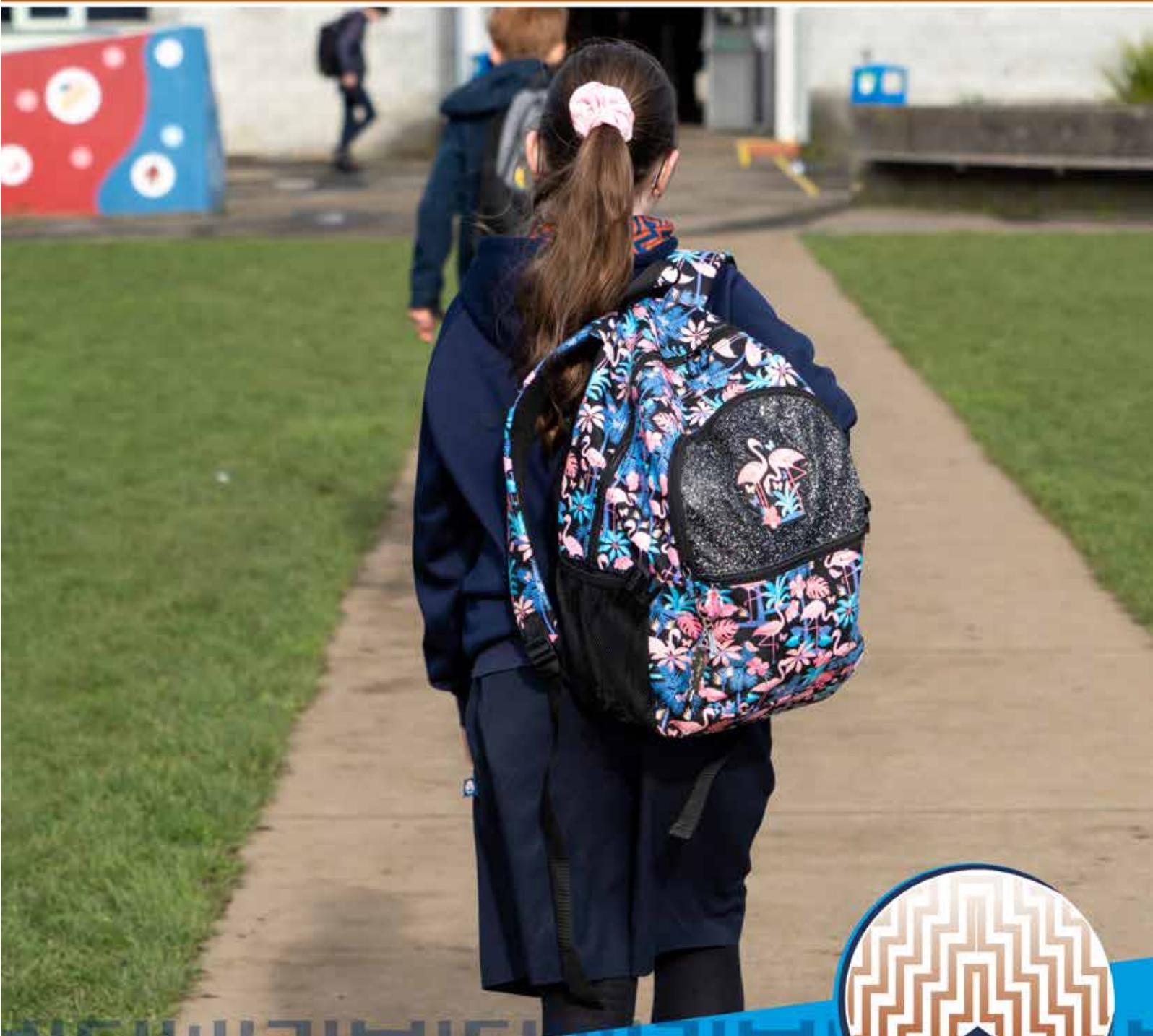


TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata

People reaching their full potential

2026 Attendance Management Plan



| | | | |
|----------------|--------------------------------|--------------|--|
| Approval | Date Approved at Board Meeting | Published on | www.tepaepaeoatea.school.nz |
| Effective Date | February 2026 | Review Date | February 2027 |

