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ATTENDANCE MANAGEMENT PLAN FOR AROHENA SCHOOL

Rationale:

At Arohena School we understand that regular attendance is closely linked to ākonga achievement and wellbeing. School age children are required to attend school every day and everyone (school personnel, parents, whānau and communities) play a vital role to ensure this is a top priority. Arohena School's Attendance Management Plan provides a clear process to improve regular attendance by identifying patterns of absenteeism and implementing culturally responsive strategies. It complies with Ministry of Education requirements to monitor and report ākonga attendance and aligns with STAR guidelines (Stepped Attendance Response).

Previous, Current State:

The government has set a target for 80% or more ākonga to be attending regularly by 2030. (To be attending regularly, ākonga miss fewer than 5 days across a term.)

Arohena has set **Goals to improve attendance:**

1. to increase each school term's attendance rate compared with the same term in previous years.
2. to decrease chronic absenteeism rate compared with the same term in previous years.
3. To decrease E (accepted but not justified) and increase J (explained and approved) if absent.

At the end of 2023 Arohena School's regular attendance was 34.5%. A further breakdown of this is as follows:

- Term 1 – 33%
- Term 2 – 49%
- Term 3 – 27%
- Term 4 – 29%

At the end of 2024 Arohena School's regular attendance was 53.5%. A further breakdown of this is as follows:

- Term 1 – 41%
- Term 2 – 61%
- Term 3 – 53%
- Term 4 – 59%

At the end of 2025 Arohena School's regular attendance was 46.5%. A further breakdown of this is as follows:

- Term 1 – 65%
- Term 2 – 21%
- Term 3 – 48%
- Term 4 – 52%

2026 Regular Attendance Target: 47.6% *(A 2.3 incremental, realistically achievable amount based on previous year's percentage).*

- Term 1 - TBC
- Term 2 - TBC
- Term 3 - TBC
- Term 4 - TBC

This target will be reviewed and adjusted for 2027.

Supporting Documentation:

Include links to attendance policy and strategic plan (an attendance goal should be part of the next cycle of 3 year strategic planning).

Strategic Priorities

At Arohena School we understand that regular attendance is closely linked to ākonga achievement and wellbeing. School age children are required to attend school every day and everyone (school personnel, parents, whānau and communities) play a vital role to ensure this is a top priority.

Arohena School's Attendance Management Plan provides a clear process to improve regular attendance by identifying patterns of absenteeism and implementing culturally responsive strategies. It complies with Ministry of Education requirements to monitor and report ākonga attendance and aligns with STAR guidelines (Stepped Attendance Response).

Board responsibilities

The 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 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
- 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, whanau 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 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.

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

Education Attendance Management Plan regulations (yet to be passed)

Reviewed: November 2025

Presiding Member: Robbie Sherriff

Tumuaki: Justine Klingi

Next review: November 2027

Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and response to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff an external agency, where necessary to improve our levels of student attendance.

Parent/Whanau responsibilities:

- 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 Procedures

Kaiako will mark attendance registers twice a day.

Days admin is in school: ? (unknown reason) will be followed up by admin and adjusted accordingly. If there is no contact the ākongas shall be marked T (truant)

Days admin is not in school: The tumuaki follow up on ? (unknown reason) and adjusted accordingly. If there is no contact the ākongas shall be marked T (truant)

Days admin and tumuaki are not in school: The class kaiako follow up on ? (unknown reason) and adjusted accordingly. If there is no contact the ākongas shall be marked T (truant)

Parents will receive student attendance data.

Outside agencies will be used as appropriate to support attendance.

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 staff to review outcomes and effectiveness of these interventions

[Updated Blank STAR template.pdf](#)

Stepped Attendance Plan For Arohena School:

For ākongas with less than 5 days absence in a school term - GOOD		
Actions	Who is responsible	Outcome
<ul style="list-style-type: none"> ● Recognition and Celebration: <ul style="list-style-type: none"> - Acknowledge ākongas with excellent attendance through certificates or newsletters. - Include attendance achievements in ākongas reports and other reporting methods. ● Incentives and Rewards: <ul style="list-style-type: none"> - Offer small rewards (e.g., stationery, vouchers, extra privileges) for consistent attendance. - Create a termly draw or prize for ākongas meeting the attendance goal. ● Positive Reinforcement: <ul style="list-style-type: none"> - Staff provide verbal praise and 	<ul style="list-style-type: none"> ● Kaiako: <ul style="list-style-type: none"> - Monitor daily attendance and encourage ākongas. - Nominate ākongas for recognition and rewards. ● Admin Staff (Weds & Thurs) Tumuaki (Mon, Tues) Kaiako (Fri): <ul style="list-style-type: none"> - Maintain accurate records and generate attendance reports. - Coordinate communication with whānau. ● Staff: <ul style="list-style-type: none"> - Approve and support recognition initiatives. 	<ul style="list-style-type: none"> ● Visible Recognition: <ul style="list-style-type: none"> - Termly certificates awarded. - Attendance wall or digital dashboard celebrating ākongas with excellent attendance. ● Positive School Culture: <ul style="list-style-type: none"> - Ākongas feel proud of their attendance and motivated to maintain it. - Attendance is seen as a shared responsibility between school and whānau. ● Improved Engagement: <ul style="list-style-type: none"> - Ākongas with strong attendance are more engaged in learning and school activities.

