

Attendance Management Plan

Dec 2025

Attendance targets

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be attending 90% of the term by 2030.

Our school currently has 61% regular attendance and a target of lifting regular attendance to 80% by the end of 2026.

Board Responsibilities

The Board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The Board will comply with the provisions in the legislation in relation to student attendance by:

- Having a commitment to support students return to regular attendance
- Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- Recording all absences, and responding accordingly
- Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance

Publishing this attendance management plan on the school's website.

Principal Responsibilities

The Principal is responsible for:

- Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- 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.

Monitoring

The Principal and the Guidance Coordinator 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

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed Dec 2025

Next Review Dec 2026

Attendance Management Procedure

We recognise 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 respond 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 and external agencies, where necessary to improve our levels of student attendance.

Parents /whanau

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

School

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term via the school newsletter.
- 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 Form teacher and Guidance Coordinator manage the recording of the electronic student attendance register and the follow-up procedures for non- attending students.

The Guidance Coordinator will support teachers to maintain accurate up-to-date attendance information.

Form teachers are responsible for recording student attendance for their class each period/ half day basis.

Form teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attendance and other attendance issues.

The Guidance Coordinator/ Team Leaders/ and 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 with their mid-year and end-of-year reports. 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; this will be on a case to case basis.

Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT in team meetings to review outcomes and effectiveness of these interventions.

Stepped Attendance Responses

(Full Procedure)

1. Day-to-Day Operations

Purpose:

To ensure absences are identified early, recorded correctly, and followed up promptly.

Daily Actions

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	Set expectations, procedures, and follow-up steps for absences	Form Teacher, Principal	Updates in newsletters; expectations on school website; work with parents and students where appropriate.
Follow up daily absences	Identify all absences quickly and communicate with parents	Administration Team	Text reminders sent from 9.30 am for all unexplained absences
Minimise school-day disruptions	Prioritise learning during school hours	School Leadership Team	—
Assess history of new students	Identify past attendance patterns during enrolment	Assistant Principal / Guidance Coordinator	Use whānau evenings to strengthen connections for Year 7 students

Escalate attendance issues as needed	Develop support plans; involve services; refer to Attendance Services if needed	All Staff	Staff encouraged to escalate concerns to Team Leaders / SLT / Guidance Coordinator
Track attendance across the term	Complete 2–3 checks per term; follow up students with emerging issues	Guidance Coordinator, Form Teachers	Form teachers follow up with whānau

2. Students With Fewer Than 3 Days Absence

Goal:

Record absences accurately and ensure reasons are understood.

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers	Identify and confirm all absences	Admin Team, Form Teachers	Absences must be correctly coded in e-TAP. If a student has 3 ?, the Form teacher to follow up with home to find out the reason for absence
Keep accurate records	Record all non-attendance daily	Form Teachers	Students already on the attendance list will be monitored by pastoral team weekly
No additional action	Absences below 4 days require follow-up only for coding	Form Teachers	—

3. Students With 4–9 Days Absence

Goal:

Identify reasons for absence, communicate with whānau, and begin early support.

Activities	Practice	Responsible Person	Notes & Actions
Contact parents	Send email at 5 days; phone call if repeated threshold	Form Teacher	Record actions and send to Guidance Coordinator for Attendance Tracking
Support catch-up learning	Identify missed learning and help student get back on track	Form Teacher / Subject Teachers	Discuss in form time; provide learning support
Remove barriers to attendance	Provide access to resources (food, hop card - there are some at the office to be topped up, counsellor, nurse)	Form Teacher / SLT / Guidance	Identify and respond to barriers
Review patterns	Check for repeated issues across the year	Form Teacher / Pastoral Team	Celebrate improvements with students and whānau
Record all actions	Document all interventions	Form Teacher / Guidance Coordinator	If no action due to circumstances, note in attendance record

4. Students With 10–14 Days Absence

Goal:

Escalate concerns, meet with whānau, and create a formal support plan.

Activities	Practice	Responsible Person	Notes & Actions
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Contact parents	Escalated communication via email/phone	Form Teacher, School Leadership, Guidance Coordinator	Record all actions
Hold whānau meeting	Meet with parents and student (if appropriate)	Form Teacher	Consider who needs to attend
Create support plan	Tailor plan to reasons for absence	Form Teacher / Guidance Coordinator	Hold all parties accountable
Remove barriers	Use in-school resources; request further support	Form Teacher / Guidance	Discuss with pastoral team
Record patterns	Monitor across the year for trends	Form Teacher / SLT / Guidance	All actions must be documented

5. Students With More Than 15 Days Absence

Goal:

Escalate to external agencies, implement multi-agency support, and plan reintegration.

Activities	Practice	Responsible Person	Notes & Actions
Contact parent	Further escalation (email/phone)	School Leadership	—
Hold formal meeting(s)	Meet promptly with whānau and student	Assistant Principal + Form Teacher	Consider attendees carefully
Plan return to school	Create reintegration plan	SLT, Team Leaders, Guidance Coordinator	Support plan must be monitored
Refer to external agencies	Attendance Service, Starship Community Nurse, ACEs, etc.	Guidance Coordinator	Check earlier actions completed before referral

Maintain support plan	Monitor progress and accountability	SLT / Team Leaders / Guidance	Continue supports as appropriate
Document actions	Record all steps taken	Guidance Coordinator	Note any “no action due to circumstances” in tracking system

Lateness to school

To ensure students are safe en route to school, we need to follow up with lateness.

If over a two week period a student is late to school two or more times, please use the template email to communicate with home. This could be as a result of a late bus, or other reasons.

If a pattern emerges with a student being late to school for example Mondays, then use the template to follow up.

Dear _____ ,

I am just getting in touch as we’ve noticed that _____ has been arriving at school later than the start time of 8:30am more than twice.

We understand that mornings can be busy, and we appreciate that some days can be more difficult to get out the door. Being on time helps _____ to settle calmly, connect with classmates and myself and to be on the front foot of their day.

If there is anything making mornings challenging, please feel free to let me know. We are happy to support in any way we can.

Thank you for your support with this.