Overarching Attendance Objective and Strategic Priorities

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

At Te Paepae o Aotea our school whakatauākī, Kia eke atu ki Taupaenui o te tangata, People reaching our full potential underpins our approach to attendance. Our Stepped Attendance Response outlines our process of monitoring, supporting and improving attendance - so every student can reach their full potential.

Baseline Data informing our Attendance Management Plan

Term 2 Attendance 2025 (from Every Day Matters)

| Regular/Good Attendance | Worrying/Irregular Attendance |
|-------------------------|---|
| <h1>52%</h1> | 24% |
| | Concerning/Moderate Attendance |
| | 11% |
| | Very Concerning/Chronic Attendance |
| | 13% |

Data Anomalies

Year 11 students – 51% regular attendance
Year 12 students – 49% regular attendance
Year 13 students – 46% regular attendance
Māori students – 47% regular attendance
Lowest attendance day is Friday 79% of students attending



What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our ākonga 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 ākonga and whānau with Worrying/Irregular Attendance.

Annual Target

| Regular/Good Attendance | Worrying/Irregular Attendance |
|-------------------------|-------------------------------|
| 52% ↑10% | 24% ↓9% |
| 62% | 15% |

Rationale for 10% increase: From Term 2 2024 to Term 2 2025, our Regular Attendance improved by 17%. We are therefore setting an aspirational target to move at least 10% from Worrying/Irregular Attendance to Regular/Good Attendance.

We aim to increase Regular Attendance by 10% during 2026 and subsequently 6% every year following until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

Sub Target

Increase attendance for our Māori learners

47% Māori students showed regular Attendance for Term 2 2025. A focus on increasing the number of regular attendances, would improve the outcome for our Māori learners. An increase to at least 12% would be an initial target and would put them on par to the rest of the school.

Increase attendance for our senior school learners

Year 11 students – 63% regular attendance
 Year 12 students – 61% regular attendance
 Year 13 students – 58% regular attendance

A focus on increasing the number of regular attendees would improve the outcome for our senior student learners. An increase to at least 12% across each year level would be an initial target.

Increase attendance for students on a Friday

Lowest attendance day is Friday, 79% of students attending. An increase of 10% would be an initial target.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:

- Strategic Goal 1: Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued.
- Increase students who attend school regularly (more than 90%) to over 62%



Attendance Policy

Te Paepae o Aotea has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with ākonga and whānau and staff are responsible for reminding our community of these expectations.

As required by the Education and Training Act 202 (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 at Te Paepae o Aotea attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their ākonga attend school (Education and Training Act s24). Whānau are expected to:

- *Notify the school as soon as possible if their child is going to be late or absent*
- *Arrange appointments and trips outside of school hours or during the school holidays, where possible*
- *Work with the school to manage attendance concerns*

Further supporting information can be found in our



<https://tepaepaeoaotea.schooldocs.co.nz/Logon.aspx?ReturnUrl=%2f>

Username *tepaepaeoaotea*
Password *excellence*



Attendance Management Procedures

Attendance Expectations

We regularly communicate with our ākonga and whānau about attendance expectations, consisting of:

- Communication in the fortnightly newsletter
- Communication during whānau and parent interviews.
- Communication during enrolment and transitions
- Facebook reminders
- Phone calls/texts/emails with whānau when needed

Recording Expectations

Teacher Responsibilities

1. Talk to students and whānau about the importance of attendance and how half day calculations work.
2. If you know of an absence (eg Medical) record it for the whole day not just your block, see Paano and Tracey if you need help.
3. Click finish on every class you have. Maximum of four slots in a day.
4. Understand the attendance codes so we can talk to them if students or whānau ask.
5. Understand what codes count as present and what doesn't.
6. Ensure accurate and timely entry of attendance so that others can follow up.

