



2026 ATTENDANCE MANAGEMENT PLAN

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STUDENT ATTENDANCE POLICY & PROCEDURES

1. Purpose

At Katikati Primary School, our attendance procedures ensure students are accounted for during school hours, school activities, and emergency events. This enables staff to identify and respond quickly to attendance concerns, supporting student wellbeing and maximising learning opportunities.

We recognise that **regular attendance is critical for both learning and hauora**. Everyday counts, and patterns of attendance established in the early years carry through a child's schooling journey.

2. Why Attendance Matters – Rationale

Regular attendance plays a vital role in **every child's learning, wellbeing, and future success**. For primary students (Years 1–6), being present consistently ensures they can fully engage with the curriculum during critical stages of development.

This Attendance Plan supports Katikati Primary School in fulfilling its responsibilities under the *Education and Training Act 2020* and aligns with the Ministry of Education's national priorities.

Through this plan, we aim to:

- Monitor and respond to attendance trends early
 - Identify and address barriers affecting students and whānau
 - Build strong, transparent relationships through clear expectations and communication
 - Recognise attendance as a key factor in student wellbeing
 - Promote a positive, inclusive culture where every day counts.
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3. Legal Requirements & Responsibilities

Under the *Education and Training Act 2020*:

- Students between 6 and 16 years of age must be enrolled and attend school regularly, unless an exemption has been granted (s 35)
- The Board of Trustees must take all reasonable steps to ensure students attend whenever the school is open (s 36).

Board of Trustees Responsibilities:

- Ensure the school has effective systems to monitor and promote regular attendance
- Implement policies and procedures supporting students to return to regular attendance
- Oversee accurate recording of absences and the appropriate response to non-attendance
- Share the Attendance Management Plan through appropriate channels.

School Responsibilities:

- Use STAR and eTAP to identify students at risk of non-attendance
- Track attendance trends and engagement barriers
- Report daily attendance and trends to the Ministry of Education
- Provide support and interventions to help students maintain regular attendance
- Work with parents and caregivers to develop attendance improvement strategies for students with chronic absenteeism.

Parent/Caregiver Responsibilities:

- Ensure their child attends school every day the school is open
- Notify the school of any absences and provide valid reasons
- Work with the school to support strategies that improve your child's attendance

- As per Ministry of Education guidelines, parents or caregivers who allow or condone their child's absence may be subject to legal action.

Ministry of Education Responsibilities:

- Monitor schools' daily attendance and track trends
 - Oversee the national Stepped Attendance Response (STAR) framework to support escalating interventions for non-attendance
 - Support schools and families to help students re-engage and return to regular attendance
 - Provide guidance and take further action, including fines or prosecution, if attendance does not improve after interventions.
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4. Guiding Principles

Kotahi te rā tamō i ia rua wiki ka rite ki te marama kotahi ka tamō i te tau.

One day away from school a fortnight is a month missed each year

Mā te kotahi o te hoe e ū anō ai te waka.

Together we'll change that

Our approach is shaped by our shared commitment to:

- Ensuring attendance underpins both academic success and Hauora
 - Taking early action to prevent long-term disengagement
 - Building strong partnerships with whānau and the wider community
 - Communicating attendance expectations and supports in ways that are accessible to all whānau, respecting diverse backgrounds and needs.
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5. Attendance and Achievement

Evidence shows that attendance is directly related to how well learners achieve, in both primary and secondary school. The more learners attend, the higher their achievement.

- Regular attendance makes a big difference: even missing **two days per term** is linked to lower achievement
 - Non-attendance in primary school can create gaps that widen in secondary years, contributing to disengagement
 - There is no "safe" level of absence - **every day matters for learning, wellbeing, and success.**
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6. Recording & Monitoring

- Daily attendance is marked using Ministry-approved codes in eTAP
 - Attendance data is reviewed weekly by the leadership team to detect patterns or concerns
 - Katikati Primary School sets annual attendance targets aligned with the Ministry of Education's national goal: **80% of students attending school at least 90% of the time by 2030**
 - Attendance information is shared with the Ministry of Education to ensure accurate funding
 - Attendance registers are kept for **seven years** from the last entry.
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7. STAR-Based Response Plan

Attendance Level	Days & % attended	Days Absent per Term	Response & Recognition
 Good Attendance	180–200 days 90–100%	Less than 5 days	Praise at assembly. Attendance certificates. Pizza vouchers. On going encouragement
 Worrying Attendance	160–179 days 80 – 89%	Up to 10 days	Parent/caregiver contacted. Barriers identified. Support offered. Follow-up within five (5) school days
 Concerning Attendance	140–159 days 70 – 79%	Up to 15 days	Attendance plan created. Internal supports activated. Follow-up within (3) three school days
 Very Concerning	Fewer than 140 days Below 70%	15 days or more	Referral to Principal and Attendance Service. Immediate intervention

