Tainui Full Primary School

Te Pikinga
Onwards and upwards
Kia Toa

Kia mau ki to mana
Hold steadfast to that which is yours
Moupiri tikai tei rauka iakoe

Tainui Full Primary School Attendance Management Plan

Approval	Date	School Board Signature	Published on:
	24/2/26		
November Board Meeting	(Date to be filled at meeting)		www.tainuifullprimary.school.nz
Effective date:	**Feb 2nd 2026**	**Review date:**	**Annually** (next review: Term 4 2026)

1. Overarching Attendance Objectives and Strategic Priorities

Rationale

Regular attendance is critical to support **student welfare** and help students achieve their **educational potential**. We recognise the importance of attendance for **achievement** and **engagement**.

Links to or Copies of Existing Strategic Documents

Currently, the Attendance Management Plan is **not explicitly linked to the Strategic Plan**. The school will include links to the relevant sections of the **Annual Plan** where attendance targets are set.

Summary of Current Attendance Data

- **Term 2, 2025 Regular Attendance Rate:** 46%.
- The school currently monitors absence patterns using its student management system.

Clear Definition of Success (Targets/Goals)

The school will aim to achieve **80% regular attendance** or meet the government's desired attendance goals.

2. Attendance Policy

Required Legal Obligations (Education and Training Act 2020)

- **Compulsory Enrolment and Regular Attendance:** Students between six and sixteen years old must be enrolled at school and must attend school regularly, unless a specific exemption has been approved.
- **Board Responsibilities:** The board takes all reasonable steps to ensure all students enrolled attend school when it is open.
- **Parent/Guardian Obligations:** Parents and guardians have legal obligations to ensure their children attend school.

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Expectations of Parents, Students, and Staff

Group	Expectations
Parents/Guardians	* Must **notify the school as soon as possible** if their child will be late or absent. * Must ensure a **reason for absence is provided no later than the end of the school week**. * Expected to arrange appointments and trips outside school hours or during school holidays where possible. * Expected to work with the school to manage attendance concerns.
Students	* Required to be **present and attend classes on time**. * Must **sign out at the office** if leaving the school during school hours with permission.
Staff	* Staff are responsible for **reminding students** of attendance expectations. * Classroom teachers, learning support staff, and office staff work together to ensure **attendance is recorded correctly**.

Encouraged Links to Related Policies

The following related policies are linked for cross-reference:

- Communicating with Parents and Whānau
- Missing Student Procedure
- Before and After School Supervision
- Managing Injuries and Illness

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3. Attendance Management Procedures

How You Set and Reinforce Attendance Expectations

Expectations are **shared with students and their parents/caregivers**. Staff are responsible for reminding students. The school office contacts parents/caregivers to outline attendance expectations as part of the follow-up process.

Process for Recording Attendance (Timing and Storage)

- Attendance is recorded accurately using Ministry of Education attendance codes, distinguishing between **justified and unjustified absences**.
- Attendance data is provided to the Ministry of Education **each day**.
- Attendance registers are kept for **seven years** from the date of the last entry.

Steps for Following Up on Unexplained Absences

1. Office staff check and update attendance information (e.g., late arrivals, early departures).
2. Tainui Full Primary School **contacts parents/caregivers directly** if no explanation is provided for student absence.
3. The school takes all reasonable steps to ensure students attend school.

Monitoring Practices and Thresholds

Element	Required Procedure
Identifying barriers and patterns of concern	Office staff monitor for changes or **trends in student attendance**. Staff are encouraged to report any attendance concerns to the **Deputy Principal**. Follow-up actions include **analysing attendance data** for patterns of absence.
Thresholds for concerning absence	The school monitors students with **five or more full days of unjustified absence in a term**.
Stepped Attendance Response (STAR) Encouragement	The school is encouraged to use the thresholds set out in the Stepped Attendance Response (STAR) guidance.

Escalation Pathways and Agency Involvement

- **Initial Escalation:** Follow-up actions include **meeting with students and their parents/caregivers** to discuss strategies for improving attendance.
- **Attendance Officer:** The Board may appoint an **attendance officer** who has authority to follow up absences directly with students and parents/caregivers.
- **Agency Involvement:** The school may refer students with extended or persistent absences to **Attendance services**.

Encouraged: Supporting Students Returning to School (Re-integration)

(Note: These strategies need to be defined by the school. The following are suggested actions to complete this encouraged section.)

Strategy	Action to be Implemented
Addressing loss of learning	E.g., The classroom teacher will create a **brief catch-up learning plan** focusing on core concepts missed. Peer mentors may be assigned to assist with missed classwork.
Reintegrating the student into the wider school environment and friendships	E.g., The Deputy Principal or Welfare Officer will conduct a **check-in meeting** upon return. Targeted support will be provided to ensure quick re-entry into social groups and activities.

Supporting the student to join in school-based activities	E.g., Staff will ensure the student receives **all information for upcoming events** and is actively encouraged and supported to participate in school-based activities.
Keeping the parent informed about progress	E.g., A designated staff member (e.g., class teacher or DP) will provide **weekly progress updates** to the parents/guardians for the first month following the student's return.

4. Monitoring and Measuring Progress

Required: Review and Adjustment of Procedures, Policy, or Plan

The plan will be **reviewed annually**. The school is actively transitioning towards the new attendance model and will update this policy and the plan to meet the new requirements **before Term 1 2026**.

Encouraged: Monitoring That Procedures are Being Followed

School leadership monitors that student absences are **correctly recorded, monitored, and followed up**.

Encouraged: Monitoring the Effectiveness of Responses to Absences

The school monitors absence patterns using the student management system and staff are encouraged to report concerns. Follow-up actions include discussing school programmes with relevant staff to **better meet the needs of students at risk of disengagement**.

Encouraged: School Leadership Reporting to the Board

The principal **assures the board** that student absences are correctly recorded, monitored, and followed up. This reporting is completed via the school's established **Review Schedule and Board Assurances** process.

Tainui Full Primary, School Board