

# Attendance Management Plan

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## Strategic Priorities and Rationale

Regular school attendance is important for students to achieve their educational potential. The Government target is that 80% of students will be regularly attending (90% +) by 2030.

**Our school has a target of lifting regular attendance to 45% and reducing our Chronic Absences to below 20% in Term 1 of 2026.**

The Stepped Attendance Response (STAR) at Tamatea High School supports our mission for our ākonga (students) to “live a successful life in Te Ao Hurihuri (the ever-changing world).

Improving attendance is a key strategic action to help develop ākonga: “confidence, capabilities and citizenship”.

Our strategy is driven by three Annual targets:

1. To increase the rate of regular attendance each term compared to the corresponding term in the previous year (e.g. Term 1 2025 vs Term 1 2024)
2. To reduce Chronic absence - target to be confirmed
3. To reduce the number of unjustified absence codes each term compared to the previous year.

We recognise the importance of regular attendance to help our ākonga achieve their educational potential.

Our attendance procedures ensure ākonga are accounted for during school hours. This allows school staff to identify and respond to ākonga attendance concerns.

We have a stepped attendance response to ensure we are able to identify ākonga and offer appropriate interventions at the thresholds to support ākonga to return to regular attendance.

We have annual targets for ākonga attendance and work with ākonga, parents, whānau, caregivers, and external agencies where necessary to improve our levels of student attendance.

## Roles and responsibilities:

<b>Students</b>	<i>Expected to attend every day, arrive on time, and remain on-site and in class during the school day.</i>
<b>Whānau and Caregivers</b>	<i>Ensure their child/children attends school Inform the school of absences on the day</i>
<b>Subject Teachers</b>	<i>Mark attendance accurately at the beginning of the lesson. Engage ākonga in fulfilling purposeful learning. Provide opportunities for ākonga to make up for missed work. Acknowledge good attendance. Identify concerning patterns of absence: notify Whānau Group Teacher via KAMAR message/Pastoral entry.</i>
<b>Whānau Group Teachers</b>	<i>Mark attendance accurately. Monitor ākonga attendance. Communicate with ākonga, their whānau, subject teachers and Dean Monitor two weeks of WGT Daily report Escalate to Dean if no improvement is made after two weeks of WGT Daily report.</i>
<b>Deans</b>	<i>Monitor weekly ākonga attendance: Dean/WGT hui - Regular Agenda item Whānau hui Develop IEP - Attendance Communicate plan (via email/KAMAR) to WGT &amp; Subject teachers</i>
<b>Attendance Liaison</b>	<i>Prioritise Y9 &amp; Y10 students Track daily data Build positive relationships with whānau Develop IEP attendance in consultation with whānau Van pick up (if part of IEP - attendance) Referral to external agencies - e.g. Truancy services</i>
<b>SLT</b>	<i>Develop and implement a Stepped Attendance Response Plan Lead the attendance strategy ensuring:</i> <ul style="list-style-type: none"> <li><i>all student absence is investigated, responded to and actions taken are recorded and aligned with the thresholds</i></li> <li><i>all students, whānau and staff understand the processes and procedures that support student attendance</i></li> <li><i>report to the board on any trends, barriers to attendance and interventions being used to support student attendance</i></li> </ul> <i>Oversee referrals to external agencies</i>
<b>Board of Trustees</b>	<i>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:</i> <ul style="list-style-type: none"> <li><i>Having a commitment to support students to return to regular attendance</i></li> <li><i>Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students</i></li> <li><i>Recording all absences, and responding accordingly</i></li> <li><i>Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance</i></li> <li><i>Publishing this attendance management plan on the school's website</i></li> </ul>

