

# Attendance Management Plan

Approved October 2025



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## Overarching attendance objectives and strategic priorities

At Harewood School, regular attendance is a foundation for learning and wellbeing. We talk about this as helping every child to be *confident, connected, and shining brightly*. The Board takes all reasonable steps to ensure all students attend school when it is open. Our kura uses the [Stepped Attendance Response \(STAR\)](#) to guide how we notice, respond, and support tamariki and whānau with attendance. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential

**What is Attendance?** Attendance means being present at school, in the right class, and ready to learn. Students who miss a week of school in each term will have missed an entire year of learning by the time they turn 16 (ERO, 2023).

**What is regular attendance?** Regular attendance is defined as attending school for at least 90% of the time (no more than 5 days absence per term).

### **Rationale for prioritising attendance (e.g. its link to student welfare and achievement):**

- Regular attendance supports learning progress, friendships, and wellbeing.
- Absenteeism is linked to lower academic achievement and disengagement from school.
- Attendance builds a strong connection between home and school, reflecting our vision of children who are confident, connected and shining brightly.

### **Links to or copies of existing strategic documents**

- Harewood School Charter and Strategic Plan
- Communicating with whānau – School Docs guidance
- Morning Star Practices
- Behaviour Plan

### **A summary of our school's current attendance data, Term 2, 2025:**

- 71% of students attended regularly (90% or more of the time).
- Māori student regular attendance: 60% (disparity CONCERN)
- Pasifika student regular attendance: 58% (disparity CONCERN)
- Attendance is strongest in Years 1, 3 and 4, and lowest in Years 2 and 5. This seems to correlate with the holiday reason for absence.
- Main reasons for absence: illness, family holidays.

### **Clear definition of success**

- Increase regular attendance to 90% by the end of 2026.
- Reduce unexplained absences by 50% over the next 12 months.
- Ensure Māori and non-Māori attendance rates are equitable by the end of 2026.

## Roles and Responsibilities

Role	Responsibility
Board of Trustees	<ul style="list-style-type: none"><li>• Oversee the implementation and regular review of.</li><li>• Ensure the plan is published on the school's website.</li><li>• Set an annual attendance target for the school.</li></ul>
Principal / Deputy Principal	<ul style="list-style-type: none"><li>• Lead the implementation of the plan and provide professional development for staff.</li><li>• Monitor school-wide attendance data and trends.</li><li>• Act as the primary contact for moderate and chronic absence cases.</li><li>• Liaise with the Ministry of Education Attendance Service and other support agencies.</li></ul>
Teachers	<ul style="list-style-type: none"><li>• Record attendance accurately at the start of each morning and afternoon session.</li><li>• Build strong relationships with students and whānau.</li><li>• Act as the first point of contact for students with irregular absences.</li></ul>
Administration Staff	<ul style="list-style-type: none"><li>• Record and update absence notifications daily.</li><li>• Contact parents/caregivers on the first day of an unexplained absence.</li><li>• Maintain accurate contact details for all students.</li></ul>
Whānau/Caregivers	<ul style="list-style-type: none"><li>• Ensure their child attends school every day, unless they are unwell.</li><li>• Notify the school promptly of any absence.</li><li>• Work in partnership with the school to address any attendance concerns.</li></ul>

## Attendance management procedures

### Setting expectations

- Attendance expectations are clearly communicated at enrolment and at our start of year 'Meet the Teacher' evenings.
- Attendance reminders and messages are included in newsletters and hui.

### Communicating attendance

- Attendance percentages are communicated via Hero (keep this feature turned on, with parent access to viewing codes)

## Stepped Attendance Response (STAR) Framework

We use a tiered approach to identify and respond to student absences.

Attendance Category	Definition	School Response
Regular Attendance	90% or more (absent less than 5 days a term)	<u>Tier 1 – Universal Support:</u> <ul style="list-style-type: none"> <li>Acknowledged and celebrated attendance at teacher's discretion with individual children; so that children who have little control over their absenteeism (e.g. medical condition) are not affected in a mana reducing manner.</li> <li>Principal's pānui celebrates increased attendance as a collective to the school.</li> </ul>
Irregular Attendance	80%-89% (absent 5-9.5 days a term)	<u>Tier 2 – Targeted Support:</u> <ul style="list-style-type: none"> <li>The teacher contacts whānau to understand the reasons for absence. Discussions and emails recorded into child's Pastoral Care page on Hero.</li> <li>The school offers support to address any emerging barriers (e.g., transport, uniform).</li> <li>Attendance is monitored closely for improvement.</li> </ul>
Moderate Absence	70%-79% (absent 10-14.5 days a term)	<u>Tier 3 – Intensive Support:</u> <ul style="list-style-type: none"> <li>Principal/Senior Leader meets with whānau and students to develop a supportive plan.</li> <li>The plan may involve connecting the family with community resources.</li> <li>A formal attendance improvement plan is created, with clear goals and check-ins.</li> </ul>
Chronic Absence	Less than 70% (absent 15 or more days a term)	<u>Tier 4 – Referral:</u> <ul style="list-style-type: none"> <li>All previous steps have been documented and a formal referral is made to the Ministry of Education Attendance Service.</li> <li>The school continues to work closely with the Attendance Service and whānau.</li> </ul>

### **Supporting return to school**

- Teachers provide acceleration supports. Home environment is offered learning supports as part of this.
- Teacher provides a close connection to the student as per our Morning Star Practices and those outlined in Tataiako.
- Student is supported in re-connecting with peers.
- Regular communication with whānau to celebrate progress.
- Individual support plans may include teacher check-ins, wellbeing support, flexible entry/exit times, or social worker involvement.

### **Monitoring and Measuring Progress**

- Attendance reviewed by leadership as an agenda item.
- Attendance data reported to the Board every term.
- Policy and procedures reviewed annually and updated with new MoE regulations.
- Effectiveness monitored by comparing OTJ, iDeaL and PAT achievement and wellbeing data against attendance targets.