

Kaipara College - Attendance Management Plan

Strategic Priorities

Regular and consistent school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Kaipara College currently has a regular attendance rate of 48.5% and a target of lifting regular attendance to 80% by the end of 2030.

Board Responsibilities

The Board, under Sections 36, 48, 49 & 242 of the Education and Training Act 2020, is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The Board will comply with the provisions in the legislation in relation to student attendance at Kaipara College by:

- Having a commitment to support students return to regular attendance.
- Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students.
- Recording all absences and responding accordingly.
- Having an effective method in place for identifying and monitoring student absence.
- Publishing this Attendance Management Plan on the school's website.

Principal Responsibilities

The Principal will:

- Ensure resourcing reflects the importance placed on student attendance at Kaipara College.
- Ensure robust procedures are implemented to ensure attendance and lateness is accurately monitored and managed. This is in line with the MOE's STAR (Stepped Attendance Response) guidelines.
- Ensure all students, staff and whānau understand the importance of attendance and the processes and procedures in place to support regular attendance.
- Report to the Board attendance data. This may include trends, barriers to attendance and interventions being used to support student attendance.

Procedures/Supporting Documentation

[STAR Attendance.pdf](#)
[Stepped Attendance Response.pdf](#)

Legislative Compliance/Legislation

[Education and Training Act 2020](#)

[Education Attendance rules - Ministry of Education](#)

[Education Attendance Management Plan Regulations](#)

Secondary School Exemplar - Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has 73% regular attendance and a target of lifting regular attendance to 80% by the end of 2026.

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website.

Principal responsibilities

The principal is responsible for:

- Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- Ensure that student absence is investigated, responded to and actions taken recorded aligned with the thresholds
- Ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures/supporting documentation

Attendance management Procedure - Stepped Attendance Response (STAR)- see below

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: November 2025

Next review: November 2028

Attendance Management Procedure- Stepped Attendance Response

We recognize the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, whānau, staff and external agency, where necessary to improve our levels of student attendance.

Whānau/Whanau responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures

School responsibilities

- clear communication to whānau and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to whānau what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to whānau on attendance of their child

School Procedures

The principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.

Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance in Whānau.

Classroom/ whānau teachers are responsible for recording student attendance for their class each period.

Whānau/class teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attendance, and other attendance issues.

Deans and Senior Leaders are responsible for monitoring student attendance for their respective groups, ensuring that whānau are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Whānau will receive student attendance data via fortnightly reports/ whānau portal/ termly updates.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the Pastoral team/SLT termly to review outcomes and effectiveness of these interventions

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in Kamar. The Pastoral Care team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact D.P. Pastoral Care.

School Stepped Attendance Response Activities

Below is our Stepped Attendance Response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance

For all other Attendance queries please contact your child's Whānau teacher.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with whānau	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to whānau</p>	Principal	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for whānau published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with whānau and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to whānau</p> <p>Follow-up daily with whānau any unexplained absences</p>	Attendance Officer	<p>Text based reminder to be sent from 11.15am am for all unexplained absences.</p> <p>Email sent following day to follow up previous day's unexplained absences.</p>
Minimise disruptions to the school day and week	School Board and School Leadership prioritise school hours to be for learning	School Leadership Team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Dean/ Deputy Principal (new students during year)	Use data collected from Primary/previous school.
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve other services, consider referral to Attendance Services (Attendance West)</p>	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with D.P. Pastoral Care.

Students with less than 5 days absence

Activities	Practice	Responsible Person	Notes & Actions
Communicate with whānau/caregivers Maintain accurate contact details	Identify all student absences Communicate these to whānau	Attendance Officer Admin Staff	Follow-up all absences to confirm reason for absence
Provide students with regular updates on their own attendance	Provide regular reporting in whānau time	Whānau Teachers	Updates sent to students and whānau when needed
Report regularly to whānau on attendance of their child	Providing fortnightly attendance to whānau via fortnightly reports	D.P Reporting	Updates sent to students and whānau through fortnightly reports

Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence.

Students with less than 10 days absence (5-9 days)

Activities	Practice	Responsible Person	Notes & Actions
Contact whānau to discuss reasons for absence and impact on learning	After 5 days send email to whānau (use template) using Kamar Phone contact to be used if this is not the first time student has met the threshold.	Whānau Teachers (Any concerns of next steps discussion options with Dean.)	Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against student record. Follow-up to be within 2 schools days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Whānau and Class Teachers	Discuss with student in whānau time- student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pass	Contact Pastoral Care team if barriers identified that the school could assist with	Whānau/class teacher/ Pastoral Care team	Whānau and student provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments

Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.

For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.

If there is no action taken due to individual circumstance- record this against student record.

Students with less than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact whānau to escalate concerns	Further contact with whānau Email and/or phone call as required for escalation.	Whānau Teacher, and/or Dean and/or D.P Pastoral Care, and/or School Attendance Officer	Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with whānau/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including whānau and student.	Dean and/or D.P. Pastoral Care and/or Whānau Teacher	Consider who is needed at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan	Dean and/or D.P. Pastoral Care and/or Whānau Teacher	Consider who is needed at the meeting Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Dean and/or D.P. Pastoral Care and/or Whānau Teacher	Consider who is needed at the meeting
Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record.			
Students with greater than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact whānau to escalate concerns	Further escalating email	D.P Pastoral Care and/or Dean	
Hold meeting with whānau and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including whānau and student. Consider who will be in attendance.	Dean and/or D.P. Pastoral Care and/or Whānau Teacher	Consider who is needed at the meeting Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	Pastoral Care team decision	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Pastoral Care team	Support plan in place Continue monitoring Steps taken to reintegrate student
Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record.			