Attendance Management Plan

Tahuna School

Approval:	*Principal*	**Published on**:	Tahuna School website
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Overarching attendance objectives and strategic priorities

Rationale

There is a clear connection for students at Tahuna School between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability, and more participation in our local and wider community.

Tahuna School's Attendance Management plan provides clear expectations, emphasising attendance as a top priority. This plan outlines a stepped approach at Tahuna School to managing attendance, with defined escalation thresholds based on days absent per term.

This Attendance Management Plan has been developed to align with the Ministry of Education's Stepped Attendance Response. It provides a clear process for accessing further support when needed and outlines recommended actions and responses for each stage.

Summary of current attendance data – End of Term 2, 2025

Category	Percentage
Regular attendance	74%
Irregular Absence	19%
Moderate Absence	4%
Chronic Absence	3%

Explanation of student attendance categories (STAR)

Student Categories	Student with	Equivalent to
Regular attendance **(Good)**	over 90% attendance	missing fewer than 5 days across a term
Irregular Absence **(Worrying)**	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
Moderate Absence **(Concerning)**	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
Chronic Absence **(Serious Concern)**	70% attendance or less	absent for 15 days or more across a school term

Definition of success

By 2030, 80% of students are present for more than 90% of the term. This aligns with the Government's target and is a priority for our school as seen in our Strategic Plan and Annual Implementation Plan along with our Attendance policies and procedures.

Targets: aim **to achieve attendance goal**

Regular Attendance					
End of Term 2, 2025	End of Term 2, 2026	End of Term 2, 2027	End of Term 2, 2028	End of Term 2, 2029	End of Term 2, 2030
80%	80%	80%	80%	80%	80%

Key legal obligations under the [Education and Training Act 2020](#)

Schools are required to:
· Enrol eligible students
· Take all reasonable steps to make sure students attend when the school is open
· Keep an attendance record for each enrolled student
· Have an absence notification process
· Use an approved electronic attendance register and Ministry-approved attendance codes to record attendance.

Parents and legal guardians are required to:
· Parents and legal guardians are required to:
· Enrol their child at a registered school when they turn 6 years old
· Make sure their child (including enrolled 5-year-olds) attends school every day the school is open until they are at least 16 years old.

Links to copies of current strategic documents
Strategic Plan - School website
Annual implementation Plan - School website
Attendance policies and procedures - School Docs

Lifting attendance is everyone's responsibility - when we work together, we can make a real difference for our learners. Here's what we need to focus on, together.

Parents/Guardians:

- Ensure that tamariki attends every day they are able

- If your child is going to be absent, for any reason, it is essential that you let us know as soon as possible, to avoid an unexplained absence.

- Reinforce good attendance habits

- Support other parents to reinforce good attendance habits

- Open communication with school

- Follow school attendance management plan and associated policies and processes

School:

- Communicate with parents about every unexplained absence

- Maintain contact details of parents

- Report regularly to parents on attendance of their child

- Support student:

  - attending school

  - to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate

  - to access other education pathways where appropriate

Ministry of Education:

Attendance Service

Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance and collaborate with our school.

Regional and National teams

- Facilitate involvement of other agencies

- Consider system-wide initiatives for high-risk attendance

- Reprioritise regional support resources to where most needed/effective

- Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

Actions at Tahuna School

School actions	Who is responsible	Resources/links
Set attendance targets and regularly review attendance data	Principal / Bot	Attendance Matters Term Reports from MOE Senior Education Advisor, MOE
Communicate clearly with parents: expectations, procedures and follow-up steps the school will take when a student is absent.	Principal / BOT	Newsletters / Notices
Report regularly to parents on attendance of their child	Classroom teacher, Admin, Principal	MOE guided and school messaging

Act early in following up absences to support students to stay engaged (case by case)	Admin, Classroom Teacher, Principal	
Escalate as needed, develop support plans, involve other services, consider requesting support from Attendance Services - See summary below.	Classroom Teacher, Admin, Principal	
Assess attendance history of new students and share attendance history when students move between schools	Principal	Student Management System (SMS) / Attendance Services when appropriate

Use school-wide strategies, including strong relationships and minimising disruptions to the school day and week	Classroom teacher / DP / Admin, Principal	MOE guidelines on school opening hours/days School-wide programmes to support students - Rural ICARE Values Counsel - listening to and responding appropriately
Communicating our expectations for student attendance		

Stepped Attendance Response Step	Percentage of regular attendance	Communications from school
Regular attendance- *missing fewer than 5 days across a term*	over 90% attendance	The school will acknowledgement via school reporting and encourage continued regular attendance through school-wide events, notices, newsletter and assemblies etc.
Worrying Attendance- *absent for between 5 and 9 days across a term*	more than 80% and up to 90% attendance	The school will ensure parents are aware of their child's attendance rate, and a conversation about constructively working towards improved attendance.

Stepped Attendance Response Step	Percentage of regular attendance	Communications from school
Concerning Attendance- *absent for between 10 and 14.5 days across a term*	more than 70% and up to 80% attendance	The school will ensure parents are aware of their child's continued low attendance rate, and request a meeting to discuss barriers to attendance and develop an attendance plan
Very concerning attendance- *absent for 15 days or more across a school term*	70% attendance or less	The school will - ensure parents are aware of their child's continued low attendance - advise parents of the consequences if their child's attendance does not improve (or a reason for absences isn't provided) - offer to discuss the situation

Individual Student Attendance activities
Individualised student responses to absence thresholds

Less than 5 days absence
in a school term

Parents/Guardians
- Ensure student attends every day they are able
- Reinforce good attendance habits
- Support other parents to reinforce good attendance habits
- Open communication with school
- Follow school attendance management plan and associated policies and processes

Schools
- Communicate with parents about every absence
- Maintain contact details of parents
- Provide student with regular updates on their own attendance
- Report regularly to parents on attendance of their child
- Support student:
  - attending school
  - to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate
  - to access other education pathways where appropriate

Up to 10 days absence
in a school term

Parents/Guardians
- Return student to regular attendance
- Contact school to discuss reasons for absence and impact on learning
- Support student to catch up on missed learning
- Engage in supports offered

Schools
- Contact parents to discuss reasons for absence and impact on learning
- Support student to catch up missed learning where required
- Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L

Up to 15 days absence
in a school term

Parents/Guardians
- Return student to regular attendance
- Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan
- Implement strategies at home

Schools
- 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 around the child's absence
- Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed

15 days or more of absence
in a school term

Parents/Guardians
- Return student to regular attendance
- Engage in support plan
- Participate in regular meetings

Schools
- Contact parents to inform of escalated response
- Request support from Attendance Service or other agencies as needed
- Participate in multi-agency response
- Maintain implementation and monitoring of support plan
- Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up
- Unenroll if student will not be returning to school

Ministry of Education

Attendance Service
- Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
  - agreeing changes to be made,
  - addressing some unmet basic needs impacting on attendance, and
  - referring students to other services as necessary
- Collaborate with schools so that
  - they remain engaged as plans are developed and implemented, and
  - they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams
- Facilitate involvement of other agencies
- Support schools to access other education pathways for a student where appropriate
- Consider system-wide initiatives for high-risk attendance
- Reprioritise regional support resources to where most needed/effective
- Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools