



Attendance Management Plan 2026

Strategic Priorities

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

Our school currently has 43% of students achieving regular attendance and a target of lifting regular attendance to 60% by the end of 2026.

40 classroom target students with irregular or moderate attendance in 2024 have been targeted by classroom teachers in 2025 with a goal of lifting their attendance to regular. This will continue to be a target in 2026.

In 2024 the percentage of students with chronic absences was 16%. The target is to reduce this to 8% 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
- ensuring that student absence is investigated, responded to and actions taken are recorded and aligned with the thresholds
- ensuring all students, whānau and staff understand the processes and procedures that support student attendance
- reporting to the board on any trends, barriers to attendance and interventions being used to support student attendance
- exercising discretion in regard to explained absences

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

Refer to: [Student Attendance Guide](#) (Te Tāhu o te Mātauranga/Ministry of Education)

Reviewed: November 2025	Next review: November 2026
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Attendance Management Procedure- Stepped Attendance Response

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.

Parent/Whānau responsibilities

Parent/Whānau are responsible for:

- ensuring their child(ren) attend every day they are able
- reinforcing good attendance habits
- communicating openly with the school
- following the school's attendance management plan and associated attendance policies and procedures.

School responsibilities

The school is responsible for:

- providing clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicating to parents what steps the school will take if their child is absent from school
- monitoring student attendance
- providing students with regular updates on their own attendance
- reporting regularly to parents on the 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 teachers are responsible for recording student attendance to their class each half day.

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.

Senior staff are responsible for monitoring student attendance for their respective roopu, 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 and information via the school newsletter.

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 attendance team and Principal 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 etap. The attendance team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact Anet Conroy (Deputy Principal).

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Steps for following up absences

<p>Absences less than 5 days in a term - Good Attendance</p> <p>Situation: A student has accumulated fewer than five absences within a school term.</p> <p>Task: Address absenteeism early to prevent escalation.</p> <p>Action:</p> <ul style="list-style-type: none"> ● School Attendance Officer will follow up on every unexplained absence with a text message or phone call home. ● Teachers will monitor attendance patterns via school tracking systems and ask 'why' when a pattern emerges. Notify parents via email if absences begin forming a pattern. ● Teachers will engage the student through positive reinforcement and check-ins. ● Teachers will ensure the school environment is engaging and stimulating to encourage daily attendance. ● Teachers and leaders will celebrate attendance milestones with praise and small incentives. <p>Result: Early intervention increases awareness and encourages parental engagement in attendance improvement.</p>	<p>Absences between 5 and 10 days in a term - Worrying Attendance</p> <p>Situation: A student has accumulated between five and ten absences.</p> <p>Task: Strengthen communication and support strategies.</p> <p>Action:</p> <ul style="list-style-type: none"> ● Teacher will discuss with parent (face to face or phone call) and record on eTAP. ● Teacher will provide attendance reports highlighting the impact on academic performance. ● Teacher will identify and address any barriers (transport, social concerns, family challenges), asking 'why' absences occur consistently on specific days. Offer support mechanisms such as breakfast club, SWiS etc ● Teachers will reinforce the importance of school as a fun, engaging, and stimulating place to be. ● Teachers will implement attendance goals with student recognition initiatives. <p>Result: Increased parental accountability and targeted support reduce absenteeism.</p>
<p>Absences between 10 and 15 days in a term - Concerning Attendance</p> <p>Situation: A student has reached ten to fifteen absences.</p> <p>Task: Implement more intensive intervention measures.</p> <p>Action:</p> <ul style="list-style-type: none"> ● School Attendance Officer will issue a formal letter advising of attendance concern. If further absences, School Attendance Officer will arrange a meeting between parents and school leadership. 	<p>Absences more than 15 days in a term (or more than one term with absences between 10 and 15 days - Very Concerning Attendance</p> <p>Situation: A student has reached more than fifteen absences or has had more than one term with absences between 10 and 15 days).</p> <p>Task: Implement more intensive intervention measures.</p> <p>Action:</p> <ul style="list-style-type: none"> ● School leadership will refer to external truancy services. ● School Attendance Officer will arrange a meeting between parents, school leadership and support services if relevant.

<ul style="list-style-type: none"> • School leadership will provide attendance reports and discuss impact on achievement and social development. • School leadership will develop an individualised attendance improvement plan with clear expectations. • School leadership will refer to external truancy services if attendance does not improve. • School leadership and teachers will continue to build strong relationships and celebrate attendance progress, no matter how small. • School leadership and teachers will continue to ensure school feels more welcoming and engaging. <p>Result: Reinforcement of attendance expectations and potential external support ensure compliance.</p>	<ul style="list-style-type: none"> • School leadership will provide attendance reports, discuss impact on achievement and social development. The individualised attendance improvement plan will be reviewed setting new expectations and involving other support agencies as required. • School leadership and teachers will continue to build strong relationships and celebrate attendance progress, no matter how small. • School leadership and teachers will continue to ensure school feels more welcoming and engaging. • If attendance does not improve or parent does not attend meetings Ministry involvement will be initiated by the DP/Principal <p>Result: Reinforcement of attendance expectations and potential external support ensure compliance.</p>
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Individual Attendance Plan

Child's name: _____ Date: _____

Current attendance: _____ Attendance Goal: _____

Things that make it hard to attend:

Attendance is important because:

Who can I talk to at school if I need support:

Child's name will

Whānau will

School will

Date of review