Attendance Management Plan

Attendance Management Plan
and Supporting STAR Procedures

Strategic priorities:

Regular school attendance is crucial for students to reach their educational potential. The government's national target is that 80% of students will be regularly attending school [90% >] by 2030.

Our school currently has a regular attendance rate of 48%, and aims to increase it by 8% annually, reaching the 80% target by 2030.

Board responsibilities:

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

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

- Committing to supporting students' returning 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
- Publish 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.

- Ensuring that student absences are investigated, responded to, and that actions taken are recorded and 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:

OTC Stepped Attendance Response (STAR):
Ⓦ Stepped Attendance Response STAR OTC.docx

Ⓦ Summary of Attendance Management Plan template_0 (1).docx

Attendance Policy: 🗐 2025 Attendance Policy

Attendance Procedures: 🗐 Ōtūmoetai College Attendance Procedure

Monitoring:

The Principal will maintain daily attendance reporting.

The board will receive monthly attendance reporting, including information provided by the Every Day Matters report. Included in this monthly 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

Vulnerable Children Act 2014

Education (School Attendance) Regulations 2024

Education Attendance Management Plan Regulations

Created: November 2025
Next review: November 2028

Ōtūmoetai College recognises that 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.

Our attendance procedures ensure students are accounted for and followed up with during school hours. This enables school staff to identify and promptly engage with whanau/caregivers and respond to student attendance concerns.

Our stepped attendance response ensures that students are identified and provided with appropriate interventions or support at each threshold to help them return to regular attendance.

We have an annual target of 8% increase in regular attendance. We will work with ākonga/students, whanau/caregivers, school staff, and relevant external agencies, where applicable, to improve our student attendance levels.

Parent/Whanau responsibilities:

- Ensure their child/children's compliance with the requirements of the New Zealand Education and Training Act 2020, specifically that students attend school whenever it is open and they can do so.

- Meet their obligations to inform the school of their child/children's absences and/or requests for leave.

- Support the shared goal of regular, on time attendance as a foundation for student success and wellbeing.

- Reinforce good attendance habits and support other parents in doing the same.

- Have open communication with the school.

- Follow the school attendance management plan, policy, and procedures.

- Work in partnership with the college to address any attendance concerns early by:
  - supporting their child/children to catch up on missed learning.
  - Attending a meeting/s at the school to discuss reasons for absence and to collaborate on an individual attendance plan.
  - Implement attendance strategies at home.

School responsibilities:

- Have attendance expectations and procedures clearly communicated to whanau/caregivers and ākonga/students via the enrolment documentation and website.

- Communicate to whanau/caregivers what steps the school will take if their child/children are absent.

- Ensure school staff understand and implement the school's attendance procedures.

- Continually review attendance procedures based on termly and yearly data.

- School staff will work proactively with students and whanau/caregivers to ensure regular attendance and punctuality. Where appropriate, external agencies will be utilised to assist.
- Continually monitor student attendance through tracking methods.
- The Principal will provide a monthly attendance report to the Board.

School Procedures:

The Principal has appointed staff and delegated duties to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students.

Non-teaching staff, namely our Attendance Officer and Student Welfare Office, with duties associated with our attendance system, will support teachers to maintain accurate and up to date attendance information.

- Form and Subject Teachers are responsible for recording student attendance for their form or subject class each period in Kamar.
- Form and Subject Teachers are responsible for maintaining accurate and up-to-date attendance records and supporting all attendance systems.
- Form Teachers are responsible for monitoring and following up on lateness and overall attendance patterns for the students in their form class.
- The Attendance Officer will accurately record, manage, and monitor daily student attendance.
- Whanau/caregivers will receive a text if their child is absent from school for two or more periods. We aim to send this text by 10.30 am and again before the end of the day.
- Whanau/caregivers and ākonga/students receive a weekly attendance overview via email and have access to the Kamar portal to monitor and check attendance.
- The school may request medical certificates should an ongoing medical absence affect attendance rates.
- All leave applications, including overseas travel, representation in sport, arts or cultural, service or volunteering opportunities, or to leave school early than 3.20 pm, are to be made in writing to the Principal's PA (Viv Couch) for Principal approval.
- Year Level Deans and Assistant Principals are responsible for monitoring student attendance for their respective groups. Students will be identified at the threshold, and 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 Assistant Principals termly to review outcomes and effectiveness.
- School support networks and outside agencies will be used as appropriate to support attendance.