7a. Recognition of “Good” Attendance

At Katikati Primary School, we celebrate students who demonstrate regular attendance and make progress in improving their attendance rates. Recognising positive attendance reinforces the importance of being at school and motivates students to maintain good habits. Recognition is provided through:

- **Pizza Vouchers** – awarded to students who meet attendance targets consistently
- **Attendance Certificates** – presented at assemblies to celebrate ongoing attendance achievements
- We also value **student voice** in shaping how attendance is recognised. Students are encouraged to contribute ideas for rewards, celebrations, and ways to acknowledge improvement. This ensures recognition is meaningful, age-appropriate, and reflects what motivates our learners
- This approach ensures students are monitored for attendance concerns and acknowledged for their commitment, fostering a positive school culture where every day counts.

8. Identifying and Removing Barriers

- Access support from Te Runanga o Ngai Tamawahariua, Public Health Nurse, RTLB, counsellors, and other support services
- Hold whānau hui to understand home, transport, or health barriers
- Provide flexible solutions (e.g. adjusted timetables, PB4L, breakfast club).

8a. Identified Barriers to Attendance

At Katikati Primary School, our attendance data shows a trend of **medical absences** and **holidays during term time** as key barriers to achieving our attendance targets. To address these barriers, we will:

- Regularly share information with families about recognising when a child is sick enough to stay home from school

- Request a medical certificate after three continuous days of absence due to illness, or for regular medical constant absence (App 5.)
- Make referrals to the Public Health Nurse when medical absences are impacting a child’s attendance
- Communicate regularly with families about the impact of holidays during term time on education
- Send a standardised message to families planning term-time holidays, outlining the potential impacts of this leave
- Clarify that teachers are not expected to provide learning materials for students on holiday during term time, but we will develop a resource with suggested independent tasks.

9. Overall Targets

The government has made it a priority to lift attendance in schools with the goal of 80% of students attending 90% of the time. This means a student is not to miss more than one week per term or four weeks in a year. To achieve this a student’s individual attendance rate needs to be >94%.

2025	55%	2026	60%
2027	65%	2028	70%
2029	75%	2030	80%

10. Review

We will determine if the attendance policy and strategy are effective by monitoring attendance trends, reviewing intervention outcomes, gathering feedback from staff and students, and evaluating progress in students’ regular and consistent attendance over time.

- The policy will be reviewed via the School Docs process in conjunction with the Senior Leadership Team and Board.
- Updates will be made in line with any new Ministry of Education regulations
- Review processes will include consultation with whānau and staff to ensure the policy continues to meet the needs of our school community.

11. Parents/Caregivers Communication

Katikati Primary School will ensure parents/caregivers are kept well-informed about attendance expectations and supports by:

- Sharing the Attendance Policy through multiple channels (enrolment packs, website, SchoolDocs, newsletters, Facebook)
- Reinforcing attendance expectations at enrolment interviews, start-of-year, and parent information hui
- Including regular reminders and key messages about attendance in the school newsletter, e.g. absences, anxiety, being on time, illness, how every day counts
- Using plain-language information alongside the full policy to make information accessible to all whānau, e.g. brochure, enrolment information about school expectations. App 18.8a & 8b.

12. Policy Availability

- School Website – permanent copy under Parent Information
- SchoolDocs – updated and accessible at all times

- New Enrolments – policy reinforced during enrolment meetings and included in welcome packs
 - Newsletter – summary and link published at least once per term; available in over 33 languages, ensuring all whānau can review the Attendance Policy in the language that best supports their understanding
 - Facebook Page – link shared at the start of each school year and whenever updated.
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13. Contacts

- Principal: Andrea Nicholson
 - Deputy Principal (Teams 2 & 3): Amanda Willett
 - Deputy Principal (Team 1): Lynda Massey
 - Deputy Principal (SENCO): Marlene Dyer
 - Attendance Supervisor: Ro Richards
 - Attendance Officer: Sandra Bridgman
 - Regional Attendance Service
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14. AMENDMENT - SCHOOL ATTENDANCE RULES 2025

These rules, effective 1 January 2025, are made under section 237A of the Education and Training Act 2020 and are complementary to the Education (School Attendance) Regulations 2024.

Rule 1: The principal of a state school (other than a distance school) must ensure that attendance records are kept.

1.1 The principal must ensure that an attendance record is kept for each student who is enrolled at the school (either by half-day or period) for each half-day that it is open for instruction

1.2 To enable the accurate and timely collection of attendance records, the principal must ensure that the school has an absence notification process so that absences can be notified by and to the school promptly

a. Every notification process (e.g. text or e-mail) for advising a parent/caregiver that a student is absent without explanation must be based on up-to-date contact information

b. Notifications must be sent as soon as practicable on the day that a student has not arrived at school without explanation.

