



Attendance Management Plan

Approval:	 _____ <i>Nicola Trougher</i> <i>School Board Presiding Member</i>	Published on:	<i>November 2025</i>
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Overarching attendance objectives and strategic priorities

- Attendance at Pakūranga College is a priority, with regular attendance intricately aligned with achievement and positive mental health through the interaction with others.
- The Ministry of Education has a Regular Attendance target of 80% by 2030.
- In 2025, Pakūranga College's regular attendance rates are as follows in comparison to National Data:

Terms	Percentage Regular Attendance	Percentage Regular attendance (National data)
Term 1	69%	65.9%
Term 2	59%	58.4%
Term 3	57%	50.3%

- One of our Strategic Goals is 'Lifting Standards'. Success will be achieved when 'School-wide systems promote learning, engagement, **regular attendance** and wellbeing'.
- Our aspirational goal is to exceed the Ministry of Education's 2030 goal.

Attendance Policy

Under the Education and Training Act (2020):

- All students must be enrolled in education until they turn 16 years of age.
- Students who have turned 19 years of age, as at 1st January, do not have the right to further education, unless they are given special approval by the Principal or are in special education.
- Allow all students the right to attend school full-time when the school is open.
- A parent or full-time caregiver can request and agree with the principal and the Secretary of Education to vary a student's hours of attendance as part of a transitional plan, where the needs of the student require this. This plan can only be renewed one additional time before the student attends full-time.

- Where a student is not attending school regularly, the Board gives schools the right to institute actions that are in accordance with their attendance procedures.

The role of the parent/caregiver:

- It is the parents'/caregivers' responsibility to ensure that their child attends school regularly.
- Where this does not happen, the school will follow its internal processes, which could include reporting non-attendance to outside agencies.
- If a student is absent, the parent/caregiver is responsible for communicating the reason for the absence timeously.
- Students are to arrive at school on time at the start of the day and attend all classes punctually.
- Staff are required to mark their class rolls for every class that they have. Class rolls must be completed daily.
- The rolls for periods one and two must be completed by interval. This allows for texts to be sent to parents/caregivers who have not advised the school of their child's absence.
- If a student has been absent (with no reason provided), it is the role of the whānau teacher to inquire from the student the reason for the absence or to contact the caregivers for an explanation.

Attendance Management Procedures

Attendance expectations are reinforced with families through the following methods:

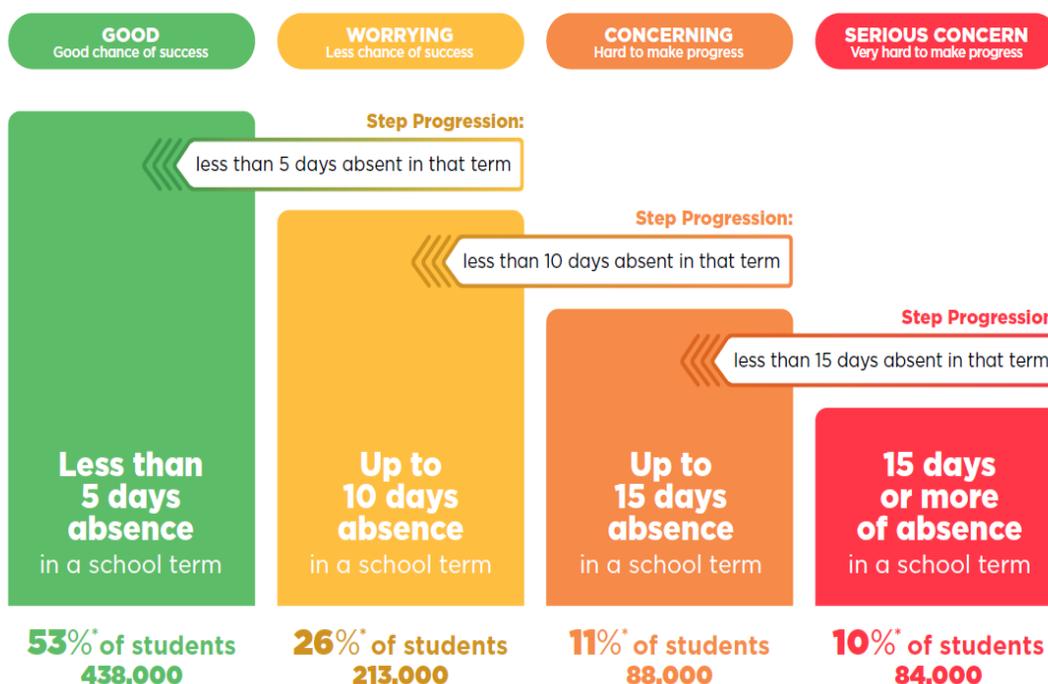
- Fortnightly E-newsletter to parents outlining the school expectations around attendance and the positive outcomes for students who attend regularly.
- Weekly attendance summary that is emailed home to all parents on a Friday afternoon. This provides parents/caregivers with a look at their child's attendance for the week. If a student has truanted a class/day, parents can then address this directly with their child to make changes.
- Once a term, students who have 100% attendance are given a certificate through their whanau groups.
- All attendance is marked electronically.
- When teachers are absent and external relievers are covering their classes, rolls are to be marked electronically on one of the school-provided devices.

Pakūranga College uses the **Stepped Attendance Response (STAR)** to address attendance concerns.

Stepped Attendance Response – STAR

Responding to all absences

The Government's target is for **80%** of students to attend regularly, that is to attend school more than **90%** of the time.



