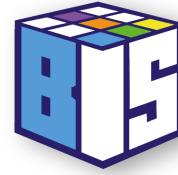


# ATTENDANCE MANAGEMENT PLAN



**SIR DOUGLAS  
BADER INTERMEDIATE SCHOOL**

## STRATEGIC PRIORITIES:

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030. Regular attendance is within the threshold of 91% or higher attendance. These students will have four or fewer days of absence per term.

Our school currently has 43.8% of students regularly attending school and a goal of lifting regular attendance (good attendance) to 70% by the end of 2026.

Our school currently has 27% of students in irregular attendance (worrying attendance). Reducing this category would have a positive impact on Regular attendance.

## SCHOOL BOARD RESPONSIBILITIES:

As required by the Education and Training Act 202 (s35), all 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 Ministry of Education. The school Board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36). The school board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

**The school board will comply with the provisions in the legislation in relation to student attendance by:**

- Having a commitment to support students return to regular attendance (good attendance)
- Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- Recording all absences, and responding accordingly
- Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- Publishing this attendance management plan on the school's website.

## PRINCIPAL RESPONSIBILITIES:

The Principal is responsible for:

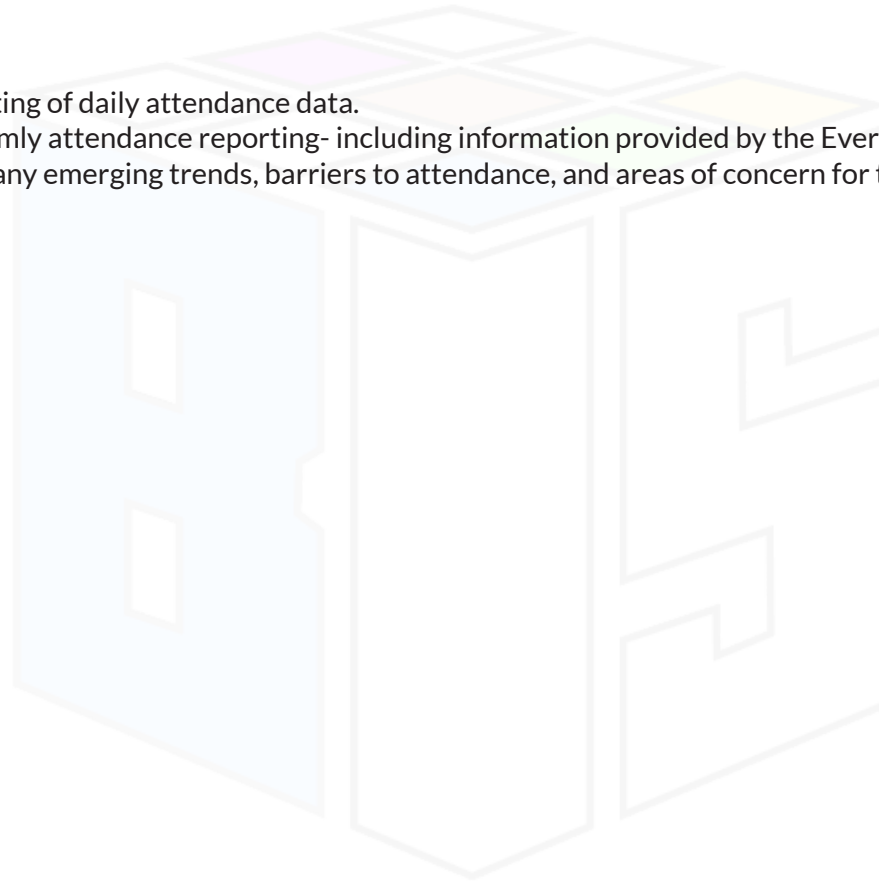
- Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- Ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- Ensure all students, parent/whānau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

## **PROCEDURES / SUPPORTING DOCUMENTATION:**

Attendance management Procedure - Stepped Attendance Response (STAR) - see below

## **MONITORING:**

- The Principal will maintain reporting of daily attendance data.
- The School Board will receive termly attendance reporting- including information provided by the Every Day matters report.
- Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration



# ATTENDANCE MANAGEMENT

## PROCEDURE: STEPPED ATTENDANCE RESPONSE

We recognise the importance of regular attendance (good attendance) in helping our students achieve their educational potential. Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns. We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at set thresholds to support students to return to regular attendance (good attendance). 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.