Supporting STAR procedures

This is Stepped Attendance Response Activities for Ōtūmoetai College, as per our
W Stepped Attendance Response STAR OTC V3.docx

☐ This responds to individual student absence. Any action taken can be considered at any threshold and there is no requirement to wait for a student to be identified at a certain threshold before action is taken to address non attendance.

☐ All actions taken to respond to absences will be recorded in our electronic database, Kamar.

☐ The pastoral care teams meet weekly. If you have any questions about our Stepped Attendance Response or school attendance procedures, please contact Ash Lack (Senior Assistant Principal of Pastoral Care).

Day-to-day operations			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with whanau/caregivers	➔ Clear communication to whanau/caregivers on attendance expectations in the enrolment form and each term via social media and newsletters. ➔ Set expectations, procedures, and follow-up steps the school will take in the event their child is absent from school via the school website. ➔ Communicate good attendance habits to students and whanau/caregivers via newsletters. ➔ Maintain the contact details of whanau/caregivers	School Administrator Assistant Principals Database Manager	Termly attendance features and data updates in newsletters/emailed to whanau/caregivers. Guidance for whanau/caregivers is published on the school website. Expectations of student attendance are included in enrolment forms. Work with whanau/caregivers and students where appropriate.

Day-to-day operations

Following up on absences daily and weekly	→ Attendance texts for absent students are sent at 10.30 am and again before the end of the school day. → Provide students with weekly updates on their attendance → Report a weekly attendance to whanau/caregivers via email → Make contact with whānau/caregivers regarding student absences, including half-day and full-day absences. → Make formal contact with whanau/caregivers if a student is absent for two days without a reason	Attendance Officers Database Manager Form Teachers	Follow up on all absences to confirm the reason for absence. Reports are collated and emailed weekly on Monday mornings to ākonga/students and whānau/caregivers. Form Teachers are the first port of call with whanau/caregivers in supporting students' success at school. This includes formal contact to support regular attendance at school and follow up when students are absent from school for two consecutive days without a reason or a pattern of absences.
Minimise disruptions to the school day and week	School Leadership Team to prioritise school hours for learning	School Leadership Team	
Monitor student attendance	Form Teachers and Deans are to monitor student attendance and follow the attendance tier guidelines as required.	Form Teachers Deans Assistant Principals	Form teachers are responsible for monitoring, following up, and making home contact regarding half and full day absences, attendance patterns, and concerns. Deans monitor attendance patterns and issues across their year level and follow the attendance tier support.
Assess the history of new students	When enrolling, identify issues or trends in attendance history.	School Administrator Learning Support Deans and/or Assistant Principals	Request data from the previous school and use it to identify the support needed. Year 8 data of the incoming cohort shared with relevant stakeholders to support transition into high school. Ensure support required for new students is provided as necessary.

Day-to-day operations		
Hauora/wellbeing and mentoring programs	Year 9 and 10 Haven hauora/wellbeing student program Student Hauora Committee	Assistant Principals Leadership Co-ordinator Hauora Committee Staff Leaders	Year 9 and 10 cohorts engage in a hauora/wellbeing and conflict resolution mentoring program during form time. This is facilitated by Year 12 and 13 mentors who become their 'in-school mentors.' The Student Hauora Committee runs a variety of in-school initiatives to promote inclusivity, wellbeing, and hauora throughout the year.

Tier 1: students with less than five days of absence in a term [0 - 4]			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with whanau/caregivers	➔ Clear communication to whanau/caregivers on attendance expectations in the enrolment form and each term via social media and newsletters. ➔ Set expectations, procedures, and follow-up steps the school will take in the event their child is absent from school via the school website. ➔ Communicate good attendance habits to students and whanau/caregivers via newsletters. ➔ Maintain the contact details of whanau/caregivers	School Administrator Assistant Principals Database Manager	Termly attendance features and data updates in newsletters/emailed to whanau/caregivers. Guidance for whanau/caregivers is published on the school website. Expectations of student attendance are included in enrolment forms. Work with whanau/caregivers and students where appropriate.