<p>encouragement.</p> <ul style="list-style-type: none"> - Display attendance achievements on classroom or platforms. ● Whānau Engagement: <ul style="list-style-type: none"> - Send positive communication home to whānau acknowledging their support. - Invite whānau to celebrate attendance milestones at school events. ● Monitoring and Feedback: <ul style="list-style-type: none"> - Track attendance data regularly to ensure ākongas remain on track. - Provide feedback to ākongas on their attendance progress. 	<ul style="list-style-type: none"> - Ensure alignment with school-wide attendance goals and Ministry requirements. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Support regular attendance through routines and communication with the school. 	<ul style="list-style-type: none"> - Whānau feel valued and involved in their child's success. ● Data-Driven Support: <ul style="list-style-type: none"> - Attendance data used to identify and support ākongas who may be close to the threshold. - Early intervention prevents minor absences from becoming patterns.
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For ākongas with up to 10 days absence in a school term - WORRYING

Actions	Who is responsible	Outcome
<ul style="list-style-type: none"> ● Early Identification and Monitoring: <ul style="list-style-type: none"> - Use weekly attendance reports to flag ākongas approaching or exceeding 10 days of absence. - Track patterns (e.g. frequent Mondays/Fridays, illness-related absences). ● Initial Contact and Check-In: <ul style="list-style-type: none"> - Kaiako initiate a friendly check-in with the ākongas. - Contact whānau to understand reasons for absence and offer support. 	<ul style="list-style-type: none"> ● Kaiako: <ul style="list-style-type: none"> - Monitor attendance and initiate early conversations. - Maintain a welcoming classroom environment. ● Kaiako: <ul style="list-style-type: none"> - Lead ākongas meetings and develop support plans. - Liaise with whānau and external support services. ● Admin Staff: <ul style="list-style-type: none"> - Generate regular attendance reports. 	<ul style="list-style-type: none"> ● Proactive Support: <ul style="list-style-type: none"> - Students feel noticed and supported before attendance becomes a serious concern. - Staff respond with empathy and solutions, not punishment. ● Improved Attendance: <ul style="list-style-type: none"> - Students begin to attend more regularly due to increased support and motivation. - Absences decrease over time, especially when barriers are addressed. ● Stronger Relationships: <ul style="list-style-type: none"> - Trust builds between ākongas, staff, and

<ul style="list-style-type: none"> ● Supportive Conversations: <ul style="list-style-type: none"> - Hold informal meetings with ākongas to discuss attendance and any barriers. - Use restorative practices to build trust and encourage open dialogue. ● Tailored Support Plans: <ul style="list-style-type: none"> - Develop short-term attendance goals with the ākongas. ● Whānau Collaboration: <ul style="list-style-type: none"> - Invite whānau to participate in planning and support strategies. - Provide resources or referrals to external agencies if needed. ● Positive Reinforcement: <ul style="list-style-type: none"> - Recognise improvements in attendance with praise or small incentives. - Celebrate progress publicly or privately, depending on ākongas preference. 	<ul style="list-style-type: none"> - Record interventions and communications accurately. ● Tumuaki / Kaiako: <ul style="list-style-type: none"> - Oversee implementation of attendance strategies. - Ensure consistency and alignment with school policies and Ministry expectations. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Engage in communication and support attendance goals. - Share relevant information that may impact attendance. 	<p>whānau.</p> <ul style="list-style-type: none"> - Ākongas feel safe discussing challenges and asking for help. ● Data-Driven Decisions: <ul style="list-style-type: none"> - Attendance data informs targeted interventions. - Staff can evaluate the effectiveness of strategies and adjust as needed.
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For ākongas with up to 15 days absence in a school term - CONCERNING

Actions	Who is responsible	Outcome
<ul style="list-style-type: none"> ● Comprehensive Attendance Review: <ul style="list-style-type: none"> - Conduct a detailed review of the ākongas' attendance history and patterns. - Identify underlying causes (e.g. health, anxiety, family issues, disengagement). ● Formal Meeting with Ākongas and Whānau: <ul style="list-style-type: none"> - Schedule a meeting involving the ākongas, whānau, and key staff. - Discuss barriers to attendance and co-develop a re-engagement plan. 	<ul style="list-style-type: none"> ● Kaiako: <ul style="list-style-type: none"> - Provide learning support and maintain a positive classroom environment. - Contribute to the development and monitoring of the AIP. ● Kaiako: <ul style="list-style-type: none"> - Lead meetings and coordinate support plans. - Liaise with external agencies and monitor wellbeing. 	<ul style="list-style-type: none"> ● Structured Support: <ul style="list-style-type: none"> - Students have a clear plan and know who is supporting them. - Staff work collaboratively to address barriers and monitor progress. ● Improved Attendance and Engagement: <ul style="list-style-type: none"> - Students begin to re-engage with school and attend more consistently. - Academic and social outcomes improve as attendance stabilises.

