



Attendance Management Plan

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.

Our school's Strategic Goal 3 is to develop ākonga that are engaged and nurtured, academically and socially aspirational, feel safe, happy, exemplify the school values and have a sense of belonging as Kaimai Kids which includes lifting regular attendance.

Our school currently has 60% regular attendance in Term 4 2025 and a target of lifting regular attendance to 65% by the end of 2026.

2026 Term-by-term Attendance Goals:

	Regular (90%+)	Irregular (80–90%)	Moderate (70–80%)	Chronic (<70%)
Term 1	60%	24%	10%	6%
Term 2	62%	25%	8%	5%
Term 3	64%	26%	7%	3%
Term 4	65%	27%	6%	2%

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that students attend the school when it is open for instruction.

The 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;
- 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; and
- 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;
- ensuring that student absence is investigated, responded to and actions taken in alignment with the thresholds;
- ensuring all students, whānau, and staff understand the processes and procedures that support student attendance; and
- reporting to the board on any trends, barriers to attendance, and interventions being used to support student attendance.

Parent / Whānau responsibilities

Parents and whānau are responsible for:

- ensuring students attend every day they are able;
- reinforcing good attendance habits;
- engaging in open and honest communication with the school; and
- following the school's attendance management plan and associated attendance policies and procedures.

Monitoring

The principal will maintain reporting of daily attendance data.

The 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.

References

Relevant Legislation includes:

- [Education and Training Act 2020](#)
- [School Attendance Rules 2025](#)
- [Education \(School Attendance\) Regulations 2024](#)
- Education Attendance Management Plan regulations (yet to be passed)

School Policies include:

- [Student Attendance](#)
- [Attendance Procedures](#)

Ministry of Education Guidelines include:

- [Student attendance guide](#)
- [Attendance codes](#)
- [Stepped attendance response – STAR](#)
- [Attendance Management Plans](#)
- [Attendance services](#)

Review

Our Attendance Management Plan will be reviewed in November 2026, once we have had a year of implementing these actions. Targets will be reviewed at this point.

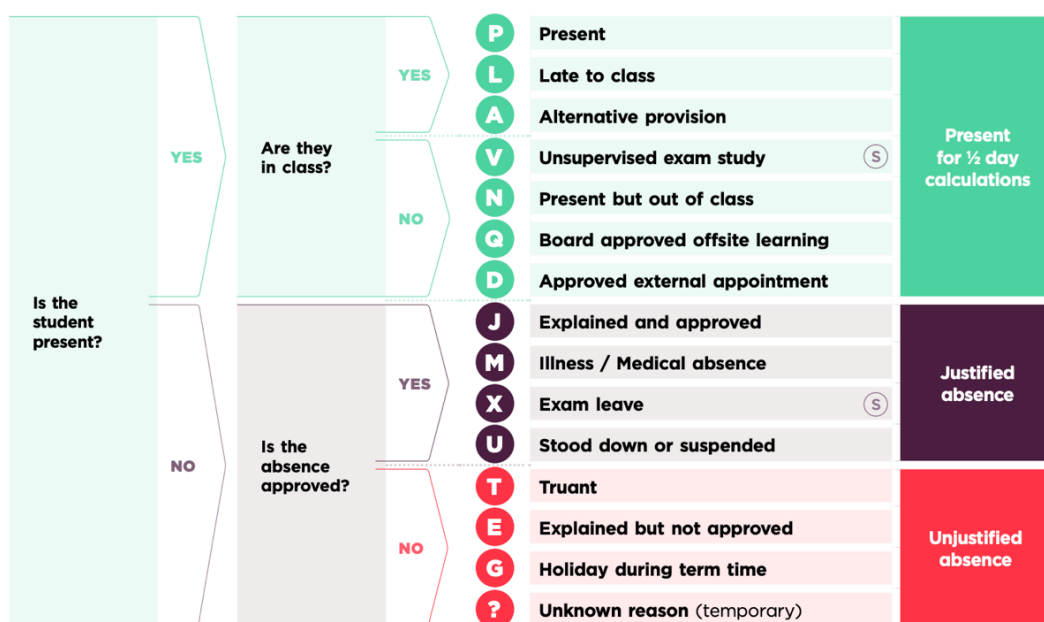
Attendance Codes

The School Attendance Rules 2025 require schools to use Ministry-approved attendance codes to record student attendance. The attendance codes and guidance are designed to support schools and the Ministry to:

- distinguish between presence, justified absence and unjustified absence
- provide high-level indicators to support monitoring of trends and patterns
- support school attendance activities e.g. tracking the location of students.

