



## ATTENDANCE MANAGEMENT PLAN

### OVERARCHING ATTENDANCE OBJECTIVES AND STRATEGIC PRIORITIES

**Our Vision:** Every ākonga feels a strong sense of belonging and identity (tuakiritanga) and attends school regularly, knowing that their learning matters.

**Rationale:** Attendance underpins achievement, well-being - hauora, and future pathways. Improving attendance is a national priority and a local commitment.

**Target:** 90%+ regular attendance by 2030, with annual milestones in line with our Strategic Plan.

**Links:** This plan aligns with our Strategic Plan, Annual Implementation Plan, and school values (pono, manaakitanga, whanaungatanga, kaitiakitanga, whakaute).

### ROLES AND RESPONSIBILITIES

<b>Principal - Tumuaki</b>	Oversee AMP implementation and publish plan in Term 1 2026. Review AMP at the end of 2026
<b>SLT - DP Pastoral</b>	Lead the attendance strategy, support interventions, and oversee referrals to external agencies. Oversight of Attendance Team. Board reporting.
<b>Attendance Team - Attendance officers and Youth worker</b>	Track daily data, contact whānau, and coordinate with external agencies as needed. Provide data to relevant staff that require the information. Contact parents daily for absent students and record this in Kamar If rolls aren't completed by teachers, then our team will remind the teacher that this needs to be completed.
<b>House Deans</b>	Monitor weekly attendance data, support Ākina coaches, and intervene when attendance patterns emerge. Celebrate good attendance at House assemblies and full school assemblies.
<b>Ākina Coaches</b>	Mark attendance accurately at Ākina time, communicate with students about their attendance, observe patterns and report to the house dean or discuss concerns at Ākina coach meetings.
<b>Teachers - Kaiako</b>	Mark attendance accurately at the beginning of the lesson within the first 15 minutes. Engage students with fulfilling purposeful learning. Acknowledge good attendance. Identify concerning patterns of absence.

<b>Whānau and Caregivers</b>	<p>Ensure students attend school everyday and inform the school of absences on the day.</p> <p>Notify the school of absence before 8:30am - (attendance # 06 974 314, <a href="#">Contact details</a>)</p> <p>Arrange appointments and trips outside school hours or during school holidays where possible.</p> <p>Work with the school to manage attendance concerns.</p>
<b>Students - Ākonga</b>	<p>Expected to attend every day, arrive on time, and remain on-site during the school day.</p> <p>Attend every class to be ready to learn- Ākina- to strive for excellence.</p>

## ATTENDANCE POLICY

### Legal Requirements (Education and Training Act 2020):

- All ākonga aged 6–16 must be enrolled and attend school.
- The Board must take all reasonable steps to ensure ākonga attend.
- Parents/guardians are legally responsible for their child’s attendance.

### Our Expectations:

- Ākonga arrive on time, in uniform, and ready to learn.
- Whānau notify the school of absences promptly.
- Staff record attendance accurately and follow procedures.
- HGHS supports whānau to remove barriers to attendance.

### Truancy Definition:

- Any school day that is an unjustified/unexplained absence and not authorised in terms of Section 27 of the Education and Training Act 2020.
- One or more days every week or patterns of several days of absence which persist for a school term.

### Student absences Whānau / Parents responsibility:

- Parents/Caregivers are expected to notify the school before 8:30am if their child will be absent.
- Under the Education and Training Act 2020 (s 45), the principal may allow a student to be absent from school for up to five days if there is a justified reason for absence (e.g. due to illness, a funeral or tangihanga, or other approved reason at the discretion of the school). For planned absences, requests must be made to the principal at least one week before the planned event.  
The principal has discretion to approve or deny requests, based on criteria including:
  - the benefit to education for the student (including qualifications and experience of course providers as relevant)
  - the length of time away from regular school programmes that the activity will require.

### Attendance Management Procedures

Daily Procedures (based on HGHS Attendance Procedure - Staff)

- **Rolls:** Taken at the start of every class and entered into Kamar within the first 15 minutes.
- If rolls aren’t completed, then our attendance team will remind teachers that this needs to be completed via Kamar and email.
- **Absences:** Attendance Officer and or Attendance Team Leader clears voicemail, emails, and EOTC records daily by 11am.

- **Lates:** Processed until 9.30am, with follow-up as required. Students will be encouraged to make up the time during interval if an unsatisfactory explanation is provided or attend our after-school learning support club in the library if the volume of Lates exceeds 10 in a term.
- **Home Visits:** Attendance team and Youth worker, conducts scheduled regularly between 9.30 - 11.30am to follow up unexplained absences. All measures will be put in place to support ākongā to be on time.
- **Communication:** Whānau contacted by text/phone/email on the day of absence.
- Attendance team making sure that the codes are accurate and adjust to suit.

Once the process above has been followed to record daily attendance, the Attendance Team will follow up on any unexplained absence. If whānau contact has not been made, you will receive one or more of the following: a text message / phone call / email or a home visit.

