



## OHS ATTENDANCE MANAGEMENT PLAN

### Supporting STAR Procedures

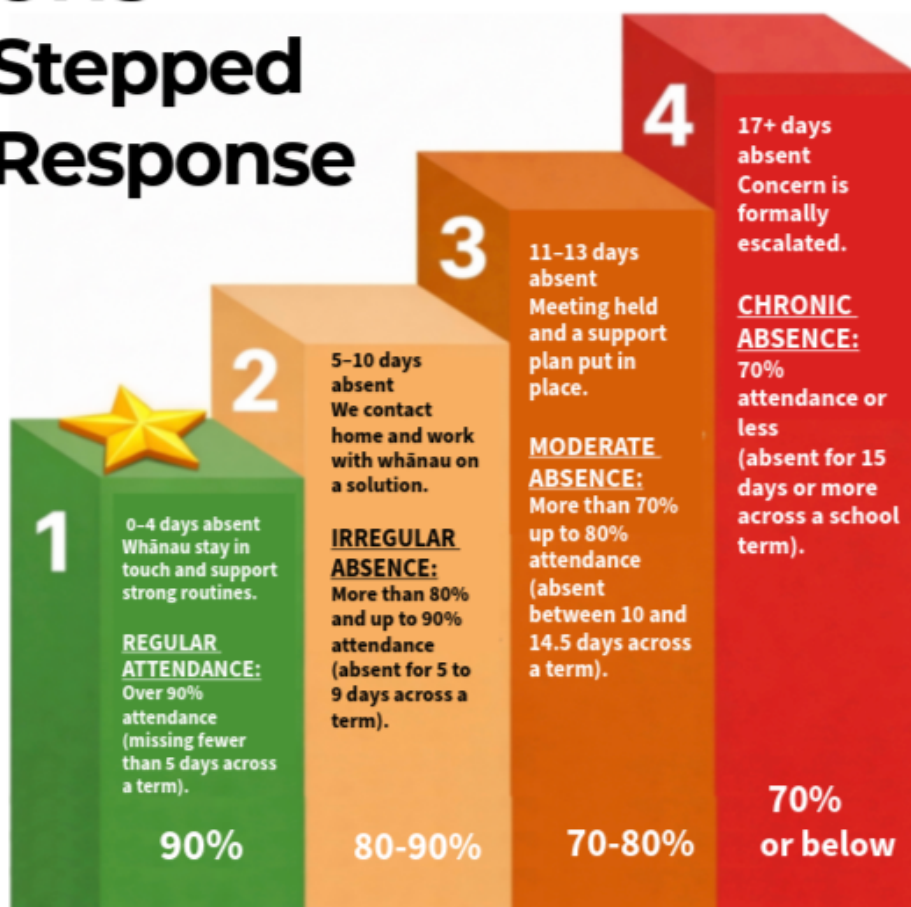
#### Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030. Our school currently has 48% regular attendance and a target of lifting regular attendance to 60% by the end of 2026.

#### Attendance Management Procedure- Stepped Attendance Response

- We recognise the importance of regular attendance to help our students achieve their educational potential.
- Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.
- We have a stepped attendance response to ensure we can identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.
- We have annual targets for student attendance and work with students, parents and caregivers, staff an external agency, where necessary to improve our levels of student attendance.

## OHS Stepped Response



## Board responsibilities

The Board must take all reasonable steps to ensure students attend school when it is open for instruction. This includes:

- Supporting students to return to regular attendance
- Implementing a Stepped Attendance Response using data-based thresholds.
- Recording and responding to all absences
- Monitoring attendance patterns and barriers
- Publishing the Attendance Management Plan on the school website

### Attendance Policy

- [Student Attendance](#)
- [Attendance Procedures](#)

## Principal responsibilities

The principal is responsible for:

- Develop and implement a stepped attendance response aligned with thresholds.
- Ensure absences are investigated, actioned, and recorded in line with thresholds.
- Ensure students, whānau, and staff understand attendance processes and procedures.
- Report to the Board on attendance trends, barriers, and interventions.