Rule 2: The principal of a state school (other than a distance school) must use a Ministry-approved Electronic Attendance Register (“eAR”) unless exempt.

2.1 The Secretary for Education may exempt a principal from using a Ministry-approved eAR if:

a. the school has a roll of less than 30 students; and

b. the principal agrees to use a Ministry-approved mechanism for the collection and submission of attendance data.

Rule 3: The principal of a state school (other than a distance school) must use Ministry-approved attendance codes.

3.1 The principal must ensure that:

a. the school’s eAR or other Ministry-approved mechanism uses attendance codes approved by the Secretary for Education

b. an attendance code is recorded for each student in the school's eAR (either by half-day or period) for each half day that the school is open for instruction

c. a default attendance code is used to record a student's absence for each half-day or period that the student is absent without explanation.

15.RECORDING ATTENDANCE CODES

The Attendance Rules 2025 require schools to use Ministry-approved attendance codes to record student attendance. The attendance codes and guidance are designed to support schools and the Ministry to:

- distinguish between presence, justified absence and unjustified absence
- provide high-level indicators to support monitoring of trends and patterns
- support school attendance activities e.g. tracking the location of students

Attendance codes are not intended to record causal factors for absences such as transport barriers, bullying, anxiety, birthdays, or teacher practices. It is not practical for codes to record this level of granularity. This information is recorded on eTAP by office staff e.g type of illness, and exact reason for being absent so we can analyse trends and patterns for students and our school.

15a.APPLICATION OF CODES

Application of codes are based on the following:

Definitions

Presence	<p>A student is present if they;</p> <ul style="list-style-type: none">P are physically present in class,L arrive late to class within school/kura determined thresholds,A are physically present in alternative provision,V are engaged in onsite exams or study,N are temporarily out of class either at school,D or in an appointment,Q or are engaged in Board approved learning offsite.
Justified absence	<p>A student is justifiably absent if they;</p> <ul style="list-style-type: none">M are ill/unwell,U have been formally stood down or suspended,X are engaged in offsite study for exams,J or the school principal has approved their absence.
Unjustified absence	<p>A student is unjustifiably absent if;</p> <ul style="list-style-type: none">? the reason for the absence is not yet known,T they are absent without parent/caregiver permission,G they are taking a holiday during term time,E or their absence is explained but not approved by the principal.

L	Late	Arriving after the 8:45am bell
		Students must report to the school office sign in and take a “late slip” to their teacher
		After the 1:45pm bell
		Students must report to the office and to their teacher

15b. STUDENT ABSENCE GUIDELINES

Absence Due to Cultural Responsibilities

Katikati Primary School recognises the importance of cultural obligations and the role they play in a student's life. In accordance with the Education and Training Act 2020 (s 45), justified absences may include participation in cultural events, responsibilities, or practices such as:

- Tangihanga (funeral rites)
- Unveilings
- Iwi or hapū hui
- Marae-based commitments
- Cultural festivals or celebrations
- Ceremonial roles or responsibilities

For a local tangi, students may be away from school for up to three days, and up to five days if travel is involved.

Other cultural absences will be discussed and negotiated in partnership with whānau and local hapū to ensure mutual understanding and support. Advance notice should be provided to the principal where possible. Each request will be considered on a case-by-case basis, respecting tikanga and the student's right to maintain cultural identity while remaining engaged in their education.

Extended absence (illness and medical)

- Students who cannot attend school as they are unwell or injured will be recorded as M – illness / medical. This includes short-term hospital stays and rehabilitation programmes. If a student is engaged with a Health School, then the A – alternative provision code applies
- Extended or recurring medical absences may require a wellbeing or attendance support plan
- Medical or sickness certificates may be required if the student is absent for more than three days in a row or there is regular constant absence due to medical reasons.

Extended absence (overseas)

- If a student is absent overseas for more than 21 days, they will be removed from the school roll and will then be re-enrolled upon their return
- Students may be unenrolled earlier if an **ENROL** notification has been received, or the school has been informed that the student will not return (e.g. moving overseas).

Extended absence (unknown cause)

Schools are required to unenroll students if they have been absent for 20 consecutive school days unless the principal has been informed that the absence is temporary. At Katikati Primary we unenrol students earlier if we have received an ENROL notification that a new school enrolment has been made, or we have been informed the student is not intending to return (e.g. moving overseas).

Parental/Caregiver Responsibilities and Support

- Notify the school promptly of all absences, giving advance notice where possible
- The school will monitor recurring or unexplained absences and work with whānau to support the student's return
- Students returning after extended absences will be supported to catch up and reconnect socially
- All absences are recorded using the correct codes in line with Ministry of Education guidelines.