Data in the table below shows the time students will miss over various periods of time when they are absent:

Attendance %	If your child misses:	That equals:	Which is:	Over 13 years of Schooling
90%	1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1.5 years missed
80%	1 day per week	40 days per year	8 weeks per year	Over 2.5 years missed
70%	1 ½ days a week	60 days per year	12 weeks per year	3 ¼ years missed
60%	2 days per week	80 days per year	16 weeks per year	Over 5 years missed
40%	3 days per week	120 days per year	24 weeks per year	Nearly 8 years missed

Lateness compounds and creates a huge impact on a student's learning. The table below shows how **lateness** compounds learning time lost over time, which can have a significant impact on achievement.

If your child misses:	That equals:	Which is	Over 13 years of Schooling
10 mins per day	50 mins per week	Nearly 1.5 weeks per year	Nearly half a year missed
20 mins per day	1 hr 40 mins per week	Over 2.5 weeks per year	Nearly 1 year missed
30 mins per day	Half a day per week	4 weeks per year	Nearly 1.5 years missed
1 hour per day	1 day per week	8 weeks per year	Over 2.5 years missed

Percentage Attendance	Action	By Whom
90% - 94% attendance (Less than 5 days' absence in a school term)	<ul style="list-style-type: none"> Admin staff member provides a list of students with between 90% and 94% attendance to the Whānau Teacher. Whānau teacher has a conversation with the student. Whānau teacher emails home to inform parents/caregivers of attendance concerns (standard template available for use). Summary of email conversation recorded on Kamar by Whānau Teacher under the 'Pastoral' section and 'Absentee Concern'. If no response is received from the parent/caregiver, inform the Whānau Leader/Assistant Whānau Leader, who will phone parents/caregivers. <p>Record any other interventions relating to absence on Kamar.</p>	Admin staff member to download and send to Whānau Teacher

<p>80% - 89% attendance</p> <p>(Up to 10 days' absence in a school term)</p>	<ul style="list-style-type: none"> ● Whānau Leader/Assistant Whānau Leader phones parent/caregiver to outline attendance concerns. Parents informed that the attendance letter will follow the conversation electronically. ● Attendance Letter 1 sent electronically by Whānau Leader/Assistant Whānau Leader. ● All correspondence is recorded on Kamar under the 'Pastoral' section and 'Absentee Concern'. ● Record any other interventions on Kamar. 	<p>Whānau Leader/Assistant Whānau Leader</p>
<p>70% - 79% attendance</p> <p>(Up to 15 days' absence in a school term)</p>	<ul style="list-style-type: none"> ● As soon as attendance drops to 70%, the Whānau Leader/Assistant Whānau Leader sets up a meeting with parents/caregivers to discuss next steps and support required to attend regularly. ● Details of the conversation recorded on Kamar. ● Attendance Letter 2 sent electronically by Whānau Leader/Assistant Whānau Leader. Recorded on Kamar under the 'Pastoral' section and 'Absentee Concern'. ● Note separate Senior and Junior Attendance Letter 2 is available. ● Referral to Attendance Services if the student is under 16 years of age. ● Cases discussed with Guidance at the Whānau meeting, as they may have pertinent information. ● Record any other interventions on Kamar. ● Continue to work with Whānau to improve attendance. 	<p>Whānau Leader/Assistant Whānau Leader/DP/Guidance</p>
<p>Less than 65% - 70% attendance</p> <p>(More than 15 days' absence in a school term)</p>	<ul style="list-style-type: none"> ● As soon as attendance drops to 70%, referral to the Deputy Principal of Whānau. ● The Deputy Principal sets up a meeting with whānau to discuss poor attendance. ● Parents/caregivers informed that if attendance drops to 60%, the student will be removed from the roll. ● Attendance Letter 3 sent electronically by the Deputy Principal. ● Referral to the Whānau Connector, who will work with chronically absent students and their whānau. 	<p>DP in charge of Whānau/ Whānau Leader/Assistant Whānau Leader</p>

<p>60% attendance</p> <p>(20 days or more absence in a school term)</p>	<ul style="list-style-type: none"> ● Remove student from roll (unless there is a valid reason not to do so). Whānau Leader/Assistant Whānau Leader to discuss with Whānau DP. ● If over 16 years of age, the student is referred to Careers and assistance is provided to pursue external opportunities. ● If under 16, Non-Enrolled Notification (NENs) is completed, which triggers Attendance Services. Recorded on Kamar under the 'Pastoral' section and 'Absentee Concern'. ● Ensure that the process has been followed, and this does not come as a surprise to Whānau. 	<p>DP in charge of Whānau/ Whānau Leader/Assistant Whānau Leader</p>
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In addition to the above processes, Whānau Leaders/Assistant Whānau Leaders are responsible for clearing absences that pop up, due to students being absent for 5 days at a time, by recording interventions that have been instituted to engage with whānau and get the student back to school.

When a student returns to school after being absent:

- The student is to talk to their teacher to get the work to complete that they would have missed. In some instances, work would have already been posted on Google Classroom, so students can complete this while absent.
- If the student is known to the Guidance Department, feedback from Guidance will be sought, or the student will be referred to their counsellor for additional support. The Whānau Leaders/Assistant Whānau Leaders will communicate with Guidance.
- Parents will be kept in the loop re. Their child's academic progress via. The fortnightly 'Engagement Reports' that go home. In addition to this, parents will receive a weekly attendance summary for their child, so that they have regular information as to their child's attendance/non-attendance.

Monitoring and Measuring Progress

- These procedures will be reviewed annually by collecting feedback from staff as to their impact.
- Data of students who are frequently absent will be reviewed to determine if there is any improvement as a result of implemented interventions.
- A flowchart of the procedures will be created to ensure that there is clarity as to 'who is responsible for what' in the process. Random students' pastoral records will be examined to check that the process has been followed.
- Once a term, the Deputy Principal (who is responsible for monitoring attendance) reports to the Board. This is via a report that is presented at Board meetings.