

# Attendance Management Plan Overview

## Rationale

There is a clear connection for students at Te Kauwhata Primary School between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability, and more participation in our local and wider community.

Te Kauwhata Primary School's Attendance Management plan provides clear expectations, emphasising attendance as a top priority. This plan outlines a stepped approach at Te Kauwhata Primary School to managing attendance, with defined escalation thresholds based on days absent per term.

This Attendance Management Plan has been developed to align with the Ministry of Education's [Stepped Attendance Response](#). It provides a clear process for accessing further support when needed and outlines recommended actions and responses for each stage.

*#Note - this document is an overview of the TKP's Attendance Management Plan*

EOT 1 Regular Attendance - 61%  
EOT 4 Goal - 70%

# TKP Stepped Attendance Response

<p><b>Good</b> <b>Less than 5 days absence in a school Term</b> one day per fortnight equates to up to 20 days per year</p>	
<p><b>Worrying</b> <b>Up to 10 days absence in a school Term</b> one day per week equates to up to 20 days per year</p>	<p><b>TKP's Attendance Procedures -</b></p> <p>When a child is absent, we will send a text to caregivers asking them to contact the school either by phone or on our text number. We make note of each explained absence in our school diary and transfer these notes to ETAP. If a caregiver has sent an absence note through the @school app, it will appear in ETAP.</p>
<p><b>Concerning</b> <b>Up to 15 days absence in a school Term</b></p>	<p>If a child is away for two consecutive days the school calls the parent. The school will continue with the above process:</p> <p>Text - day 1 Text - day 2 Phone call - day 3 Phone call - day 4+ until there is an outcome. Letter sent to family - day 5</p>
<p><b>Serious Concern</b> <b>15 days or more absence in a school Term</b></p>	<p>Referral for UA made from day 3+ or where a pattern of non attendance.</p> <p>The office manager analyses weekly attendance for the whole school and makes contact with absent children.</p> <p>If there is prolonged absence and no contact from parents the office manager and attendance officer will NETs the child after 5 days and up to 20 days. This is based on a case-by-case scenario.</p>