## Attendance management procedures

<b>Subject teacher</b>	<b>DAILY</b>	<ul style="list-style-type: none"> <li>Accurately mark the roll <b>within the first 10 minutes</b> of every class</li> </ul>
	<b>WEEKLY</b>	<ul style="list-style-type: none"> <li>Notify WGT of any concerns, patterns and/or trend developing via KAMAR message/Pastoral entry</li> </ul>
<b>Whānau Group Teacher</b>	<b>DAILY</b>	<ul style="list-style-type: none"> <li>Accurately mark the roll in Whānau Group time</li> </ul>
	<b>WEEKLY</b>	<ul style="list-style-type: none"> <li>All individual missed periods need to be followed up within three days: <ul style="list-style-type: none"> <li>Contact whānau</li> <li>Staff: <ul style="list-style-type: none"> <li>Subject teacher</li> <li>In-school appointments</li> </ul> </li> </ul> </li> <li>All full day absences followed up with whānau within 3 days.</li> <li>Monitor WGT Daily report for two weeks when ākonga escalated to YELLOW - 5-10 days absent <ul style="list-style-type: none"> <li>Contact whānau to inform daily report commenced</li> <li>Weekly report communicated to whānau end of weeks 1 &amp; 2</li> <li>Improvement made - cease</li> <li>No improvement - Letter sent, escalate to Dean</li> <li>Ākonga escalated to ORANGE (if necessary)</li> </ul> </li> </ul>
	<b>REGULARLY</b>	<ul style="list-style-type: none"> <li>Contact home celebrating 90+% attendance</li> <li>KAMAR Pastoral entry</li> </ul>
<b>Dean</b>	<b>DAILY</b>	<ul style="list-style-type: none"> <li>Monitor flagged students and intervene immediately: <ul style="list-style-type: none"> <li>Whānau hui</li> <li>IEP (Attendance) developed <ul style="list-style-type: none"> <li>Identify barriers/patterns/trends</li> <li>Inform Subject teachers &amp; WGT</li> </ul> </li> <li>Deans Daily report (two weeks) <ul style="list-style-type: none"> <li>Weekly report emailed to whānau</li> </ul> </li> <li>KAMAR Pastoral entry</li> </ul> </li> </ul>
	<b>WEEKLY/ FORTNIGHTLY</b>	<ul style="list-style-type: none"> <li>Review House attendance data</li> <li>Support WGT</li> <li>Celebrate 90+% attendance at Dean's House Hui</li> </ul>
<b>SLT</b>	<b>DAILY</b>	<ul style="list-style-type: none"> <li>Support roll compliance</li> </ul>
	<b>FORTNIGHTLY</b>	<ul style="list-style-type: none"> <li>Deans Hui Agenda item - tracking/monitoring progress and attendance data</li> <li>Lead responses to chronic absence <ul style="list-style-type: none"> <li>Discuss referral to Attendance Lead</li> </ul> </li> </ul>
<b>Attendance Liaison</b>	<b>DAILY</b>	<ul style="list-style-type: none"> <li>Track ākonga attendance and flag concerning trends</li> <li>Contact whānau for unexplained absences - KAMAR text 11am (absent P1 &amp; 2)</li> </ul>
	<b>FORTNIGHTLY</b>	<ul style="list-style-type: none"> <li>Attend Deans Hui - prepare and provide Attendance data for discussion and intervention planning</li> </ul>
	<b>REGULARLY</b>	<ul style="list-style-type: none"> <li>IEP (Attendance) developed and monitored as necessary</li> <li>Conduct home visits and escalate concerns to external agencies e.g. truancy services</li> <li>Support SLT with reporting and data management</li> </ul>

## Attendance Thresholds and Responses

THRESHOLDS	RESPONSES
<b>GOOD - GREEN ZONE ≥ 90%</b>  <b>Goal - To maintain and reinforce regular attendance patterns.</b>	<i>WGT affirms attendance</i> <i>Teacher celebrates</i> <i>Minimal intervention required</i> <i>Communication home:</i> <i>Message 1: <a href="#">Setting Expectations</a></i> <i>Message 2: <a href="#">Student absence (day-to-day)</a></i> <i>Message 3: <a href="#">Attendance updates for students</a></i> <i>Message 4: <a href="#">Regular attendance reporting for parents</a></i>
<b>WORRYING - YELLOW ZONE 80-89%</b>  <b>Goal - To restore student's attendance to above 90%</b>	<i>WGT contact Whānau</i> <i>WGT Daily report for two weeks</i> <i>Communication home:</i> <i><a href="#">Message 5: First formal notification</a></i>
<b>CONCERNING - ORANGE ZONE 70-79%</b>  <b>Goal - to re-engage students and increase attendance.</b>	<i>Dean contact whānau, whānau hui</i> <i>IEP (Attendance) developed in consultation with whānau</i> <i>Dean's Daily report for two weeks</i> <i>Collaborate with Attendance Lead (prioritise Y9 &amp; Y10)</i> <i>Communication home</i> <i><a href="#">Message 6: Escalated formal notification</a></i>
<b>SERIOUS CONCERN - RED ZONE &lt;70%</b>  <b>Goal - Intensive intervention to overcome complex barriers.</b>	<i>Attendance Lead contact whānau</i> <i>Home visit (if necessary)</i> <i>IEP (Attendance) developed in consultation with whānau</i> <i>Liaise with SLT</i> <i>Referral to Truancy Services</i> <i>Referral to external agencies (where necessary)</i> <i>Communication home:</i> <i><a href="#">Message 7: Warning notice</a></i>

