

Ponatahi Christian School Attendance Management Plan – 2026 Onward

Vision Statement

Our vision is to enable, by God's grace, young people to serve God and Society.

Regular attendance is directly linked to academic progress and student well-being. Attendance data will be reviewed alongside achievement data to identify correlations and inform support strategies

1. Alignment with STAR Framework

This plan follows the [Stepped Attendance Response](#) (STAR) from the government.

Step 1: Universal Actions (All Students)

Objective: Promote regular attendance and prevent absences.

- We clearly communicate attendance expectations to students, whānau, and staff in the first newsletter of the year and place reminders later in the year.
- Attendance will be recorded daily in Helix. Unexplained absences trigger same-day contact by the Attendance Officer. Persistent patterns escalate to Heads of School, followed by Principal intervention and external agency involvement as per STAR framework.
- We regularly monitor the attendance data.

Step 2: Targeted Early Response (5–9 days absent per term)

Objective: Early identification and resolution of attendance issues.

- The attendance officer will text/email a notification to parents/caregivers on the day of an absence.
- Teachers record attendance in Helix.
- Home room teachers to contact whānau if students are sick or non-justified absent for more than 3 days in a row.

Step 3: Intensive Individualised Response (10–14 days absent per term)

Objective: Address patterns of non-attendance with tailored support.

- Case flagged to the attendance of the Head of Primary/Head of Secondary
- We consider having a hui with the whānau to understand and address barriers by discussing potential complicating factors.
- Individual Attendance Plan developed with student and whānau.
- Agencies (e.g. RTL, Social Workers in Schools, Public Health Nurse) engaged as needed.
- Regular monitoring and review (every 2–3 weeks).

Step 4: Formal Interventions (15+ days absent per term)

Objective: Implement legal and systemic support where attendance issues persist.

- Referral to the principal
- Strengthened wrap-around team formed with external agencies.
- Formal written correspondence issued to parents/caregivers.
- Principal may consider formal interventions (e.g. formal meetings, notification to MOE).
- Regular review with whānau by the principal every 2–4 weeks.

2. Roles and Responsibilities

Role	Responsibility
Principal	The Principal will lead the implementation of the Attendance Management Plan, oversee data accuracy, engage external agencies when required, and ensure staff are trained in attendance procedures.
Attendance Officer	Daily monitoring, data reporting, parent notifications, liaison with Attendance Service.
Homeroom Teachers	Daily roll checks, initial contact, flagging concerns.
Head of Primary/Head of Secondary	Follow-up for patterns of concern, case management, whānau liaison.
Whānau	Parents/whānau are expected to ensure students attend school daily, notify the school promptly of absences, and participate in meetings to address attendance concerns.
Students	Attend school regularly, engage in learning, communicate barriers.
School Board	The Board will receive termly attendance reports, review trends by demographic groups, and ensure timely interventions are implemented. The Board will document actions taken and report annually to the Ministry of Education as required.

3. Data Monitoring & Review

- once a term data is shared with the Board, analysis for trends by year level, ethnicity, gender, and key subgroups.
- the board will investigate, respond (in line with the attendance management plan) and record actions taken in relation to absences
- Annual review of attendance plan, including consultation with whānau and student voice.
- The annual review will include feedback from whānau, students, and staff, and be used to refine strategies and improve outcomes.
- Reviewed: December 2025, Next Review, November 2026.

- This plan will be reviewed annually and formally updated at least once every three years to ensure compliance with regulations and effectiveness.

4. Communication Plan

- Attendance expectations included in enrolment pack and annual start-of-year communications.
- Regular updates in newsletters
- The Attendance Management Plan will be published on the school website and shared with whānau annually

5. Strategic priorities

The Board's strategic priority is to ensure equitable access to education by achieving an overall attendance rate of 90% or higher across all year levels, reducing unjustified absences by 20%, and supporting whānau engagement to remove barriers to attendance.

6. Evaluation

- By end of 2026, 75% of students attend at least 90% of the time, working toward the MOE target of 80% of students attend at least 90% of the time by 2030.
- Reduce unjustified absences by 20% compared to 2025 baseline
- Reduction in unjustified absences.
- Number of students in each STAR level monitored termly.

7. Compliance Statement

This plan meets Ministry of Education requirements for attendance management, aligns with the STAR framework, and complies with the Education and Training Act 2020.