

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 by 2030. 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 2022 (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

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 Assistant Principal (or appropriate person in absence of AP) 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: Feb 2026

Next review: February 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.

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.

A decrease in the number of students arriving late to school.

Parent/Whanau responsibilities

Whānau have legal obligations to ensure their tamaiti attend school (Education and Training Act, s244).

We expect whānau to:

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

School responsibilities

Reremoana 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

Tumuaki Responsibilities

The Tumuaki 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

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.05am.
2. Any tamaiti who arrives late to school is to report to the office to register that they are late on the Vistab system.
3. Should a tamaiti 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 Office staff check the texts and emails and take phone calls of absences in the morning.
2. The Office staff checks all classes' attendance on HERO from 9.05am.
3. Any children marked with a ? are then followed up by the Office staff:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Office staff updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.
4. The Office staff 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.

	Parents	Office staff	Teachers	Senior Leaders	Attendance Officers
<p>Good Attendance</p> <p>0-5 Days per term</p>	<ul style="list-style-type: none"> • Contact the office to let the school know why students will be away 	<ul style="list-style-type: none"> • Listen to messages and update the attendance information based on contact from home • Check rolls have been completed • Send a text out at 9.20 to whānau to find out where students are if we have not been contacted • Complete this process again for the afternoon rolls at 1 • Alert SLT if they see a pattern emerging for a student of lateness or absence 	<ul style="list-style-type: none"> • Alert SLT if they see a pattern emerging for a student of lateness or absence • Have conversations with whānau when lack of attendance impacts on students academic or social achievement 	<ul style="list-style-type: none"> • Communicate expectations around attendance to the community • Communicate around the roles and responsibilities, and steps that will be taken regarding students attendance • Collate and report data to stakeholders around attendance 	

<p>Worrying Attendance</p> <p>5-10 days per term</p>	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence • Support student to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> - Follow up every unknown absence with a phone call (in addition to the daily text) - Complete the additional attendance notes for each child contacted each day - Welcome students in late or when they return from periods of absence or lateness each day 	<ul style="list-style-type: none"> • Have conversations with whānau around the barriers to getting students to school - Alert SLT or Office staff to potential attendance issues 	<ul style="list-style-type: none"> - Send attendance letters when triggered by data - Regularly check in on information about students who are getting close to thresholds - possibly make referrals to other agencies to continue or widen support 	<ul style="list-style-type: none"> - Liaise with School over concerns, discuss an action plan around individuals who may trigger a referral
<p>Concerning Attendance</p> <p>10-15 days per term</p>	<ul style="list-style-type: none"> • Return student to regular attendance • Attend meeting at the school to discuss reason for absence and to collaborate on a support plan • Implement strategies at home 		<ul style="list-style-type: none"> • Be part of problem solving conversations 	<ul style="list-style-type: none"> • Send escalated formal notification to parents • Refer to the attendance service if the absences are for unknown, or uncommunicated reasons • Hold meeting to discuss reason for absence and to collaborate on a support plan • Develop and implement a plan tailored to the circumstances around the child's absence • Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed 	<ul style="list-style-type: none"> • Communicate with school around their interactions with referred students • Work collaboratively with the school to meet with whānau to create support plans • Escalate support plans to include a multi agency response when needed

<p>Very Concerning Attendance</p> <p>15 + days per term</p>	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in improvement plan • Participate in regular meetings 		<p>Carry out elements of the return to school plan when the child arrives</p>	<ul style="list-style-type: none"> • Send warning notice and make contact to arrange meeting with parents • Escalate to multi-agency response • Participate in multi-agency response • Implement and monitor improvement plan 	<ul style="list-style-type: none"> • Participate in multi-agency response
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