

ATTENDANCE MANAGEMENT PLAN



Attendance Matters



Every Day Counts....

Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures/supporting documentation

- Attendance management Procedure - Stepped Attendance Response (STAR)- see below

Monitoring

- The principal will maintain reporting of daily attendance data. The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

- Education and Training Act 2020 Education Attendance rules Education Attendance Management Plan regulations (yet to be passed)
- Reviewed: November 2025 Next review: November 2026

Attendance Management Procedure- Stepped Attendance Response

- We recognize the importance of regular attendance to help our students achieve their educational potential. Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and response to student attendance concerns. We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance. We have annual targets for student attendance and work with students, parents and caregivers, staff an external agency, where necessary to improve our levels of student attendance.

Parent/Whanau responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.



On Time, All Day, Every Day

ATTENDANCE COUNTS

Student ATTENDANCE Expectations



School responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child.

School Procedures

- The principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.
- Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.
- Classroom/ tutor/ Ako teachers are responsible for recording student attendance to their class each period/ half day basis.
- Form/class teachers are responsibility for maintaining accurate and up-to -date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attendance other attendance issues.
- Deans/ team leaders/ Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.
- Parents will receive student attendance data via weekly emails/ parent portal/ termly updates.
- Outside agencies will be used as appropriate to support attendance.
- Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.
- Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT termly to review outcomes and effectiveness of these interventions

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in Kamer. The pastoral care team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact Penny Brown.

Stepped Attendance Response – STAR

Responding to all absence

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



Stepped Attendance Response – STAR

Responding to all absence

The Stepped Attendance Response (STAR) sets expectations for school, student, parent/guardian, Ministry of Education and broader system responses to student absence.

From Term 1, 2026, schools will need to have regard for the STAR when developing their Attendance Management Plan. It is important schools use this direction to develop their own school specific response to attendance at the set absence thresholds.

How to use the STAR

The STAR outlines actions at absence thresholds and promotes school-wide approaches to:

- strengthen attendance culture
- improve data quality and use
- enable timely support and escalation
- identify what works well and areas for improvement to support student attendance

When responding to absences, schools should consider:

- the student's learning aspirations and whānau context
- reasons for absence and likelihood of recurrence
- the student's attendance history, and prior interventions
- requesting support from Attendance Services for students with chronic absence

Regional and National teams work alongside schools to support them improve attendance.



Ongoing Responsibilities

Day-to-day attendance management activities

Schools

- Set attendance targets and regularly review attendance data
- Communicate clearly with parents: expectations, procedures and follow-up steps the school will take when a student is absent
- Act early in following up absences to support students to stay engaged
- Escalate as needed, develop support plans, involve other services, consider requesting support from Attendance Services
- Assess attendance history of new students and share attendance history when students move between schools
- Use school-wide strategies, including strong relationships and minimising disruptions to the school day and week

Ministry of Education

Attendance Services - local catchment providers

- Build enduring relationships with schools in catchments
- Support chronically absent/non-enrolled students and their families
- Address barriers, develop and monitor plans with schools
- Provide advice and support directly to schools with the aim of reducing the need for requests for support in the future

Regional and National teams

- Provide targeted supports and services to schools including assistance with:
 - Understanding attendance data and trends
 - Support development of attendance policies and procedures, including Attendance Management Plans
 - Provide access to specialist services and alternative pathways where needed
 - Whānau and community engagement
 - Attendance leadership and governance
 - Attendance barriers arising from factors in the wider community



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term

Parents/Guardians



- › Ensure student attends every day they are able
- › Reinforce good attendance habits
- › Support other parents to reinforce good attendance habits
- › Open communication with school
- › Follow school attendance management plan and associated policies and processes

Schools



- › Communicate with parents about every absence
- › Maintain contact details of parents
- › Provide student with regular updates on their own attendance
- › Report regularly to parents on attendance of their child
- › Support student:
 - › attending school
 - › to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate
 - › to access other education pathways where appropriate

Up to 10 days absence in a school term

Parents/Guardians



- › Return student to regular attendance
- › Contact school to discuss reasons for absence and impact on learning
- › Support student to catch up on missed learning
- › Engage in supports offered

Schools



- › Contact parents to discuss reasons for absence and impact on learning
- › Support student to catch up missed learning where required
- › Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L

