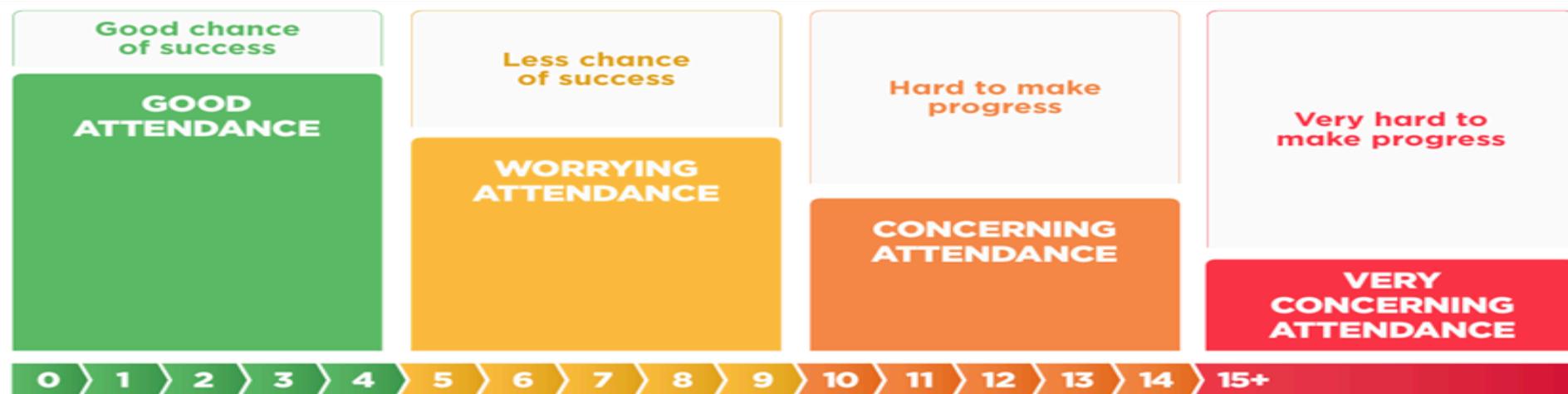


Attendance Management Plan -Northland School

The Government's target is 80% of students attending school regularly by the end of 2030. Our school is approaching the target of 80% regular attendance.

At Northland School in Term 4, 2025, 77% of children were regularly attending school.	Our school has the target of 90% of children regularly attending school by Term 4, 2026.
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[1] "Regular attendance" means attending more than 90% of a term, or 9 days in a fortnight

At Northland School, we believe that regular attendance is crucial for ākongā success and well-being. We value the strong partnership we share and will work with you to ensure all children are set up for success.

Every day matters, as consistent presence at school supports learning, social development, and overall achievement. It is a legal requirement that children aged 6-16 years attend school regularly.

While the Government’s national target is for 80% of students to attend regularly (attending 90% of the term), we want to aim higher for our community.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> Ensure the child attends every day they are able to Reinforce good attendance habits Support other whānau to reinforce good attendance habits Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> Return the child to regular attendance Attendance letter received Contact school to discuss reasons for absence and impact on learning Support the child to catch up on missed learning Engage in supports offered 	<ul style="list-style-type: none"> Return the child to regular attendance Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan Implement strategies at home 	<ul style="list-style-type: none"> Return the child to regular attendance Engage in improvement and support plan Participate in regular meetings
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> Communicate with whānau about every absence Maintain contact details of all parents Provide students with regular updates on their own attendance Report regularly to whānau on attendance of students 	<ul style="list-style-type: none"> Contact parents to discuss reasons for absence and impact on learning Support child to catch up missed learning where required Use in-school resources as appropriate to remove barriers, eg: check ins, variation in timetable, PB4L, counselor. Attendance letter sent to family 	<ul style="list-style-type: none"> Contact parents to escalate concerns Hold meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a support plan tailored to the reasons and circumstances Daily check in with the child Attendance letter sent to the family 	<ul style="list-style-type: none"> Contact parents to inform of escalated response Request support from Attendance Service or other agencies as needed Participate and support multi-agency responses. Maintain and monitor implementation plan

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Board responsibilities

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

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

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education \(School Attendance\) Regulations 2024](#)

Reviewed: December 2025

Next review: July 2026

Attendance Management Procedure- Stepped Attendance Response

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made, is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance.

While we will also focus on the other two categories, a greater shift can be made focusing with whānau on the tamariki with Worrying/Irregular Attendance.

Parent/Whanau responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- Notify the kura as soon as possible if their tamaiti is going to be late or absent. This can be done through HERO or email.
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

School responsibilities

Our school has procedures to record and monitor attendance, and to identify and follow up with concerns. We share attendance expectations with tamariki and whānau. Staff are responsible for reminding our community of these expectations.

School Procedures

Tumuaki Responsibilities

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

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.

Students will be identified at the thresholds of the attendance steps. 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

Kaiako Responsibilities

1. Roll to be taken by the Class Teacher **BEFORE** 9.00am.
2. Any child who arrives late to school is to report to the Office (Tari) to register that they are late on HERO.
3. Should a child arrive in class after the register has been taken, ask if they have reported to the Office (Tari). If they haven't, they **MUST** report to the Office (Tari)
4. Afternoon roll must be taken **BEFORE** 1.30pm.

5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance in HERO to inform the Office.

Tari Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on HERO from 9.05am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - a. a text, telephone call or HERO post is sent out to all children who are marked with an ?
 - b. When replies are received, the Office Manager updates the absence with the appropriate code.
 - c. If no reply is received by 10.00am, the child is marked as Truant.
4. The Office Manager will check the afternoon roll from 1.30pm.

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 student management system, HERO

Appendix 1

Partnership with parents responding to attendance

The following outlines our response with the focus on working in partnership with parents and referring to STAR to guide further actions beyond Stage 2. (STAR - Stepped Attendance Response will be referred to)

<p>Worrying Attendance</p> <p>Classroom Teacher</p>	<ul style="list-style-type: none"> ● Use the attendance report for the student to identify the number of medical/ late and unjustified absences are marked. ● Talk with colleagues as there may be some other information or factors that they may be aware of. ● Raising the awareness of the family that you are concerned about the pattern of attendance and perhaps there is some support that we can access. ● The goal is to remind the family that we have targets to ensure we are all raising student attendance together. The importance of being present to participate in learning.
<p>Worrying/ Concerning attendance</p> <p>Classroom Teacher and SLT support</p>	<ul style="list-style-type: none"> ● If there are more than 5 days of unjustified attendance or a pattern of consistent justified attendance where no mitigating circumstances are present. ● DPs consider either requesting a formal meeting with the parents/ family whānau and/or sending a letter noting the concern. ● The purpose of this meeting is to identify what is causing the consistent non-attendance; strategies to support attendance; how the plan is to be monitored; a communications plan so that all parties remain informed and timelines. ● There are regular reviews on how the student’s attendance is progressing with strategies adjusted.
<p>Concerning/ Very concerning attendance</p> <p>SLT</p>	<ul style="list-style-type: none"> ● Continued non-attendance and condoned absence from school. ● The family would meet with the SLT including the principal. They would be informed of the legal requirements as set out above. ● Due to the seriousness of the non-attendance the school is formally initialising a set of strategies that include: Daily check in with a member of SLT at 8.40am or a time as agreed. ● When the child is medically away for 3 days, evidence of a medical visit may be asked for. ● A thorough review of previous strategies as some may require school resourcing if available to make quicker progress. ● At the end of the meeting the family would receive a Tier 2 letter which would inform them of the legal consequences of non-compliance.