NEW WINDSOR SCHOOL
Be the best you can be

ATTENDANCE MANAGEMENT PLAN 2026
STEPPED ATTENDANCE RESPONSE (STAR)

Approval: Board and Principal	**Published: 25/02/2026**
Effective Date: Term 1 2026	**Review Date:** Term 4 2026
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Purpose

"Kia kotahi te kaihoe i te waka, Kia ū ki uta"

Only by rowing our waka in the unison will we reach our destination

This Attendance Management Plan 2026 outlines New Windsor School's approach to monitoring, supporting, and responding to student attendance. The School has clear procedures to record attendance daily, track emerging patterns, and identify any concerns early. Attendance expectations and any patterns of concern are discussed with the students and their whānau, and tailored support plans are put in place where needed to help students re-engage and attend school regularly.

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

The government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Legal Requirements and Board Responsibilities

As required by the Education and Training Act 2020 (Section 35), all children aged six to sixteen must be enrolled at school. Once enrolled, students must attend school regularly unless an exemption has been approved by the school and the Ministry of Education.

The school board must take all reasonable steps to make sure students attend whenever the school is open for instruction (Education and Training Act 2020, Section 36).

The board meets its legal responsibilities by:

- committing to supporting students to return to regular attendance
- having clear processes and procedures that follow a *Stepped Attendance Response* using attendance data to identify concerns
- recording all absences and responding appropriately
- using effective systems to identify and monitor absence, including patterns and barriers to attendance
- publishing this Attendance Management Plan on the school website

Principal Responsibilities

The principal is responsible for:

- developing and implementing a *Stepped Attendance Response* that aligns with attendance thresholds to support regular attendance
- ensuring all student absences are investigated, followed up, and that actions taken are recorded in line with the thresholds
- making sure students, whānau, and staff understand the processes and procedures that support attendance
- reporting to the board on attendance trends, barriers to attendance, and interventions used to support students
- providing a termly attendance report to the School Board, including data analysis, trends, and commentary

Monitoring

The principal, Senior Leadership Team, and the Learning Co-ordinator will maintain regular reporting of daily attendance data.

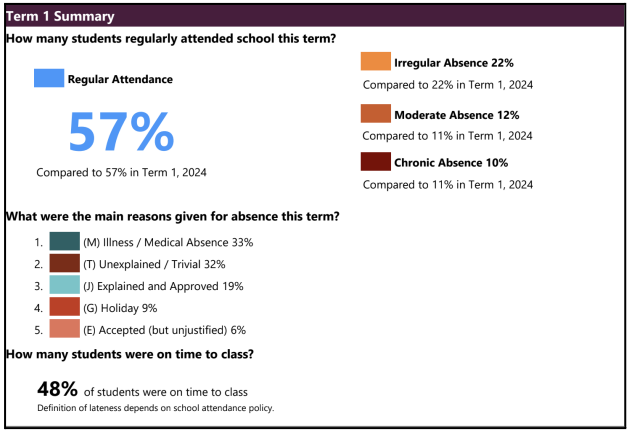
The board will receive a termly attendance report, including information from the *Every Day Matters* report. This reporting will highlight any emerging trends, barriers to attendance, and areas of concern for the board to consider.

Learning Support Coordinator

At New Windsor, we are committed to meeting our attendance targets. The Learning Support Coordinator, in their role as Attendance Coordinator, oversees the overall attendance of all students across the school. New Windsor follows the Ministry of Education's **Stepped Attendance Response (STAR)**, a national initiative designed to support schools to improve attendance by clarifying why regular attendance matters and identifying actions that maximise students' educational opportunities.