Up to 15 days absence in a school term

Parents/Guardians



- › Return student to regular attendance
- › Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan
- › Implement strategies at home

Schools



- › Contact parents to escalate concerns
- › Hold meeting to analyse reasons for absence and to collaborate on a support plan
- › Develop and implement a support plan tailored to the reasons and circumstances around the child's absence
- › Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed

15 days or more of absence in a school term

Parents/Guardians



- › Return student to regular attendance
- › Engage in support plan
- › Participate in regular meetings

Schools



- › Contact parents to inform of escalated response
- › Request support from Attendance Service or other agencies as needed
- › Participate in multi-agency response
- › Maintain implementation and monitoring of support plan
- › Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up
- › Unenroll if student will not be returning to school



Ministry of Education

Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
 - › agreeing changes to be made,
 - › addressing some unmet basic needs impacting on attendance, and
 - › referring students to other services as necessary
- › Collaborate with schools so that
 - › they remain engaged as plans are developed and implemented, and
 - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible.

Pastoral care teams meet Thursday mornings from 8:30am. Any attendance data related questions please contact Toni Jessop -office administrator. For all other Attendance queries please contact Teokotai Tarai.

Day to day Operation

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p>	<p>Form teacher</p> <p>Principal School board</p>	<p>Termly attendance features including updates on data in newsletters. Expectations and guidance for parents published on our school website. Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents and students, where appropriate</p>
Following up absences daily	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents Follow-up daily with par	Administration team	Text based reminder to be sent from 10 am for all unexplained absences.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Dean/ Assistant Principal (new students during year or not in year 9)	Use our “welcome to school” hui with whanau at beginning of year for year 9 students.
Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance Services	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Teokotai Tarai

Students with less than 5 days absence

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers	Identify all student absences	Administration team or	Follow-up all absences to confirm reason for absence.
Maintain contact details	Communicate these to parents	In School attendance team (if your school has one)	No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Form Teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via email	Form Teacher	Updates sent to students and parents through weekly note
<p>Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the pastoral care team at their weekly meetings.</p>			

Students with less than 10 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days send email to parent (use template). Phone contact to be used if this is not the first time student has met the threshold	Class/Form Teacher (Any concerns of next steps discussion options with year level dean.)	Record actions taken in KAMAR. If there is no action taken due to individual circumstance- record this against student record. Follow-up to be within 2 school days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Form Teacher	Discuss with student in form time- student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pas	Contact pastoral care team if barriers identified that the school could assist with	Form teacher/ Pastoral care team	Parents and student provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments
<p>Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau. If there is no action taken due to individual circumstance- record this against student record.</p>			

Students with less than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Form Teacher, and/or School leadership, and/or In School attendance team	Record actions taken in KAMAR. If there is no action taken due to individual circumstance- record this against student
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Form Teacher, and/or Dean	Consider who is needed at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan. and	Form teacher	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Form teacher / Dean	
<p>Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record.</p>			

Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template)	School leadership	Record actions taken in KAMAR. If there is no action taken due to individual circumstance- record this against student
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Assistant principal with form teacher	Plan to return student to regular attendance.
Request support from Attendance Service or other agencies as needed	Refer to Ministry of Education attendance services or other agencies	Pastoral care team decision	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate
Participate in multi-agency response	Support access to services and collaborating with specialists		Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Pastoral care team	Support plan in place Continue monitoring Steps taken to reintegrate student

Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record.

If you're in class, you can pass!!!

Activities	Practice	Responsible Person	Notes & Actions
Do we have the correct contact details?	Check both email and mobile numbers are in operation	Form Teacher	Pass this on to the Administration Team
Introduce yourself to your tutor group	Arrange promptly for meeting including parents and student. Share expectations on attendance	Form Teacher/Dean	What is the best way of contact? Think about rewards and initiatives to encourage good attendance habits.
Supporting student engagement. Discussing an individual attendance plan	In looking at the obstacles to attendance, how can the school support? Support learning engagement and possible referrals in terms of mentors, supports, etc	Pastoral care team decision	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 student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Pastoral care team	Support plan in place Continue monitoring Steps taken to reintegrate student

Working together to improve attendance means partnering with students, families, and staff to create a supportive culture where showing up every day is valued, encouraged, and achievable for all.