Attendance IS EVERYBODY'S RESPONSIBILITY

ATTENDANCE MANAGEMENT PLAN

Updated on **19/11/2025**

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RESPECT · INNOVATION · SUCCESS · EXCELLENCE
RISE
THE TAMAKI WAY

Strategic Priorities

Strengthen Attendance Systems

Focus: Consistent, accurate roll marking
Message: Timely, reliable data enables early intervention.

Enhance Whānau Engagement

Focus: Communication & partnership
Message: Early, mana-enhancing contact removes barriers.

Boost Student Engagement in Learning

Focus: Culturally responsive, relevant learning
Message: Hands-on, meaningful learning drives attendance.

Strengthen Pastoral & Agency Support

Focus: At-risk students
Message: Early identification + coordinated supports.

Improve Overall Attendance

Focus: More students at 90%+
Message: Targeted actions + ongoing data reviews lift attendance.

Reduce Lateness and Truancy

Focus: Follow-up & expectations
Message: Apply consistent scripts, processes, and pastoral support.

Support Students Balancing School & Work

Focus: Senior students
Message: Create lawful attendance plans that support work + achievement.

Ensure Strong Governance Oversight

Focus: Board monitoring & accountability
Message: Board tracks data, resources interventions, ensures compliance.

Boards Responsibility

The Board ensures all reasonable steps are taken to support regular student attendance by:

- Adopting and monitoring a school-wide Attendance Policy aligned with Ministry requirements.
- Ensuring accurate attendance systems and early intervention processes, including the Stepped Attendance Response (STAR).
- Resourcing attendance initiatives (staffing, support services, and community engagement).
- Supporting school leadership with pastoral and disciplinary responses to non-attendance.
- Regularly reviewing attendance data and addressing concerning patterns.
- Promoting a culture that prioritises attendance, wellbeing, and engagement.
- Publishing the Attendance Management Plan on the school website.

The Board may review the enrolment status of any student whose attendance does not meet policy expectations.

Principal's Responsibility

- Implement the Attendance Policy and ensure all staff follow expectations, systems, and legal requirements.
- Report to the school board all attendance summarises and reports on a monthly basis.
- Oversee accurate roll marking for every class and address any gaps or repeated non-compliance.
- Monitor attendance data weekly and termly to identify trends, priority groups, and students triggering STAR levels.
- Lead the Stepped Attendance Response (STAR) by ensuring:
  - Step 1 – Early Identification: Immediate follow-up on emerging patterns (lateness, repeated absences).
  - Step 2 – Whānau Contact: Timely communication and supportive conversations with families.
  - Step 3 – Pastoral Intervention: Dean/Student Hub involvement, return-to-school meetings, and attendance improvement plans.
  - Step 4 – Formal Support: Referrals to Attendance Services, NETS, external agencies, or social support where barriers persist.
  - Step 5 – Legal/Enrolment Action: When required, follow Ministry processes for serious or prolonged non-attendance.
- Coordinate pastoral support to address barriers and ensure consistent follow-up, escalation, and documentation at each STAR step.
- Engage whānau effectively, using timely, culturally responsive communication across multiple channels.
- Ensure curriculum and learning engagement strategies are in place to support improved attendance and belonging.
- Lead attendance-related discipline (lateness, truancy, extracurricular restrictions) in line with policy and Ministry guidance.
- Allocate resources to attendance systems, staffing, student support, and community engagement.
- Promote a strong attendance culture, modelling high expectations and celebrating improvement school-wide.

Procedures/Supporting Documents

Procedure/Document		LINK
Prodecure	*Stepped Attendance Responce (STAR)*	
Prodecure	*Attendance Framework - Attendance is EVERYBODY'S Responsibility*	LINK
Document	*Attendance Policy*	
Document	*Individual student attendance activities*	LINK

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:	**Next review:**

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 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.

Parents/Whanau responsibilities

Whānau are key partners in ensuring student attendance and must:

- Ensure students attend every day they are able
- reinforce good attendance habits
- Engage in communication and problem-solving where attendance concerns arise.
- Schedule appointments (e.g., medical, dental) outside school hours wherever possible to minimise disruption to learning
- Avoid planning holidays during term time unless there are exceptional circumstances approved by the Principal
- Respond promptly to any communication from the school regarding attendance concerns
- Work in partnership with the school to address any barriers preventing regular attendance (e.g., health, transport, pastoral issues)
- Support re-engagement efforts such as return-to-school meetings, attendance improvement plans, or cultural engagement activities
- follow the school's attendance management plan and associated attendance policies and procedures

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 on KAMAR 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.
- Subject teachers are responsible for recording student attendance to their class each period basis.
- Menotr 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 other attendance issues.
- Deans/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

Stepped Attendance Response Activities

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 KAMAR. The attendance management team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact Amber George.

Day-to-day operations			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with parents	Set expectations, procedures and follow-up steps the school will take when a student is absent. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	Mentor teacher Principal School board	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.
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 parents any unexplained absences	Attendance 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 Amber George

Students with less than 5 days absence			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents via email *(phone if repeat)*	Mentor Teacher	Follow-up all absences to confirm reason for absence. Record on Kamar
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Mentor 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	Mentor teacher	Updates sent to students and parents through weekly notes
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.			