## Parent/Whanau responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.

## School responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child.

## Recognition of regular attendance

- Identification of students with attendance above 95% by the Kaitiaki teacher
- Kaitiaki to send termly postcard for students 95%
- Termly and Newsletter assembly recognition.
- Kaitiaki class with highest attendance has a different reward each term.

## Procedures & Responsibility

### **Classroom Teachers:**

- Mark rolls accurately within the first 10 minutes of class in KAMAR.
- Mark late students "L" and adjust rolls as needed.
- Report absences marked "?" for Kaitiaki follow-up.
- Complete all rolls daily; follow up reminders are issued for any incomplete rolls.

### **Kaitiaki Teachers role**

Kaitiaki teachers play an important role in monitoring and following up on attendance, particularly when attendance falls between 80–90%

- Each week, Kaitiaki teachers receive a summary sheet of the previous week's attendance with three key areas of focus
  - Accurate attendance recording for students at school.
  - Explanations for absences when out of school.
  - Follow up with students with attendance concerns.
- Kaitiaki teachers are expected to follow up with absences and change KAMAR accordingly.
- Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

### **Whole school actions to meet attendance targets**

- Send out clear communication to whanau re OHS attendance expectations at the start of each term
- Publish the steps OHS will take to follow up on poor attendance
- Weekly attendance data for students and whanau
- Period-by-period attendance data available to whanau via SchoolBridgel
- Daily communication to absent students' whanau
- Reinforce good attendance habits in students (assemblies, rewards and certificates, etc.)
- Support students to get to school (help with uniform/transport/food, etc)
- Promote a good social and learning environment, where students experience success
- Know students' attendance habits when they first enrol
- Minimise disruption to the school day
- Support students unable to attend via health school or transition to tertiary education or alternative education

### **Attendance Officer, Administration and Support Staff:**

Maintain daily attendance registers.

1. Email caregivers for unexplained absences (Early Notification).
2. Make phone contact after 3 consecutive days of absence.
3. Update KAMAR records and prepare reports for Deans and SLT.
4. Support provided for students returning to school that may have faced barriers to attending.

## Attendance management Procedure - Stepped Attendance Response (STAR)

### **Kaitiaki Teachers (5–9 Days Absent):**

- Responsibility for attendance monitoring and subsequent communication with parents at levels of attendance between 5 and 9 days off in a term.
- Clearing up unknown entries (marked as ?) and replacing them with the correct ones (Full information on codes and how to use them are [here](#)).
- Weekly indicate which students' attendance requires an action: Kaitiaki teacher judgement is required around absences like holiday (G)

### **Weekly at Deans and Kaitiaki Teacher Meetings:**

1. Kaitiaki to monitor attendance on a weekly basis using P.A.R.O.T.
2. When a student is away from school for more than 5 days an action is required. Letter to be emailed (there are 2 versions of this letter (Letter #1 - 2 versions in appendix below), one unjustified and one medical.
3. If this is an ongoing pattern, then a) send the letter and b) refer to your Dean
4. Respond to replies from parents to Letter #1.
5. **Medical:** There is a letter to send if medical absences start to increase. It suggests a conversation to discuss what support may be necessary.

### **Deans to action the following (10–14 Days Absent):**

1. Deans are expected to keep a regular oversight of the Kaitiaki class attendance and will actively supervise that Kaitiaki teachers are keeping their Kaitiaki class attendance up to date.
2. Deans are expected to make the second contact when a student has between 9-15 days absent per term. Contact whānau to request a meeting using Letter #2 or Letter #2 – Medical
3. Complete an attendance plan with student and caregivers.
4. Students with the poorest attendance will be identified and discussed in WRAP meetings, which include the SLT, counsellors, nurse, and learning support team.
5. Refer to SLT if no response or no improvement.

