



Attendance Management Plan

Regular school attendance is vital for the success and well-being of our akonga. Attending school every day helps children build strong foundations for learning, develop positive social skills, and stay connected to their peers and teachers.

The New Zealand Government has set a national target for 80% of students to attend school at least 90% of the time. This means that students should be absent for no more than one day per fortnight to ensure they are fully engaged in their learning.

At Te Karaka Area School, we are committed to working alongside whānau to support attendance and remove any barriers that may prevent our tamariki from coming to school. Our Stepped Attendance Plan outlines a proactive and supportive approach to improving attendance, ensuring that every child can thrive.

TKAS aims to:

- Foster a positive school culture and climate which encourages attendance
- Continue to develop programmes to engage tamariki in their learning

Strategic Plan

Goal number three focuses on wellbeing and increased regular attendance.

Annual Implementation Plan

Our Annual Implementation plan this year focuses on creating an attendance management plan and a stepped response.

Current Attendance Data

Term 2 2025

41% Regular attendance (90% of the time)

26% Irregular attendance (80-89% of the time)

13% Moderate attendance (70-79% of the time)

21% Chronic attendance (less than 69% of the time)

Target

In the 12 months, there has been an increase of 10 percentage points in regular attendance for term two. If we can increase the term 2 attendance result each year by 10 percentage points, we will achieve at least 81% attendance in 2029.

Summary of our Attendance Management Plan -Template

This template is intended to support schools to create a summary of your attendance plan to share with your community.

In line with the government's target of 80% of students regularly attending school by 2025, we're currently at **41%** Regular attendance* by Term 2, 2025. Our school has a target of **81%** Regular attendance by Term 2, 2029.

Our school uses the **Stepped Attendance Response (STAR)** to guide when and how we respond to absences.

Group 1 (Green)	Group 2 (Yellow)	Group 3 (Orange)	Group 4 (Red)
Group 1 (Green) If your child is regularly attending, we will stay in regular contact with you about your child's attendance. We will follow up to find out the reason when they aren't at school.	Group 2 (Yellow) If your child has some absences, you can request we may provide support to help them catch up and stay on track.	Group 3 (Orange) If your child has more absences, you can request we may seek support of the Attendance Service or other agencies to remove barriers to attendance.	Group 4 (Red) If your child has a lot of absences, we will continue to work with you to implement the plan to support their attendance and learning. We will seek support of the Attendance Service or other agencies to support their return to school.

Regular attendance means attending more than 90% of a term, or 9 days in a fortnight.
Summary of our Attendance Management Plan Template | 2025 (Updated April-November 2025)

Attendance Policy

At Te Karaka Area School, our attendance procedures ensure students are accounted for during school hours and activities as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), 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 the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Te Karaka Area School attend school when it is open (Education and Training Act, s 36).

TKAS staff record and monitor attendance using set attendance procedures. We have annual targets for student attendance, and work with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and staffing entitlements. We keep our attendance registers for seven years from the date of last entry.

Attendance Management Procedures

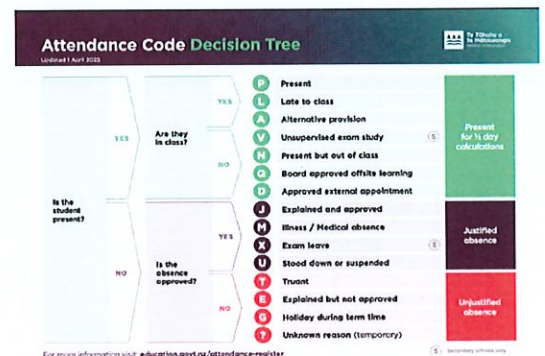
Attendance Expectations

We set and reinforce attendance expectations through:

1. Discussions about expectations at enrolment interviews.
2. Expectations documented on enrolment forms.
3. Regular newsletter communications.
4. School facebook and school app positive reinforcement.
5. Direct communications via seesaw.
6. Supporting the Ministry of Education 'Get there' and 'My Why' promotions.
7. Reiteration during school assemblies.
8. Certificates of recognition each term.

Attendance Codes

1. Our school follows the Ministry of Education expectations for coding attendance.
2. The Office Administrator in consultation with the principal or deputy principal, make final decisions on which codes are used for student absences.



Roles and Responsibilities

Attendance Monitoring Process Daily Monitoring (AM/PM)

- ⇒ All Staff mark attendance in Helix by 9:30am (Y1-13) and 1:30pm (Year 1-8).
- ⇒ Late arrivals sign in at the office and the administrator will update in Helix.
- ⇒ Text will be sent to parents with unexplained absences automated on Helix

Notification __Students name__ is marked absent without explanation today please contact the school as soon as possible to inform us of the reasons for this.

- ⇒ Attendance sent to the Ministry of Education for each day the school is open.
- ⇒ All communication and codes are recorded in Helix.

Parents/caregivers are encouraged to contact the school if their child is going to be away. This can be done via the school app, email, text or phone call.

1. All teachers complete the electronic attendance register on Helix by 9.15am and then again in the afternoon by 1.30pm
2. Late tamariki are to come to the office on arrival to get a late slip. Lateness is recorded in Helix.
3. The parents/caregivers of all students marked ? will receive a text or email via Helix.
 - a. If no response from the parent/caregiver, they will be marked as T (truant).
 - b. Three consecutive days absent - Kaiako to call whānau.
 - c. If no response, ask the class teacher to message the parent/caregiver. (three attempts to make contact is needed).
4. Still unable to connect? - refer to the Deputy Principal or Principal. They will email or deliver an attendance letter to the whānau and try to connect face to face.
5. If the child does not come back within two days or if this pattern repeats, a second attendance letter will be sent to the whānau.
6. Refer to Attendance Services team.
7. Complete an Attendance Service Application (ASA) referral for ministry support.