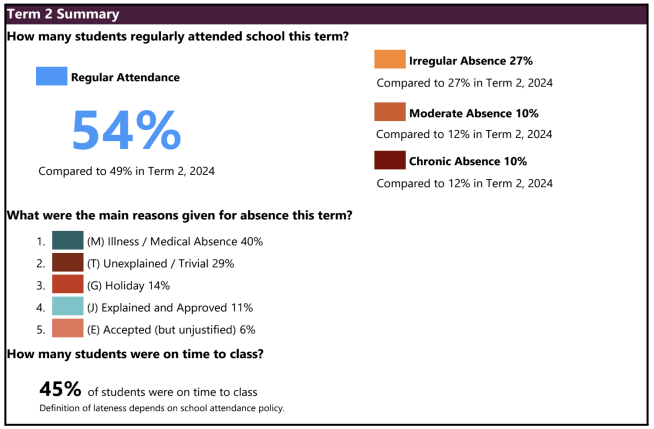
Current Attendance Data (2025)

Term 1, 2025

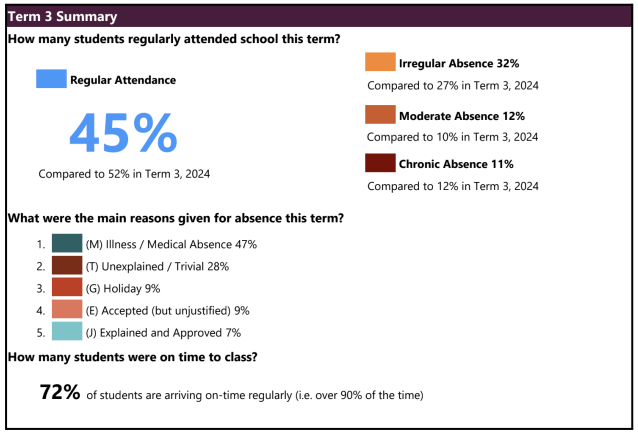
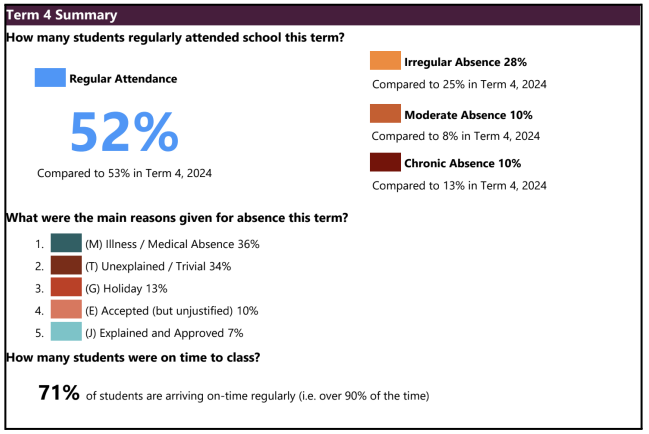


National average: 65.95

Term 2, 2025



National average: 58.4%

Term 3, 2025	Term 4, 2025
	
National average: 50.3%	**National average: 57.3%**

Analysis of 2025 Attendance Data

New Windsor School was:

- below the national average of students attending school regularly in each term and
- below the national target of 80% of students attending school at least 90% of the time