## ATTENDANCE MANAGEMENT PLAN: FLOW DIAGRAM

	<b>GOOD</b> Green: 90%+ attendance (1-5 days absent per term)	<b>WORRYING</b> Yellow: 80-89% attendance (5-10 days absent per term)	<b>CONCERNING</b> Orange: 70-79% attendance (10-15 days absent per term)	<b>SERIOUS CONCERN</b> Red: Less than 70% (15+ days absent per term)
Step 1	<b>DAILY: Subject teacher</b> MARKS ROLL	→	→	→
Step 2	<b>DAILY: WGT MARKS ROLL</b> Follow up all absences MISSED CLASSES - Check with subject teachers In school appointments FULL DAY ABSENCE - Contact home within three days	→	→	→
Step 3	<b>DAILY: 11am</b> KAMAR text sent to all recorded P1 & 2 absence	→	→	→
Step 4	<b>WEEKLY: 6pm Friday</b> , email sent to whānau of any unjustified absences	→	→	→
Step 5		<b>WGT Daily report (DR) 2 weeks</b> - Contact home - Weekly report sent home end of weeks 1 & 2 - KAMAR Pastoral entry - Improvement made - cease report - No improvement - escalate to concerning - KAMAR Letter sent		
Step 6			<b>DEANS</b> - tabled at Deans hui - Discuss & plan further interventions: IEP/DR - Contact Whānau- arrange hui - IEP (Attendance) developed	
Step 7			<b>ATTENDANCE LEAD</b> - Prioritise Y9 & 10 ākonga - Whānau hui - IEP (Attendance) developed	
Step 8			-	<b>ATTENDANCE LEAD</b> - Whānau hui - Truancy service/External agency referral: RTLB/MOE LS/CAFS/CDS etc.

**KEY:** IEP Attendance - Individual Education Plan - Attendance focus

DR - Daily Report

# Tamatea High School - Summary of our Attendance Management Plan

In line with the government's target of 80% of students regularly attending school by 2030:

Our school has a target of:	We're currently at:
<div style="font-size: 48pt; font-weight: bold;">%</div> <div style="border-bottom: 2px solid black; width: 100px; margin: 0 auto;"></div>	<div style="font-size: 48pt; font-weight: bold;">%</div> <div style="border-bottom: 2px solid black; width: 100px; margin: 0 auto;"></div>

This target is set out in our school's **Strategic Plan/Annual Implementation Plan**.

Our **Attendance Policy** sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

Our **Attendance Procedures** set out

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences

Our school's **monitoring and assurance process** sets out

- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

NB: Regular attendance means attending more than 90% of a term, or nine days in a fortnight.

Our school uses the [Stepped Attendance Response \(STAR\)](#) to guide when and how we respond to absences.



If your child is regularly attending, you can expect	If your child has some absences, you can expect	If your child has many absences, you can expect	If your child has a lot of absences, you can expect
<p>We will stay in regular contact with you about your child's attendance.</p> <p>We will follow up to find out the reason when they aren't at school.</p>	<p>We will work with you to identify any barriers to attendance.</p> <p>We may provide support to help them catch up and stay on track.</p>	<p>We will work with you to develop a plan to support their attendance and learning.</p> <p>We may seek support of the Attendance Service or other agencies to remove barriers to attendance.</p>	<p>We will continue to work with you to implement the plan to support their attendance and learning.</p> <p>We will seek support from the Attendance Service or other agencies to support their return to school.</p>



