

Attendance Policy



PURPOSE: Ōtūmoetai College is committed to ensuring that every student attends school regularly, feels a strong sense of belonging, and is fully supported to engage in learning.

This policy sets out the school's expectations, responsibilities, and systems for preventing, monitoring, and responding to attendance concerns.

This policy is fully aligned with the Ministry of Education's Stepped Attendance Response (STAR) and will be implemented in accordance with STAR Version 2 (2025) requirements from Term 1, 2026, as well as the Education Training Act, 2020.

SCOPE: This policy applies to all students enrolled at Ōtūmoetai College and to school employees with responsibilities related to attendance, pastoral care, and wellbeing.

POLICY STATEMENT: Ōtūmoetai College is committed to maintaining effective systems that promote and monitor student attendance. Through open communication and collaboration with whānau, the College seeks to identify early signs of disengagement and provide appropriate support through school services and hauora/belonging initiatives to ensure every student is present, engaged, and learning.

Regular attendance is essential for high educational achievement and is a legal requirement for whānau/caregivers. Data clearly demonstrates a strong link between consistent attendance and successful student outcomes. Pastoral Care, Guidance, and Disciplinary procedures may be used where necessary to ensure this expectation is met.

Attendance expectations, follow-up steps, and STAR-aligned responses will be communicated clearly to whānau at enrolment, on the school website, and through regular attendance updates.

All unexplained absences will be followed up on the day they occur, and all whānau contacts, interventions, and attendance-related actions will be recorded in the Kamar database.

Ōtūmoetai College will:

- Maintain high expectations for regular attendance and punctuality.
- Ensure that attendance is monitored daily, analysed weekly, and reviewed termly.
- Implement a tiered, STAR-aligned response that provides support early and intensively where needed.
- Work in partnership with whānau to remove barriers to attendance and strengthen student engagement.
- Ensure a schoolwide culture of belonging and connection.
- Set annual attendance goals and evaluate progress against them.

- Ensure that the intervention is equitable, culturally responsive, and grounded in Te Tiriti o Waitangi.
- The Attendance Management Plan (AMP) will be reviewed and updated annually with explicit regard to STAR guidance, ensuring that all thresholds, actions, and documentation expectations fully align with national requirements.

MONITORING AND REVIEW:

- Attendance is monitored daily, analysed weekly, and reviewed termly.
- The Principal reports to the Board monthly.
- This policy is reviewed annually alongside the AMP.

Ōtūmoetai College uses the STAR aligned thresholds to guide action:

Regular Attendance: Attending 90% or more of the time.

Tier 1: 0–4 days absent per term

- Universal prevention and support mechanisms, including hauora/wellbeing and mentoring programs, and strong communication.

Irregular Attendance: Attending 80–89% of the time.

Tier 2: 5–9 days absent per term

- Early identification, whānau contact, check-in, and exploration of barriers.

Moderate Absence: Attending 70–79% of the time.

Tier 3: 10–14 days absent per term

- Individual Attendance Plan (IAP), pastoral and wellbeing supports, agency involvement as needed.

Chronic Absence: Attending below 70%

Tier 4: 15+ days absent per term

- Intensive documented intervention involving in school attendance provider and potential Attendance Service referral. Legal options are used only after all support has been offered.

Additional STAR-aligned Provisions:

- At Tiers 2, 3 and 4, a formal meeting with whānau will be held to co-develop or review an Individual Attendance Plan (IAP). Plans will include goals, responsibilities, timelines, and review dates.
- All actions taken at every tier; texts, emails, phone calls, meetings, interventions will be documented in the Kamar database for transparency and STAR compliance.
- Learning continuity will be provided for students who cannot attend regularly (e.g., online learning, referrals to appropriate services).
- A multi-agency response will be coordinated for students with serious or entrenched absence (typically 15+ days), in collaboration with the in school

attendance team, the Ministry of Education's Ōtūmoetai/Katikati Attendance Service catchment and any other relevant external agencies.

