



# TE KURA O MATARANGI

## NORTHCOTE SCHOOL

### Attendance Management Plan 2026-2028

We believe that attending school regularly is the most important step for your child's success. Being present helps every tamaiti to be:

- \* Growing: They get the best opportunities to learn and develop the courage (Māia) to try new things and succeed.
- \* Grounded: They feel safe and connected to our kura, strengthening their sense of belonging (Ūkaipōtanga).
- \* Known: They build strong, respectful relationships with their peers and teachers, feeling cherished and understood with love (Aroha).

### Strategic Priority

Goal 3: The purpose of what we do is known to our whānau and community - Attendance management processes implemented

### Our goals

Our regular attendance percentage has not been higher than 60% for any term over the past 5 years and barely over 50% for our winter terms. Our goals over the next 3 years is to increase our percentage of regular attendance by 5% each year. This will result in the following goals

Percentage of regular attendance	2026 goal	2027 goal	2028 goal
Summer Terms (1 & 4)	65%	70%	75%
Winter Terms (2 & 3)	55%	60%	65%

### Clear Expectations for Attendance

- Students are expected to attend school regularly; this means over 90% of the time.
- Attendance expectations will be communicated.

- At enrolment.
- At the beginning of each year and each term.
- Via articles in our newsletter and during assemblies.
- Through individual conversations (via email, phone, and/or in person) with students and/or whānau when necessary.

## **Roles and Responsibilities**

### **Whānau**

- Ensure students attend school regularly.
- Reinforce positive attendance habits.
- Monitor communication with our school regarding any absence.
- Engage with Te Kura o Matarangi Northcote School's attendance procedures and support when attendance issues arise.

### **School**

- Communicate clearly and regularly about attendance expectations and processes with both students and whānau.
- Monitor and record attendance twice daily. Office to give reminders at 9.30am and 1.30pm if not completed by classroom teachers.
- Review and formally update attendance data weekly.
- Notify whānau of all daily absences promptly (via Hero, phone call, text, or email).
- Provide a range of attendance updates to whānau regularly.
- Support students to overcome barriers to attendance (e.g., uniform, food, counselling).
- Use a tiered response system aligned with the STAR framework.

### **Ministry of Education**

- Monitor attendance data and school compliance with attendance policies.
- Support Te Kura o Matarangi Northcote School with tools, data analysis, and Attendance Services.
- Facilitate multi-agency responses for chronic attendance issues.
- Provide direct support for complex cases, including legal action if necessary.

## **Stepped Attendance Response (STAR)**

The government's attendance target is 80% of students attending school regularly, defined as attending school more than 90% of the time, and it has a Stepped Attendance Response (STAR) system to encourage this. The system provides direction so that no student will be

left to accumulate absences without an appropriate response to help them return to regular attendance (Ministry of Education). Below are the four attendance categories that help us understand how frequently each of our students attends school and the levels of support they may need to ensure regular attendance:

**Good (Regular Attendance):** Over 90% attendance, missing fewer than 5 days across the term.

**Worrying (Irregular Absence):** Between 80% and 90% attendance, absent for 5-9 days across a term.

**Concerning (Moderated Absence):** Between 70% and 80% attendance, absent for 10-14.5 days across a term.

**Serious Concern (Chronic Absence):** 70% attendance or less, absent for 15 days or more across a school term.

### Regular Attendance

Regular attendance is defined as attending over 90% of the time, which equates to no more than five days absent per term. Research conducted by the Ministry of Education shows a clear connection between regular school attendance and academic success. Higher levels of educational achievement can lead to better health, higher incomes, greater job stability, and increased participation in communities. All of this contributes to a stronger, more connected society (Ministry of Education).

## STAR at Te Kura o Matarangi Northcote School

### Good (Regular Attendance)

*Good chance of success.*

All school staff

- Monitor attendance as part of normal practice.

Attendance Lead

- Celebrate and acknowledge regular attendance during assemblies.
- Articles in our newsletter about the importance of regular attendance.

### Worrying (Irregular Absence)

*Less chance of success.*

Classroom teachers (at 5 days absence)

- Classroom teachers talk with students and contact whānau to discuss reasons for absence.

- If classroom teachers have concerns with their students' attendance and/or they can't get a hold of their whānau, they will send the 5 day email and the office will take over attempting to contact by phone.
- Support students to ensure they are returning to regular attendance.
- A letter is sent to whānau if concerning patterns emerge.
- Record interventions and monitor attendance closely.

## Concerning (Moderated Absence)

*Hard to make progress.*

Team leaders (at 10 days absence)

- Team leaders talk with students and contact whānau to discuss reasons for absence. Followed up with a formal letter to whānau (10 day email).
- Hold face-to-face meetings with students and whānau to discuss reasons for absences.
- Refer to Attendance Lead to follow up with whānau to collaboratively develop a plan tailored to the student and whānau situation.
- Review and monitor progress regularly.

## Serious Concern (Chronic Absence)

*Very hard to make progress.*

Attendance Lead (at 15 days absence)

- Formal warning letter and urgent whānau meeting led by Attendance Lead and Principal.
- Referral to Attendance Services and Initiate a multi-agency response.
- Implement and monitor an Intensive Attendance Plan.
- Consider Ministry-led support or legal action if all interventions are unsuccessful and support is refused.
- Unenroll only if all options have been exhausted and follow Ministry of Education guidelines.

## Day-to-Day Operations to Support Attendance - Attendance Lead Responsibilities

- Monitor attendance daily.
- Review and formally update attendance data weekly and share with staff.
- Speak and discuss regular attendance and data during assemblies.

- Articles in our newsletter informing our whānau about the importance of attendance.
- Ensure our school continues to be a welcoming and safe environment.
- Actively minimise disruptions (e.g., avoid unnecessary interruptions, plan non-academic events outside of core learning times).
- Work with Attendance Services and/or other agencies as needed.

## Attendance Register - Teaching staff responsibilities

Morning attendance must be completed by 9.15a.m. If tamariki are late they need to sign into the office tablet, collect a pink slip and deliver the pink slip to the classroom teacher. Tamariki who arrive at class without a pink slip will be asked to return to the office to complete this process.

Afternoon attendance must be completed by 1:00 p.m. Any students who are still marked as a '?' must now be marked 'T'.

Classroom teachers will need to ensure that they are accurate with their coding, as this affects whether an absent student is marked as justifiably absent or unjustifiably absent.

Other Important Information:

- Any absences should be reported through Hero. Any information sent directly to classroom teachers must be added to Hero.
- Relievers should complete attendance on paper and then send it to the office.

## Monitoring and analysis

- SMS (Hero) to notify staff when tamariki reach the thresholds for STAR
- Attendance lead to monitor actions of staff and notify staff if uncompleted
- Attendance lead to complete 5 week analysis mid term to look for trends and patterns, reported to the Principal
- Attendance lead to analyze termly Everyday Matters report and report to the board
- Attendance lead to complete 6 month evaluation report, presented to the board and ERO

## Plan review

The attendance management plan will be reviewed and evaluated by the Senior Leadership Team at the end Term 2 of 2026 school year and again at the end of Term 4. Any adaptations or modifications suggested will then be implemented for 2027 and then the plan will be reviewed again at the end of each even term in the school year.