



Attendance Management Plan

At Carisbrook, we believe attendance is a shared responsibility, so we focus on reducing barriers that might prevent students from attending school and supporting whānau in getting tamariki to school. When students fall into irregular attendance, Carisbrook will take action to support the student to return to regular attendance

Purpose:

- To ensure that all students enrolled at Carisbrook have the opportunity and support to attend school regularly, thereby improving learning outcomes, wellbeing, and equity.
- To align with the MOE's Attendance Management Plans in using the STAR framework in identifying, responding to, and reducing student absences.
- To clearly define roles, thresholds, interventions, communication processes, and supports for improving attendance.

Stakeholders:

Role	Responsibilities	Role	Responsibilities
Whānau / Parents	Legal obligation to ensure children attend regularly. Let the school know if your child is away, work with us to fix any problems, reply to messages, help your child come regularly, and accept support if needed. Plan any trips/holidays outside of school term dates.	Akonga/Students	Be at school every day unless you're sick or have permission. Let us know if something's getting in the way, and make the most of any help offered.
Kaiako / Teachers	Mark rolls accurately and on time; observes and reports attendance concerns; builds relationships with students; encourages good attendance habits; communicates with whānau where concerns arise.	Attendance Team	Daily monitoring; follow-up on unexplained absences; maintain accurate attendance records; communicate with whānau; coordinate support for students with attendance concerns; escalate where needed.
Tumuaki / Leadership Team (SLT)	Oversee implementation; ensure staff are trained; monitor school-wide attendance data; intervene when thresholds are reached; liaise with MOE and external agencies; approve extended leave; ensure plan is published and communicated.	Board of Trustees	Ensures all students attend school regularly by maintaining clear processes to record, monitor, and respond to absences. It supports a stepped, data-based approach to improve attendance, allocates resources for interventions, reviews progress annually, and publishes the Attendance Management Plan on the school's website.

Our Data:

Our Attendance target is for 70% of students to be present for more than 90% of the time by 2028. While this is below the government's target of 80% regular attendance to be achieved by 2030, it represents a realistic and achievable step toward improving attendance and closing the gap to the Ministry of Education target.

Longitudinal data from Carisbrook shows that the proportion of students with "regular attendance" (90–100% across the year) has mostly improved year on year. Compared to the 2025 national average data, Carisbrook was slightly below. We are now putting in other incentives to raise this percentage.

	Regular Attendance: Present 90-100%			
	T1	T2	T3	T4
2025 National average	65.90%	58.40%	50.3%	
2025	61%	56%	42%	50%
2024	47%	55%	47%	56%
2023	56%	40%	39%	48%
2022	50%	44%	45%	47%

Attendance Expectations and Procedures:

We have well-defined procedures to record, monitor, and respond to student attendance. Attendance is taken daily during school hours, at all school activities, and during emergency events to ensure every student is safely accounted for. This consistent monitoring allows staff to quickly identify patterns of non-attendance or concern and to respond with appropriate support or intervention. Regular attendance is recognised as a key factor in student wellbeing, learning progress, and achievement, and we are committed to helping every student reach their full potential through consistent engagement in school.

Our attendance expectations are clearly communicated to students, parents, and caregivers through enrolment information, newsletters, the school website, and regular reminders in class and assemblies. All staff play an active role in reinforcing these expectations as part of our daily routines and school values. We also set annual attendance targets and use data to monitor progress toward them. When attendance concerns arise, we work in partnership with students, whānau, and external agencies to understand and remove barriers to regular attendance.

Records are securely maintained for seven years from the date of the last entry, in accordance with national guidelines. Through these practices, Carisbrook aims to create a culture that values and supports regular attendance, fostering both student success and a safe, caring learning environment.

Stepped Attendance Response (STAR) Framework:

We follow the STAR framework put together by the Ministry of Education in conjunction with schools.

The STAR helps all stakeholders to understand what should happen when students do not attend school. Under the STAR framework, any student who reaches a clearly defined threshold of days absent will trigger an appropriate and proportionate response from the school or MOE.

Below is an overview of each tier, and following that, how each stakeholder is alerted and supported when students do not attend school:





Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term

Parents/Guardians



- Make sure your child comes to school every day they can.
- Encourage good attendance habits.
- Keep in touch with the school. Attendance is a shared responsibility
- Support the school in raising the importance of attendance

School



- Maintain positive and supportive communication with whanau
- Give students regular updates on their attendance.
- Report to parents regularly about their child's attendance.
- Support students by:
 - helping them attend school
 - Creating safe spaces and strong relationships with teachers.
 - Making learning meaningful and linked to student interests.
 - Opportunities for leadership, sport, arts, and cultural activities to increase belonging

Up to 10 days absence in a school term

Parents/Guardians



- Help your child get back to coming every day.
- Korero with the school about why your child has been away and how we can help.
- Discuss with your child the importance of attending school
- Make the most of the support TIS offers

School



- 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
e.g. counsellor, alternative timetables, PB4L, Youth Mentors, Enrichment programmes etc

Up to 15 days absence in a school term

Parents/Guardians



- Support your child to return to regular school attendance every day.
- Attend a hui with the school to talk and make a plan together to support your child in attending school
- Use routines and strategies at home that will reduce barriers of coming to school

School



- Contact parents when attendance concerns continue to plan a hui
- Meet together to understand why the student is often absent and make an individual plan to return student to regular attendance.
- Create and follow a support plan that fits the student's situation.
- Use school supports and, if needed, get help from the Attendance Service or other agencies.