### PARENT / WHĀNAU RESPONSIBILITIES:

Parents /Whānau have legal obligations to ensure their children attend school (Education and Training Act, s244).

#### We expect the parent/whānau to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments or trips outside of school hours or during school holidays where possible
- Work with us (school) to manage attendance concerns
- Ensure students attend every day they are able
- Reinforce good attendance habits
- Open communication with the school
- Follow the school's attendance management plan and associated attendance policies and procedures.

### SCHOOL RESPONSIBILITIES:

- Clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- Communicate to parents what steps the school will take if the student is absent from school
- Monitor student attendance
- Provide students with regular updates on their own attendance
- Report regularly to parents on attendance of their child.

## SCHOOL PROCEDURE:

### Principal Responsibilities:

The **Principal** will appoint staff and delegate duties, so as to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students. **Senior leaders** are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior leaders and relevant personnel will be kept informed of serious student absence situations. **Students** will be identified at the thresholds.

Follow-up response actions will be tailored to the reasons for absence. Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT termly to review outcomes and effectiveness of these interventions. Parents will receive student attendance data via weekly emails/ parent portal/ termly updates. **Outside agencies** (Mangere East Family Services - MES) will be used as appropriate to support attendance.

### Teacher Responsibilities:

- Roll to be taken on Edge by the teacher at the start of each period.
- Any student who arrives late to school is to report to the office to sign-in that they are late on the Vistab system.
- If a parent has informed you that their student will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance to inform the office
- Tutor/class teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems. They will also monitor and follow-up on lateness, attendance and any other attendance issues.

### Office Responsibilities:

- The Office manager checks the texts and emails and take phone calls of absences in the morning.
- The Office Manager checks all classes' attendance on Edge from 9.05am.
- Any students marked with a ? are then followed up by the Office Manager:
- A text is sent out to all students who are marked with an ?
- When replies are received, the Office Manager updates the absence with the appropriate code.
- If no reply is received, the student is marked as Truant.
- The Office manager will support teachers to maintain accurate up-to-date attendance information

# SCHOOL STEPPED ATTENDANCE RESPONSE ACTIVITIES:

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. Contact parents asap (ideally within 2 school days) and arrange a meeting as soon as possible. The pastoral care team meets fortnightly on Wednesdays during Period 3.

Any attendance data related questions please contact Liz Leaupepe - Office Manager. For all other Attendance queries please contact Deputy Principal Noel Fe'ao.

DAY TO DAY OPERATIONS			
ACTIVITIES	PRACTICE	RESPONSIBLE PERSON/S	NOTES & ACTION
<b>Communicate with parents</b>	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, school website or other communication methods to set expectations and provide guidance to parents.</p>	<p>Tutor teacher</p> <p>Senior leaders /</p> <p>Pastoral team</p> <p>Principal</p> <p>School board</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p>
<b>Following up absences daily</b>	<p>Use procedures in place to quickly identify all student absences and communicate these to parents.</p> <p>Follow-up daily with parents of any unexplained absences.</p>	<p>Office manager</p>	<p>Text based reminder to be sent from 10 am for all unexplained absences.</p>
<b>Communicate with parents</b>	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, school website or other communication methods to set expectations and provide guidance to parents.</p>	<p>Tutor teacher</p> <p>Senior leaders / Pastoral team</p> <p>Principal</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website. Expectations for student</p>

		School board	attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents and students, where appropriate.
<b>Minimise disruptions to the school day and week</b>	School boards and school leadership prioritise school hours to be for learning	School leadership team	
<b>Assess history of new students</b>	When enrolling, identify issues or trends in attendance history.	Office manager Senior leaders	(check attendance of new students during year)
<b>Escalate attendance issues as needed</b> <b>Develop support plans</b> <b>Involve other services, consider referral to Attendance Services</b>	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Deputy Principal Noel Fe'ao

# STEPPED ATTENDANCE RESPONSE ACTIVITIES (4 Thresholds)

Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. Contact parents asap (ideally within 2 school days) and arrange a meeting as soon as possible.