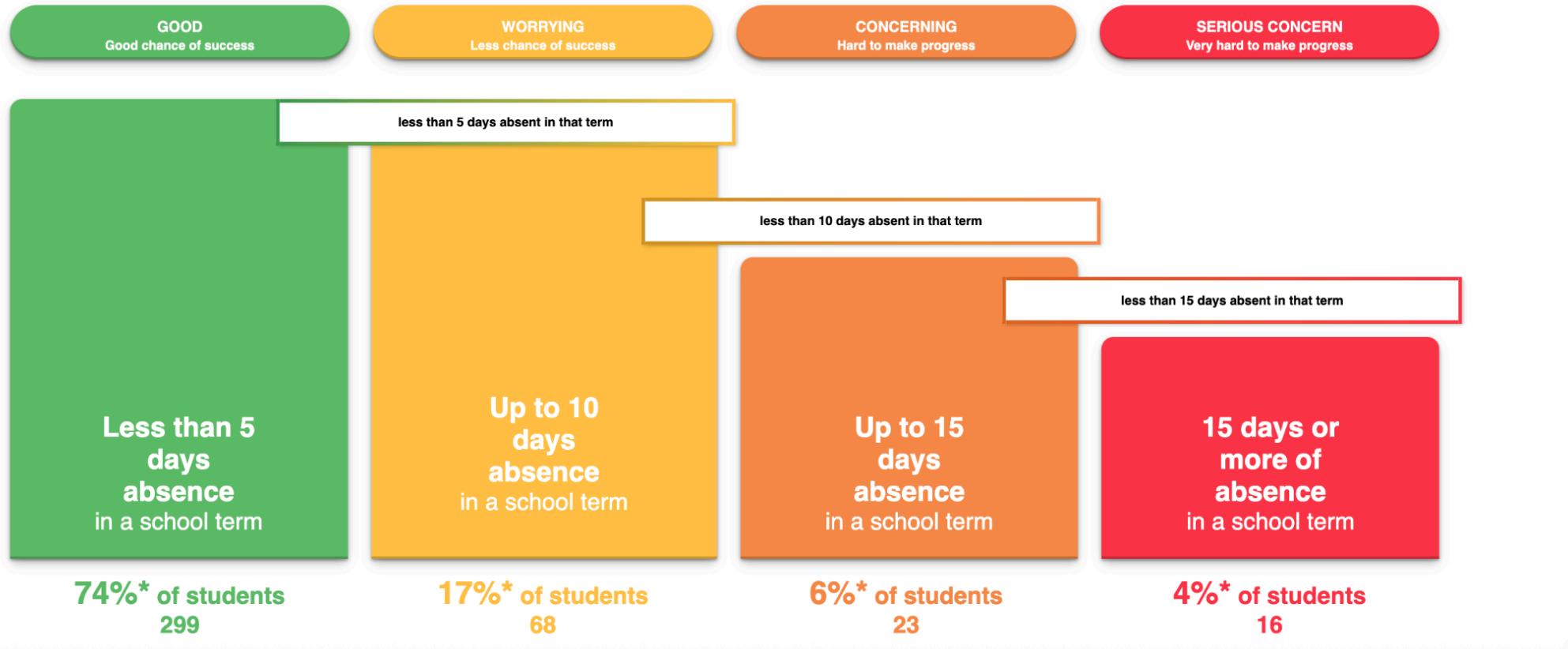
<p><b>Less than 5 days absence in a school term</b></p>	<p><b>Up to 10 days absence in a school term</b></p>	<p><b>Up to 15 days absence in a school term</b></p>	<p><b>15 days or more absence in a school term</b></p>
<p><b>PARENTS/GUARDIANS</b></p> <p>Ensure attendance:</p> <ul style="list-style-type: none"> <li>• Encourage good attendance habits</li> <li>• Support other parents to encourage good attendance habits</li> <li>• Open communication with school</li> <li>• Follow school attendance management plan and associated policies and processes</li> </ul> <p><b>SCHOOLS</b></p> <ul style="list-style-type: none"> <li>• Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term</li> <li>• Communicate to parents what steps the school will take in the event their child is absent from school</li> <li>• Communicate good attendance habits to students and parents</li> <li>• Monitor attendance</li> <li>• Communicate to parents about every absence</li> <li>• Maintain contact details of parents</li> <li>• Provide students with regular updates on their own attendance</li> <li>• Report regularly to parents on attendance of their child</li> <li>• Support students getting to school</li> <li>• Use school level approaches to promote good social and learning environment</li> </ul> <p><b>MINISTRY OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Monitor that schools have their attendance policy and attendance management plan on website and it is reviewed as required</li> <li>• Monitor aggregate data and attendance patterns to identify challenges and opportunities at regional and national levels</li> <li>• Maintain regular contact with schools and support policy development and interventions/supports</li> <li>• Support schools to be inclusive and safe</li> </ul>	<p><b>PARENTS/GUARDIANS</b></p> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Contact school to discuss reasons for absence</li> <li>• Support student to catch up on missed learning</li> <li>• Engage in supports offered</li> </ul> <p><b>SCHOOLS</b></p> <ul style="list-style-type: none"> <li>• Send formal notification and contact parent/guardian to discuss reasons for absence</li> <li>• Support students to catch up missed learning where required</li> <li>• Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform shop, PB4L</li> </ul> <p><b>MINISTRY OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Support school with formal notification where required</li> </ul>	<p><b>PARENTS/GUARDIANS</b></p> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Attend meeting at the school to diagnose reason for absence and to collaborate on a support plan</li> <li>• Implement strategies at home</li> </ul> <p><b>SCHOOLS</b></p> <ul style="list-style-type: none"> <li>• Send escalated formal notification to parents</li> <li>• Hold meeting to diagnose reason for absence and to collaborate on a support plan</li> <li>• Develop and implement a plan tailored to the diagnosis and circumstances around the child's absence</li> <li>• Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed</li> </ul> <p><b>MINISTRY OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Identify schools with a significant proportion of students at amber level and offer additional support</li> <li>• Facilitate multi-agency response and support school to implement and monitor improvement plan</li> <li>• Promote resources and services to support schools to return students to regular attendance</li> <li>• Identify and respond to localised barriers</li> <li>• Monitor regional interventions</li> <li>• Facilitate involvement of other agencies</li> <li>• Reprioritise regional support resources to where most needed/effective</li> <li>• Develop new initiatives/policies if needed</li> <li>• Support parent/guardian and school to resolve conflict if needed</li> </ul>	<p><b>PARENTS/GUARDIANS</b></p> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Engage in improvement plan</li> <li>• Participate in regular meetings</li> </ul> <p><b>SCHOOLS</b></p> <ul style="list-style-type: none"> <li>• Send warning notice and make contact to arrange meeting with parents</li> <li>• Escalate to multi-agency response</li> <li>• Participate in multi-agency response</li> <li>• Implement and monitor improvement plan</li> </ul> <p><b>MINISTRY OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Identify schools with a significant proportion of students at red level and offer additional support</li> <li>• Facilitate multi-agency response and support school to implement and monitor improvement plan</li> <li>• Provide direct support to parents where required</li> <li>• Coordinate regional response where required</li> <li>• Consider system-wide initiatives for high-risk attendance</li> <li>• Undertake Ministry-led prosecution if supports are offered and not taken up</li> <li>• Support schools to undertake school-led prosecution as and when requested by schools</li> </ul>
<p><b>53% of students. 438,000</b></p>	<p><b>26% of students. 213,000</b></p>	<p><b>11% of students. 88,000</b></p>	<p><b>10% of students. 84,000</b></p>

## Summary of current attendance data – Term 4 19th November 2025

### Stepped Attendance Response - STAR

#### Responding to all absences

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



#### Definition of success

By 2030, 80% of students are present for more than 90% of the term. This aligns with the Government's target and is a priority for our school as seen in our Strategic Plan and Annual Implementation Plan, along with our Attendance policies and procedures.

