

Bayswater School Attendance Management Plan

At Bayswater School, we are committed to supporting regular attendance, recognising that attending school every day is critical for learning, wellbeing, and long-term success. Our goal is to create a space where every student feels valued, responsible, and motivated to achieve their personal excellence every single day.



Belonging is the primary driver of a children's belief in the value of their education. Children are more likely to see school as vital to their future when they feel connected to their peers and teachers.

To reinforce strong attendance and celebrate consistent habits, we prioritise an environment that feels like family. We achieve this by:

- Culturally Responsive Care: Nurturing the learner by embracing their unique language, identity and culture.
- A Culture of Respect: Ensuring a well-managed, inclusive environment where every child feels safe to learn.
- Whānau Partnership: Maintaining positive, open lines of communication with families to support the child/ren's journey together.
- Personal Excellence: Striving for the best outcomes for every child by devoting the necessary time to monitor progress and provide individual support.

Strategic Priorities

In alignment with the Ministry of Education's national priorities our goal is to achieve 80% of children attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Board responsibilities

As required by the Education and Training Act 202 (s35), all children 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 Ministry of Education. The board takes all reasonable steps to ensure all children enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

The board will comply with the provisions in the legislation in relation to child attendance by:

- having a commitment to support children return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to child absence that uses data-based thresholds to identify children
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring child absence, including identifying patterns and barriers to child 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 child attendance
- ensure that child absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all children, whanau and staff understand the processes and procedures that support child attendance
- report to the board on any trends, barriers to attendance and interventions being used to support child attendance
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives.

Legislative compliance / Legislation

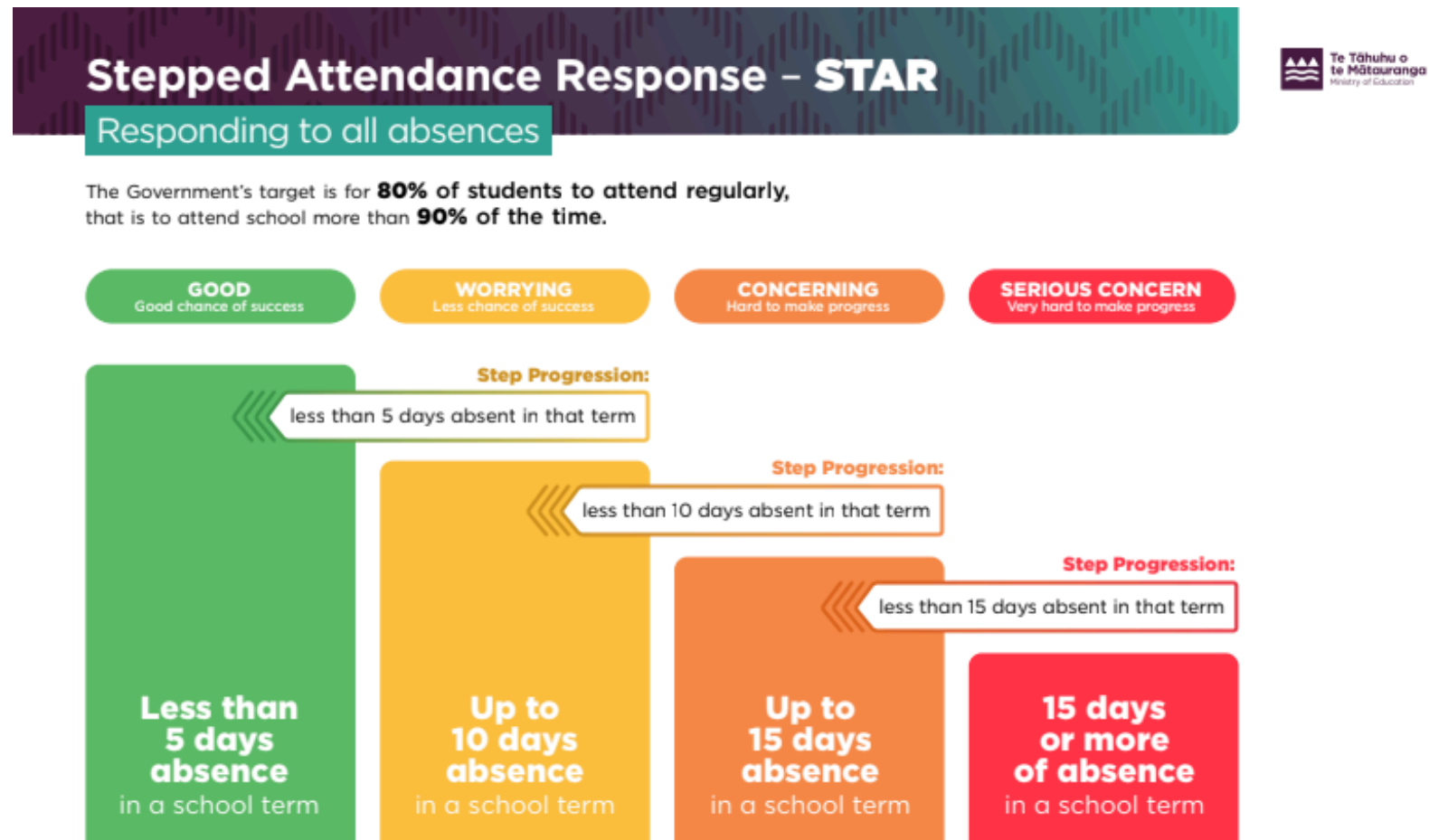
[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education \(School Attendance\) Regulations 2024](#)