16. STEPPED ATTENDANCE RESPONSE STAR

The STAR sets expectations for school, student, parents/caregivers, Ministry of Education and broader system responses to student absence. A series of activities have been recommended for when a student reaches each threshold.

Term time holidays or legitimate medical issues are not part of the Stepped Attendance Response unless attendance during regular term time is an issue.

Stepped Attendance Response – STAR

Responding to all absence

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



Katikati Primary School STAR Framework

<p>GOOD ATTENDANCE</p>	<p>WORRYING ATTENDANCE</p>	<p>EXTREMELY CONCERNING ATTENDANCE</p>	<p>CRITICAL CONCERNING ATTENDANCE</p>
<p>STUDENT IS ABSENT LESS THAN 5 DAYS PER TERM</p> <p>Attendance on track. Focus on attending school every day</p>	<p>STUDENT IS ABSENT UP TO 10 DAYS PER TERM</p> <p>Formal notification sent to family regarding attendance</p>	<p>STUDENT IS ABSENT UP TO 15 DAYS PER TERM</p> <p>Immediate action with agencies to initiate Every Day Plan</p>	<p>STUDENT IS ABSENT MORE THAN 15 DAYS PER TERM</p> <p>URGENT communications to family. Review Plan. May Involve Ministry</p>
<p>The student is able to keep up with their learning</p>	<p>The student is at risk of falling behind their peers</p>	<p>The student will find it challenging to make regular progress</p>	<p>The student is likely to fall significantly behind</p>



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term	Up to 10 days absence in a school term
Parents / Caregivers	Parents / Caregivers
<p>Parents/caregivers play an important role in encouraging and reinforcing good attendance habits. We ask that you do your best to ensure your child attends school regularly during term time. You can support this by:</p> <ul style="list-style-type: none"> • Informing the school office of any absence and the reason • Responding promptly to KKPS notifications about absences • Scheduling appointments and trips outside school hours or in school holidays if possible • Providing a medical certificate for absences of three or more days due to illness • Maintaining open communication with KKPS • Support other parents to reinforce good attendance habits • Following the KKPS attendance management plan and related policies • Keeping your contact details up to date with the school 	<p>When absences approach 10 days, it is important that parents/caregivers work closely with the school to help your child re-engage with learning and maintain regular attendance by:</p> <ul style="list-style-type: none"> • Updating the school office with reasons for any absence • Engaging positively with KKPS staff • Encouraging your child to return to school, build regular attendance, and help them enjoy positive learning routines • Contacting KKPS to discuss absences, barriers, and available support • Helping your child catch up on any missed learning • Participating in the support offered to help your child re-engage with school • Reinforcing and celebrating improvements in attendance
School	School
<p>Promote good attendance and follows our attendance policies. We stay in regular contact with families about every absence, provide support and work together on any attendance challenges:</p> <ul style="list-style-type: none"> • Encourage and celebrate regular attendance with awards each term • Providing clear attendance information at enrolment, the start of the year, and each term • Reminding families why attendance matters and updating students on their progress • Tracking attendance, informing parents, and following up on unexplained absences • Creating a safe, friendly, and positive learning environment • Ensuring parent and caregiver contact details are kept up to date • Supporting learning when students can't attend, using approved plans or health schools if needed • Teachers reinforcing the importance of coming to school every day • Accessing alternative education pathways where appropriate • Including attendance messages in the school newsletter 	<p>Work closely with families to support students in returning to regular attendance, addressing any barriers, providing guidance, and putting strategies in place to help them re-engage with learning by:</p> <ul style="list-style-type: none"> • Contacting parents/caregivers to discuss reasons for absences if not already explained (see Appendix 1) • Supporting students to catch up on missed learning • Using resources to remove barriers, e.g., PB4L • Monitoring attendance and identifying patterns of concern early • Collaborating with specialists or support services as needed • Sharing attendance messages and celebrating improvements in the school newsletter • Communicating attendance expectations and policies clearly to families
Ministry of Education	Ministry of Education
<p>Supports schools to promote regular attendance and meet MOE targets by:</p> <ul style="list-style-type: none"> • Ensuring schools have and review their attendance policy and plan • Monitoring attendance data to identify challenges and opportunities for improvement • Maintaining regular contact with schools to support policies, interventions, and strategies that encourage regular attendance 	<p>Works with schools to help students approaching higher absence levels re-engage with learning and return to regular attendance by:</p> <ul style="list-style-type: none"> • Providing guidance and resources to support schools in re-engaging students • Monitoring attendance to identify students at risk of extended absence • Issuing formal notifications where required • Collaborating with other agencies to address barriers affecting attendance

Up to 15 days absence in a school term

Parents / Caregivers

Parents/caregivers must actively partner with the school to ensure their child returns to regular attendance and learning as quickly as possible. Collaboration and consistent engagement are essential.