<ul style="list-style-type: none"> ● Individual Attendance Improvement Plan (AIP): <ul style="list-style-type: none"> - Create a written plan with clear goals, timelines, and support strategies. - Include academic catch-up, wellbeing support, and attendance targets. ● Referral to Support Services: <ul style="list-style-type: none"> - Engage external agencies (e.g. RTLB, social workers, health services). - Ensure wraparound support is coordinated and culturally responsive. ● Regular Monitoring and Follow-Up: <ul style="list-style-type: none"> - Weekly check-ins with the ākongā to review progress and adjust support. - Maintain ongoing communication with whānau. ● Escalation if Necessary: <ul style="list-style-type: none"> - If attendance does not improve, follow school procedures for escalation. - This may include formal letters, involvement of Attendance Service, or further agency referrals. 	<ul style="list-style-type: none"> ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Track attendance data and document interventions. - Ensure accurate reporting to the Ministry and Attendance Service. ● Staff: <ul style="list-style-type: none"> - Oversee implementation and ensure accountability. - Approve referrals and manage escalations. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Actively participate in meetings and support attendance goals. - Communicate openly about challenges and progress. 	<ul style="list-style-type: none"> ● Stronger Whānau Partnerships: <ul style="list-style-type: none"> - Whānau feel heard and supported, leading to better collaboration. - Trust and communication between home and school are strengthened. ● Accountability and Escalation Pathways: <ul style="list-style-type: none"> - Clear documentation and procedures ensure accountability. - Escalation is used appropriately when support efforts are exhausted.
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For ākongas with 15 days or more absence in a school term - SERIOUS CONCERN

Actions	Who is responsible	Outcome
<ul style="list-style-type: none"> ● Urgent Case Review: <ul style="list-style-type: none"> - Conduct a full review of the ākongā's attendance, wellbeing, academic progress, and previous interventions. 	<ul style="list-style-type: none"> ● Kaiako: <ul style="list-style-type: none"> - Maintain a welcoming environment and provide differentiated support. - Communicate learning progress and needs to support staff. 	<ul style="list-style-type: none"> ● Intensive, Individualised Support: <ul style="list-style-type: none"> - Students receive tailored interventions that address both academic and personal challenges.

<ul style="list-style-type: none"> - Identify chronic patterns and contributing factors (e.g. mental health, family crisis, disengagement). ● Formal Intervention Meeting: <ul style="list-style-type: none"> - Convene a formal meeting with the ākonga, whānau, senior leadership, and relevant support staff. Include external agencies such as Attendance Service, Oranga Tamariki, or health professionals if appropriate. ● Comprehensive Re-engagement Plan: <ul style="list-style-type: none"> - Develop a detailed plan with clear attendance goals, timelines, and wraparound support. Include flexible learning options (e.g. part-time attendance, online learning, alternative education pathways). ● Multi-Agency Collaboration: <ul style="list-style-type: none"> - Coordinate with external services to address complex needs (e.g. housing, mental health, family support). Ensure culturally responsive and trauma-informed approaches are used. ● Intensive Monitoring and Support: <ul style="list-style-type: none"> - Kaiako/tumuaki to check in with the ākonga multiple times per week. - Track attendance daily and adjust support as needed. ● Escalation and Legal Compliance: <ul style="list-style-type: none"> - If non-attendance persists, follow legal protocols including formal notifications and referrals to the Attendance Service. - Document all actions and communications 	<ul style="list-style-type: none"> ● Kaiako/Tumuaki: <ul style="list-style-type: none"> - Lead the development and implementation of the re-engagement plan. - Coordinate with external agencies and monitor wellbeing. ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Maintain accurate records and ensure timely reporting to the Ministry and Attendance Service. - Support communication with whānau and agencies. ● Kaiako/Tumuaki: <ul style="list-style-type: none"> - Oversee the intervention process and ensure accountability. - Authorise flexible learning arrangements and manage legal compliance. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Engage actively in meetings and support the re-engagement plan. - Communicate openly about barriers and progress. ● External Agencies: <ul style="list-style-type: none"> - Provide specialist support and resources tailored to the ākonga's needs. - Collaborate with the school to ensure continuity of care. 	<ul style="list-style-type: none"> - Staff and agencies work together to provide holistic care. ● Flexible Learning Pathways: <ul style="list-style-type: none"> - Students may access alternative education, part-time attendance, or online learning to support re-engagement. Plans are responsive to ākonga needs and circumstances. ● Improved Attendance and Wellbeing: <ul style="list-style-type: none"> - With consistent support, ākongas begin to attend more regularly and feel safer at school. - Wellbeing improves as barriers are addressed. ● Clear Documentation and Accountability: <ul style="list-style-type: none"> - All actions are recorded to ensure transparency and legal compliance. The school can demonstrate proactive efforts to support the ākonga.
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