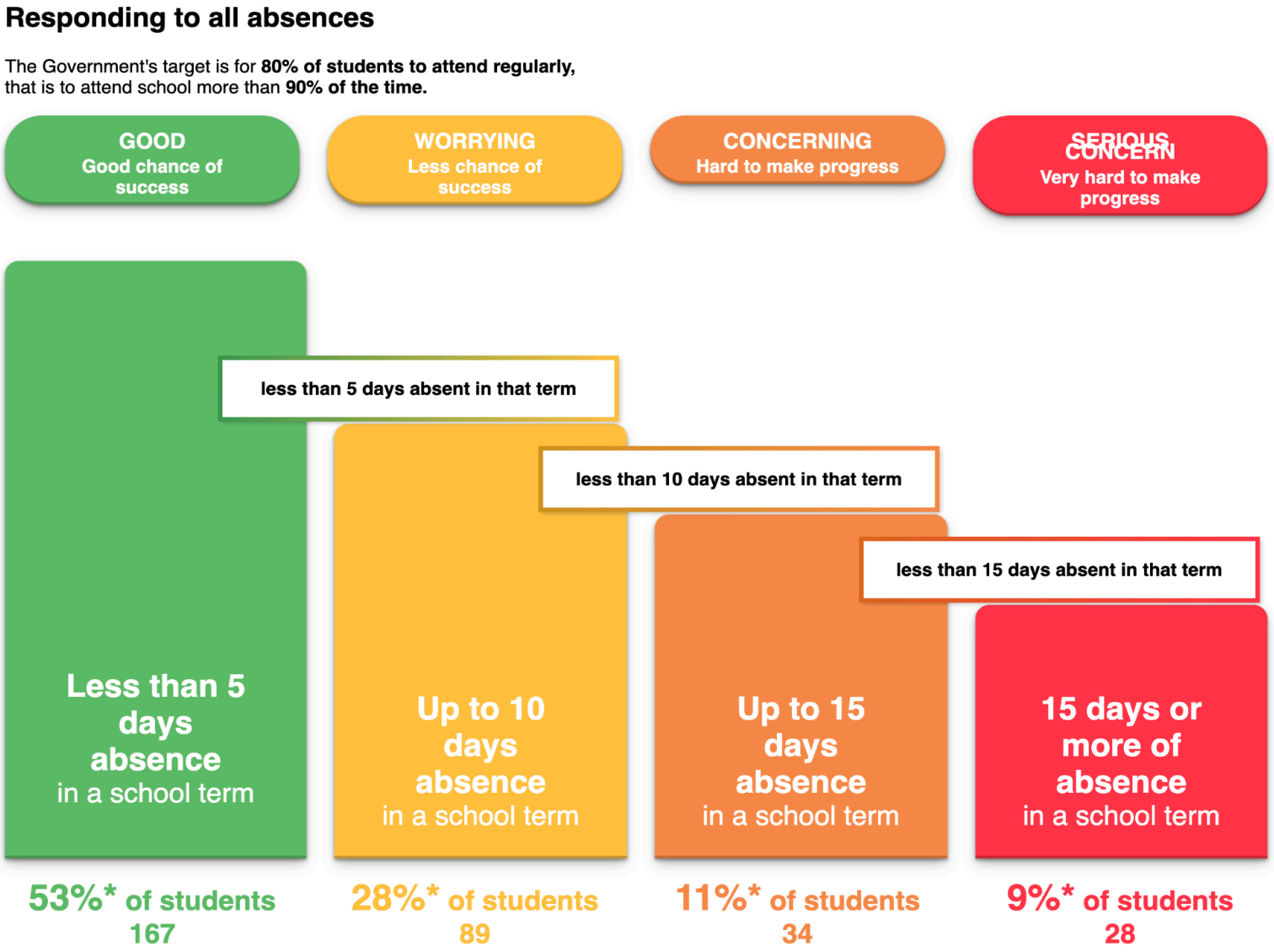
Trends and possible attributes

The graphs show we have a large percentage of students who are absent from school and this has been the general downward trend last year. Many of these absences can be accounted for - sickness and holidays within term time. However, there is still a large percentage of students who are encouraged to attend school more regularly.

New Windsor's Stepped Attendance Response - STAR

The infographic below shows our STAR data for **Term 4, 2025**. This system allows us to access attendance information for any point in the year by selecting individual terms or custom date ranges. STAR provides not only attendance percentages and student numbers, but also the names of individual students. This enables the school—and particularly the Attendance team (LSC, Assistant Principal and Office Administrator) to closely track attendance patterns, identify trends, and determine appropriate next steps or strategies to reduce absenteeism.

The four categories are "Good", "Worrying", "Concerning", "Serious Concern"



Key Objectives and Attendance Targets for 2026

- To improve and increase our school attendance in line with the Ministry national target of 80% of students attending school at least 90% of the time.
- Last year our average attendance was 52%. Our school's target this year is to increase our attendance to 60%.

