## Attendance Management Plan
2026

Attendance Statement

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. Through 2025, our school had a termly attendance average of 66% regular attendance.

Students aged 6 to 16 years old (and enrolled 5-year-olds) are required to attend school every day. There's a clear connection between going to school regularly and doing well in the classroom. Attendance is a priority at Allenton School, and we will work with parents, whānau and government agencies to support and make sure students are attending school regularly.

This Attendance Management Plan has been developed in response to, and to sit alongside the Ministry of Education Stepped Attendance Response (STAR) - Version 1, January 2025. It describes how we currently, and in the future, manage student attendance at Allenton School.

The STAR classifies attendance as follows:
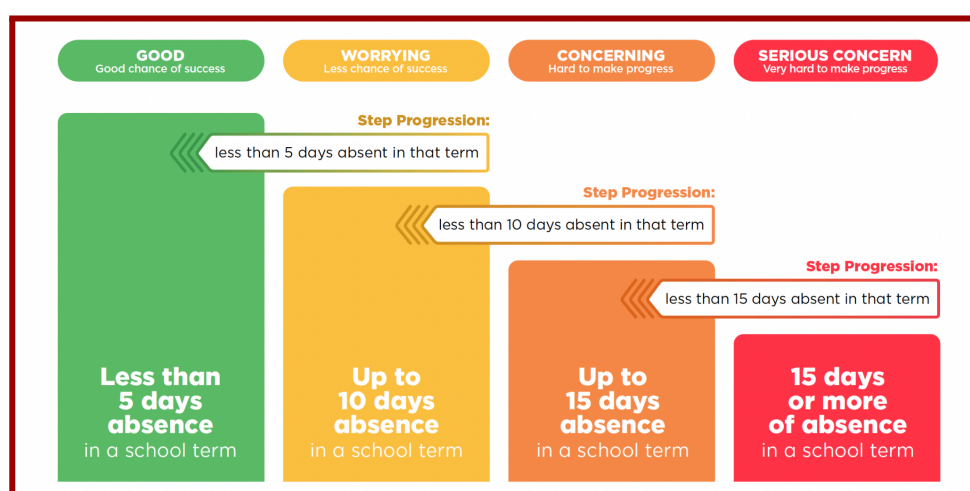
Good: **Attendance of 90% or more in a typical 10-week term**
Less than 5 days absence in a term
Worrying: **Attendance between 80% and 90% in a typical 10-week term**
6 - 10 days absence in a term
Concerning: **Attendance between 70% and 80% in a typical 10-week term**
11 - 15 days absence in a term
Serious Concern: attendance of less than 70% in a typical 10-week term
16 + days absence in a term

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 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.

Parent and whānau responsibilities

- Ensure students attend every day they are able and are on time at the start of the day
- 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.

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.

Daily attendance monitoring

This is done by the class teacher recording daily student attendance on Hero. A roll is taken at the start of each day, and again at the start of session 3 (12:30pm). If a student arrives in class at the start of the day once the roll has been started, they should be recorded as Late. If a student arrives at school once the roll has been completed, they should be sent to the school office to record their lateness on Vistab. It is essential that we are tracking punctuality (through the L coding) as well as attendance.

Office staff will follow up on any unknown reasons for non-attendance each day. This will typically be done by a text or phone call to the parent. If contact can be made with the parent, office staff will code appropriately, based on the reason provided and using the standardised attendance coding. If there is no reply, the code used will be 'T'.

Teachers should ensure that all class rolls are marked appropriately by the end of each school day, and regularly look (at least once a fortnight at area meetings) for attendance concerns. This can be done quickly through Hero List Builder.

What happens when there is ongoing absence, or regular non-attendance?

