



WHANGAROA COLLEGE

TO WISDOM WITH HONOUR

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Leaders and teachers accelerate improvements in student attendance by implementing evaluative, tiered and early intervention approaches that respond to differing levels of attendance needed. Regular attendance improves 10% each term. Chronic attendance continues to track below 10% by T4 2026. Unknown absences reduce to zero over 2026

Board responsibilities

Monthly School Board meeting minutes to acknowledge actions are being met. Report to MoE and ERO. Board to continue funding attendance initiatives.

Principal responsibilities

Monitor attendance trends and apply support where necessary. Monitor progress of actions reported to BOT via Annual Plan. Communicate expectations and procedures to parents via enrolment forms, newsletters and school websites, media streams. Ensure all staff are following the STAR AMP

Procedures/supporting documentation

2025 - 2026 Everyday Matters reports, Attendance policy

The "STAR" Framework (Stepped Attendance Response)

[WHC Attendance Traffic Light System](#)

Attendance Management Procedure - Stepped Attendance Response

Monitoring

The principal will maintain reporting of daily attendance data.

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

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

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

Reviewed: August 2026

Next review: January 2028

Attendance Management Procedure- Stepped Attendance Response

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

Our attendance procedures ensure students are accounted for during school 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 threshold to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents/ caregivers, staff and an external agency, to improve our levels of student attendance.

Parent/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 parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents 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 parents on attendance of their child.

School Procedures

The principal will appoint staff and delegate duties, so as to manage the recording of the 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 information.

Classroom/ tutor/ Ako teachers are responsible for recording student attendance to their class each period/ half day basis.

Whānau 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 other attendance issues.

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

Parents will receive student attendance data via weekly emails/ parent 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 Joe Tua or Jack Anderson.

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. Contact will be made with parents asap (ideally within 2 school days) and a timely meeting arranged.

SLT members responsible for attendance monitor this daily and whanau teachers are alerted to absences. Weekly SLT meetings flag up students of concern. Any attendance data related questions please contact Sue Morris -office administrator. For all other Attendance queries please contact Joe Tua.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Set attendance targets and regularly review attendance data Communicate with parents: Expectations, procedures and follow-up steps the school will take when a student is absent.	Set expectations, procedures and follow-up steps the school will take when a student is absent. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	Form teacher Principal School board	Termly attendance features including updates on data in newsletters. Expectations and guidance for parents published on our school website. Principal and BOT set 90% target. Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents and students, where appropriate.
Following up absences daily- act early!	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents Follow-up daily with parents any unexplained absences	Administration team	Text based reminder to be sent from 10 am for all unexplained absences. (late, absent, truant)
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning Utilise trauma informed practices or PB4L and regular PD opportunities.	School leadership team	Restorative PD for staff learn to and conduct open learning conversations regarding student attendance
Assess history of new students and share history when moving between schools	When enrolling, identify issues or trends in attendance history. Contact the previous school to request attendance records.	Administration team or in school attendance team (DSE)	Use our "welcome to school" hui with whanau at beginning of year for year 9 students. SLT is aware of circumstances and has a tracking and monitoring plan of student.

Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance Services	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. Students identified in red have social and mental support with external agencies.
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Students with less than 5 days absence

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team or In School attendance team (DSE)	Follow-up all absences to confirm the reason for absence. 5 day absence letters are automated by KAMAR and sent to caregivers.
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Form Teachers	Updates sent to students and parents through weekly notes Shared at whanau time regularly and tracked
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via email	Form teacher	Updates sent to students and parents through weekly notes
Support Students: • Attending school • To continue to learn if unable to attend school every day, to include Ministry approved well-being or transitional plans or health schools where appropriate • To assess other education pathways where appropriate	Communicate to parents the supports available to assist them to get their children to school and alternatives	Administration team or In School attendance team (DSE)	Ngati Rehia and Health referrals are made with students to help transition.

Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the pastoral care team at their weekly meetings.

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

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days an email is sent to the parent using the template. Phone contact to be used if this is not the first time student has met the threshold	Class/Form Teacher (Any concerns of next steps discussion options with DSE)	Record actions taken in KAMAR 10 day absence letters are automated by KAMAR and sent to caregivers If there is no action taken due to individual circumstance- record this against the student record. Follow-up to be within 2 school 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	Form Teacher	Students are identified and IEP developed by HOL both online and classtime schedule will be developed Discuss with student in form 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	Form teacher/ Pastoral care team	Parents and students provided access to additional resources. Teacher aides are timetabled to further support student assessment. Counsellor in place to support wellbeing. 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 the student record.			