- Transitions between schools will include transfer of attendance histories and early review of incoming students' attendance patterns.

ROLES AND RESPONSIBILITIES:

Students will:

- Comply with Ōtūmoetai College's attendance procedures.
- Attend school every day the school is open.
- Arrive to all classes on time and ready to learn.
- Seek support from staff when ongoing barriers affect their attendance.
- Stay home when they are not fit (medically) to attend school.

Whānau/Caregivers will:

- Ensure their child attends school regularly and punctually.
- Inform the school promptly of any absence or emerging attendance issues and requests for leave.
- Receive weekly attendance updates via email and have access to the online portal and through twice yearly reports to support monitoring of attendance progress.
- Support the shared goal of regular, on time attendance as a foundation for student success and well-being.
- Participate in hui/meetings, or attendance plans as required, and work in partnership with the college to address barriers.

The Attendance Officer will:

- Record, monitor, and reconcile daily attendance.
- Alert Teachers [Kaiārahi] and Deans to concerns.
- Ensure same-day follow-up of unexplained absences and record all contacts and interventions in the Kamar database.
- Maintain accurate and timely attendance data.

Teachers will:

- Mark rolls accurately every period.
- Monitor patterns of lateness and absence for their subject classes.
- Follow attendance procedures for follow-up and communication.
- Support students to re-engage when they return from absence.

Form Teachers will:

- Mark rolls accurately every period.
- Monitor patterns of absence for their form class.
- Keep in regular contact and follow up with whānau/caregivers regarding all absences.
- Make direct home contact with whānau/caregivers when a student is absent for two or more consecutive days without a reason provided.
- Ensure early identification of emerging attendance concerns/barriers and document all interventions at Tier 1–2 in the Kamar database.

Deans will:

- Lead and support Tier 2–3 interventions.
- Convene hui/meetings at Tier 2-3, with an individualised attendance plan created and monitored.
- Identify and address barriers with students and whānau.
- Coordinate attendance plans and in-school support services.
- Request a medical certificate for ongoing medical issues.
- Review attendance histories for incoming students and share attendance information when students transfer.
- Use attendance data to identify trends, inform interventions, and support equitable outcomes for all students.

The Assistant Principals will:

- Ensure school staff understand and implement the school's attendance procedures.
- Monitor attendance reports.
- Lead school-wide strategies that strengthen belonging, relationships, and engagement.
- Have attendance expectations and procedures clearly communicated to whānau/caregivers and students via the enrolment documentation and website.
- Continually review attendance procedures based on termly and yearly data.
- Lead school-wide strategies that strengthen belonging, relationships, and engagement.
- Support the in-school attendance provider and the pastoral team with Tier 3 and 4 interventions and approval of attendance service referrals.
- Oversee multi-agency responses, ensuring formal collaboration with external services where required.
- Ensure all STAR documentation requirements are being met, including evidence of whānau engagement, support offered, and follow-up at each tier.

The Principal (or delegate) will:

- Report to the Board on attendance at each monthly meeting, highlighting progress and areas for improvement.
- Minimise disruptions to the school day and week to support regular attendance (e.g., careful scheduling of events and meetings).

The Board will:

- Receive monthly attendance updates.
- Approve annual targets and the Attendance Management Plan.
- Ensure compliance with legislation and STAR expectations.
- Provide oversight of prosecution or legal processes, ensuring all STAR-required support steps have been completed.


Role of the Ministry of Education and External Agencies:


- The Ministry provides Attendance Service contracts, multi-agency support, and data services to assist schools.
- Ōtūmoetai College will work with Ministry regional offices and external agencies when absence is entrenched or complex, ensuring a coordinated response.


RELATED DOCUMENTS:


[Education and Training Act 2020](#)


[Vulnerable Children Act 2014](#)

 Ōtūmoetai College Attendance Procedure

 Attendance Management Plan: OTC 2026

 Stepped Attendance Response STAR OTC V3.docx

 Summary of Attendance Management Plan .docx

 Student Wellbeing Procedure.docx