Whānau Hui teacher Responsibilities

Daily – After School Jobs

1. Check Attendance:

Review your Whānau Hui class attendance at the end of the day between 3pm and 4pm.

2. Follow Up:

- If you see a ? for any student, send the following text:
Hello, <First Name> was missing from block <#> today. Kind regards, <Teacher>

3. Update Attendance:

- If the whānau responds with a valid reason, update the attendance record accordingly.

4. No Response:

- If you don't receive a response by the next day, mark the attendance as T (Truant). Don't forget that you can change this T at anytime when you have extra information.

Attendance team Responsibilities

1. The attendance team check the texts and emails and take phone calls of absences in the morning.
2. The attendance team checks all classes' attendance on KAMAR from 4pm.
3. The attendance team follow the below procedure to identify ākonga and support staff to put interventions in place.

Every week, the attendance team will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- adhere to the STAR thresholds

Attendance patterns and concerns will be discussed at South Taranaki attendance hui every fortnight.



| Good Good chance of success | Worrying Less chance of success | Concerning Hard to make progress | Serious Concern Very hard to make progress |
|---|--|---|--|
| Students in the green zone, 90%+ are monitored by their whānau teacher and rewarded and recognised accordingly. | Students in the yellow zone have attendance between 80-89%. | Students in the orange zone have attendance between 70-79%. | Students in red zone have attendance less than 70%. |
| When students reach 5 days in a term, the whānau teacher needs to connect with whānau and organise a meeting. This needs to be recorded on kamar and pastoral lead is notified. | When students reach 10 days in a term, the pastoral lead needs to connect with whānau and organise a whānau meeting. This needs to be recorded on kamar and SLT is notified. | When students reach 15 days in a term, the SLT and attendance staff need to connect with whānau and organise a meeting. This needs to be recorded on kamar. | If there has been no change since the meeting on the 15 day mark, then attendance staff/slt refer to the attendance service. |

Whānau Responsibilities

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

We expect whānau to:

- Notify the school as soon as possible if their ākonga 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

Principal Responsibilities

The Principal will:

- Report attendance data twice termly to the School Board
- Provide a termly attendance report to the School Board showing the analysis of data, trends and narratives
- Adhere to the STAR thresholds
- Review the plan termly after considering the Every Day Matters Report



Absence Thresholds in reaction to the Stepped Attendance Response (STAR)

| Good Attendance | Worrying Attendance | Concerning Attendance | Serious Concern Attendance |
|---|--|---|--|
| Less than 5 days absence in a school term | Up to 10 days absence in a term | Up to 15 days absence in a term | 15 days or more absence in a term |
| Whānau | Whānau | Whānau | Whānau |
| <ul style="list-style-type: none"> • Ensure students attend every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures | <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 | <ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home | <ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings |
| School | School | School | School |
| <ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau 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 MOE approved wellbeing or transitional plans, or health schools where appropriate • To access other education pathways where appropriate | <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, eg: counsellor, alternative timetables, PB4L | <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 | <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 support plan • Undertake school-led prosecution, or request MOE led prosecution, when considered appropriate if supports are offered and not taken up • Unenroll if student will not be returning to school |

Communicating with Whānau

Ongoing communication with whānau about attendance expectations and follow-up is critical to lift attendance expectations. Regular attendance reports and letters home to whānau.

In relation to STAR, our school may use the Ministry of Education resource **Overarching attendance objectives and strategic priorities**

[Communicating with parents about attendance](#)

to support communication with whānau and if required, escalation of attendance concerns.





TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata

Phone 06 223 2000 - 13 Camberwell Road

PO Box 135, Hāwera 4640, New Zealand

Email: enquiries@tepaepaeoaotea.school.nz

www.tepaepaeoaotea.school.nz

