



This plan needs to:

- Identify and respond to student absences
- Provide strategies and interventions
- Articulate attendance goals and targets
- Be reviewed annually

Attendance goals

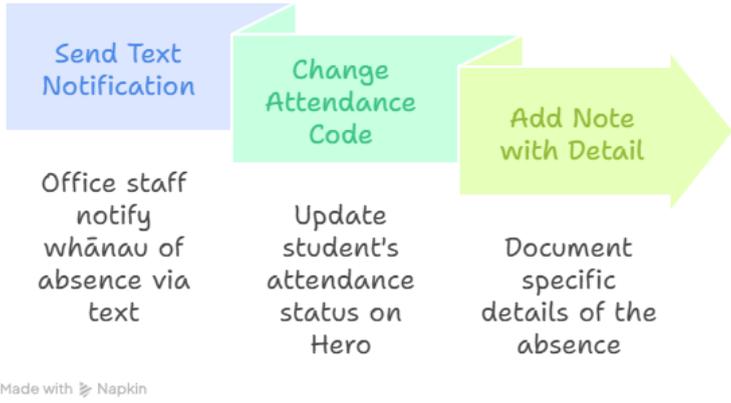
- The Ministry of Education’s goal is to have 80% of students attending (90% of the time) regularly by 2030.
- Our school goal in 2026 is to have 75% of students attending regularly (90% of the time)
- Encourage our families to take overseas holidays outside of term time.
- Improve attendance on a Friday

Proactive strategies to encourage attendance

- Belonging Culture
 - Transition to school Process
 - Our attendance management plan prioritises a safe, welcoming, and inclusive environment where all learners feel accepted and valued. Staff are warm and care, actively respecting and affirming each child’s identity, culture, and diversity. Clear guidelines and procedures protect the rights and wellbeing of everyone in our kura, with robust responses to serious incidents and bullying, ensuring all children feel secure, supported, and safe to learn.
- Engaging and Inclusive Learning Programmes
- Parent education
 - Regular communication on Hero & Facebook about our school attendance
- Incentive:
 - At the end of each term, students who have over 90% attendance for that term will receive a certificate

Process

Steps	Notes	Supporting Documents/tools
What happens when students are absent?	Teachers ensure their roll is done on Hero by 9am and 1:55pm	Attendance Code Decision Making Tree Attendance code guidance FAQs Hero Attendance Tracker:

	<p style="text-align: center;">Student Absence Management Process</p>  <p>Made with  Napkin</p> <p>Attendance follow up is done by specific Office Team member allocated this duty (Attendance Office Team Member)</p>	<p>Chronic Moderate Irregular</p> <p>Hero list builder: -attendance lists -attendance tracker -attendance analysis</p>
<p>Monitoring absences & what to do when a pattern shows</p>	<ul style="list-style-type: none"> → Attendance Office Team Member monitors when students are absent 5 days in a term and tells Attendance Lead → Discuss students of concern at Senior Leadership meeting fortnightly → Attendance Lead Teacher / senior leadership team meet with families to problem solve, noting parameters (below) → Send STAR letters for up to 10, 15, 20 days absent in a term. → As soon as a child's attendance falls below 70% make a referral to ACEs. Request Lisa Ropati 	<p>STAR letter templates: Up to 10 days</p> <p>Up to 15 days absent</p> <p>15+ days</p> <p>Education Sector Login</p>
<p>Late</p>	<p style="text-align: center;">Addressing Student Lateness</p>  <p>Made with  Napkin</p> <p>Form a team of students to create an initiative to encourage students to be at school on time.</p>	

Thresholds for discretion

Professional Judgment: The STAR activities are ‘recommended actions’. If the Principal, Associate or Deputy Principal or Lead Teacher is already in close contact with a family regarding a justified, one-off event (such as a significant bereavement or a 5-day approved cultural event), they may use professional judgement and knowledge of the family’s circumstances to decide a formal STAR letter is unnecessary, inappropriate or should be modified.

Specific Guidelines

- The Principal Associate or Deputy Principal or Lead Teacher has the discretion to accept an absence as justified (Code J) for a period of up to 5 days. This applies to events such as
 - Funeral/bereavement/tangihanga/unveiling
 - Overseas weddings
 - Family emergencies

If the absence continues beyond 5 days, it must generally be changed to an unjustified code (Code E), or G if travelling overseas.

- One day absence is justified for religious reasons e.g. Eid, Ramadan, Diwali
- If a family has regular overseas trips, the G code will be used. If this is considered by the Principal or Lead Teacher to be impacting learning and/or wellbeing then STAR letters will be sent.
- STAR letters will not be sent for pastoral concerns when the concerns have been expressed, support is in place and parents or those providing day to day care are engaging with the school.

Monitoring and measuring progress

- Attendance Lead Teacher monitors student absences weekly
- Lead Teacher reports progress to senior leaders fortnightly
- Report to Board of Trustees as component of Principals report against Annual Plan (each meeting)
- End of year report evaluating what was successful and ascertain goals for next year
- Review and adjust procedures, policy and plan annually

Lateness

We encourage children to come to school at 8:30am to settle in and get themselves organised for the day. If students are late frequently, the teacher or attendance Lead Teacher will contact the whānau.

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