Students with up to 15 days absence in a school term

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Form Teacher, and/or School leadership, and/or In School attendance team (DSE)	Record actions taken in KAMAR 15 day absence letters are automated by KAMAR and sent to caregivers requesting face to face meetings to discuss issues. If there is no action taken due to individual circumstance- record this against the student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meetings including parents and students.	Form Teacher, and/or DSE	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.	Form Teacher	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	Form teacher/ Dean	External agencies alerted Ngati Rehia/Northern Health schools to understand the circumstances and recommend support plan
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 the student record.			

Students with greater than 15 days absence in a school term

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template)	School leadership	email/text sent to parents to inform them of next steps.
Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meetings including parents and students. Consider who will be in attendance.	Assistant principal with form teacher	Plan to return students to regular attendance, receive referral from school to remove from roll, alt ed pathway, return to school plan. Ngati Rehia

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 Engage the Ministry of Education to discuss options available and required steps to take	Pastoral care team decision	Before referral check all previous actions like support plans are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student to regular attendance Learning report updated for new school MOT/Principal will make decisions on fines.
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 students- Principal will make a decision to unroll students once all efforts are legally followed.
Over 15 days of absence, investigate reasons for this absence and refer to DSE 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 the student record.			



WHANGAROA COLLEGE

ATTENDANCE TRAFFIC LIGHT SYSTEM

Every lesson matters. Every day counts.



OUR GOAL: Every student attends regularly, engages in learning and is supported to succeed.



**GREEN
STAGE**

**1-5
DAYS ABSENT**

Positive
Reinforcement



TEACHER ACTIONS

- To maintain accurate roll records in a timely manner.
- Review attendance data and amend using accurate attendance codes.
- Follow up lateness and absences.
- Speak with students early.
- Reinforce positive attendance.
- Identify barriers and offer support.



PARENT & WHĀNAU SUPPORT

- Notify school of absences.
- Ensure regular attendance and punctuality.
- Celebrate and encourage attendance.
- Respond to school communication.



SLT SUPPORT

- Monitor attendance patterns.
- 5 x day Absent/Lateness letter emailed to Parents/Caregivers.
- Support staff interventions.
- Promote and celebrate positive attendance.



RECOGNITION & CELEBRATION (Positive Attendance)

Recognition Assemblies: Term 3 Week 1 • Term 3 Week 3 • Term 3 Week 5 • Term 3 Week 7 • Term 3 Week 10



**YELLOW
STAGE**

**5-10
DAYS ABSENT**

Ongoing
Concern



TEACHER ACTIONS

- Contact parents to discuss reasons for absence and impact on learning.
- Discuss attendance expectations.
- Monitor attendance closely.
- Identify attendance barriers.
- Implement attendance improvement plan.
- Support students to catch up missed learning where required.



PARENT & WHĀNAU SUPPORT

- Engage in meetings and planning.
- Support attendance goals at home.
- Work with school to address barriers.
- Work with school on plans if required.



SLT SUPPORT

- Provide mentoring and pastoral support.
- Coordinate support services.
- Ngati Rehia for early support intervention.
- Use in-school resources as appropriate to remove barriers eg. counsellor, alternative timetables.
- 10 x day Absent/Lateness letter emailed to Parents/Caregivers.



OUTCOME: Improved attendance and engagement, or escalation to Red Stage if concerns continue.



**RED
STAGE**

**10-15+
DAYS ABSENT**

Serious
Concern



TEACHER ACTIONS

- Participate in formal meetings.
- Implement attendance improvement plan.
- Monitor progress regularly.
- Support students to catch up missed learning where required.



PARENT & WHĀNAU SUPPORT

- Attend formal meetings.
- Commit to attendance expectations.
- Engage with Ngati Rehia for further support.
- Collaborate with school and assist how to get their child to school and other alternatives.



SLT SUPPORT

- Contact parents to escalate attendance concerns and collaborate and develop a support plan around child's absence.
- Monitor accountability and report significant concerns.
- Use in-school resources as appropriate to remove barriers and request support from other agencies eg. Ngati Rehia, Health Schools.
- 15 x day Absent/Lateness letter emailed to Parents/Caregivers.
- Unenroll students who will not be returning to school with alternative pathways.



OUTCOME: Student re-engaged in learning and regular attendance restored.



RESPECT



COMMITMENT



SCHOOL VALUES

PERSEVERANCE



RESPONSIBILITY