15 days or more of absence in a school term

Parents/Guardians



- Return child to regular attendance immediately
- Engage in support plan with kura, Attendance Services and external agencies
- Open communication with TIS around the reasons that your child is not attending school
- Participate in regular hui, taking on board support and implementing action plans for your child

School



- Let parents know that the attendance concern has not been resolved and therefore will be escalated.
- Ask for help from the Attendance Service or other agencies if needed.
- Work with other services to support the student and family.
- Review and continue the individual support plan and check how it's going.
- If support is offered but not taken up, the school may consider legal steps with the Ministry.
- Clarify if the student will be returning to TIS. If a commitment is not made by whanau then student will be unenrolled.



Ministry of Education

Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
 - › agreeing changes to be made,
 - › addressing some unmet basic needs impacting on attendance, and
 - › referring students to other services as necessary
- › Collaborate with schools so that
 - › they remain engaged as plans are developed and implemented, and
 - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

Recording Attendance:

We record attendance accurately and diligently to ensure all students are accounted for, which is crucial for both their educational progress and safety, particularly in emergencies. The school provides attendance data to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024. We utilise our student management system to monitor absence patterns and proactively notify parents/caregivers of any emerging concerns.

Staff Responsibilities:

- Classroom teachers are responsible for marking attendance using the school's student management system (HERO) by **9:15 am** each morning and **1:30 pm** each afternoon.
- Classroom teachers ensure that all attendance is recorded correctly, including any students arriving late or leaving early. - The attendance team checks unexplained absences and truancy, and a follow-up message is sent to whanau at 10:00 am to clarify why the student is not at school.

Parent/ Caregiver Responsibilities:

Parents and caregivers are vital partners in ensuring regular attendance. When a child cannot attend school, parents must communicate with the office stating the reason why they are away. Each school day, if your child is away and we haven't heard why, the office will make contact through text initially. If the office does not hear a response from the parent, the child will be marked as Truant.

If a student is going to be absent from school, parents/caregivers are requested to notify the school by 9 am on the day of the absence using one of the following methods:

- **HERO App:** Utilise the dedicated absence reporting feature.
- **Email:** Sent to office@carisbrook.school.nz
- **Phone Call:** Call the school office on 03 4558315

Please note that Parents can see their child's attendance on Hero at any time.

Attendance Codes:

- We record students as present or absent using the Ministry of Education [Attendance Codes](#).
- An absence may be justified (e.g., for medical reasons, bereavement, approved family circumstances) or unjustified (e.g., for an unapproved holiday or other unsatisfactory reason). This justification is accurately recorded in our attendance register. For more information about "Leave during term time", see below.

Monitoring Attendance & Identifying Concerns

Monitoring:

We will take all reasonable steps to ensure students attend school while it is open, including following up on unexplained absences.

Our follow-up actions may include:

- analysing attendance data for patterns of absence
- contacting parents/caregivers to outline attendance expectations
- meeting with students and their parents/caregivers to discuss strategies for improving attendance
- discussing school programmes with relevant staff to better meet the needs of students at risk of disengagement. We may also refer students with extended or persistent absences to [Attendance services](#)

Reporting & Identifying Concerns:

Regular attendance data is reviewed to identify patterns, concerns, and students who may need early support or intervention, with all stakeholders playing a key role in helping students return to regular attendance.

Teachers:

- Receive attendance reports at the start and middle of each term, summarising student attendance.
- Monitor class attendance and identify students who may need support.
- Email parents mid-term (or at other times if needed) to update them on their child's attendance band and suggest strategies to return to regular attendance.

Team Leaders:

- Oversee attendance data within their house and monitor students across different attendance bands.
- Discuss students of concern at weekly hui.
- Coordinate and implement supports to reduce barriers and help students return to regular attendance.

Attendance Team:

- Focus daily on students in the "Very concerning attendance" band.
- Follow up with families using phone calls, text messages, house visits, and whānau hui.
- Engage external agencies when required to support whānau and develop plans to improve attendance.

Senior Leadership Team (SLT):

- Review attendance reports at the beginning, middle, and end of each term.
- Analyse attendance data by year group, gender, ethnicity, and other relevant demographics to identify patterns.
- Implement initiatives, competitions, and communications through HERO, the school website, and newsletters to encourage attendance.
- Prepare attendance reports and action plans for presentation to the Board of Trustees.

Parents / Caregivers:

- Contacted on the day of unexplained absences to provide a reason.
- Can access attendance reports anytime via HERO or by contacting the school
- Receive mid-term (or as needed) emails outlining their child's attendance status.
- Attendance information is included in the twice-yearly student report on learning and progress.

Leave during term time:

We understand that there are times when travel or other commitments during the school term are unavoidable. However, parents and caregivers should carefully consider the impact of removing their child from school:

- **Missed Learning Opportunities:** Students miss important lessons and educational activities, which can lead to gaps in their knowledge and understanding.
- **Difficulty Catching Up:** Returning to school after a break can make it challenging for students to keep up with their peers.
- **Disruption of Routine:** Consistency supports learning and behaviour; absences can disrupt routines at school and at home.
- **Teacher Time:** Teachers may need to spend extra time helping students catch up, which can affect support for the rest of the class.

Under section 45 of the Education and Training Act 2020, the Principal may approve short-term absences for justified reasons such as illness, medical appointments, bereavement (including tangihanga), or participation in significant events (e.g. regional or national representation).

Requests for planned absences (including family holidays or cultural events) should be submitted in advance, preferably at least one week prior, and will be considered at the Principal's discretion.

Please note that family holidays during term time are generally recorded as unjustified absences, in line with Ministry of Education attendance codes, and contribute to the school's overall attendance data.

Where a student is absent for an extended period without approval, or there is no regular attendance, the school may be required to take further action, which can include notifying Attendance Services and, in some cases, proceeding with removal from the roll in accordance with Ministry guidelines.