

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

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

63% of students attended regularly in 2025 and the target is to lift 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

Procedures/supporting documentation

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 to and actions taken are recorded and 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.

Attendance Management Procedure - Stepped Attendance Response

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

MAC recognises 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:

- ensure students attend every day they are able
- reinforce good attendance habits
- complete the request for leave form for absences over three days
- 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 the attendance of their child.

School Procedures

The principal will appoint staff and delegate duties, so as to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students.

The Attendance Officer (Sally) will support teachers to maintain accurate, up-to-date attendance information.

Classroom and whānau teachers are responsible for recording student attendance to their class each period.

Whānau 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 other attendance issues.

Deans are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. SLT will be kept informed of serious student absence situations.

Parents will receive student attendance data via fortnightly emails from PAROT.

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 Deans and SLT termly to review outcomes and effectiveness of these interventions.

Attached are 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 and/or PAROT. The pastoral care team meets fortnightly.

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 nonattendance.

Day-to-day operations			
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>	Principal	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in the Parent/Caregiver handbook.</p>
Following up on absences daily	<p>Use Kamar to identify all student absences and communicate these to parents</p> <p>Follow up daily with parents any unexplained absences</p>	Administration team (Sally)	Text reminder to be sent by 10:30 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	SLT	
Assess the attendance history of new students	When enrolling, ask to see reports and identify attendance levels.	Enrollment Dean / Year 7 HOLA / SLT	For those students with attendance below 90% ask what barriers have stopped the student from attending and what supports were put in place.
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve other services, consider referral to Attendance Services</p>	Seek more support as needed	Whānau teachers / Deans / SLT	Staff are encouraged to hold hui, document reasons on PAROT, hold hui with parents/caregivers and follow the process.

Students with less than 5 days of absence

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team (Maintain contact details - Mandy)	Follow up on all absences to confirm the reason for absence. - Sally No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Whānau Teacher	Fortnightly Grades and Attendance are sent to students and parents via PAROT
Report regularly to parents on the attendance of their child	providing weekly notes on attendance to parents via email	Whānau Teacher	Fortnightly Grades and Attendance are sent to parents via PAROT

Between 0-4 days of absence, all absences need to be followed up to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the Pastoral Team at their fortnightly meetings.

Students with less than 10 days of 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 an email to the parent. (Template letter in PAROT) Phone contact to be used if this is not the first time the student has met the threshold	Whānau Teacher (Concerns raised with the House Dean at the Tuesday morning meeting).	Record actions taken in Kamer. If there is no action taken due to individual circumstances, record this in PAROT. Follow-up to be within 2 schools days of meeting the threshold.
Support students to catch up on missed learning where required	Identify missed learning objectives and consider notes or activities to bring the student back up to speed	Classroom and Whānau Teachers	Discuss with the student during Manaaki or Tiaki. The student is to follow up with the appropriate subject teachers. Check that no internal assessments are missed. (Yr11-13)
Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pass	Contact the Dean or Guidance Counsellor if barriers are identified that the school could assist with	Whānau Teacher	Parents and student provided access to additional resources.

Between 5-9 days of 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 who 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 circumstances, record this on PAROT.

Students with less than 15 days of absence

Activities	Practice	Responsible Person	Notes & Actions
Contact the parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	House Dean or SLT School leadership,	Record actions taken in Kamar. If there is no action taken due to individual circumstances, record this on PAROT.
Hold a meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange a meeting including parents and the student.	House 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.	House Dean	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 this at the Line Manager meeting with the House DP and Guidance Counsellor	House Dean	

Between 10-14 days of 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 circumstances, record this on PAROT.

Students with greater than 15 days of absence

Activities	Practice	Responsible Person	Notes & Actions
Contact the parent to escalate concerns	Further escalating email (use template)	School leadership	
Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for a meeting, including parents and the student. Consider who will be in attendance.	House DP and Dean	Develop a plan to return the student to regular attendance
Request support from the Attendance Service or other agencies as needed Student raised at the multi-agency meeting	Refer to the Ministry of Education attendance services or other agencies Support access to services and collaborate with specialists	Head of Pastoral Care	Before referral, check that all previous actions, like a support plan, are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return the student to regular attendance
Maintain implementation and monitoring of the support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	House DP and Dean	Support plan in place Continue monitoring Steps taken to reintegrate the student

Over 15 days of absence, investigate the reasons for this absence and refer to House DP. Record all actions taken to address non-attendance.

If there is no action taken due to individual circumstances, record this on PAROT.



Individual Student Attendance activities

Individualised student responses to absence thresholds