- Attend a meeting at school to discuss reasons for absence and plan support
- Work closely with the Ministry Attendance Services on the “My Every Day Attendance Plan” (see Appendix 3) as required
- Implement strategies at home to re-establish learning and school routines
- Keep the school promptly updated with changes or other concerns
- Support consistent attendance by reinforcing routines at home and celebrating improvements and progress
- Maintain regular contact with the school and participate in all support offered

School

Support families and the child to return to regular attendance and learning by taking clear, proactive steps to address extended absences, remove barriers, and put a practical plan in place for success.

- Notify parents after 15 days of absence to address ongoing concerns
- Hold a meeting to discuss the child’s absences and implement a support plan
- Work with Ministry Attendance Services to develop a tailored “My Every Day Attendance Plan” (see Appendix 3) as required
- Involve other agencies as needed e.g. Attendance Service
- Request support from the Ministry or other agencies as required e.g. Attendance Service
- Monitor attendance and progress

Ministry of Education

Continue to work with schools to support students with persistent absences, ensuring timely interventions and additional support to return to regular attendance.

- Identify schools with students at amber level, offer targeted support, and facilitate multi-agency responses to monitor improvement plans e.g. Attendance Service
- Promote resources and services to help students return to regular attendance and address local barriers
- Monitor regional interventions and reprioritise support where it is most effective
- Facilitate involvement of other agencies as needed
- Support parents/caregivers and schools to resolve ongoing non-attendance

15 days or more of absence in a school term

Parents / Caregivers

Parents/caregivers are encouraged to work with the school to help their child return to regular attendance. Engaging with the 15+ days absence notice supports your child’s return and helps avoid formal reporting to the Ministry of Education.

- Review and fully support the “My Every Day Attendance Plan” (see Appendix 3) as required
- Keep the school updated with changes or other concerns
- Reinforce routines at home to support consistent attendance and learning
- Celebrate and encourage improvements in attendance and progress
- Support your child in returning to school and reconnecting with friends
- Maintain regular communication with the school and engage with all support offered

School

Work with families to ensure the child resumes regular attendance by enforcing attendance expectations, addressing persistent absences urgently, and escalating interventions, including formal measures if required.

- Send a warning notice to parents for 15+ days absence (see Appendix 4)
- Ministry Attendance Services will review and update the “My Every Day Attendance Plan” (see Appendix 3) as required
- Hold a meeting with the whānau to discuss absences and plan support
- Engage and work with agencies to provide additional support e.g. Attendance Service
- Monitor attendance and progress; at 20 days review next steps and escalate if needed ie unenroll student if not returning to school or request Ministry-led prosecution if required

Ministry of Education

Continue to work with schools to address persistent absences, ensuring urgent action and potential prosecution where required.

- Identify schools with students at high-risk absence and provide targeted support
- Facilitate multi-agency responses to monitor improvement and remove barriers
- Promote resources and services to support return to school
- Monitor regional interventions and reprioritise support where most effective
- Support parents/caregivers and schools to resolve ongoing non-attendance and take further action if needed

17. ATTENDANCE MANAGEMENT STAFF RESPONSIBILITIES

Teacher Responsibilities

Teachers play a key role in identifying and responding to attendance concerns. They are the first point of contact and are responsible for:

- Monitoring student attendance closely and raise any concerns with their Team Leader
 - Discussing attendance patterns and issues during Area meetings
 - Contacting families when patterns emerge e.g Regular absences on the same day each week (Fridays or Mondays)
 - Providing students with regular attendance updates, especially if absences are sporadic or accumulating
Chronic lateness; if punctuality does not improve, notify Deputy Principals for follow-up
 - Emailing updated absence reasons to absence@katikati.school.nz; The Attendance Officer or Supervisor will update student records in eTAP
 - Emailing parents twice termly of those students with moderate and irregular attendance, where necessary.
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Team Leader Responsibilities – Supporting Teachers

Team Leaders play a key role in supporting teachers to manage and improve student attendance.

- Monitor team attendance, support teachers with interventions, and provide feedback to ensure effective follow-up
 - Assist with family engagement and escalate ongoing concerns to senior leadership as needed.
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Attendance Officer / Office Responsibilities

The Attendance Officer (AO) and office play a key role in supporting regular attendance. They help ensure accurate records and timely follow-up. Responsibilities include:

- Complete the daily morning roll and send SMS to families requesting explanation for absence
 - Update responses in eTAP
 - Notify Attendance Supervisor of any attendance concerns
 - Contact previous schools to request the student's attendance history and identify any trends.
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Attendance Supervisor Responsibilities

The Attendance Supervisor (AS) will continuously monitor attendance, raise any concerns with the SLT during the 21-day period, and take appropriate action. Responsibilities include:

- Send daily attendance notifications and contact families regarding unexplained absences
 - Monitor attendance patterns and identify students at risk
 - Report attendance concerns and trends to Deputy Principals
 - Termly: Complete letters to families for students below 70% attendance (weeks 4/5 and 9/10)
 - Assist with follow-up actions to help students return to regular attendance.
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Deputy Principals Responsibilities

Deputy Principals provide leadership in managing attendance and supporting families and staff.

