Pukeatua School

ATTENDANCE MANAGEMENT PLAN

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ATTENDANCE MANAGEMENT PLAN 2026
Mahere Haerenga ā-Kura – Attendance Plan

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1. Rationale and Strategic Priorities

Regular attendance is essential for every child's learning (akoranga – learning) and wellbeing. Daily presence ensures students build strong routines, relationships, and academic progress. Kia kaha (be strong) in attendance supports positive outcomes across all year levels.

This plan aligns with:

- Pukeatua School Strategic Plan (2023–2026)
- Annual Implementation Plan
- NELP Objective 5
- Education and Training Act 2020
- Education (School Attendance) Regulations 2024

The national expectation is that **80% of students attend school at least 90% of the time**.

2. Current Attendance Profile and Targets

2025 Attendance Data (Year to Date):

- 65% attending regularly (90%+)
- 25% attending 80–90%
- 5% attending 70–80%
- 3% attending 60–70%
- 2% attending below 60%

Identified Patterns:

- Lower attendance for girls
- Lower attendance for Māori
- Seasonal dips (winter)
- A small group of students have ongoing barriers

2026 Attendance Target:
Pukeatua School will work towards increasing regular attendance from **65% to 70% or higher** by the end of 2026, while reducing chronic absence and improving attendance equity for Māori and girls.

3. Board Responsibilities

The Board will:

- Take all reasonable steps to ensure students attend school when it is open for instruction
- Ensure systems are in place to monitor attendance effectively
- Support a Stepped Attendance Response (STAR) approach
- Ensure attendance data is recorded, analysed, and reported
- Receive termly reports on attendance trends and interventions
- Publish this Attendance Management Plan on the school website

The Board will ensure that student absences are investigated and responded to in line with this Attendance Management Plan, and that actions taken are recorded appropriately in the school's student management system.

4. Principal Responsibilities

The Principal will:

- Implement and oversee the Attendance Management Plan
- Ensure attendance is monitored, investigated, and responded to
- Ensure all actions are recorded in HERO
- Lead a stepped attendance response aligned to thresholds
- Ensure staff, students, and whānau understand expectations
- Report termly to the Board on:
    - Attendance data
    - Trends and patterns
    - Barriers and interventions

5. Attendance Expectations

Parents/Whānau:

- Notify the school by 9.15am if a child is absent
- Provide clear reasons for absence
- Work with the school where attendance concerns arise
- Ensure children attend school every day it is open

Family holidays during term time are discouraged and are not considered an acceptable reason for absence unless there are exceptional circumstances. Where possible, appointments and travel should be arranged outside school hours or during school holidays.

Students:

- Attend school daily and on time
- Be ready for learning (akoranga – learning)

Staff:

- Record attendance accurately twice daily
- Follow up on unexplained absences promptly
- Monitor patterns and respond appropriately

6. Attendance Procedures

Recording Attendance

- Teachers record attendance by 9.15am and 1.30pm
- Office checks for unexplained absences each morning

Follow-Up for Unexplained Absences

1. Text message sent
2. Second text if no response
3. Phone call home
4. Absence marked as truant if unresolved
5. Referral to Attendance Service if required

All follow-up actions are recorded in HERO.

7. Stepped Attendance Response (STAR)

Attendance is monitored using both percentage thresholds and days absent per term:

- **Regular attendance:** 90–100% attendance (fewer than 5 days absent per term)
- **At risk:** 80–89% attendance (5–9 days absent per term)
- **Chronic absence:** 70–79% attendance (10–14 days absent per term)
- **Severe chronic absence:** below 70% attendance (15+ days absent per term)

Response Actions

At Risk (80–89%)

- Early contact with whānau
- Identify barriers
- Provide initial support

Chronic (70–79%)

- Formal meeting with whānau
- Develop attendance plan
- Ongoing monitoring and support

Severe (<70%)

- Referral to Attendance Service
- Multi-agency involvement
- Intensive monitoring and support

All actions are documented and reviewed regularly.

8. Identifying and Addressing Barriers

The school monitors:

- Individual attendance
- Gender patterns
- Ethnicity patterns (Māori/non-Māori)
- Year-level trends
- Day-of-week patterns

Barriers may include:

- Health needs
- Transport challenges
- Anxiety or wellbeing concerns
- Learning needs
- Family circumstances

Staff work alongside whānau to provide āwhina (support) and remove barriers to attendance.

9. Supporting Re-engagement

Students returning after absence receive:

- Pastoral support and check-ins
- Support to re-establish routines
- Assistance with missed learning
- Ongoing communication with whānau

10. Monitoring and Reporting

Internal Monitoring

Leadership ensures:

- Accurate roll marking
- Consistent follow-up processes
- Appropriate use of thresholds
- Documentation in HERO

Effectiveness Monitoring

The Principal monitors:

- Reduction in chronic absence
- Improvements in equity
- Effectiveness of interventions

Reporting to the Board

The Board receives termly reports including:

- Attendance data and trends
- Analysis by gender, ethnicity, and year level
- Actions taken and interventions
- External referrals

11. Review Cycle

This plan will be reviewed:

- Annually, or
- When legislation or school needs change