Students with less than 10 days absence (5-9 days)			
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	Deans	Record actions taken in Kamer. If there is no action taken due to individual circumstance- record this against student record. Follow-up to be within 2 schools 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	Deans	Discuss with student in Mentor 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 pass	Contact pastoral care team if barriers identified that the school could assist with	Dean/ Pastoral care team	Parents and student provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments
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.**			

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.	Assistant Principal, and/or In School attendance team	Record actions taken in Kamer. If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Assistant Principal	Consider who is needed at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the student's absence	Hold everyone accountable for their part in the plan.	Assistant Principal	Take action quickly where expectations aren't being met Enter Case Management File
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Assistant Principal/Pastoral care team.	Record this against student record.
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.			

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	
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 Mentor teacher	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	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
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.			

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Stepped Attendance Response

0-4 Days Absent in Term

Early monitoring

Mentor:

- Follow up every absence
- Confirm correct code
- Ensure contact details is up to date
- Give students weekly attendance updates

5-9 Days Absent in Term

Emerging concern

Deans:

- Within 2 days:
  - Contact parent *(phone call if repeat)*
  - Record all actions in KAMAR
  - Support for catch up learning
  - Identify barriers

10-14 Days Absent in Term

Moderate concern -Escalation

Assistant Principal:

- Escalate contact with parents
- Hold meeting with student + Whanau
- Develop support plan with clear expectations
- Accsess in school support: Counsellor, nurse, SWISS

15+ Days Absent in Term

Serious concern high level intervention

Principal

- Escalation letter to parents
- Urgent meeting with student + Whanau
- Review support plan and set reintegration steps
- Refer to MoE Attendance Service Provider *(with evidence of earlier actions)*

RECORD ALL ACTIONS IN KAMAR

Senior Leadership Team

- Ensure STAR steps are followed school-wide.
- Provide training for all staff on attendance procedures.
- Oversee 15+ day cases and lead whānau hui.
- Maintain partnerships with MOE Attendance Service and external agencies.

Subject Teachers and Professional Staff

Subject Teachers:

- Mark rolls accurately
- Raise concerns early with the mentor
- Add clear KAMAR notes
- Support catch-up learning
- Reinforce attendance messages
- Join support plans when needed
- Maintain positive relationships
- Follow school-wide systems

Attendance Navigators

- Conduct home visits
- Track patterns of partial attendance (lates, early exits)
- Keep KAMAR updated with detailed notes
- Provide data and trends for pastoral meetings

Student Hub

- Monitor students signing in late or leaving early
- Log late arrivals accurately
- Alert Deans to emerging patterns

Pastoral Care Team

- Attend whānau meetings
- Assist with Support Plans
- Monitor progress of students on plans and report back to deans/form teachers.

Teacher Aides

- Support students to catch up on missed work
- Share concerns with mentors
- Support students in class to rebuild confidence

Attendance Codes

Code	Meaning	Reason
* or P	Present	Student is physically present **in their assigned and timetabled classroom** at the time of roll marking
?	Unjustified	Student is physically absent **from their assigned and timetabled classroom** at the time of roll marking. The student's absence is unexplained; that is parents have provided no notice within seven days of the occurrence of the absence.
L	Late	Student is physically late to class, arriving 5 mins after the lesson bell **with no valid explanation**
N	Present but out of class	**Student is physically present onsite under alternate supervision from their timetabled class - eg. at the Health Centre, with their Dean, with Learning Support**
J	Explained	Explained and approved absence **from school, not onsite - contact has been made by parents with a valid reason for absence and the dean/SLT has approved this** (Deans only)
M	Illness	**Student is unwell or is medically unable to attend class - they are not onsite, as they have left to go home with a caregiver from the Health Centre or been excused from school by a caregiver due to illness**
T	Truant	Student is present at school but is not physically present in the class for more that the first half of the lesson **and there is no valid explanation for their absence**
E	Explained	Explained absence but not approved **- student has informed teacher of their absence but this has not been approved by the dean/SLT** (Deans only)

Other codes to be used only by the Deans: A, V, Q, D, X, G

Call Script

📞 MENTOR TEACHER ATTENDANCE CALL SCRIPT

Here's a simple phone script for mentor teachers to use when calling home about student attendance:

Purpose: To check in on student attendance and offer support in a caring and non-judgmental way.

1. Greeting & Introduction

Kia ora / Talofa / Hello, this is [Your Name], [Student's Name]'s mentor teacher from [School Name].

How are you today?

2. Reason for the Call

I'm just giving you a quick call because we've noticed that [Student's Name] has been away from school on [mention days or "a few days recently"].

I wanted to check in to see if everything is okay and if there's anything we can do to help get [him/her/them] back on track with attendance.

3. Listen & Respond with Empathy

(Pause and allow the parent/guardian to respond.)

If they share a reason:

Thank you for letting me know. I really appreciate you sharing that with me.

If unsure:

Sometimes there are things happening that make it hard to get to school — we just want to make sure [Student's Name] is okay and supported.

4. Reinforce the Importance of Attendance

As you know, regular attendance is really important for [Student's Name]'s learning and progress. Even a few days away can make it hard to keep up.

5. Offer Support

Is there anything the school can do to help?

For example, transport, uniform, lunch, or someone for [Student's Name] to talk to?

[Do you need to make a referal to the Dean or Health Centre? Include this in Kamar)

6. Close Positively

Thank you so much for your time today. We really value your support.

I'll check in again next week to see how things are going.

Have a great day!

7. Enter notes in Kamar

✅ Key Tips for Teachers

- Keep tone friendly and supportive, not disciplinary.
- Always check if whānau need help or resources.
- Record the outcome of the call IN KAMAR (e.g. reason for absence, agreed actions).
- Follow up with Dean if needed.
- Check contact details are correct

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