Tier 1: students with less than five days of absence in a term [0 - 4]

Activities	Practice	Responsible Person	Notes & Actions
Following up on absences daily and weekly	➔ Attendance texts for absent students are sent at 10.30 am and again before the end of the school day.	Attendance Officers	Follow up on all absences to confirm the reason for absence.
	➔ Provide students with weekly updates on their attendance	Database Manager	Reports are collated and emailed weekly on Monday mornings to ākonga/students and whānau/caregivers.
	➔ Report a weekly attendance to whanau/caregivers via email		
	➔ Make contact with whānau/caregivers regarding student absences, including half-day and full-day absences.	Form Teachers	Form Teachers are provided a weekly overview of their form class attendance. The expectation is that home contact is made regarding student absences to change to the applicable code.
	➔ Make formal contact with whanau/caregivers if a student is absent for two days without a reason		Formal phone contact is required if a student is absent for two consecutive days or a pattern in a week without a reason provided.
Celebrating/recognising students with regular attendance across all year levels	Year Level Deans or Database Manager can export data of students with regular attendance every five weeks.	Deans Database Manager	Year Level Assemblies occur fortnightly (in even weeks) and at least twice a term. For students who have 91% - 100% attendance, they will be recognised/celebrated for regular attendance.

Between 0 - 4 days of absence, all absences need to be followed up on to ensure the correct code is recorded on the student's attendance record.

Tier 2: students with less than 10 days of absence in a term [5 - 9]

Activities	Practice	Responsible Person	Notes & Actions
Contact whanau/caregivers to discuss reasons for absence and impact on learning.	After 5 days of absence, send an email to whanau/caregivers. Phone contact to be made if this is not the first time the student has met this threshold After 8 days of absence, inform Year Level Deans who will make phone contact with whanau/caregivers and discuss concerns.	Form Teacher (Any concerns about the next steps, discuss options with the Year Level Deans.) Year Level Deans	A template letter can be sent via email, indicating attendance concerns/patterns. Record all actions taken and each contact point made, whether by email or phone. Detail all information regarding attendance reasons on Kamar. If there is no specific action taken due to individual circumstances, record this under Information on the student's Kamar. Continue to make regular home contact between 5 - 7 days of absences per term as per attendance procedures. Students who require additional support for their attendance, refer to Year Level Deans. Once a student has 8 days of absence in a term, record information from home contact as to the reasons for increasing absences and notify the Year Level Deans. Year Level Deans to make contact with whanau/caregivers, discuss concerns, barriers and consider in-school referrals to support regular attendance at school.
Support students to catch up on missed learning where required.	Identify missed learning opportunities or assessments	Subject teachers	Discuss with the student when they return to school and update whanau/caregivers via email or phone contact.
Use in-school resources as appropriate to remove barriers to attendance. - Counsellor referral, LSC referral, bus pass, uniform, kai, wellness support	Form and Subject Teachers can refer students requiring additional support to Year Level Deans and Counsellors,/ LSC's as per the referral forms	Year Level Deans Counselling Team LSC's Assistant Principals	Students are offered and provided access to the various in-school supports through a referral form or via the Year Level Deans. Assistant Principals can approve uniform needs, bus passes, or kai support.

Monitoring and tracking student attendance	Once a student falls into tier 2, they will be added to a monitoring/tracking spreadsheet, which will be updated weekly	In-school attendance coordinator Deans Database Manager	The in-school attendance coordinator, with support from the Year Level Deans, will regularly monitor student attendance, both progress and decline, ensuring the actions recorded in tier 2 are followed up and actioned by the responsible people .

Between 5 - 9 days of absence, investigate reasons for these absences, and if there is a pattern across the year, consider actions listed at higher thresholds.

Record all actions taken to address non-attendance in the Kamar database.

If there is no action taken due to individual circumstances, record on the student's Kamar profile.

For students who have progressed from having higher absences, provide feedback on the improvement in their attendance to both the student and whanau/caregivers.

Tier 3: students with less than 15 days of absence in a term [10 - 14]

