

Attendance Plan 2026

Philippians 2:3-4 'Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.'

Purpose

We acknowledge that attendance is a central contributor to student achievement and wellbeing, as well as a legal requirement under the Education and Training Act. Our school's objective is to prioritise and encourage students' regular attendance and work to reduce absences through:

- Clear messaging to our community and students regarding the importance of attendance (Strategic Goal 1, 2, 3, 4)
- Having procedures in place to record, analyse and report on attendance data (Strategic Goal 1, 2, 3, 4)
- Putting support in place to help students and whānau to address irregular attendance (Strategic Goal 2, 3)
- Celebrating excellent attendance (Strategic Goal 1, 4)
- Implementing appropriate consequences for unjustified absences. For example, taking holidays during term time (Strategic Goal 2, 3)

In 2025 our regular attendance figures were: Term 1 - 76%, Term 2 - 73%, Term 3- 58%, and Term 4 - 69%.

We have set a goal of improving each term's attendance on our previous year's statistics.

Strategy	Details/links	Who does this?	How will we know this is working?
1. Promotion of the importance of regular attendance	<ul style="list-style-type: none"> • Communications to our community <ul style="list-style-type: none"> ○ Principal's updates ○ Regular item in our newsletters ○ Automated attendance letters • Communications to students <ul style="list-style-type: none"> ○ Kotahitanga foci: Manaakitanga (respect) and Pukuahuwhenua (diligence) ○ Weekly attendance updates and acknowledgements for best attendance • Foyer display - posters/TV <ul style="list-style-type: none"> ○ Attendance rates for current and previous year in foyer ○ Target for current term with data on how we are tracking 	<ul style="list-style-type: none"> • Principal • Kaiarahi Team • Admin team • Pastoral and classroom teachers 	<ol style="list-style-type: none"> 1. Pastoral care teachers, classroom teachers and senior leadership will be aware of and understand attendance patterns. 2. Significant patterns of irregular attendance will be identified and targeted in messaging. 3. Improvement in attendance rates.
2. Implement attendance procedures to align with stepped attendance response STAR guidelines	<ul style="list-style-type: none"> • Creation of automated attendance letters and staff notifications in Kamar • Clear and consistent procedures documented and adhered to 	<ul style="list-style-type: none"> • Pastoral and classroom teachers • Kaiarahi team and Principal's nominee • Kaitiaki team • Admin team 	<ol style="list-style-type: none"> 1. Students' attendance is accurately tracked through STAR. 2. STAR thresholds accurately identify students of concern and staff are notified. 3. Letters are sent to whānau when students' attendance is below the threshold.
3. Meetings are proactively held with whānau to discuss irregular attendance	<ul style="list-style-type: none"> • As outlined in STAR, meetings take place after 11 and 16 days of absence to identify and address barriers to attendance • Irregular attendance patterns are identified at Kaiarahi and Kaitiaki meetings, and at Board level where appropriate 	<ul style="list-style-type: none"> • Pastoral care/ classroom teachers (6 - 10 days) • Kaiarahi team (11 - 15 days) • Kaitiaki team (15+ days) 	<ol style="list-style-type: none"> 1. Regular meetings will be happening with whānau. 2. The number of students whose attendance is of concern will reduce.
4. Celebration of excellent attendance	<ul style="list-style-type: none"> • Principal's updates • Weekly attendance updates and acknowledgements for best attendance • Certificates for 100% attendance for the term 	<ul style="list-style-type: none"> • Pastoral care/ classroom teachers • Kaiarahi • Principal updates 	<ol style="list-style-type: none"> 1. Students' attendance will improve 2. More students will receive awards at assemblies.