Measuring Success

Success will be measured by an increase in "Good" attendance. Our current rate sits between 45% and 57%, and our goal is to eventually meet the MOE target of 80%. As mentioned above our target for 2026 will be increasing our average attendance from 5% in 2025 to 60%.

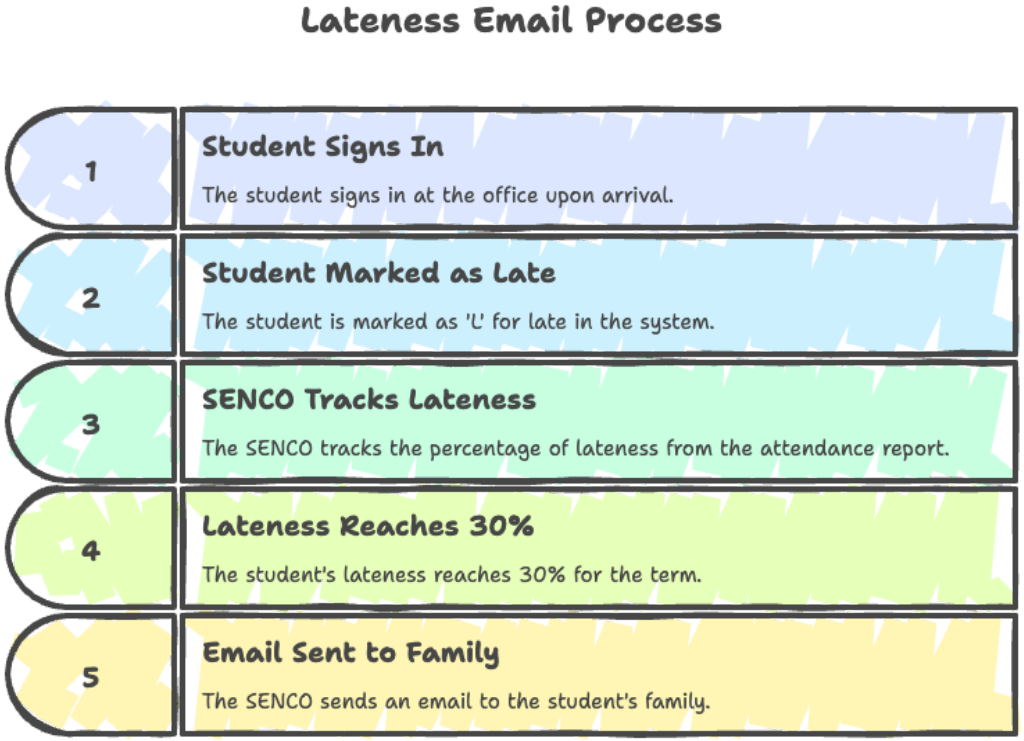
The greatest opportunity for improvement lies within the "Worrying" attendance category. By supporting students in this group to attend more regularly, we aim to reduce these numbers and increase the percentage of students in the "Good" attendance category. At the same time, we will continue to recognise and reward students who attend school consistently and use incentives to encourage those in the "Worrying" category to return to regular attendance.

New Windsor Attendance Projects Proposals 2026

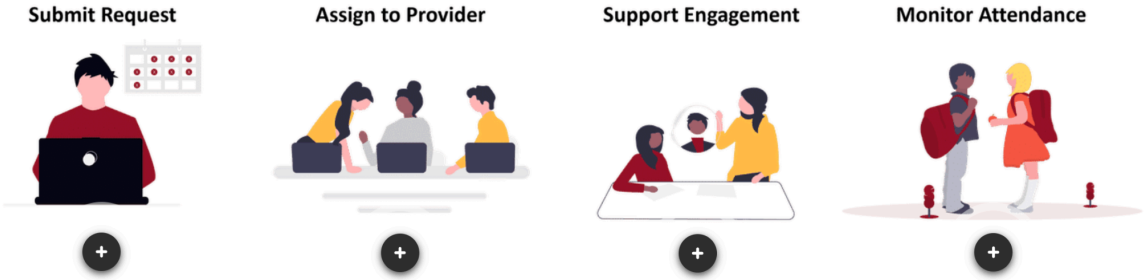
Attendance Management Procedures

The following is a set of comprehensive procedures at New Windsor School to support and manage student attendance.