Causal factors for absences, such as transport barriers, appointments, illness, and whānau events are recorded on our SMS, eTAP.

Application of codes are based on the following:



For more information visit: education.govt.nz/attendance-register

(S) Secondary schools only

Present for ½ day calculations	Justified absence	Unjustified absence
<p>P Present Student is present in class. This includes supervised dual tuition with Te Kura.</p> <p>L Late to class Student is late to class. Schools set the threshold for lateness (e.g. 10 minutes) in their school policy.</p> <p>A Alternative provision Student is present in a Ministry-approved alternative provision, such as a teen parent unit, alternative education, secondary-tertiary program, health school or activity centre.</p> <p>V Unsupervised exam study (S) Student is present in an examination or unsupervised study where the student is on-site.</p>	<p>N Present but out of class Student is present but out of class due to an on-site school activity (cultural or sporting event), internal appointment, temporary removal from class, or time in the sickbay.</p> <p>Q Board approved offsite learning Student is present in Board-approved off-site learning, including courses, school-organised activities, and work experience.</p> <p>D Approved external appointment Student is present but has a medical appointment which is unable to be scheduled outside of school hours (e.g. doctor or dentist and includes travel time) or is participating in court proceedings.</p> <p>J Explained and approved Student is absent due to explained and approved reasons (e.g. family emergencies, bereavement, representing in national / cultural events, approved exemptions, or accompanying parents on overseas diplomatic / military postings).</p> <p>M Illness / Medical absence Student is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety).</p> <p>X Exam leave (S) Student is absent studying offsite preparing for exams. NOTE: Time allocated to this code is not included in Ministry attendance calculations.</p> <p>U Stood down or suspended Student is absent due to formal stand down or suspension. This code applies to the period of the stand-down or suspension, excluding the day it was imposed.</p>	<p>T Truant Student is absent without explanation or permission from a parent / caregiver (e.g. skipping class).</p> <p>E Explained but not approved Student is absent and the reason provided does not meet the school's policy for a justifiable absence (e.g. a parent states their child didn't want to attend sports day).</p> <p>G Holiday during term time Student is absent due to a holiday taken.</p> <p>? Unknown (temporary) Temporary code used when the reason for a student's absence is initially unknown. This will be updated once the reason is confirmed.</p>

(S) Secondary schools only

Our school policies and procedures support the consistent application of attendance codes.

At Kaimai School the attendance codes are applied as follows:

P	Present	a student who is present in class
L	Late	a student who arrives after the 8:40am bell
N	Present but out of class	a student who is at school but not in class (e.g., on-site event, in sickbay, temporarily removed from class)
Q	Board approved offsite learning	a student who is present at an offsite, board approved, activity (e.g., technology, class trips, camp, sports days)
D	Approved external appointment	a student who has a scheduled medical appointment during school hours* *the school should be notified in advance of the appointment
J	Explained and approved	a student whose absence is explained and approved by the principal for no more than five consecutive school days (e.g., family emergency, bereavement / tangihanga, extreme weather events)
M	Illness / Medical absence	a student whose absence is due to illness or medical reasons, including mental health for no more than five consecutive school days* *if a student is absent for 3 days or more, then a medical certificate may be requested
U	Stood down or suspended	a student who is unable to attend school as they are stood down or suspended excluding the day stand down or suspension was imposed
E	Explained but not approved	a student whose absence is explained but not approved by the principal (e.g. student not wanting to attend, tired, celebrating birthdays, visiting relatives, haircuts, non-approved extra-curricular activities)
T	Truant	a student whose absence is unexplained or who is absent without parent/caregiver permission
G	Holiday during term time	a student whose absence is due to a holiday (either domestic or international) being taken during term time

Extended absence (illness and medical)

Students who are not able to attend school as they are unwell or injured should be recorded as M – illness/medical. This includes short-term hospital stays and rehabilitation programmes if the student is not admitted to a Regional Health School. If a student is engaged with a Health School, then the A – alternative provision code applies. Extended and recurring illness and medical related absences may require consideration of a wellbeing plan or admission to Health School.

