

# Attendance Management Plan for Holy Family School

## 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.

Our school currently has 85% regular attendance and a target of lifting regular attendance to 90% 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

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 are recorded and aligned with the thresholds
- ensure all students, 'aiga, 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 (STAR)- see below**

## Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting.

## Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance Rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: November 2025

Next review: November 2028

# 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
- 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.

Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate, up-to-date attendance information.

Classroom/ tutor/ Ako teachers are responsible for recording student attendance to their class every half day.

Form/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, and other attendance issues.

Syndicate 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 will receive student attendance data via weekly emails/ parent portal/ termly updates.

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 in Kamer. The pastoral care team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact Penny Brown.

## 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 a meeting for as soon as possible.

Any attendance data-related questions, please contact Sue Goodin - Principal. For all other Attendance queries, please contact the office.

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>	<p>Class teacher</p> <p>Principal</p> <p>School board</p>	<p>Termly attendance features, including updates on data in newsletters.</p> <p>Expectations and guidance for parents are published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance are included in the enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up on 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 on any unexplained absences</p>	Administration team	Message or phone call to 'aiga for any unexplained absences.
Minimise disruptions to the school day and week	School boards and school staff prioritise school hours to be for learning	All staff	
<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	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures.

### Students with less than 5 days absence

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 the reason for absence.
Provide 'aiga with regular updates on their child's attendance	Provide regular discussion with 'aiga	Class teacher	Updates sent to students and parents when necessary

**Between 2-6 days absence all absences need to be followed up to ensure the correct code is recorded against the absence.**

### Students with less than 10 days 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 a message to the parent  Phone contact to be used if this is not the first time the student has met the threshold	Class Teacher  (Any concerns of next steps discussion options with senior leadership	Record actions taken in eTap  If there is no action taken due to individual circumstances, record this against the student record. Follow-up to be within 2 school days of meeting the threshold.
Use in-school resources as appropriate to  Remove barriers to attendance where possible.	Contact the So'otaga team if barriers are identified that the school could assist with	Class teacher/ So'otaga	Parents and students 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 improvement in their attendance to both the student and 'aiga.**

**If there is no action taken due to individual circumstances, record this against the student record.**

<b>Students with less than 15 days absence</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact the parent to escalate concerns	Further contact with the parent Email and/or phone call as required for escalation.	Class teacher, Syndicate Leader, Principal	Record actions taken in eTap.  If there is no action taken due to individual circumstances, record this against the student record.
Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange a meeting including parents and the student.	Class teacher, So'otaga, Principal.	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.	Class teacher	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 So'otaga what further supports are available	Class teacher	
<p><b>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.</b>  <b>If there is no action taken due to individual circumstances, record this against the student record.</b></p>			
<b>Students with greater than 15 days absence</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact the parent to escalate concerns	Further escalating phone call, home visit	School leadership, So'otaga	
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.	Principal with the class teacher	Plan to return the student to regular attendance
Request support from the Attendance Service or other agencies as needed  Participate in a multi-agency response	Refer to the Ministry of Education attendance services or other agencies  Support access to services and collaborate with specialists	So'otaga and Principal	Before referral, check all previous actions like support plan, are in place.  Resources and supports will continue to be provided as appropriate
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	So'otaga and Principal	Support plan in place  Continue monitoring  Steps taken to reintegrate the student
<p><b>Over 15 days of absence, investigate the reasons for this absence and refer to the So'otaga team for further actions. Record all actions taken to address non-attendance.</b>  <b>If there is no action taken due to individual circumstances, record this against the student record.</b></p>			