## ATTENDANCE CODE GUIDE

Code Group	Sub-group	Code	Examples
<b>Present</b>	<b>On-site</b>	P - Present	In class and present
		L - Late to class	Late to class and present
		V - unsupervised exam study	Unsupervised exam study (ON-SITE)
		N - present but out of class	<ul style="list-style-type: none"> <li>• Internal appointment</li> <li>• On-site school-based activity e.g. cultural/sporting event like Sports Day</li> <li>• Temporary removal from class</li> <li>• Amokura meeting</li> <li>• Time in sickbay</li> </ul>
	<b>Off-site</b>	D - Approved external appointment	If a student cannot attend an appointment out of hours e.g. <ul style="list-style-type: none"> <li>• Medical appointments (doctor, dentist)</li> <li>• Specialist appointments</li> <li>• Appointments with other professionals (e.g. counsellor, social worker)</li> </ul>
		Q - Board approved off-site learning	<ul style="list-style-type: none"> <li>• Tangihanga/Marae duties</li> <li>• Cultural/Arts/Sports Event</li> <li>• Study leave</li> <li>• Performing/participating in approved regional, or national events</li> <li>• School-approved wellbeing or flexible learning plans = Q on days off</li> <li>• Individual Education Plan (IEP) off-site programme</li> <li>• One-off family or transport-related situations (e.g. farm work, bus breakdown WITH online learning)</li> <li>• Attending work placement or Gateway placement</li> <li>• Driving licence test</li> <li>• Rostering home for group or year levels. NOTE: work needs to be available</li> </ul>
		A - Alternative provision	<ul style="list-style-type: none"> <li>• Students present at:               <ul style="list-style-type: none"> <li>◦ Alternative Education</li> <li>◦ Teen Parent Unit</li> <li>◦ Secondary Tertiary Partnership (STP) program - Trades</li> <li>◦ Health School</li> </ul> </li> </ul>
<b>Absent</b>	<b>Justified Absences</b>	M - Illness/Medical absence	<ul style="list-style-type: none"> <li>• Absent due to illness (includes health-related e.g. anxiety)</li> </ul>
		J - Explained and approved	<ul style="list-style-type: none"> <li>• Whānau arrangement</li> <li>• Overseas holiday (no work or commitment to work)</li> </ul>
		U - Stood down or suspended	<ul style="list-style-type: none"> <li>• Stood down or suspended</li> </ul>
	<b>Exam Leave</b>	X - Exam leave	<ul style="list-style-type: none"> <li>• Study leave off-site (not included in MOE attendance calculations)</li> </ul>
	<b>Unjustified Absences</b>	T - Truant	<ul style="list-style-type: none"> <li>• Student is absent without explanation</li> </ul>
		E - Explained but not approved	<ul style="list-style-type: none"> <li>• Absent without justifiable reason e.g.               <ul style="list-style-type: none"> <li>◦ Didn't come to school to avoid sports day</li> <li>◦ Went to watch siblings school production</li> </ul> </li> </ul>
		G - Holiday during term time	<ul style="list-style-type: none"> <li>• Holiday taken. Student refuses to commit to study or learning programme</li> </ul>
		? - Unknown reason	<ul style="list-style-type: none"> <li>• This is a TEMPORARY code. Updated once a reason is specified.</li> </ul>





## SCHOOL STEPPED ATTENDANCE RESPONSE ACTIVITIES

What follows 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 3 school days) and arrange a meeting for as soon as possible. The Deans team meet fortnightly after school on Thursdays. For any attendance data related questions please contact: **[Attendance lead name] - Attendance Lead.**

<b>TAMATEA HIGH SCHOOL ATTENDANCE MANAGEMENT PLAN</b> <b>GOOD - For students with up to 5 days absence in a school term - 90%+ attendance</b> <b>GOAL - to maintain and reinforce regular attendance patterns.</b>			
Activities	Practice - What we do	Notes & Actions	Who is responsible?
Maintain contact details  Communicate with parents/whānau/ caregivers	Check contact details at Hui Whāinga  STAR plan  Identify all student absences  Communicate these to whānau	Kanohi ki te kanohi  Publish on website, Staff & Student handbook, Skool Loop Follow up all absences to confirm reason for absence (within 3 days)	WGT/KAMAR/Admin
Provide ākonga with regular updates on their own attendance	WGT check in at Whānau group time  KAMAR portal - student/whānau access	Accurate marking of daily roll  Update unjustified absence/ attendance codes for each student	ST/WGT  WGT
Report regularly to whānau/caregiver on attendance of their child	Weekly email - unjustified absences	KAMAR email notifying of unjustified absences	Admin/KAMAR
Celebrate success	Celebrate high and or improved attendance	Public recognition PRIDE draw	WGT PRIDE slip/Deans House hui/ Hui-ā-kura
<b>Between 0-4 days absence - all absences need to be followed up to ensure correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the Deans team at their weekly meetings.</b>			

## TAMATEA HIGH SCHOOL ATTENDANCE MANAGEMENT PLAN

**WORRYING - For students with up to 10 days absence in a school term - 80-89% attendance**

**GOAL - to restore student's attendance to above 90%.**

Activities	What we do:	Notes & Actions	Who is responsible?
Contact parents to discuss reasons for absence and impact on learning	Subject teacher flag to WGT Contact home	KAMAR message  Phone call 1st KAMAR Letter sent KAMAR Pastoral entry	ST  WGT
Closely monitor attendance	Daily report	WGT Daily report - two weeks	WGT
Report regularly to whānau/caregiver on attendance of their child	Contact home: email WGT flag to Dean	Daily report progress emailed to whānau at the end of each week  Flag at Dean/WGT hui	WGT
Support students to catch up on missed learning where required	Identify missed learning objectives, notes or activities to bring student back up to speed i.e. catch up work for homework	Discuss with student in Whānau group time - <b>student to follow up</b> with subject teachers  Check no internal assessments missed - easttle/NCEA  Access to Google Classroom	WGT/Student/ST
Identify barriers to learning/attendance Consider internal referrals	Consult with Pastoral Lead/Dean	Whānau/Parents/caregiver notified Access to remove barriers e.g. uniform pass, counsellor/PHN referral	WGT