## Incremental targets to achieve the attendance goal

<b>Regular Attendance</b>					
End of Term 2, 2025	End of Term 2, 2026	End of Term 2, 2027	End of Term 2, 2028	End of Term 2, 2029	End of Term 2, 2030
46.94%					

**Lifting attendance is everyone's responsibility — when we work together, we can make a real difference for our learners. Here's what we need to focus on, together.**

### Parents/Guardians:

- Ensure that tamariki attends every day they are able
- If your child is going to be absent, for any reason, it is essential that you let us know as soon as possible, to avoid an unexplained absence.
- Reinforce good attendance habits
- Support other parents to reinforce good attendance habits
- Open communication with school
- Follow school attendance management plan and associated policies and processes

### School:

- Communicate with parents about every unexplained absence
- Maintain contact details of parents
- Provide student with regular updates on their own attendance
- Report regularly to parents on attendance of their child
- Support student:
  - attending school
  - to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate
  - to access other education pathways where appropriate

**Ministry of Education:**Attendance Service

Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance and collaborate with our school.

Regional and National teams

- Facilitate involvement of other agencies
- Support schools to access other education pathways for a student where appropriate
- Consider system-wide initiatives for high-risk attendance
- Reprioritise regional support resources to where most needed/effective
- Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

**Actions at Te Kauwhata Primary School**

<b>School actions</b>	<b>Who is responsible</b>	<b>Resources/links</b>
Set attendance targets and regularly review attendance data	Senior leadership team / Principal / Board	Attendance Matters Term Reports from MOE Senior Education Advisor, MOE
Communicate clearly with parents: expectations, procedures, and follow-up steps the school will take when a student is absent.	Office Manager / Principal / Board	Newsletters / School website
Report regularly to parents on the attendance of their child	Classroom teacher or Office Manager	MOE guided and school messaging that is populated by Student Management System (SMS)
Act early in following up on absences to support students to stay engaged	Office Manager	

Escalate as needed, develop support plans, involve other services, consider requesting support from Attendance Services (as per the <a href="#">STAR</a> - Individualised Student Attendance activities) See summary below.	Classroom teacher / Senior leadership team / Principal	
Assess the attendance history of new students and share the attendance history when students move between schools	Principal	Student Management System (SMS) / Attendance Services when appropriate
Use school-wide strategies, including strong relationships and minimising disruptions to the school day and week	Classroom teacher / Senior leadership team / Principal	MOE guidelines on school opening hours/days School-wide programmes to support students e.g PB4L
<b>Communicating our expectations for student attendance</b>		
Stepped Attendance Response Step	Percentage of regular attendance	Communications from school
<b>Regular attendance- missing fewer than 5 days across a term</b>	over 90% attendance	The school will acknowledgement via school reporting and encourage continued regular attendance through school-wide events, assemblies etc.
<b>Worrying Attendance- absent for between 5 and 9 days across a term</b>	more than 80% and up to 90% attendance	The school will ensure parents are aware of their child's attendance rate, and prompt/request a conversation about constructively working towards improved attendance.
<b>Concerning Attendance- absent for between 10 and 14.5 days across a term</b>	more than 70% and up to 80% attendance	The school will ensure parents are aware of their child's continued low attendance rate, and request a meeting to discuss barriers to attendance and develop an attendance plan

<b>Very concerning attendance- absent for 15 days or more across a school term</b>	70% attendance or less	The school will <ul style="list-style-type: none"> <li>- ensure parents are aware of their child's continued low attendance</li> <li>- advise parents of the consequences if their child's attendance does not improve (or a reason for absences isn't provided)</li> <li>- offer to discuss the situation</li> </ul>
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[Updated Stepped Attendance Response - STAR.pdf](#)

### **Reintegration plan for a student returning after a prolonged absence:**

As a part of the North Waikato Attendance Service catchment, we will follow their plan to reintegrate a student returning to school after a prolonged absence or pattern of truancy. Regarding a loss of learning, we will work with the whānau to support the child in catching up and ensure that they have the opportunity to achieve and connect with their peers.

Resource - [!\[\]\(9dfdaff1d86ba3c1f8353b4d1b61b8c5\_img.jpg\) Reintegration Plan for a Student Returning After Truancy](#)

### **Monitoring and Measuring Progress:**

This document will be reviewed termly by the Principal and Attendance Officer at Te Kauwhata Primary School. We will adjust accordingly, depending on the attendance needs of our community, and to ensure that attendance procedures are being followed within the school. The school will liaise with the North Waikato Attendance Service, the MOE and other agencies to ensure that our attendance procedures are effective and meet our current national focus on attendance.

Attendance will be reported to the Board at every meeting through the Principal's Board Report by the Principal, and a summary of each term will be provided to the Board, staff and community at the beginning of the following school term.