Worrying: attendance between 80% and 90% in a typical 10-week term
                  6 - 10 days absence in a term

- Teacher makes contact with parent once attendance slips below 85% to discuss reasons for worrying attendance, identifying any barriers to fuller attendance
- Contact can be a phone call, email, or informal conversation
  - Key codes to be mindful of are: T (Truant), M (Medical), E (Explained, but unjustified)
- Reinforcement of school and MOE attendance expectation of 90%+

- Teacher notes the date of contact and any details / intervention on Hero under the Pastoral Care tab
- Teacher closely monitors attendance for the next three weeks and / or the early stages of the following term
- Managed at this level by the classroom teacher

Concerning: **attendance between 70% and 80% in a typical 10-week term**
11 - 15 days absence in a term

- The student's attendance shows no sign of improvement following the above contact with home and / or has now slipped below 80% for the term
- Teacher to discuss the concerns with the Area Leader
- Area Leader to investigate whether this is an individual child or a family and discuss with other Area Leaders about a collaborative response and refer to pastoral care team
- Area Leader makes contact with the parent to arrange a meeting or phone call with the parent to further discuss reasons for concerning attendance
- Area Leader notes the date of contact and any details / intervention on Hero under the Pastoral Care tab
- Teacher and Area Leader closely monitor attendance of the student for the next three weeks and / or the early stages of the following term
- Managed at this level by the area leader

Serious Concern: **attendance of less than 70% in a typical 10-week term**
16 + days absence in a term

- The student's attendance shows no sign of improvement following the above contacts with home and / or has now slipped below 70% for the term
- Teacher / Area Leader to discuss the ongoing concerns with the Principal
- Principal (or Deputy) makes contact with parent, to arrange a meeting
- Contact with Attendance Services to refer the ongoing concern
- Principal (or Deputy) notes the details / intervention on Hero under the Pastoral Care tab
- Teacher and Principal (or Deputy) closely monitor attendance of the student for the next three weeks and / or the early stages of the following term
- Managed at this level by the Principal (or Deputy)

How we reduce the barriers to regular attendance

For some ākonga, regular attendance is a challenge and this can be due to a variety of factors. As a school, we actively work to remove any barriers within the scope of our control. Examples of these include:
- Promote a sense of school community through a variety of events and opportunities
- Provision of uniform, through our second hand supply or vouchers for local stores
- Provision of breakfast funded by the school
- Involvement in the Kai for Kids lunch programme

- Reinforcement in school newsletters about the importance of attendance and punctuality, along with attendance patterns and trends
- Dialogue with individual school whānau where there are attendance concerns
- Opportunity for ākonga to be picked up on a bus organised through the Hakatere Kāhui Ako and local Attendance Services
- Involvement of local Attendance Services and the Public Health Nurse
- Supporting the whānau to connect with appropriate support services, e.g. Mana Ake
- Have a growing awareness of the factors that contribute to low attendance, so that once we become aware of an issue, we can proactively respond to the feedback of parents
- Communicate 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

Punctuality

It is possible that some students will have good attendance, but will arrive at school late on a recurring basis. This is likely to have an impact on how they start and settle into the school day. As a school, we will follow up on student lateness once the student reaches the following thresholds:

- 10 - 20% lateness / 5 - 10 days a term - followed up by Classroom Teacher
- 20 - 40% lateness / 11 - 20 days a term - followed up by Area Leader
- 40% + lateness / more than 20 days a term - followed up by Principal

The follow up could be by way of a phone call, email, or face-to-face conversation. Classroom teachers should have an awareness of the number of late arrivals a student has in a term, and then notify their Area Leader / Principal as relevant, based on the above thresholds.

We have a need for consistency across the school, including when roll is being taken. Teachers will complete their roll at 9am, then do the daily notices. If a child comes into class during the calling of the roll, mark as present, if they arrive after the roll is completed - they go to the office to sign in as Late (L).

If a parent says the child will be late to school (e.g. doctor's appointment), use a code other than L, - typically D (Doctor appointment), J (Justified absence, with an acceptable reason), or E (explained, unjustified), then when the student arrives at school, they go to the office to sign in as Late.
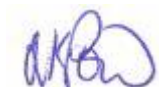
We can change an E (explained, unjustified) to an L (Late), or a J Justified absence, with an acceptable reason) to an L (Late), but not a L (Late) to a P (Present).

If a child arrives late but up until 11:50am, they are marked as L.

Approved:

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Principal - Allenton School

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Presiding Member - Allenton School Board

Effective date: 2 February 2026

Review date: November 2026