

Kenakena School- Attendance Management Plan and supporting STAR procedures (Updated March 2026)

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Board responsibilities

As required by the Education and Training Act 2020 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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
- Receive termly attendance reports including trends and comparisons to data

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 too 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.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

[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 \(School Attendance\) Regulations 2024](#)

Reviewed: March 2026

Next review: December 2028

Attendance Management Procedure- Stepped Attendance Response

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. (5-10 Day Threshold/Orange Category)

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

Parent/Whanau responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamariki is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

School responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

School Procedures

Principal Responsibilities

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.

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.

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

Teacher Responsibilities

1. Roll to be taken by the Teachers **BEFORE** 9.05am.
2. Any Student who arrives late to school is to report to the Office to register that they are late on the Vistab system.
3. Should a Student arrive in class after the register has been taken, ask if they have reported to the Office. If they haven't, they **MUST** report to the Office.
4. Afternoon roll must be taken **BEFORE** 1.50pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance to inform the Office.

Office Responsibilities

1. The Attendance Manager checks the texts and emails and takes phone calls of absences in the morning.
2. The Attendance Manager checks all classes' attendance on HERO from 9.05am.
3. Any children marked with a ? are then followed up by the Attendance Manager:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Attendance Manager updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant after a day with no response.
4. The Attendance Manager will check the afternoon roll from 1.50pm.

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 student management system.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.



Individual Student Attendance activities

Individualised student responses to absence thresholds

| Less than 5 days absence in a school term | Up to 10 days absence in a school term | Up to 15 days absence in a school term | 15 days or more of absence in a school term |
|--|---|---|--|
| <p>Parents/Guardians</p> <ul style="list-style-type: none"> › Ensure student attends every day they are able › 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 <p>Schools</p> <ul style="list-style-type: none"> › Communicate with parents about every 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: <ul style="list-style-type: none"> › 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 | <p>Parents/Guardians</p> <ul style="list-style-type: none"> › Return student to regular attendance › Contact school to discuss reasons for absence and impact on learning › Support student to catch up on missed learning › Engage in supports offered <p>Schools</p> <ul style="list-style-type: none"> › Contact parents to discuss reasons for absence and impact on learning › Support student to catch up missed learning where required › Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L | <p>Parents/Guardians</p> <ul style="list-style-type: none"> › Return student to regular attendance › Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan › Implement strategies at home <p>Schools</p> <ul style="list-style-type: none"> › Contact parents to escalate concerns › Hold meeting to analyse reasons for absence and to collaborate on a support plan › Develop and implement a support plan tailored to the reasons and circumstances around the child's absence › Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed | <p>Parents/Guardians</p> <ul style="list-style-type: none"> › Return student to regular attendance › Engage in support plan › Participate in regular meetings <p>Schools</p> <ul style="list-style-type: none"> › Contact parents to inform of escalated response › Request support from Attendance Service or other agencies as needed › Participate in multi-agency response › Maintain implementation and monitoring of support plan › Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up › Unenroll if student will not be returning to school |
| <p>Ministry of Education</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="135 1288 791 1579"> <p>Attendance Service</p> <ul style="list-style-type: none"> › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes: <ul style="list-style-type: none"> › agreeing changes to be made, › addressing some unmet basic needs impacting on attendance, and › referring students to other services as necessary › Collaborate with schools so that <ul style="list-style-type: none"> › they remain engaged as plans are developed and implemented, and › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn </div> <div data-bbox="823 1288 1479 1579"> <p>Regional and National teams</p> <ul style="list-style-type: none"> › 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 </div> </div> | | | |