Responsibilities include:

- Monitor and follow up on attendance: Review summaries, address chronic absences or lateness, guide Team Leaders on interventions, and ensure actions are effective
 - Support students with ongoing attendance concerns and engage with families and external agencies as needed (ie Te Rūnanga o Ngāi Tamawhariua and Ministry Attendance Services)
 - Termly review and reporting: Prepare data for the Attendance Supervisor to issue letters for students below 70%, evaluate attendance trends and intervention effectiveness, monitor at-risk students, determine next steps, and report key issues to the Principal
 - Annual evaluation: Review attendance trends with the Senior Leadership Team, assess interventions, identify improvements, and support target setting for the following year.
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Principal Responsibilities

The Principal provides overall leadership and ensures school-wide attendance policies are effectively implemented. Responsibilities include:

- Monitor overall school attendance trends and evaluate annual data, reviewing intervention outcomes and reporting findings to the Board
 - Support Deputy Principals and staff in managing complex attendance concerns and authorise formal notices or escalated actions for prolonged or unexplained absences (15+ days or Ministry involvement)
 - Lead communication with families and external agencies, including holding meetings to discuss attendance concerns
 - Ensure compliance with Ministry of Education requirements and review attendance targets to assess progress toward Ministry guidelines.
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17a. Attendance Management Planner Step-by-Step Actions

TASK ACTION RESPONSIBLE	DAYS ABSENT						
	Day 1	Day 2-3	Day 5	Day 5-10	Day 10-15	Day 15-20	Day 21 +
(AO/O) Attendance Officer/Office	Text parent for reason. Record in eTAP		Update AS of attendance concerns				
Teacher	Log interventions and family contact in eTAP or notify Attendance Supervisor on absence@katikati.school.nz			Feedback attendance concerns to DP's			
(AS) Attendance Supervisor	Follow-up absences with txt/ph/email. Update eTAP	If no response from family, code student (T) Truant. Notify DPs of attendance concerns	Notify DPs of attendance concerns		Provide attendance concerns and information to DP's	Follow-up with SLT any new updates	
Deputy Principal		DP's review attendance concern. Discuss with teachers. Contact family. Provide action tasks to AS if required			Notify Principal of attendance concerns Refer to agencies as required	No improvement, refer to outsource agencies	Review with Principal on plan of action
Principal					Request meeting with family and action accordingly	No changes, refer to DP to organise agencies	Possible removal from school roll or involve Ministry for further assistance
Ministry Attendance Services						Contact family to organise My Every Day Plan	Update DPs. Make recommendations

17b. DETAILED ACTIONS - MONITORING & REPORTING

Frequency	Action	Who is responsible?
Daily	Teacher marks the roll daily before 8:55 am and 1:55 pm	Teacher
	Parent informs the school of their child's absence and the reason	Parent/Caregiver
	Children who are late (defined as 5 mins after the bell) are to sign in at office and take a late slip to the teacher	Class Teacher
	<p>Clears communication regarding absences and adjusts codes accordingly.</p> <ul style="list-style-type: none"> Absence messages (email, text, or phone) are recorded in eTAP Once rolls are completed (approx 9:30am), the office texts parents/caregivers to request the reason for absence Complete afternoon roll by 2.15pm and follow-up with parents/caregivers with a request to explain reason for absence 	<p>Attendance Officer & Office Administrator</p> <p>Attendance Supervisor</p>
Daily cont.	Unanswered texts are followed up. If by Day two (2) no response, the student is coded Truant	Attendance Supervisor
	Teachers to record any interventions they have made/ whānau contact re attendance in eTAP or email Attendance Supervisor to update	Teachers
	<p>The Ministry of Education collects attendance data from the school, including:</p> <ul style="list-style-type: none"> the proportion of students who attend regularly students with five or more full days of unjustified absence in a term absences remaining unexplained at the end of each day/week 	Ministry of Education
Weekly	<p>Teachers are the first responders with any attendance concerns. Concerns are shared with Team Leader and discussed at Area meetings.</p> <p>Contact is made with parents regarding:</p> <ul style="list-style-type: none"> Away regularly on the same day e.g.. Fri/Mon Accumulating sporadic absences Child is regularly late. If it doesn't improve, inform the Deputy Principals to follow up Note comments in eTAP or email Attendance Supervisor to update 	Teachers / Team Leaders