Communication with Whanau

Whanau can notify the school via

- ⇒ Landline – 06 962 3097
- ⇒ Email – office@tkas.school.nz
- ⇒ Skool Loop
- ⇒ TKAS FB messenger

TKAS will contact whanau via:

- ⇒ Cell phone – text and phone call
- ⇒ Landline
- ⇒ Written communication, if necessary

Monitoring Practices

1. At the weekly Senior Leadership meeting individual student attendance issues are discussed, patterns are examined and barriers examined using Helix attendance report.
2. Information and decisions from these meetings are shared with appropriate staff to promote attendance and to improve schoolwide practice.

Absence Thresholds

1. Less than 5 days - regular contact and follow up.
2. Up to 10 days - send a formal notification email via Helix, use in school resources to remove barriers (counsellor, uniform, lunch and stationery).
3. Up to 15 days - send second escalated email and or letter for a request to meet. Use in school resources to remove barriers. The school will work with whānau to create an individual attendance plan. With whānau support, engage external support services/agencies as appropriate.

4. More than 15 days - send formal notification of attendance service referral. Request meeting. Escalate to attendance services and appropriate multi-agency services. Consider prosecution.

Supporting Students Returning to School

1. To mitigate loss of learning classroom teachers will differentiate practice.
2. Kaiako will operate a positive and inclusive classroom culture to welcome students back to school and re-establish friendships.
3. Depending on the level of absence, ongoing monitoring by the school will enable early response to emerging learning or wellbeing issues.
4. As part of good practice, kaiako will ensure that whānau and parents of returning students are kept informed of reintegration progress.

Monitoring and measuring progress

1. The principal is the senior leader who is responsible for attendance improvement in the school.
2. Principal, deputy principal and office administrator have timely discussions about coding decisions as they arise.
3. The principal will report attendance data twice termly to the Board of Trustees.
4. The Senior Leadership Team will review progress and results each term. This will form the basis of next steps for the following term.
5. The principal will provide a termly attendance report to the Board of Trustees based on the analysis of data, trends, and narratives.
6. The administration manager follows up with kaiako about interactions with whanau of absent tamariki.

Purpose

This attendance management plan sets out Te Karaka Area Schools approach to identifying and responding to akonga absences. The plan supports improved engagement, equity and wellbeing for all students and aligns with the Ministry of Education's Stepped Attendance Approach (STAR). The Stepped Attendance Response (STAR) provides guidance to schools and communities to address every absence early.

The percentage of students attending regularly is very low in New Zealand compared to many other countries. Lifting school attendance is crucial for future success.

The STAR:

- sets the direction so that no student will be left to accumulate absences without an appropriate response to return them to regular attendance
- will help us achieve the Government's target of 80% of students present for 90% of the term by 2030
- tells us what should happen when students do not attend school

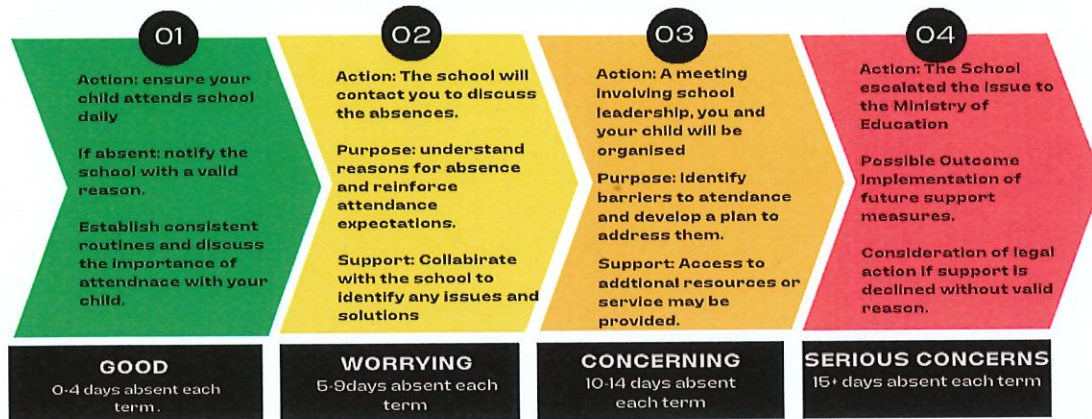
As a kura we are strengthening our systems of following up on attendance concerns so that they align with the STAR framework



Te Karaka Area School Stepped Attendance Flowchart.

The Ministry of Education attendance goal is to get 80% of students to attend 90% of the time. The following is TKAS attendance management process to work with parents and caregivers towards achieving this.

Akonga that attend school regularly which is 90% of the time and arrive 20 minutes before the bell, they make the best progress.




Key points

Regular attendance is crucial for your children's learning and wellbeing.
Open communication with us is essential.

Early intervention helps prevent prolonged absences.
Support is available: don't hesitate to seek assistance.

Review and Publication

This plan will be reviewed annually by the Senior Leadership Team and the Board of Trustees or earlier if required by changes to Ministry of Education regulations.

Date: 	Published to:	www.tkas.school.nz
Pimia Wehi - Presiding Member BOT. Term 4 2025	Review Date	Term 4 2026.