Activities	Practice	Responsible Person	Notes & Actions
Contact whanau/caregivers to escalate concerns	Formal notification letter for 10 days' absence Follow up via a phone call within three days to request an in-person meeting	Deans	Deans are to send a formal letter via email expressing our concerns once a student is absent for 10 days in a term. Follow up via a phone call within three days of formal notification being sent to request an in-person hui/meeting.
Hold hui/meeting with whanau/caregivers and student (where appropriate) to discuss reasons for absence and create an individual attendance plan	Arrange a date and time that is suitable for all parties - Dean, whanau/caregivers and student to attend	Deans	All information from the hui/meeting that can be recorded is to be added to the student's Kamar profile. Create an individualised attendance plan for the student to improve attendance. Other relevant in-school support people may also be needed at this meeting (Counsellor, LSC, Assistant Principal).
Use in-school resources as appropriate to remove barriers to attendance - Counsellor referral, LSC referral, bus pass, uniform, kai, wellness support	Discuss at the hui/meeting what in-school supports are available and consider how they can support the student to remove barriers to improving their attendance	Year Level Deans Counselling Team Learning Support Co-ordinators Assistant Principals	Students are offered and provided access to the various in-school supports through a referral form or via the Year Level Deans. Assistant Principals can approve uniform needs, bus passes, or kai support.
Develop and implement an attendance plan tailored to the reasons and circumstances around the student's absence	Outline expectations and responsibilities for all parties involved. Pastoral team to discuss what other supports are required or available.	Deans / wider Year Level Pastoral teams. Assistant Principals	Monitor student attendance and attendance plan actions. Meetings with whanau/caregivers and other relevant people may be ongoing. Take action quickly when expectations are not being met and attendance continues to decline.

			Other relevant in-school support people may also be part of this attendance plan (Counsellor, LSC, Assistant Principal).

Between 10-14 days of 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 circumstances, record this information in the student's Kamar profile.

For students who have progressed from having higher absences, provide feedback on the improvement in their attendance to both the student and whanau/caregivers.

Students with greater than 15 days of absence in a term [15+]			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Referral to the in-school attendance team	Referral form to be completed by Year Level Dean	Deans	Referral to be completed once the student is absent for 15 days to the in-school attendance team.
Contact whanau/caregivers to escalate concerns	Formal notification letter for 15 days' absence Follow up via a phone call within three days to inform of referral to in in-school attendance team	Deans In-school attendance team	Deans are to send a further formal letter via email expressing our ongoing concerns and lack of progress in improving attendance at school. Follow up via a phone call within three days of formal notification being sent to request an in-person hui/meeting.
Hold hui/meeting with whanau/caregivers and student (where appropriate) to discuss ongoing concerns, outline the role of the ISAT team and revise the individual attendance plan	Arrange promptly for a meeting, including whanau/caregivers with the student. May be relevant for Year Level Deans/Assistant Principal or other in-school support people to attend (Counsellors, LSC's) who have expertise in other areas to provide support or make referrals to outside agencies as necessary.	In-school attendance co-ordinator Student liaison and mentor Deans and/or Assistant Principals	All information from the hui/meeting that can be recorded is to be added to the student's Kamar profile. Revise the individualised attendance plan for the student to improve attendance and return to regular attendance. Other relevant in-school support people may also be part of this attendance plan (Counsellor, LSC, Assistant Principal) or other external agencies may become involved.

Students with greater than 15 days of absence in a term [15+]			
Maintain implementation and monitoring of the individualised attendance plan	Outline expectations and responsibilities for all parties involved. ISAT team to discuss what other supports are required or available.	In-school attendance co-ordinator Student liaison and mentor	Attendance plan and support mechanisms required put in place The Student liaison/mentor is assigned to work with and support the student at school. Continue monitoring steps taken to reintegrate the student Track and monitor student attendance progress/decline daily. Updates via email/phone and/or in-person hui/meetings will likely be ongoing with whanau/caregivers.
Request support from the Attendance Service or other agencies as needed Participate in a multi-agency response	Referral to Attendance Services if attendance continues to decline, even with support and mentoring from the in-school attendance team. If required, there may be a time when a multi-agency response is required to support the student due to the circumstances relating to ongoing absences. The Assistant Principal of Pastoral Care and/or Deans would need to be involved in this, as well as members of the ISAT team.	Assistant Principals In-school attendance co-ordinator Student liaison and mentor	If the in-school attendance team is not successful in supporting a student in increasing their attendance over a period of time, and it continues to decline, then a referral to the Attendance Services is the next step. It may require involvement from multiple agencies to support the student and whanau/caregivers.

For over 15 days of absence, make a referral to the ISAT Team. The referral form should record all actions taken so far to address non-attendance.

If there is no action taken due to individual circumstances, record this against the student record.

The ISAT team will track, monitor and assign a mentor to work alongside students, then consider referrals to external agencies and the Ōtūmoetai/KatiKati Attendance Service if attendance continues to decline.