	Attendance Protocols	Personnel/ Supporting Documents
Parent's responsibility	Parents must notify the school and provide a clear reason for their child's absence by 9:15 am: • Through the School Website • On Skool Loop • By Email office@newwindsor.school.nz • By telephone (09) 628 8001	Whānau/parents/ caregivers
Teachers' responsibility	• Classroom rolls are marked twice a day on eTap at 8:55 a.m and 1:50 p.m by teachers and the roll is electronically sent to the office administrator • For every student that is away, the teacher uses the '?' code • If the teacher has been informed of the reason for absence, they can enter the appropriate code	Teachers/office administrator
What happens when students are absent?	• The school monitors daily attendance by checking on any students with a "?' marked against their name • Using whānau/parents/caregivers information/notifications the correct code is	Office Administrator • Decision tree

Office Administrator's responsibility	recorded • By 9:30 a.m any '?' codes still in place are followed up through an eTap notification of the absence requesting clarification/explanation • Office administrator records any unexplained absences in the Truancy Tracker /Attendance Tracker document • Office administrator changes '?' code to 'T' (truant) • If the student arrives after the 9:30am eTap notification, the office staff have to change the Truancy/Attendance Tracker to reflect the reason for lateness. • Teachers can see from their eTap rolls that the '?' has been changed to 'T' or other code.	• Truancy Tracker /Attendance Tracker
What happens when students are late?		• Lateness Email

	If the students arrive after the 9:30am eTap notification (see above), the office staff have to change the Truancy?Attendance Tracker to reflect the reason for lateness.	
When a pattern shows **Attendance Plan**	1. The classroom teacher makes the first contact (email/phone call) to the family - checking if the family requires any support. Save the communication to a team folder and discuss in weekly Team Meetings (folder set up as a link in Team Meeting Minutes). These folders must be shared to the Learning Support Coordinator. They will be added as a shortcut to the school attendance folder. 2. At the weekly Pōtiki and Mataamua team meetings, the team will notify the Learning Support Coordinator by email of any areas of concern reported by families in the initial contact, for a follow up conversation to the family. 3. The Learning Support Coordinator will update Senior Leadership Team (SLT) at its weekly Monday meeting of any students 'flagging' on the Attendance Watch List and a decision will be made to refer the student to Attendance Service - Case Management System (AS - CMS) ● if a student has been unjustifiably absent, without satisfactory explanation, and ● we have been unable to return the student to school (having exhausted all within-school support and processes - see table below) 4. The Learning Support Coordinator will submit a chronic absence support request to AS-CMS through entering their ESL logon. The Attendance Service uses a case management system to receive support requests and record their support activities. A case record is created in the Attendance Service CMS automatically when a school submits a Chronic Absence Support request. Usually the Attendance Service CMS will send the case to their local attendance service provider for action. **The AS - CMS Process**	● Teacher email/phone call ● Save the communication and share with Team Leader and Learning Support Coordinator by email



Submit Request The school identifies a student with chronic absence and submits a request for support through the Online Attendance Service site.	**Assign to Provider** The local attendance service provider or in-school attendance service receives the request. It is assigned to a Case Manager.	**Support Engagement** The Case Manager works with the school, student and whānau/caregivers to understand the barriers to attendance. They engage other service providers, including government agencies and local community-based services, to create a tailored support plan for the student and whānau.	**Monitor Attendance** The goal is to help the student return to regular school attendance.