### IDENTIFYING CONCERNING ATTENDANCE

Use the Stepped Attendance Response (STAR) thresholds to guide interventions:

Missing fewer than 5 days across a term	GOOD	REGULAR	90%
Absent for between 5-9 days across a term	WORRYING	IRREGULAR	80-89%
Absent for between 10- 14 days across a term	CONCERNING	MODERATE	76-79%
15 days or more of absences across a term	SERIOUS CONCERN	CHRONIC	0-75%

### Actions or Plans put in place for the following attendance patterns.

Absent for between 5-9 days across a term	WORRYING	IRREGULAR	80-89%
<ul style="list-style-type: none"> <li>• Attendance team will send daily notification contacting whānau to discuss reasons for absence.</li> <li>• Ākina coach has a mini chat with students about reasons why attendance may have dropped. This is done every day during Ākina time. Asking the student if the school can help in any way. Recorded in KAMAR.</li> <li>• Ākina coach will contact home informing of the drop in attendance. Find out what support they need and try to remove any barriers.</li> <li>• Letter will automatically go out via Kamar to whānau / caregivers. <a href="#">Letter 5 days</a></li> </ul>			
Absent for between 10- 14 days across a term	CONCERNING	MODERATE	76-79%
<ul style="list-style-type: none"> <li>• Attendance team will send daily notification contacting whānau to discuss reasons for absence. This is done via text or phone call. They will make the House Dean aware of attendance drop.</li> <li>• Dean contacts home informing of the students drop in attendance and tries to solve the situation with whānau around barriers to their decrease in attendance.</li> <li>• If the students continue to drop in days absent, the whānau will be invited to come in for a meeting with DP Pastoral.</li> <li>• Attendance officers and Youth workers will do home visits.</li> <li>• Letter will automatically go out via Kamar to whānau / caregivers. <a href="#">Letter 10 days</a></li> </ul>			

15 days or more of absences across a term	SERIOUS CONCERN	CHRONIC	0-75%
<ul style="list-style-type: none"> <li>Attendance team will send daily notification contacting whānau to discuss reasons for absence. They will make the DP Pastoral aware of attendance drop.</li> <li>Attendance officers and Youth workers will do home visits after 5 days per term.</li> <li>Whānau meet with the DP Pastoral / Principal after 10 days per term.</li> <li>Create an Individual Learning Plan (ILP) - <a href="#">ILP</a> with whānau.</li> <li><b>12</b> Consecutive days they will be referred to NETS</li> <li>DP Pastoral to do a home visit after <b>15</b> days absent per term. - After the meeting with whānau if no improvement is seen and more consecutive days of absences occur then DP will home visit.</li> <li>Discuss transition to career pathways or employment if applicable.</li> <li>Unenrol students who will not be returning to school.</li> <li>Letter will automatically go out via Kamar to whānau / caregivers. <a href="#">Letter 15 days</a></li> <li>Referral via AS-CMS tracked by the attendance lead as interventions are put in place.</li> </ul>			
<p>We will support returning to school by:</p>			
<ul style="list-style-type: none"> <li>Initiating a whānau hui to discuss a tailored IEP for ākonga returning after extended absence. This may include DP Pastoral, Hauora Coach and the LSC.</li> <li>ILP established to support the return of the ākonga developed by DP pastoral Dean, LSC and whānau</li> <li>Academic catch up opportunities provided in our library after school and teacher aide support if applicable.</li> <li>Support to look at overall hauora and possible anxiety returning to the classroom and school environment.</li> <li>Support to re-engage in friendships, co-curricular activities, and school routines.</li> <li>Ākina coaches will ensure that whānau and caregivers of returning students are kept informed of reintegration progress.</li> </ul>			

### Escalation and support

- Barriers identified and documented (KAMAR) - transport, uniform, anxiety, health
- Interventions planned collaboratively with whānau and staff.
- Attendance service engaged when school-based support is insufficient.
  - Ākina - activity centre - Dual enrolled
  - Alt - education - Dual enrolled
  - Health School - This is used when students' parents inform us of a sick child under specialist care. Helps continue students' education while they recover and transition them back to school. If students qualify, they can be dually enrolled.
  - NETS - Truancy - regular meetings with truancy around students of concern.
  - School offers PD - Margaret Ross (Behaviour Expert) for whānau / caregivers.
  - Agencies - Dove, Oranga Tamariki, Voice, Brave, Social workers, Awhina whanau service and Mahea Service -TTOH - Kainga Pasifika Services
  - Youth worker in school - Check and Connect
  - Local Police
  - TPU - Teen Parent Unit

## Monitoring and Measuring Progress + Celebrating successes

### Data Monitoring:

- Weekly reports to DP Pastoral from Attendance team
- Weekly summaries for Ākina Coaches and House Deans updated on the Smartsheet from attendance team
- The DP Pastoral will report attendance data, trends, interventions and outcomes termly to the Board of Trustees.
- Attendance team to update the Smartsheet "At Risk register" and shared with Deans and Ākina coaches - This will be accompanied with print out for Ākina classes.
- Attendance team to put attendance % on staff whiteboard each morning for the previous day's attendance.

### Internal Review:

- Procedures reviewed annually by DP Pastoral
- Plan reviewed against regulations annually in Term 4 and report this back to the Board of Trustees and School.

### Celebrating successes:

- 2 x \$20 sushi vouchers for 100% attendance (weekly)
- Ākina Badge system is explained to students in term 1 - This is to encourage regular attendance to achieve a gold standard.
- Senior and Junior Ākina class with the highest attendance - Pizza lunch 1 per term.
- The House with the greatest shifts in attendance will get points to the overall house trophy at the end of the year.
- Regular attendance (90% +) once a term into the prize draw.
- Ākina coach with the greatest shifts will win a prize.

## Communication with Whānau & Ākonga

- Regular updates shared in pānui, assemblies and whānau hui.
- Whānau contacted promptly when concerns arise.
- Emails sent to the students regarding their attendance rates.
- Ākina coaches will have regular conversations with students and whānau around attendance rate they can use the new STAR function in Kamar.
- Plans co-designed with whānau for ākonga requiring intervention.
- Information about attendance expectations published on the school website.
- Posters put around the school and in each of the Ākina classrooms.

Effective Date: Term 1, 2026

Review Date: Annually, or earlier if regulations are updated

Signature: \_\_\_\_\_

Date: 17 February 2026