Extended absence (overseas)

If a student is absent overseas for more than 15 consecutive weeks in one year, then the student should be recorded as NA – not attending or removed from the school roll and re-enrolled on their return.

Extended absence (unknown cause)

Schools are required to unenroll students if they have been absent for 20 consecutive school days unless the principal has been informed that the absence is temporary. At (name of school) we unenroll students earlier if we have received an ENROL notification that a new school enrolment has been made, or we have been informed the student is not intending to return (e.g. moving overseas).

Attendance Management Procedures

At Kaimai School we use a Stepped Attendance Response (STAR) framework when responding to individual student absences. This STAR framework enables us to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

The actions outlined in the STAR framework 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.



Day-to-day operations

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website and other communication methods to set expectations and provide guidance to parents</p>	<p>Classroom teacher</p> <p>Principal</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents, including this Attendance Management Plan, published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with parents and students, where appropriate to develop good attendance habits.</p>
Maintain contact details of parents	<p>Gather details at enrollment.</p> <p>Re-establish the details at the start of every year.</p>	Office Administrator	Conduct check ins on a regular basis when parents visit and note any updates.
Following up absences daily	<p>Use class rolls, Skool Loop, and eTAP to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p>	Office Administrator	If parents are unable to be reached by phone, send ' <i>Student absence (day-to-day)</i> ' email to parent (Appendix 1).
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School Board Principal	
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve other services, consider referral to Attendance Services (Ngāti Ranginui)</p>	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures.

Students with less than 5 days absence in a school term

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers about every absence	Identify all student absences and communicate these to parents	Office Administrator	Follow-up all absences to confirm the reason for absence.
Provide students with regular updates on their own attendance	Discuss attendance with students weekly, acknowledging those who have attended regularly	Classroom Teacher	
Report regularly to parents on attendance of their child	<p>Comment on attendance in school reports or as requested by parents.</p> <p>Termly email to parents reporting on their child's attendance.</p>	<p>Classroom Teacher</p> <p>Principal</p>	Reported via school reports in Term 2 and Term 4

Students with up to 10 days absence (5–9 days) in a school term

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	<p>After 5 days send 'Worrying Attendance (up to 10 days)' email to parent (Appendix 2)</p> <p>Phone contact to be used if this is not the first time student has met the threshold</p>	Principal	<p>Record actions taken in eTAP.</p> <p>If there is no action taken due to individual circumstance, record this in eTAP.</p> <p>Follow-up to be within 2 school days of meeting the threshold.</p>
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Classroom Teacher LSC	Discuss with students and identify any missed key content that needs to be addressed.
Use in-school resources as appropriate to remove barriers.	Use PB4L approach to acknowledge students upon successful return to school.	Classroom Teacher Principal	

Students with up to 15 days absence (10–14 days) in a school term

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent. After 10 days send ' <i>Concerning Attendance (10–14 days)</i> ' email to parent (Appendix 3) Email and/or phone call as required for escalation.	Principal	Record actions taken in eTAP. If there is no action taken due to individual circumstance, record this in eTAP. Follow-up to be within 2 school days of meeting the threshold.
Hold meeting with whānau and student (where appropriate) to analyse reasons for absence	Arrange a meeting including parents and the student.	Principal Classroom Teacher	Consider if it is appropriate for the student to be at this meeting. The focus of this meeting is to identify and remove barriers to ensure student returns to regular attendance.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan.	Classroom Teacher Principal	Utilise ' <i>My every day attendance plan</i> ' template (Appendix 5) Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers.	Use PB4L approach to acknowledge students upon successful return to school.	Classroom Teacher Principal	
Consider involving Attendance Services or other agencies as appropriate	Based on meeting with whānau and the response, request support as required.	Principal Office Admin	Tauranga Central Attendance Services - Ngāti Ranginui Iwi Society Inc

Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent. After 15 days send 'Very Concerning Attendance (greater than 15 days)' email to parent (Appendix 4) Email and/or phone call as required for escalation.	Principal	Record actions taken in eTAP. If there is no action taken due to individual circumstance, record this in eTAP. Follow-up to be within 2 school days of meeting the threshold.
Hold meeting with whānau and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Principal Classroom Teacher	Consider if it is appropriate for the student to be at this meeting. The focus of this meeting is to identify and remove barriers to ensure student returns 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 Support access to services and collaborating with specialists	Principal Office Admin Classroom Teacher	Before referral check all previous actions, such as a 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	Classroom Teacher Principal	Review existing 'My every day attendance plan' template (Appendix 5) and update as appropriate. Continue monitoring
In extreme cases only, request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up by whānau.	Notify the Ministry of Education after all reasonable actions have been taken to return the student to regular attendance and the student has been chronically absent for 2 or more terms. Provide: <ul style="list-style-type: none"> • attendance records • all absence notifications • records of supports offered by the school • the support plan and records of monitoring • records of additional support offered by Attendance Service • warning notice(s) sent to whānau • records of any multi-agency responses 	Principal School Board	Prosecutions are a last resort when all other attempts to return a student to regular attendance have failed and there is clearly an unwillingness from whānau to comply with the law.
Unenrol if the student will not be returning to school.	Ensure that ENROL is updated and Non-Enrolment Notification completed accordingly.	Office Admin	Student should be unenrolled if they are unjustifiably absent from the school for 20 consecutive school days or more, unless advised that the absence is temporary

Appendices

Appendix 1 - Student absence (day-to-day)

Subject: [Student's name]'s Absence

Tēnā koe [parent's name]

[Student's name] was marked absent today.

Please get in touch with us as soon as possible to provide a reason.

Ngā mihi,

Appendix 2 - Worrying Attendance (up to 10 days)

Subject: [Student's name]'s Worrying Attendance

Tēna koe [parent's name]

I'm reaching out to talk about [student's name] attendance this term. They've been absent for [number of days absent] days this term, which means their attendance rate is currently below [80]%.

We know that regular attendance plays a big part in helping students feel connected and succeed in their learning.

I'd really value the opportunity to talk with you about how things are going and see how we can work together to support [student's name] attend more regularly.

Please let me know if [date] works or send me an [email to arrange a time].

Ngā mihi,

Appendix 3 - Concerning Attendance (10–14 days)

Subject: [Student's name]'s Concerning Attendance

Tēna koe [parent's name]

I'm getting in touch to talk about [student's name] attendance. We've noticed they've been absent for [number of days absent] days this term, and their attendance hasn't improved as much as we'd hoped since our last kōrero on [date].

We know that regular attendance helps students feel connected, confident, and successful in their learning. We also understand that there can be challenges, and we're here to work with you to find solutions that support [student's name] to be at school more consistently.

Let's meet to create a plan that helps [student's name] get back on track with their learning and regularly attending school again. Please get in touch with me so we can arrange a time to develop this plan.

Ngā mihi,

Appendix 4 - Very Concerning Attendance (greater than 15 days)

Subject: [Student's name]'s Very Concerning Attendance

Tēnā koe [parent's name]

This is to inform you that [student's name] has not had regular attendance at [school name].

[give brief details as to absences].

This letter is to inform you of your legal obligation to ensure that [student's name] attends school whenever it is open and request that [student's name] returns to regular school attendance immediately.

School staff have engaged with you on the occasions listed below, to discuss these ongoing absences and attempt to get [student's name] attendance back on track.

- [email/letter, date
- email/letter, date
- details of meeting, date
- details of meeting, date]

The school has also involved [external agencies involved] to support [student's name] to return to regular attendance. This has not resulted in the improvement of [student's name] attendance at school.

Section 36 of the Education and Training Act requires a student to attend the registered school at which they are enrolled whenever it is open, while section 244 provides that a parent of that student commits an offence if they do not attend as required by section 36.

If there are insufficient improvements by [date], the board will consider the appropriate next steps available, which may include a referral to the Ministry of Education to consider prosecution for irregular attendance under section 244 of the Education and Training Act 2020.

Please contact me as soon as possible with any questions you may have.

Ngā mihi,

Appendix 5 - 'My every day attendance plan' templated



My every day attendance plan

My name: _____

Date of plan: _____

My **CURRENT** attendance: _____ My **GOAL** attendance: _____

Date of review: _____

Things **AT SCHOOL** that make it **harder** for me to attend:

Things **OUTSIDE SCHOOL** that make it **harder** for me to attend:

Attendance is **IMPORTANT** to me because:

WHO I can talk to at school if I need support:

What **I'LL** do:

WHEN:

SIGNED:

What my **WHĀNAU** will do:

What my **SCHOOL** will do: