

Attendance Management Plan for 2026-2028

Strategic Priorities

Statement of desired outcome: To ensure that every ākonga thrives and achieves excellence by implementing a robust, data-informed system of differentiated support that ensures equity in attendance.

Current State: Attendance data (Everyday Matters report, KAMAR) is used to identify students in need of assistance. Whānau Heads work with this data, and a Whānau Support Worker is assigned to the Guidance team for chronic attenders.

Target: Implement effective data gathering, analysis, and monitoring to challenge inequities (Focus Area 1 of Strategic Plan).

Responsibilities

Board: Legally responsible for ensuring students attend when the school is open. They must verify processes are in place to support students returning to school, use data-based thresholds (Stepped Attendance Response), and identify barriers. The Board receives termly reports on trends and concerns.

Principal: Responsible for developing and implementing the Stepped Attendance Response (STAR), ensuring absences are investigated, and reporting trends to the Board. Must ensure staff, whānau, and students understand these procedures.

Parents / Whānau: Expected to ensure students attend every day they are able, reinforce good habits, maintain open communication with the school, and follow the school's attendance procedures.

School: Must communicate attendance expectations clearly throughout the year. Responsible for monitoring attendance, reporting updates to students and parents, and explaining steps taken when absences occur.

Reporting

Parents receive attendance data via weekly emails, the parent portal, or termly updates. Whānau Heads receive weekly printouts from Student Services, and fortnightly lists of students of concern from the data coordinator.

Below is the NNC stepped response for individual student absence, integrating specific NNC roles and the Hauora commitment to holistic wellbeing.

Day-to-Day Operations

Activity	Responsible Person	Actions
Recording Data	Classroom Teacher	Mark roll electronically in KAMAR within 10 minutes of the period starting. Must be absolutely accurate and not done from memory
Managing Lateness	Teacher / Student Services	<ul style="list-style-type: none"> • Before 9:00 am: Teacher marks 'L' without sending student to Student Services. • After 9:00 am (Period 1): Student must sign in at Student Services who mark the roll • Other Periods: Mark 'L' and record minutes lost (e.g., "P2 15 mins late").
Daily Contact	Student Services	At 9:30 am, start texting or phoning parents of absent students. Priority: 1) Requested immediate contact, 2) Years 9-10, 3) Years 11-13.

Early Intervention (Incidental / Short-term Absence)

Activity	Responsible Person	Actions
Daily Follow-up	Learning Advisor	Check all periods missed from the previous day. Change codes (e.g., from 'T' to 'E') if notes are received.
Request Explanation	Learning Advisor	Push for notes from home for unexplained absences. If a student is absent for two consecutive periods, check with the Teacher or KAMAR.
Wellbeing Check	Pastoral Team	Identify if barriers exist (e.g., uniform, transport). Utilise the "Mana Tangata" or "Pasifika Empower" programmes to challenge inequities if engagement is dropping.

Escalation (Pattern Developing / 2+ Days Unexplained)

Activity	Responsible Person	Actions
Contact Home	Learning Advisor / Subject Teacher	Phone call home required after: <ul style="list-style-type: none"> • Two days of unexplained absence • Three unexplained missed periods
In-School Consequence	Learning Advisor / Subject Teacher	Place student on an Attendance Contract Issue consequences such as catch-up sessions or Homework Centre.
Escalate to Leadership	LAR / Whānau Head	Refer to Whānau Head or if student is absent for more than three days without explanation, or if truancy continues despite LAR intervention.

STAR: Yellow Irregular Attendance between 80-90%

Activity	Responsible Person	Actions
Whānau Meeting	Whānau Head	Contact family to set up a meeting. Issue Whānau Heads' Contract Send attendance letter via email generated via KAMAR.
Student Support	Whānau Head	Identify missed learning and consider actions to catch up on missed work
Wellbeing Check	Guidance Team	Referral form to Guidance team completed, consider supports such as bus passes, uniform, nurse, social worker, etc.
Learning Check	Learning Support	Referral form to Learning Support team completed.
Escalate to Leadership	Whānau Head	Register concerns with the appropriate SLT member, discuss further strategies.

STAR: Orange Moderate Attendance between 70-80%

Activity	Responsible Person	Actions
Whānau Contact	SLT	Contact family to set up a meeting. Send first formal attendance letter
External Referral	Student Services	Refer to AWHI Attendance Service

STAR: Red Chronic Attendance below 70%

Activity	Responsible Person	Actions
Whānau Contact	Principal	Contact family to set up a meeting. Send second formal attendance letter
External Referral	Student Services	Refer to Attendance Service Refer to Attendance services: Non-Enrolled Truancy Service
Specialist Support	Social Worker / Guidance	Social Worker supports students referred to NENS or those with complex family circumstances. Whānau Support Worker assigned to Guidance team works specifically with chronic attenders
Reintegration	SLT / Pastoral Team	Support the re-entry of students.

This plan helps meet the Hauora goal of ensuring "every student thrives by providing tailored interventions". The Pastoral Team and Senior Leadership Team (SLT) will evaluate attendance patterns and the effectiveness of these interventions on a termly basis.