**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.**

## TAMATEA HIGH SCHOOL ATTENDANCE MANAGEMENT PLAN

**CONCERNING** - For students with up to 15 days absence in a school term - 70-79% attendance

**GOAL** - to re-engage students and increase attendance.

Activities	What we do:	Notes & Actions	Who is responsible?
Contact parent/whānau/caregiver to escalate concerns	Arrange whānau hui	Record actions taken in KAMAR  Consider who is needed at this hui	Dean/Attendance Lead
Develop and implement a support plan tailored to the reasons and circumstances around the ākonga absence	IEP - Attendance  Identify and analyse reasons for absence	Take action quickly where expectations aren't being met  Hold everyone accountable for their part in the plan	Dean/Attendance Lead
Use in-school resources as appropriate to remove barriers and request support as needed	Discuss with Pastoral team - WGT/Dean/Pastoral Lead/Attendance Lead/SLT What further supports are available or needed?	Regular agenda item at Deans fortnightly hui	Dean/Attendance Lead
<b>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.</b>			

## TAMATEA HIGH SCHOOL ATTENDANCE MANAGEMENT PLAN

**SERIOUS CONCERN - For students with up to 15 or more days absence in a school term - LESS THAN 70% attendance**

**GOAL - Intensive intervention to overcome complex barriers.**

Activities:	What we do:	Notes & Actions:	Who is responsible?
Contact parent/whānau/caregiver to escalate concerns	Phone call/Email/Letter		Attendance Lead
Hold a hui with whānau/parent/ caregiver and ākonga to discuss and analyse reasons for absence.	Arrange hui Invite necessary participants (external agencies involved)	Kanohi ki te kanohi - face to face	Attendance Lead
Request support from Attendance services or other agencies as needed  Consider/participate in multi-agency response	Referral to Truancy services or other appropriate agencies	Before referral check: <ul style="list-style-type: none"> <li>- All previous actions like support plan are in place</li> <li>- Resources and supports will continue to be provided as appropriate</li> <li>- Reintegration plan in place to return student to regular attendance</li> </ul>	Pastoral Care team decision
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan  Take action quickly where expectations aren't being met.	Support plan in place  Continue monitoring  Steps taken to reintegrate student	Attendance Lead/Dean/Pastoral Lead/WGT

**Over 15 days absence, investigate reasons for this absence and refer to Attendance Lead for further actions. Record all actions taken to address non-attendance.**

# APPENDIX

## Legal Obligation

### 36 Students of registered schools required to attend whenever schools are open

- 1) Except as provided in this Act, a student is required to attend a registered school whenever it is open if the student -
  - a) is required to be enrolled at a registered school
  - b) is aged 5 years and is enrolled at a registered school
- 2) A board or sponsor must take all reasonable steps to ensure that the school's students attend the school when it is open.
- 3) For the purposes of this section, a student attends school on any day if, on the day -
  - a) it has been open for instruction for 4 hours or more; and
  - b) the student has been present for 4 hours or more when it is open for instruction

## Education and Training Act 2020

### Education Attendance rules

#### **Tamatea High School Mahere Rautaki - Strategic Plan**

#### **Annual Implementation Plan**

#### **Attendance policy**

Public access to our school Attendance policy is located on the school website, under the Pārongo - Info tab, under 'Kaupapa Here'

#### [School Docs](#)

#### **Resources:**

Templates:

- Communication home: currently located in SLT Shared Drive
  - Message 1: Setting Expectations
  - Message 2: Student Absence (day-to-day)
  - Message 3: Attendance updates for students
  - Message 4: Regular attendance reporting for parents
  - Message 5: First Formal notification
  - Message 6: Escalated formal notification
  - Message 7: Warning notice
- Individual Education Plan - Attendance

## **Board of Trustees Approval**

<b>Effective date:</b>	<i>Date:</i>	<b>Review date:</b>	<i>Date:</i>
<b>Approval:</b>	<i>Date:</i>  <i>Board Chair signature:</i>	<b>Published on:</b>	<u><a href="http://www.tamatea.school.nz">www.tamatea.school.nz</a></u>  <i>Date published:</i>