5. Contact at AS - CMS:
   Samina Hassan
   Attendance Engagement Specialist
   samina@aces.school.nz
   Mob: 021 522 690

Attendance Plan Table – Step-by-Step

Step	Purpose	Action / Communication	Tone / Notes
Step 1: Early Concern / Reminder (Good 0-4 days absent)	Alert parents to absences or lateness, offer support	- Teacher initiates contact with the family - Note absences or lateness - Explain why attendance matters (learning, routine) - Ask if there's a reason for absences - Offer school support	Warm, positive, supportive
Step 2: Follow-up / Meeting Request **(Worrying 5 days absent)**	Discuss reasons for absences and plan support	Learning Support Coordinator/Deputy Principal - Share number of absences / % attendance - Invite parents to meet	Warm, firm, collaborative

Telephone call
Email

Master (Teacher) 5-9 Da…

- Possible home visit

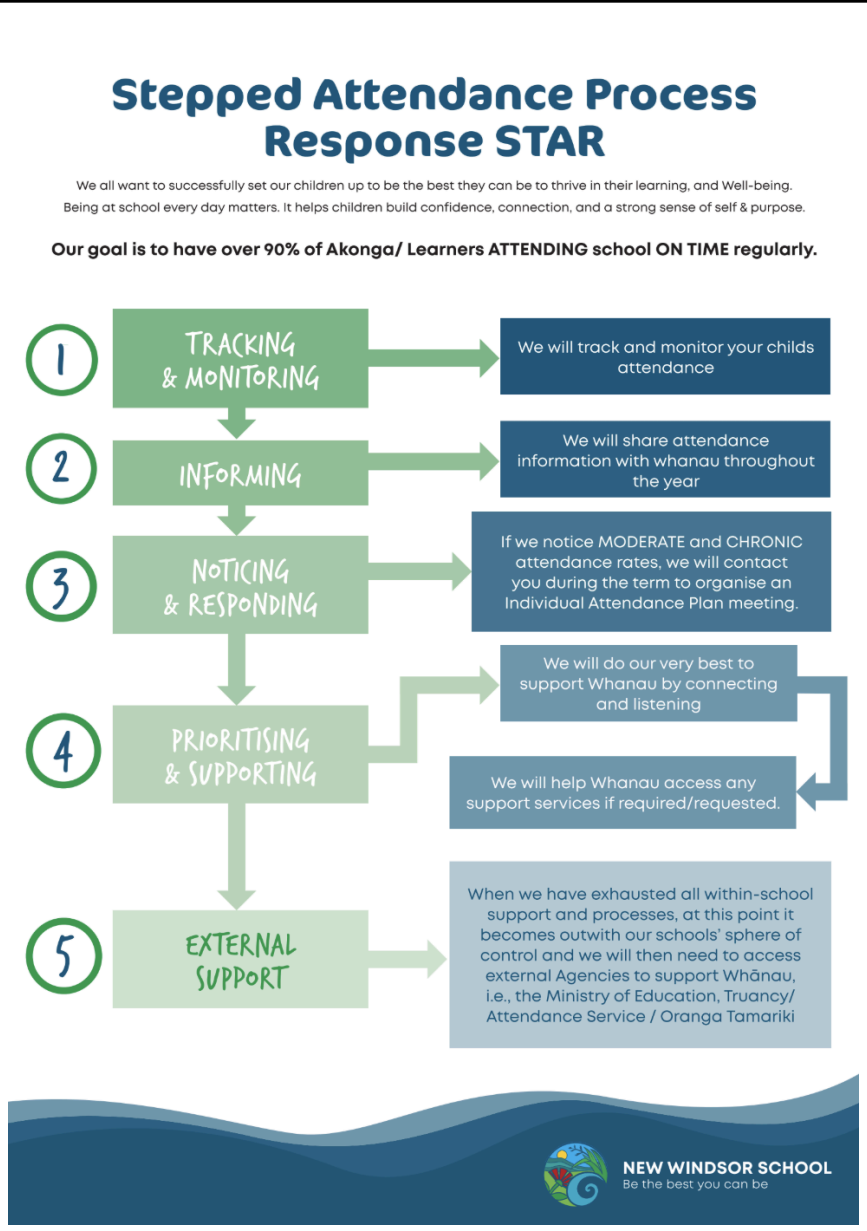
		- Discuss support options	
Step 3: Continued Low Attendance / Action **(Concerning 10 days absent)**	Attendance has not improved; urgent plan needed	- Remind of prior discussions - Share current absences / impact on learning - Request urgent meeting to make attendance plan	Warm but firm; emphasize impact on learning
Step 4: Legal Warning / Referral Consideration **(Serious Concern 15+ days absent)**	Alert parents of legal obligations; possible Ministry referral	Principal - Outline ongoing absences - State legal responsibility (Ed & Training Act 2020, S36 & S244) - List school interventions already tried - Give deadline for improvement - Explain next steps (possible referral to Ministry of Education)	Firm, respectful, legally clear; emphasize need for improvement