Weekly Cont.	Anytime between 2 -5 days, the Attendance Supervisor will notify DPs of any attendance concerns and determine the best approach	
	Review weekly attendance summaries, follow up on chronic absences, guide teachers' contact with families, and ensure interventions are effective	Team Leaders / Deputy Principals/Attendance Supervisor
Fortnightly/ Monthly	Newsletter reminder about attendance expectations and school processes	Attendance Supervisor
Each Term	Acknowledge excellent attendance with certificates and recognition in assemblies	Teachers / Team Leaders / Senior Leadership Team
	Review with teachers' students below 90% attendance (weeks 4/5 and 9/10) to ensure families are informed and supported; provide list to AS for communications	Deputy Principals/Attendance Supervisor
	Letters emailed to parents/caregivers for students 70 – 90% in Weeks 4/5 and 9/10	Teachers
	Letters emailed to parents/caregivers for students below 70% attendance in Weeks 4/5 and 9/10	Attendance Supervisor
	Evaluate attendance trends, review intervention effectiveness, gather staff feedback, and make necessary adjustments	Senior Leadership Team / Attendance Supervisor / Board
	Review attendance targets and assess whether we are on track to meet Ministry guidelines.	Senior Leadership Team / Board
	Meet with Attendance Service to review concerns and explore updates and ideas	Deputy Principals / Attendance Supervisor
	Report attendance outcomes to the Board and share MOE "Everyday Matters" data with both staff and Board members	Senior Leadership Team
Annual	Review attendance trends, evaluate interventions, highlight improvements, contribute to setting next year's targets, and report outcomes to the Board	Senior Leadership Team
As Required	Review Attendance Policy and ensure fit for purpose in line with School Docs review cycle	Senior Leadership Team / Board

18. APPENDICES (1-7 examples from Ministry)

1. First Formal Notification (up to 10 days absence)
2. Escalated Formal Notification (up to 15 days absence)
3. Individual Attendance Plan
4. Warning Notice (15+ days absence)
5. Letter to Whānau: Medical Absences
6. Term-Time Holiday Notification Letter
7. Improved Attendance Notification
- 8a. Brochure Summary - A trifold brochure summary of the Student Attendance Policy.
- 8b. Website/Enrolment – Our Expectations for Student Attendance

Seven templates are available for email or letter use and can be tailored to the situation as needed.

1. First Formal Notification (up to 10 days absence)

Subject: Discussion about (student's name)'s attendance

Tēna koe (parent's name)

I'm reaching out to talk about (student's name) attendance this term, they've been absent for (number of days absent) days this term, which means their attendance rate is currently below (80)%.

We know that regular attendance plays a big part in helping students feel connected and succeed in their learning. I'd really value the opportunity to talk with you about how things are going and see how we can work together to support (student's name) to attend more regularly.

Please let me know if (date) works or send me an (email/message) to arrange a time.

Ngā mihi, (Staff member's name and role)

2. Escalated Formal Notification (up to 15 days absence)

Subject: (Student's full name) – Continued low attendance

Tēnā koe (Parent's Name),

Following on from our previous communications, we need to let you know that (Student's Name)'s attendance is still causing concern. Our records show that they have now been absent for (xx) days this term and their attendance hasn't improved as much as we'd hoped since our last spoke on (date).

We know that regular attendance helps students feel connected, confident, and successful in their learning. We also understand that there can be challenges, and we're here to work with you to find solutions that support (student's name) to be at school more consistently.

Let's meet to create a plan that helps (student's name) get back on track with their learning. I will give you a call (or, please get in touch with me on (contact details) so we can arrange a time to develop this plan.

Ngā mihi, (Deputy Principal's name)

3. Individual Attendance Plan

Where students have 10 or more absences in a term, the STAR prompts the school to hold a meeting to discuss reasons for absence. This meeting is used to collaborate with the student and their parents, Caregivers or caregivers on a support plan tailored to the reasons and circumstances around the child's absence. Refer to [Individual Attendance Plans](#) for more guidance.

4. Warning Notice (15 days or more absence)

Subject: Warning Notice – (Student) Attendance

Tēnā koe (Parent's Name),

This letter is to formally notify you that (Student) has not had regular attendance at (School Name). To date, they have been absent for (xx) days this term.

You are legally required to ensure that (Student) attends school whenever it is open. We ask that (Student) returns to regular attendance immediately, so their learning and wellbeing are not further affected.

School staff have previously engaged with you on the occasions below to discuss these absences and seek solutions:

- (email/letter, date)
- (email/letter, date)
- (meeting, date)
- (meeting, date)

In addition, (external agencies involved) have been asked to support (Student's Name)'s return to school. Unfortunately, these efforts have not yet led to the required improvement.