Attendance Management Procedure- Stepped Attendance Response

We use the MOE Stepped Attendance Response (STAR) model to provide timely support at different attendance thresholds. This sets expectations for school, child, parent/guardian, Ministry of Education and broader system responses to child absence. It provides a series of activities that should be considered when children meet absence thresholds. The response and actions taken will be tailored to the reasons for absence, for example a child with a chronic illness will require tailored support for their education.



Parent / Whānau responsibilities *Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244).*

We expect whānau to:

Ensure children attend school

- Ensure children attend school daily
- Reinforce good attendance habits
- Ensure children arrive on time and remain at school for the full school day

Notify the school of any absence

- Notify the school of an absence by 9:00am on the day of the absence.
This can be done via phone call to the school office at 09 4556226, email to admin@bayswater.school.nz or via SkoolLoop
- Children arriving late must sign in at the office with a reason for being late
- Children collected early must sign out at the office with a reason

Addressing Barriers to Attendance

- Let the school know if there is an issue
- Be open to working collaboratively with the school

School responsibilities and procedures

Record Daily Attendance

- Teachers will mark the electronic attendance register for all children by 9:15 am each morning and 1:50 pm each afternoon

Absence Follow-up

- If a child is marked absent without a prior explanation, the administration staff will contact the child's primary caregiver via phone call or text message by 10:00 am
- If the caregiver cannot be reached, alternative contacts will be tried.
- Unexplained absences that remain unresolved by the end of the school day will be marked as truant
- Record and monitor lateness / early collection.

Addressing Barriers to Attendance

- Proactively address barriers such as out of zone travel issues, keeping other children home due to a sibling's absence

Data Monitoring and Plan Review

- Attendance data is reviewed termly by the Principal and/or Deputy Principal
- The Board receives a termly attendance report
- Admin staff and teachers advise the Principal of any concerns or patterns

Communication expectations

- We share attendance expectations with tamariki and whānau

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual child absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Fewer than 5 days absence in a school term	5 to 9 days absence in a term	10 - 14 days absence in a term	15 days or more absence in a term
Parent / Whānau	Parent / Whānau	Parent / Whānau	Parent / Whānau
<ul style="list-style-type: none"> • Ensure child attends every day they are able • Reinforce good attendance habits • Role model and reinforce good attendance habits • Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> • Return child to regular attendance • Contact school to discuss reasons for absence and impact on learning • Support child to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> • Return child to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Return child to regular attendance • Engage in support plan • Participate in regular meetings
School / Kura	School / Kura	School / Kura	School / Kura
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Celebrate and reinforce regular attendance habits • Report regularly to whānau on attendance of their child/ren 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence and impact on learning • Support child to catch up missed learning where required • Use in-school resources as appropriate to remove barriers 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation of support plan