025

• Has started and is ongoing

• Has started and is ongoing

• Has started and is ongoing

• Terms 1-3, 2025

• Ongoing

• Completed

• Has started and is ongoing

• Has started and is ongoing

• Term 3, 2024-2025

• Ongoing

• Ongoing

Framework to support overall attendance

so its clear why school is important