

ATTENDANCE MANAGEMENT PROCEDURE:

Stepped Attendance Response



STRATEGIC PRIORITIES:

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning. Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for no more than one day a fortnight to ensure that they can have continued success at school.

Marlborough Primary School's Overarching Strategic Priority (2024–2026):

Improve student engagement and daily presence by actively fostering a supportive, inclusive school culture where learners make deep connections with their culture, identity, peers, and global community (Being me – Ahurea Tuakiri) and their resilience and wellbeing are nurtured (Resilience – Aumangea). This will be achieved through the delivery of a rich, broad, and culturally relevant local curriculum (Pāiki – Curiosity) that inspires stewardship and responsibility for our environment (Kaitiaki – Guardians), ensuring that Marlborough Primary School is a place where every learner feels they belong and is prepared for tomorrow.

BOARD RESPONSIBILITIES

As required by the Education and Training Act 2020 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website

PRINCIPAL RESPONSIBILITIES

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives



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Marlborough Primary School's Overarching strategic (2026–2028) priority:

Improve student engagement and daily presence by actively fostering a supportive, inclusive school culture where students feel a strong sense of belonging (Goal 3) and their hauora – wellbeing are prioritised (Goal 1). This will be achieved through the delivery of an engaging, responsive curriculum (Goal 2) that motivates all students, ensuring that Waatea School is a place where every learner is eager to attend and actively participate every day.

**PROCEDURES
SUPPORTING
DOCUMENTATION:**

Attendance management Procedure – Stepped Attendance Response (STAR)– see below

MONITORING

The principal/ Office Manager 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.

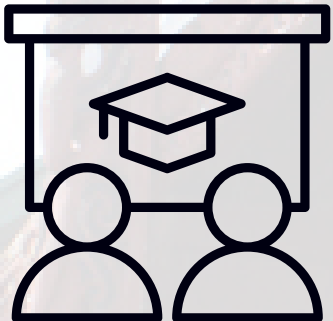
**LEGISLATIVE COMPLIANCE
LEGISLATION**

Education and Training Act 2020

Education Attendance rules

Education (School Attendance) Regulations 2024

Attendance Management Plan Reviewed: March 2026 Next Review Date: March 2028



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WHAT DOES SUCCESS LOOK LIKE?

At Marlborough Primary School, we know that when our tamariki are present, they are thriving in an environment that celebrates their identity. Our goal for 2026 is to see a significant lift in Regular and Good Attendance, ensuring more of our learners are here to catch the spark of inspiration every day.

Our Strategic Focus: Turning the Tide

While we remain committed to every child's attendance, our greatest opportunity for growth lies with our tamariki in the Worrying/Irregular Attendance category. By deepening our connection with these specific whānau, we can create the most impactful shift.

Moving a child from "irregular" to "regular" doesn't just improve a data point—it strengthens their sense of belonging and academic momentum.

What Success Looks Like

- **Strengthened Whānau Connections:** Proactive, mana-enhancing outreach to those who need the most support to get through the school gates.
- **Positive Category Shift:** A measurable reduction in the "Worrying" bracket, directly fueling an increase in our "Regular" attendance numbers.
- **Holistic Support:** Identifying the unique barriers for these whānau and working together to ensure Waatea is a place where every child feels they must be.

Whānau Responsibilities:

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

School Responsibilities:

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.



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SCHOOL PROCEDURES



TEACHER RESPONSIBILITIES

- Roll to be taken by the Kaiako BEFORE 9.05am.
- Any student who arrives late to school is to report to the Office to register that they are late.
- Should a student arrive in class after the register has been taken, ask if they have reported to the Office. If they haven't, they MUST report to the Office.
- Afternoon roll must be taken BEFORE 1.10pm.
- There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
- If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance to inform the Office.

OFFICE MANAGER RESPONSIBILITIES

- Office manager/Admin person check the emails and take phone calls of absences in the morning.
- The Office Manager checks all classes' attendance on eTap from 9.15am.
- Any children marked with a ? are then followed up by admin:
 - an automated email is sent out to all children who are marked with an ?
 - When replies are received, admin updates the absence with the appropriate code.
 - If no reply is received, the child is marked as Truant.
- Admin will check the afternoon roll from 1.15pm.

TUMUAKI RESPONSIBILITIES

- The principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.
- Kaiako with support from Office Manager then Principal are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.
- Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.
- Patterns of attendance and specific interventions being used will be evaluated by the Principal to review outcomes and effectiveness of these interventions each term.

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STUDENT ATTENDANCE:

GOOD

0–4 Days
Absent

WORRYING

5 Days
Absent

CONCERNING

10 Days
Absent

SERIOUS
CONCERN
15 + Days
Absent

WHANAU:

- Ensure student attends every day they are able to
- Reinforce good attendance habits
- Support other whānau to reinforce good attendance habits

- Return student to regular attendance
- Contact school to discuss reasons for absence and impact on learning
- Support student to catch up on missed learning
- Engage in supports offered

- Return student to regular attendance
- Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan
- Implement strategies at home

- Return student to regular attendance
- Engage in support plan
- Participate in regular meetings

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Absent

KURA:

- Communicate with whānau about every absence
- Maintain contact details of all parents
- Provide students with regular updates on their own attendance
- Report regularly to whānau on attendance of the students

- Office Manager 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.
- Connect whānau appropriate supports

- Office manager – Contact parents to escalate concerns
- Schedule a meeting with DP to analyse reasons for absence and to collaborate on a support plan
- DP/Whānau Develop and implement a support plan tailored to the reasons and circumstances

- Office Manager – Contact parents to inform of escalated response
- Request support from Attendance Service or other agencies as needed
- Participate in multi-agency response
- Maintain implementation

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Goal: 80% Attendance (Regular Attendance is >90%).

