



Attendance Management Plan (AMP) 2026 Macleans Primary School

Strategic Attendance Priorities for Macleans Primary School is to achieve a minimum of 80% Regular Attendance as identified by our Student Management System (SMS)

Board Responsibilities For Attendance are to support The Principal and Macleans Primary School in achieving 80% Regular Attendance. This means that the BoT:

- asks timely questions
- supports any budget changes due to resourcing needs towards attendance as the year progresses
- understands the expectation and limitations placed on teachers, SENCOs, senior leadership teams and Principals to achieve 80% regular attendance

Principal Responsibilities For Attendance are to support teachers, SENCOs and the senior leadership team in achieving 80% Regular Attendance. This means that the Principal must:

- ask timely questions of teachers, SENCOs and Senior Leadership teams when managing aspects of attendance whereby the principal is involved
- actively get involved at any level of the STAR plan (see below) when required
- ask for regular updates from SMS on student attendance and follow-up with teachers, SENCO, senior leadership as deemed necessary

Board's Monitoring and Reporting Procedures include:

- Regular reporting at each BoT meeting on attendance within the Principals Report
- The MoE *Everyday Matters Attendance Reports* for each term shared at the most relevant and recent BoT after *Everyday Matters* is published and sent to the Principal
- Reviewed in the annual Macleans Primary *Analysis of Variance*

Legislative compliance/ Legislation

- *Education and Training Act 2020*
- *Education Attendance rules*
- *Education Attendance Management Plan regulations (yet to be passed)*

Policy & Procedure on Attendance Can be Found on School Docs - www.schooldocs.co.nz

Macleans Primary's Overview on Attendance

At Macleans Primary 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 achieve at least 80% regular attendance, aligned with the Ministry of Education's national priorities. We have adapted the Stepped Attendance Response (STAR) model to provide timely support at different attendance thresholds.

In line with Ministry of Education guidance, all absences (justified, unjustified, or unexplained) affect a student's attendance rate. Our response will differentiate based on whether absences are explained (e.g., illness) or unexplained/unjustified.

STAR Attendance Response Framework Stage

Stages 1 Thru. 4	Trigger	Response	Who
Universal	Trigger <5 days absent (attendance >90%)	Promote strong attendance culture; daily checks and positive reinforcement.	Class Teacher: Class recognition, assembly recognition
Worrying (Irregular)	5–9 days absent (80–90%)	Early whānau contact to understand reasons; informal support strategies.	Lead Teacher Assistant Principal
Concerning	10–14 days absent (70–80%)	Meeting with whānau; develop an Attendance Support Plan.	Deputy Principal
Serious (Chronic)	≥15 days absent (<70%)	Escalated intervention; legal warning; potential referral to Attendance Service.	Principal

Stage 1: Universal (Regular Attendance)

Trigger is fewer than 5 days absent per term (attendance >90%), regardless of absence reason.

Actions:

- Celebrate and reinforce strong attendance habits
- Ensure daily attendance is marked accurately
- Same-day follow-up for any unexplained absence (via SMS, phone, or email).

Key Point is that even justified absences (e.g., illness) are tracked, but no intervention is needed unless patterns emerge.

Roles:

- Principal to promote school-wide culture of attendance.
 - Teachers to mark attendance daily; alert office to any concerns.
 - SENCOs/APs are to monitor vulnerable students closely.
 - Deputy Principal supports teachers with follow-up as needed.
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Stage 2: Worrying (Irregular Absence)

Trigger is 5–9 days absent per term (attendance 80–90%), explained or unexplained.

Actions:

- Class teacher or office contacts the family early to check in.
- Confirm reasons for absences and if explained (e.g., medical), offer support; if unexplained or unjustified, stress the importance of regular attendance. Leadership team notified for follow up concerning unjustified or unexplained absences.
- Informal support strategies offered (e.g., regular check-ins, attendance incentives).

Communication:

- Early "concern" letter or email sent from teacher in the the 1st instance for unjustified and unapproved absences (template below example below; Macleans P. Has a couple of versions available to use)
- Tone remains warm and solutions-focused.

