



## Attendance Management Plan

### 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.

Regular Attendance 2025 (defined as present over 90% of the time)

Term	% 2025	% 2024	Target 2026	
1	77%	75%	80%	Slight Improvement over 2024
2	66%	61%	70%	Slight Improvement over 2024 Winter Illness a feature
3	54%	57%	70%	Very high levels of student and staff sickness reported this term
4	68%	53%	80%	Notable Improvement from 2024

### 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 that student absence is investigated, responded too and actions taken recorded 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.

### Procedures/supporting documentation

**Attendance management Procedure - Stepped Attendance Response - 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, including lateness, barriers to attendance, and areas of concern for the board's consideration.



## 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 an external agency, where necessary to improve our levels of student attendance.

### Parent/Whanau responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- 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 and lateness.
- 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 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.

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

Pastoral class 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 other attendance issues.

Learning 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 can view student attendance data via HERO.

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

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 on HERO (attendance Interventions).



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### 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 non-attendance. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible.

Pastoral care team meets every 2 weeks on Thursday.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Kaiako are responsible for monitoring the attendance of their tamariki and promoting the importance of regular attendance with whānau and ākonga.</p> <ul style="list-style-type: none"> <li>Communications with parents around the importance of attendance – opportunities throughout the school year to do this e.g., welcome packs, newsletters, open days etc</li> <li>Every School Day is a Big Day messaging.</li> </ul>	<p>Kaiako Principal BoT</p>	<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 school website.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p>	Administration team	Text based reminder to be sent from 9.30 am and afternoon as required 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	
<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	SLT	Staff are encouraged to escalate issues according to these procedures.



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Students with 90-100%			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team	Follow-up all absences to confirm reason for absence.  No action taken
Report regularly to parents on attendance of their child	providing attendance information to parents via HERO	N/A	Attendance visible on students HERO page
<b>All absences need to be followed up to ensure the correct code is recorded against the absence.</b>			
Students with 80-90% Attendance			
Activities	Practice	Responsible Person	Notes & Actions
Pastoral care contact to whānau	Discuss at Syndicate meeting.  Phone or email contact:  Template: <i>We are contacting you regarding <b>child's name</b> and their attendance this term. Their attendance is .... What can we do to support <b>child's name</b> and your whānau to be at school? If they are regularly unwell, would you like some materials at home for your child to do if they are feeling well enough?</i>	Kaiako  (Any concerns of next steps discussion options with Year Level Co-ordinator and SENCo)	Record contact with whānau in HERO (attendance interventions) and as required on the Pastoral Care Register.
Communicate with whānau	Send twice-termly emails with exact attendance percentage to whānau  [Child's Name]'s current attendance/attendance to date is [insert %]%. Regular attendance plays a big part in supporting your child's learning, progress, and sense of belonging in our classroom.  We understand that some absences may be due to illness or other circumstances. If [Child's Name] has been unwell or there are ongoing reasons for their absence, please let us know so we can work together to provide support. Our aim is to help [Child's Name] continue to thrive in both their learning and wellbeing.	Kaiako	Record contact with whānau in HERO



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	If you'd like to discuss this further, please get in touch with me .  Ngā mihi nui, [Your Name]		
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	Kaiako	
Use in-school resources as appropriate to  Remove barriers e.g. Mana Ake	Contact SLT/SENCo if barriers identified that the school could assist with	Kaiako SLT	Parents and student provided access to additional resources. Consider pastoral reasons for absences - case by case basis.
<b>Record all actions taken to address non-attendance.</b> <b>For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.</b> <b>If there is no action taken due to individual circumstance- record this on HERO - Pastoral Care</b>			



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Heaton Normal Intermediate**

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<b>Students with less than 70 - 80%</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to share concerns	Further contact with parent Email and/or phone call as required for escalation. Could result in communication from the principal.	Kaiako SLT	Record actions taken in HERO and in the Pastoral Care Register.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Kaiako Learning Leader	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.	Kaiako Whānau	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support as needed	Discuss with SLT what further supports are available	Kaiako SLT	
<b>Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this on HERO - Pastoral Care.</b>			
<b>Students with less than 70%</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to escalate concerns	Email from Principal	Principal SLT	
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.	Kaiako SLT SEnCo	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed	Refer to Ministry of Education attendance services or other agencies	Principal SLT	Before referral check all previous actions like support plan are in place.
Participate in multi-agency response	Support access to services and collaborating with specialists	SEnCo	Resources and supports will continue to be provided as appropriate



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			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	Kaiako Whānau SLT	Support plan in place Continue monitoring Steps taken to reintegrate student
<p><b>Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance, record this in HERO - Pastoral Care.</b></p>			



# Stepped Attendance Response – STAR

Responding to all absence



The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



## Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a school term	15 days or more of absence in a school term
<b>Parents/Guardians</b> <ul style="list-style-type: none"> <li>Ensure student attends every day they are able</li> <li>Reinforce good attendance habits</li> <li>Support other parents to reinforce good attendance habits</li> <li>Open communication with school</li> <li>Follow school attendance management plan and associated policies and processes</li> </ul>	<b>Parents/Guardians</b> <ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Contact school to discuss reasons for absence and impact on learning</li> <li>Support student to catch up on missed learning</li> <li>Engage in supports offered</li> </ul>	<b>Parents/Guardians</b> <ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan</li> <li>Implement strategies at home</li> </ul>	<b>Parents/Guardians</b> <ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Engage in support plan</li> <li>Participate in regular meetings</li> </ul>
<b>Schools</b> <ul style="list-style-type: none"> <li>Communicate with parents about every absence</li> <li>Maintain contact details of parents</li> <li>Provide student with regular updates on their own attendance</li> <li>Report regularly to parents on attendance of their child</li> <li>Support student:               <ul style="list-style-type: none"> <li>attending school</li> <li>to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate</li> <li>to access other education pathways where appropriate</li> </ul> </li> </ul>	<b>Schools</b> <ul style="list-style-type: none"> <li>Contact parents to discuss reasons for absence and impact on learning</li> <li>Support student to catch up missed learning where required</li> <li>Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L</li> </ul>	<b>Schools</b> <ul style="list-style-type: none"> <li>Contact parents to escalate concerns</li> <li>Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</li> <li>Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed</li> </ul>	<b>Schools</b> <ul style="list-style-type: none"> <li>Contact parents to inform of escalated response</li> <li>Request support from Attendance Service or other agencies as needed</li> <li>Participate in multi-agency response</li> <li>Maintain implementation and monitoring of support plan</li> <li>Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up</li> <li>Unenroll if student will not be returning to school</li> </ul>
<b>Ministry of Education</b> <p><b>Attendance Service</b></p> <ul style="list-style-type: none"> <li>Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:               <ul style="list-style-type: none"> <li>agreeing changes to be made,</li> <li>addressing some unmet basic needs impacting on attendance, and</li> <li>referring students to other services as necessary</li> </ul> </li> <li>Collaborate with schools so that               <ul style="list-style-type: none"> <li>they remain engaged as plans are developed and implemented, and</li> <li>they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn</li> </ul> </li> </ul>		<b>Regional and National teams</b> <ul style="list-style-type: none"> <li>Facilitate involvement of other agencies</li> <li>Support schools to access other education pathways for a student where appropriate</li> <li>Consider system-wide initiatives for high-risk attendance</li> <li>Reprioritise regional support resources to where most needed/effective</li> <li>Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>	

Stepped Attendance Response – STAR: Responding to all absence

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