INTERNAL ATTENDANCE FLOW CHART:

Daily Monitoring

EVERY SINGLE DAY

Kaiako:

- **Register:** Take the roll accurately in the SMS (eTap) by the designated times.
- **Direct:** If a student arrives late, ensure they have signed in at the office via Office Manager.
- **Engage:** Welcome students and foster a sense of belonging to encourage daily attendance.

Office Administrator:

- **Identify:** Follow up on any student marked with a '?' (Unknown) starting from 9:15 AM.
- **Email:** Email all caregivers of students who are marked with "?"
- **Follow Up:** Send an email to whānau for unexplained absences. If no reply, code as "T" (Truant).

Worrying

(<5 Days Absent/Term)

Goal: Early intervention to prevent further absence.

Kaiako:

- **Identify:** Students who have been away for 2 days or more (Less than 5)
- **Contact:** Office manager to make contact with whānau – phone call, email.
- **Support:** Establish consistent routines and discuss the importance of attendance with their child
- **Document:** Document contact made via Attendance Reports tab in eTap for the child.
- **Notify:** Notify the Tumuaiki of action taken

Tumuaiki:

- **Contact:** Contact Whānau directly
- **Notify/Inform:** Email/Send a letter outlining attendance data

Concerning

(10 Days Absent/Term)

Goal: Collaborative problem-solving to remove barriers.

Timeframe: Promptly upon reaching 10 days of absence.

Tumuaiki/DP:

- **Hui:** The Office Manager organises a Whānau Hui involving the parent, child, and DP.
- **Plan:** Develop a formal plan to support the student. This may include a referral to a navigator or external support services.
- **Collaborate:** Identify specific issues (e.g., transport, health) and agree on solutions together.
- **Support:** Access external services may be provided.

Serious Concern

(15+ Days Absent/Term)

Goal: Intensive intervention and external escalation.

Timeframe: Ongoing monitoring until attendance stabilises.

Tumuaiki & Board

- **Escalate:** The Tumuaiki/office Manager escalates the attendance issue to the Ministry of Education.
- **Legal Action:** Consideration of legal action/prosecution if support is declined without a valid reason.
- **Reporting:** The Principal provides termly reports to the School Board analysing trends and narrative data.

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GOOD
0–4 Days
Absent

Whānau: Ensure your child is attending school every day. If absent – ensure you are contacting the school.

Support: Establish consistent routines and discuss the importance of attendance with your child

2

WORRYING
5 Days
Absent

Tumuaki/Office Manager will make contact with Whānau and an email will be sent with your child's attendance data

Support: Collaborate with the school to identify any issues and solutions

3

CONCERNING
10 Days
Absent

Tumuaki/Office Manager will arrange a hui/meeting with you and the teacher/relevant people to develop a support plan. This may include a referral to Attendance Services or external supports

Support: Access additional resources or services that can be provided

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SERIOUS CONCERN
15 + Days
Absent

Tumuaki/Office Manager escalates the issue to attendance services/Ministry of Education

Consideration of legal action if support is declined without a valid reason

KEY POINTS:

Regular attendance is crucial for your child's learning and well-being

Open communication with the school is essential

Early intervention helps prevent prolonged absences

Support is available, don't hesitate to ask for help.

Figure A: Attendance Codes & Explanations:

Present Codes			
(P)	(L)	(Q)	(D)
The student is present in class	The student has arrived at school after 9:00 am and is in class.	The student is off-site on board-approved activities: School-organised trips, including camps	<p>The student is off-site at a short-term appointment: Medical appointment- eg Medical, Dentist, physio Appointment with a social worker, counsellor, or psychologist Meeting with government agencies Court proceedings Principal-approved learning specialists</p> <p style="text-align: center;">(N)</p> <p>The student is present but out of class (Extra-Curricular activities)</p> <p style="text-align: center;">(A)</p> <p>The student is attending alternative provisions e.g. Dual enrolment,</p>
Absence Codes			
Justified Absence Codes			
(J)	(M)	(X)	(U)
<p>Explained Family emergencies Bereavement Extreme weather conditions/road closures Competing in non-school events at a regional or national level (not board-approved) requires prior leave to be sought from the principal. Important cultural events, such as citizenship ceremonies, require prior leave to be sought from the principal.</p>	<p>Short illness, injury, or medical event; the student is unable to self-regulate or co-regulate.</p>	<p>Sitting an exam that cannot be arranged out of school hours (eg ballet or music exams)</p>	<p>The student is absent due to a formal stand-down or suspension.</p>

Unjustified Absence Codes

(T)	(E)	(G)	(?)
<p>The parent or caregiver supplies no reason, or “xx is not at school today”</p>	<p>An explanation has been provided for the student’s absence, but it does not meet the school’s attendance policy. Examples include:</p> <ul style="list-style-type: none"> ● Personal grooming ● Visiting family or friends ● Student is avoidably tired- eg after holidays, late nights ● The student is avoiding school-arranged events such as sports days or special days Birthday celebrations ● The parent is sick ● Parent is working away from home <p>Persistent and unaddressed school refusal Attending private coaching, lessons or outside of school activities (e.g dance or swimming lessons)</p>	<p>The student is on holiday- domestically or internationally.</p>	<p>The temporary code is used when a student’s absence is unexplained— replaced by the appropriate code or T after attempts by the school to reach the parent/caregiver have failed.</p>