Master (Leadership) 10-1…

- Possible home visit

Master (Leadership) 15+ …

- Possible home visit

Flow Chart for Whānau/parents/ caregivers **Placed in School newsletters, social media and emailed to school community each term**		

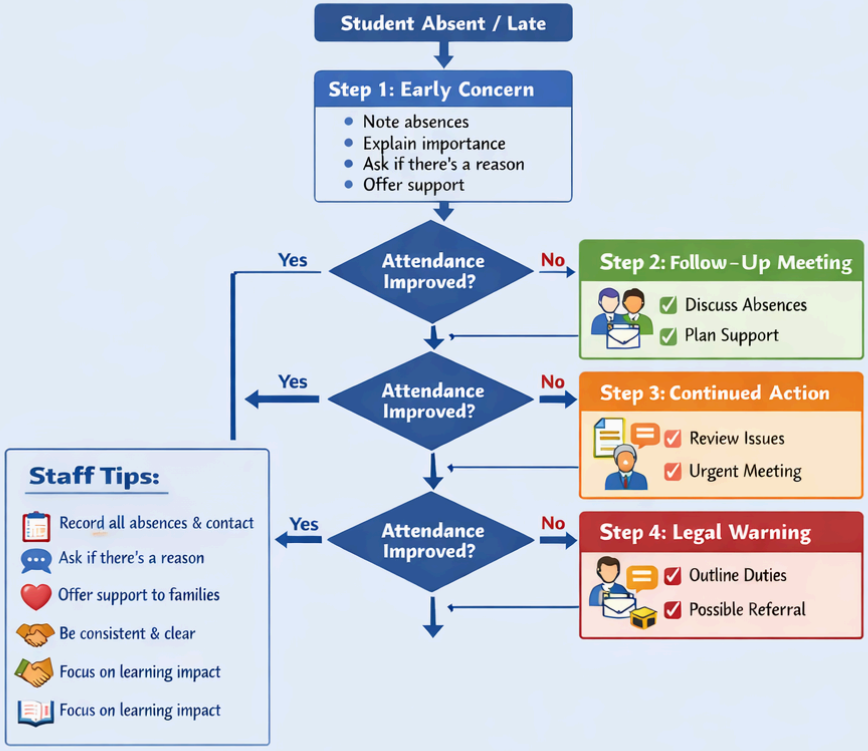
Flow Chart for Teachers

New Windsor School
Attendance Management Plan

Step-by-Step Attendance Support

Step	Purpose	Actions	Tone NOtes
1 Early Concern / Reminder	Alert parents to absences or lateness	• Note absences • Explain importance • Ask if there's a reason • Offer support	Warm & Supportive
2 Follow-up / Meeting Request	Discuss reasons and plan support	• Share absences • Invite to meet • Discuss solutions	Firm & Collaborative
3 Continued Low Attendance / Action	Urgent plan needed	• Review prior talks • Show impact on learning • Arrange urgent meeting	Warm but Firm
4 Legal Warning / Referral	Possible Ministry referral	• Outline absences • Explain legal duties • Set improvement deadline	Firm & Clear

Attendance Flowchart



Helpful documents	Student attendance guide - Ministry of Education Stepped Attendance Response Daily attendance reporting - Ministry of Education School Attendance Quick Reference Guide Attendance Codes Communicating with parents about attendance	