Under Section 36 of the Education and Training Act 2020, students must attend the registered school at which they are enrolled whenever it is open. Section 244 provides that a parent commits an offence if their child does not attend as required.

If there is not sufficient improvement in (Student's Name)'s attendance by (date), the Board of Trustees will consider the next steps available, which may include referral to the Ministry of Education for prosecution under Section 244.

Please contact (Principal) as soon as possible if you would like to discuss this notice or have any questions.

Nāku iti nei, nā, (Sender's Name and Role)

5. Letter to Whānau: Medical Absences

(Student's name): Important Information Regarding Medical Absences

Tēnā koe (Parent's Name),

Thank you for informing the school of (student's name) absence due to being unwell. Her/his absence has been coded M for medical. (Student's name) has now reached a threshold of three days' absence. We have not received supporting information to verify that this absence is for medical reasons.

If there are ongoing medical issues that are going to impact attendance, we require a medical certificate from a healthcare professional. This is a standard procedure to verify the reason for the extended absence and support your child's well-being upon their return. Please provide this certificate to the school office.

Certificates of sickness can be supplied by Nurse Practitioners or a Pharmacist. Your doctor can provide a medical certificate.

We provide the following services on site

- School Guidance (Deputy Principal email)
- Teacher (name & contact details) who can discuss a programme of learning

We appreciate your co-operation in helping us to manage attendance effectively. Regular attendance is vital for your child's learning and progress.

If you have any questions, please do not hesitate to contact us.

Ngā mihi, (Name) Attendance Supervisor

6. Subject: Term-Time Holiday Notification – Important Information

Kia ora (Parent/Caregiver Name),

Thank you for notifying us of your plans to take (Student's Name) out of school for a holiday during term time.

While we understand the value of family time and travel, we'd like to share some important information about the potential impact of term-time leave on your child's learning and progress.

Why Attendance Matters

- Every day at school contributes to your child's academic achievement, social development, and overall wellbeing
- Missing even a few days can disrupt learning routines and create gaps in understanding, especially in core subjects like reading and maths
- Patterns of absence can affect long-term engagement and confidence in the classroom

School Policy

- Teachers are not expected to provide learning materials for students on holiday during term time
- However, we are developing a general resource with suggested tasks that your child may complete independently to stay connected with their learning.

We appreciate your support in helping us maintain strong attendance across our school community. If you have any questions or would like to discuss your child's learning plan, please feel free to contact us.

Ngā mihi nui, (Your Name) Attendance Supervisor

7. Improved Attendance

Kia ora (Parent/Caregiver Name),

Your attendance information for (Term X, 202X)

Goal (90)% attendance

Your attendance this term (92)% attendance

Your attendance last term (83)% attendance

STAR step GOOD ATTENDANCE

(Personal message) Well done (student's name)! You have improved your attendance this term. We love your effort and we can see the improvements in your learning, keep up the good work. OR

Attendance update: Your attendance information for (Term 3, 2025) Goal (50) days Your attendance this term (46) days Your attendance last term (40/48) days STAR step GOOD (Personal message) Well done (student's name)! You have improved your attendance this term. We love your effort, and we can see the improvements in your learning, keep up the good work.

Ngā mihi nui, (Your Name) Teacher

8. Parent Guides to Student Attendance (Communication Tools)

- a. Brochure Summary - A trifold brochure summary of the Student Attendance Policy
 - b. Enrolment/Website – Our Expectations for Student Attendance
 - Newsletter Articles – A range of articles planned throughout the year.
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19. References / Supporting Information

1. [Preparing for Attendance Management Plans](#)
 2. [Attendance Management Plan Template](#)
 3. [Summary of Attendance Management Plan Template](#)
 4. [STAR https://www.education.govt.nz/stepped-attendance-response-star](https://www.education.govt.nz/stepped-attendance-response-star)
 5. [STAR in your school](#)
 6. [STAR Implementing the Stepped Attendance Response](#)
 7. [STAR Individual Attendance Plans](#)
 8. [STAR Communicating with parents about attendance](#)
 9. School Docs – Attendance Policy [https://katikati.schooldocs.co.nz](https://katikati schooldocs.co.nz)
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20. Checklist Before Publishing

- Māori Translation to be checked
 - Plan reviewed by SLT and Board
 - Plan uploaded to website
 - SchoolDocs updated
 - Communication to staff complete
 - Communication to whānau complete
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21. Policy Approval

Approval School Board: Anita Rapson	<hr/> Signature	Effective Date: Term 1 2026	Review Date: Term 1 2029
Approval Principal: Andrea Nicholson	<hr/> Signature	Published on: www.katikati.school.nz	Published on: www.schooldocs.co.nz