Example Template: *Dear [Parent], We've noticed that [Student]'s attendance has dropped below our target 90% this term. We understand that there may be good reasons, and we'd love to check in with you to offer any support needed. Please contact [Teacher/SENCo/DP/Principal] to meet or discuss this further.*

Stage 3: Concerning (Moderate Absence)

Trigger is 10–14 days absent per term (attendance 70–80%).

Actions:

- Meeting with family, led by Deputy Principal or Principal for concerning justified, unjustified or unexplained absences.
- Develop an *Individual Attendance Support Plan* setting goals and strategies
- Involve SENCO or external agencies if needed.
- Acknowledge genuine medical absences while focusing on how to maintain connection to learning.

- Communication is for a meeting invitation letter sent for unjustified and unapproved absences (template below) from the SENCO, Deputy Principal, Principal.

Example Template: *Dear [Parent], [Student]'s attendance has now dropped to 90% this term. We'd like to meet with you to discuss a plan to support [Student]'s attendance and learning. Please contact the office to arrange a meeting with [SENCoDeputy Principal/Principal]. We look forward to working together.*

Stage 4: Serious (Chronic Absence)

Trigger is 15+ days absent per term (attendance below 70%).

Actions:

- For concerning justified, unjustified or unexplained absences, issue a formal Warning Notice regarding legal obligations under the Education and Training Act 2020.
- Refer to Ministry of Education's Attendance Service if there is no improvement.
- Continue to offer support, but make clear the seriousness.
- Acknowledge genuine medical absences while focusing on how to maintain connection to learning

Communication is a formal warning letter issued by the Principal.

Example Template: *Dear [Parent], [Student] has been absent for [X] days this term, and their attendance has dropped below 70%. Despite previous conversations and support offers, attendance remains a concern. Regular attendance is a legal obligation. If [Student]'s attendance does not improve by [Date], we may need to refer this matter to the Ministry's Attendance Service for further action. Please contact us urgently to discuss this.*

Key Reminders:

- Track all absences. Explained absences still impact attendance percentages.
- Tailor the response. Be understanding where genuine reasons exist but keep the focus on connection to school.
- Escalate gradually. Clear, step-by-step communication helps families know what to expect.
- Record all actions. Keep notes of all contacts, meetings, and letters sent. 5 Vauxhall School

Macleans Primary Attendance Response Flowchart (STAR)

Stage 1: Universal (Regular Attendance)

Trigger is when attendance >90% (fewer than 5 days absent)

Action:

- Celebrate attendance
- Twice Daily roll checks
- Same-day follow-up for any unexplained absence.

Key is that there is no action unless a pattern of absence appears.



Stage 2: Worrying (Irregular Attendance)

Trigger is 5–9 days absent (attendance 80–90%) (All absences, whether explained or unexplained)

Action:

- Teacher/office phones home to check in.
- Early letter/email sent [Teacher]
- Offer support if needed (e.g., check-ins, incentive systems).

Key: Warm, early intervention.

Stage 3: Concerning (Moderate Absence)

Trigger is 10–14 days absent (attendance 70–80%)

Action:

- Meeting arranged [SENCO/Deputy Principal/Principal].
- Develop Individual Attendance Support Plan.
- Involve SENCO if barriers identified (e.g., anxiety, health).

Key: Collaborative planning with whānau.



Stage 4: Serious (Chronic Absence)

Trigger is 15+ days absent (attendance <70%)



Action:

- Formal Warning Letter sent from the Principal
- Referral to Attendance Service if no improvement
- Continue support offers alongside formal process.

Key: Clear communication of legal obligations.

Important Notes:

- All absences count (justified or unjustified). Our response will differentiate based on whether absences are explained (e.g., illness) or unexplained/unjustified.
- Tailor conversations based on absence reasons (medical vs unexplained).
- Document every step (contacts, letters, meetings).
- Early and positive contact makes later stages easier.