Students with less than 5 days absence per term (0-4.5 days absence) (Regular/Good attendance = 91%+)

ACTIVITIES	PRACTICE	RESPONSIBLE PERSON/S	NOTES & ACTION
Communicate with parents/caregivers Maintain up-to-date contact details	Identify all student absences Communicate these to parents	Office manager/Tutor teacher	Follow-up all absences to confirm the reason for absence.
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Tutor Teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via email	Tutor teacher	Updates sent to students and parents through weekly notes

*Between 0-4 days absence, all absences need to be followed up to ensure the correct code is recorded against the absence.*

*Any students already on the attendance list from the previous term will be identified by the pastoral care team at their fortnightly meetings.*

Students with less than 10 days absence per term (5-9.5 days absence) (Irregular/Worrying attendance = 81-90%)

ACTIVITIES	PRACTICE	RESPONSIBLE PERSON/S	NOTES & ACTION
<b>Contact parents to discuss reasons for absence and impact on learning</b>	After 5 days send an email to the parent Phone contact to be used if this is not the first time student has met the threshold	Tutor Teacher (Any concerns of next steps discussion with Deputy principals)	Record actions taken on Edge. If there is no action taken due to individual circumstance- record this against the student record on Edge. Follow-up to be within 2 school days of meeting the threshold.
<b>Support students to catch up missed learning where required</b>	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Tutor/Class subject Teacher	Discuss with students in tutor time- student to follow up with appropriate class subject teachers.
<b>Use in-school resources as appropriate to remove barriers e.g. counsellor, uniform, bus pass</b>	Contact pastoral care team if barriers are identified that the school could assist with	Tutor teacher/ Pastoral care team	Parents and student provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments
<p><i>Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds.</i></p> <p><i>Record all actions taken to address non-attendance on Edge.</i></p> <p><i>For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and parent/whānau.</i></p> <p><i>If there is no action taken due to individual circumstance - record this against the student record on Edge.</i></p>			

**Students with less than 15 days absence per term (10-14.5 days absence) (Moderate absence/Concerning attendance = 71-80%)**

ACTIVITIES	PRACTICE	RESPONSIBLE PERSON/S	NOTES & ACTION
<b>Contact parent to escalate concerns</b>	Further contact with parent Email and/or phone call as required for escalation.	Tutor Teacher, Pastoral care team	Record actions taken on Edge  If there is no action taken due to individual circumstance- record this against the student record.
<b>Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence</b>	Arrange meetings including parents and student.	Tutor Teacher, and/or Deputy Principal	Consider who is needed at this meeting.
<b>Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</b>	Hold everyone accountable for their part in the plan. and	Tutor Teacher	Take action quickly where expectations aren't being met
<b>Use in-school resources as appropriate to remove barriers and request support from as needed</b>	Discuss with the pastoral care team what further supports are available	Tutor Teacher, and/or Deputy Principal, and/or Pastoral care team	

*Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds.*

*Record all actions taken to address non-attendance.*

*If there is no action taken due to individual circumstance- record this against the student record on Edge.*

**Students with greater than 15 days absence (15+ days absence) (Chronic absence/Very concerning attendance = 70% or less)**

ACTIVITIES	PRACTICE	RESPONSIBLE PERSON/S	NOTES & ACTION
Contact parent to escalate concerns	Further escalating email	School leadership	
Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Deputy principal with tutor teacher	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed  Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies. (Mangere east family services)  Support access to services and collaborating with specialists	Pastoral care team decision	Before referral check all previous actions like support plan are in place.  Resources and supports will continue to be provided as appropriate  Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Pastoral care team	Support plan in place  Continue monitoring  Steps taken to reintegrate student

*Over 15 days of absence, investigate reasons for this absence and refer to the Deputy Principal and/or pastoral care team for further actions.*

*Record all actions taken to address non-attendance.*

*If there is no action taken due to individual circumstance- record this against the student record on Edge.*

**Reviewed:** February, 2026

**Presiding Board Member:** Grace Ikiua

**Signature:** 

**Date:** 3/2/26

**Next Review:** February, 2027