### **Senior Leadership Team (15+ Days Absent):**

SLT and Deans will discuss intervention strategies for the worst attendees. This includes phone calls home to parents, parent meetings and referral to outside agencies.

1. Escalate contact via Letter #3.
2. Arrange a formal meeting with parents/caregivers.
3. Refer to Auckland City Education Services (ACES) or external agencies where required.
4. Where absence persists: issue Letter #4 – Under 16 (Police-delivered) or Letter #4 – Over 16.

## Monitoring

- The Deputy Principal will maintain reporting of daily attendance data.
- The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

## Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: November 2025

Next review: November 2028

## School Stepped Attendance Response Activities

- The stepped attendance response outlines actions for individual student absence.
- Actions can occur at any stage without waiting for threshold identification.
- Contact parents as soon as possible (within 2 school days) to arrange a meeting.
- Wrap meetings occur fortnightly. For attendance data, contact your Dean; for other queries, contact the Attendance team.

| Day-to-day operations   |  |  |   |
|---|--|--|---|
| Activities  | Practice   | Responsible Person   | Notes & Actions   |
| Communicate with parents  | <p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p> | <ul style="list-style-type: none"> <li>• Deputy Principal</li> <li>• Dean</li> <li>• Kaitiaki Teacher</li> <li>• Attendance Officer</li> <li>• School board</li> </ul> | <ul style="list-style-type: none"> <li>• Termly attendance features including updates on data in newsletters.</li> <li>• Expectations and guidance for parents published on our school website.</li> <li>• Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</li> <li>• Work with parents and students, where appropriate.</li> </ul> |
| Following up absences daily   | <p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p>  | <ul style="list-style-type: none"> <li>• Kaitiaki Teacher</li> </ul>   | <ul style="list-style-type: none"> <li>• Text based reminder to be sent from 10 am for all unexplained absences.</li> </ul>   |
| Minimise disruptions to the school day and week   | School boards and school leadership prioritise school hours to be for learning   | <ul style="list-style-type: none"> <li>• Senior leadership team</li> </ul>   |   |
| Assess history of new students  | When enrolling, identify issues or trends in attendance history.   | <ul style="list-style-type: none"> <li>• Dean/ Assistant Principal (new students during year or not in year 9)</li> </ul>  | <ul style="list-style-type: none"> <li>• Use our “welcome to school” BBQ with whanau at beginning of year for year 9 students.</li> </ul>   |
| Escalate attendance issues as needed<br>Develop support plans<br>Involve other services, consider referral to Attendance Services | Seek more support as needed  | <ul style="list-style-type: none"> <li>• All staff as appropriate.</li> </ul>  | <ul style="list-style-type: none"> <li>• Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Penny Brown</li> </ul>   |

## Students with less than 5 days absence

| Activities  | Practice   | Responsible Person              | Notes & Actions  |
|---|--|---------------------------------|--|
| Communicate with parents/caregivers<br>Maintain contact details | Identify all student absences<br>Communicate these to parents  | Kaitiaki Teacher, with the Dean | <ul style="list-style-type: none"> <li>Follow-up all absences to confirm the reason for absence.</li> <li>No action taken</li> </ul> |
| Provide students with regular updates on their own attendance   | Provide regular reporting via schoolbridge (P.A.R.O.T) & KAMAR | Kaitiaki Teacher                | <ul style="list-style-type: none"> <li>Updates sent to students and parents through weekly notes</li> </ul>                          |
| Report regularly to parents on attendance of their child        | providing weekly updates on attendance to parents via email    | Kaitiaki Teacher                | <ul style="list-style-type: none"> <li>Updates sent to students and parents through weekly notes</li> </ul>                          |

**Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the pastoral care team at their weekly meetings.**

## Students with less than 10 days absence (5-9 days)

| Activities   | Practice  | Responsible Person  | Notes & Actions   |
|--|---|---|---|
| Contact parents to discuss reasons for absence and impact on learning                        | After 5 days send an email to the parent (see appendix)<br>Phone contact to be used if this is not the first time student has met the threshold | Kaitiaki Teacher<br>(Any concerns of next steps discussion options with the year level dean.) | <ul style="list-style-type: none"> <li>Record actions taken in Kamer.</li> <li>If there is no action taken due to individual circumstance- record this against the student record.</li> <li>Follow-up to be within 2 school days of meeting the threshold.</li> </ul> |
| Support students to catch up missed learning where required                                  | Identify missed learning objectives and consider notes or activities to bring student back up to speed  | Kaitiaki Teacher  | <ul style="list-style-type: none"> <li>Discuss with students in form time- student to follow up with appropriate subject teachers.</li> <li>Check no internal assessments missed. (Yr11-13)</li> </ul>  |
| Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pass | Contact pastoral care team if barriers identified that the school could assist with   | Kaitiaki Teacher & Dean   | <ul style="list-style-type: none"> <li>Parents and student provided access to additional resources.</li> <li>Consider bus pass, uniform, counsellor/ nurse appointments</li> </ul>  |

**Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.**

**For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.**

**If there is no action taken due to individual circumstance- record this against the student record.**

## Students with less than 15 days absence

| Activities  | Practice   | Responsible Person  | Notes & Actions  |
|---|--|---|--|
| Contact parent to escalate concerns   | Further contact with parent<br>Email and/or phone call as required for escalation. | <ul style="list-style-type: none"> <li>Deputy Principal</li> <li>Dean &amp; Kaitiaki Teacher</li> <li>Attendance Officer</li> </ul> | Record actions taken in Kamer. If there is no action taken due to individual circumstance- record this against the student record. |
| Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence | Arrange meeting including parents and student.                                     | <ul style="list-style-type: none"> <li>Dean or Kaitiaki Teacher</li> </ul>  | Consider who is needed at this meeting.  |
| Develop and implement a support plan tailored to the child's needs / absence                      | Hold everyone accountable for their part in the plan.                              | <ul style="list-style-type: none"> <li>Kaitiaki Teacher</li> </ul>  | Act quickly where expectations aren't being met  |
| Use in-school resources as to remove barriers and request support as needed                       | Discuss with pastoral team what further supports are available                     | <ul style="list-style-type: none"> <li>Dean or Kaitiaki Teacher</li> </ul>  |  |

**Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against the student record.**

## Students with greater than 15 days absence

| Activities  | Practice  | Responsible Person   | Notes & Actions  |
|---|---|--|--|
| Contact parent to escalate concerns   | Further escalating email (see appendix)   | Deputy Principal Mr Lee, SLT & Dean & Attendance Officer                   |  |
| Hold meeting with parent/caregiver and student) to analyse reasons for absence.                             | Arrange promptly for meetings including parents and the student.  | Deputy Principal for year level, Dean and Attendance Officer (if required) | <ul style="list-style-type: none"> <li>Plan to return student to regular attendance</li> </ul>   |
| Request support from Attendance Service or other agencies as needed<br>Participate in multi-agency response | Refer to Ministry of Education attendance services or other agencies<br>Support access to services and collaborating with specialists | Support via WRAP hui   | <ul style="list-style-type: none"> <li>Before referral check all previous actions like support plans are in place.</li> <li>Resources and supports will continue to be provided as appropriate</li> <li>Reintegration plan in place to return student to regular attendance</li> </ul> |
| Maintain implementation and monitoring of support plan  | Hold everyone accountable for their part in the plan, and act quickly where expectations aren't being met                             | Support via WRAP hui   | <ul style="list-style-type: none"> <li>Support plan in place</li> <li>Continue monitoring</li> <li>Steps taken to reintegrate student</li> </ul>   |

**Over 15 days absence, investigate reasons for this absence and refer to the dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against the student record.**