



**TE KURA O TE TAUAWA**  
**HALSWELL SCHOOL**  
*Learning To Thrive*

## **ATTENDANCE MANAGEMENT PLAN**

**Strategic Plan and Annual Implementation Plan 2026 (related area):**

**Strategic Pou: Wellbeing:** our school community has the strategies, skills, experience and attitudes to flourish

**Related Objective:** A sustainable Positive Education Programme has been embedded in the school's culture and teaching and learning programmes that empower all students to have the tools and strategies to maintain their mental and physical well-being

**Action Step:** Undertake actions to improve and lift student attendance in order to meet the Government's target of achieving 80% of students attending more than 90% of the time by 2030.

### **Related Policies**

[Student Attendance Policy](#)

[Attendance Procedures Policy](#)

[Curriculum and Student Achievement Policy](#)

# Stepped Attendance Response – STAR

## Responding to all absences

The Government's target is for **80%** of students to attend regularly, that is to attend school more than **90%** of the time.



### In an effective attendance strategy:

**1. Everyone knows their role** - Parents, teachers, school leadership, boards and the Ministry of Education understand their roles in working together to lift school attendance and achieve better outcomes.

**2. Attendance is a priority, and everyone knows why** - The links between attendance and achieving in schools is clearly communicated, promoted, and understood by all.

**3. There are escalating responses that respond to absences early** - Responding early and consistently allows for schools and parents to stop attendance issues from turning into bigger problems.

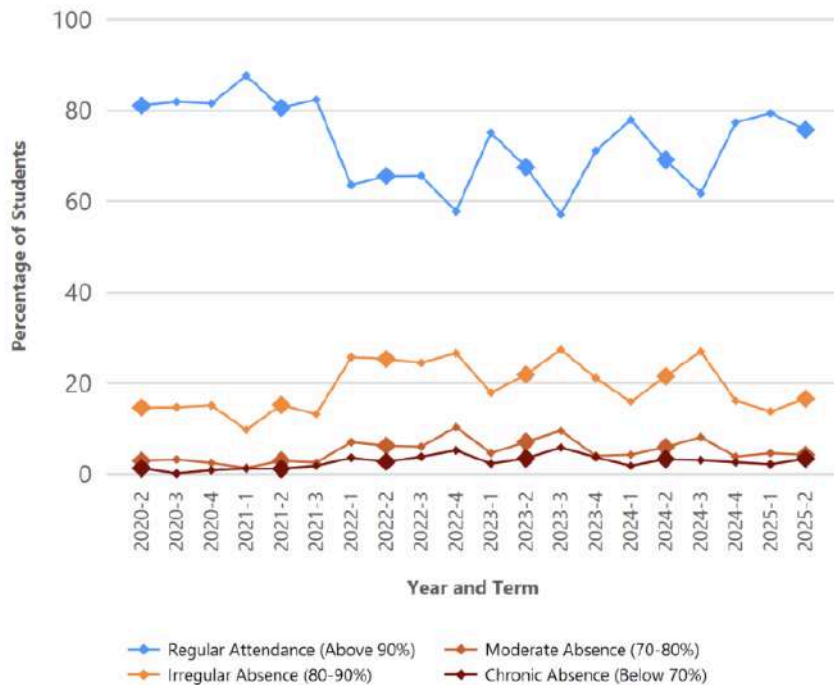
**Attendance Categories (MoE):**

**Current Attendance Results for Our Kura:**

**Trends**

Because of seasonal changes from term to term its best to compare the same term over time. Compare Term 2 to Term 2.

**How have your student attendance categories changed over time?**



Year Term	Regular	Irregular	Moderate	Chronic
2020-2	81%	15%	3%	1%
2020-3	82%	15%	3%	0%
2020-4	82%	15%	2%	1%
2021-1	88%	10%	1%	1%
2021-2	81%	15%	3%	1%
2021-3	82%	13%	3%	2%
2022-1	64%	26%	7%	4%
2022-2	66%	25%	6%	3%
2022-3	66%	24%	6%	4%
2022-4	58%	27%	10%	5%
2023-1	75%	18%	5%	2%
2023-2	68%	22%	7%	3%
2023-3	57%	27%	10%	6%
2023-4	71%	21%	4%	4%
2024-1	78%	16%	4%	2%
2024-2	69%	22%	6%	3%
2024-3	62%	27%	8%	3%
2024-4	77%	16%	4%	3%
2025-1	79%	14%	5%	2%
2025-2	76%	17%	4%	3%

## SCHOOL'S STEPPED ATTENDANCE RESPONSE (STAR)

**\*If the absences are due to ongoing medical issues, please check the medical history of the students and discuss with Team Leaders and SENCoS**

Daily/Ongoing Attendance Operations	For students with less than 5 days absence in a school term	For students with up to 10 days absence in a school term	For students with up to 15 days absence in a school term	For students with 15 days or more absence in a school term
<p>Attendance and absences are recorded and checked twice daily.</p> <p>All unexplained absences are checked/followed up with a phone call to parents/caregivers.</p> <p>Parents are requested (and reminded regularly) to report any daily absences prior to 9am rolls being taken.</p> <p>Options are provided to parents/caregivers to make reporting of absences efficient and simple.</p> <p>MoE attendance codes are used to record absences in our SMS Hero.</p> <p>Parents are able to view their own children's absence rates on Hero.</p> <p>Regular messaging in newsletters, to highlight the importance of good attendance at school.</p> <p>Parents/caregivers are required to email the Principal prior to any planned absence of more than four school days.</p> <p>The Principal will reply to acknowledge.</p>	<p>Clear communication to parents on attendance expectations on enrolment, at the start of the school year, and each term.</p>	<p>T group teachers and teams discuss and use in-school resources as appropriate to remove any identified barriers, such as social/learning challenges, uniform, transport, wellbeing, etc.(please refer to steps in blue for family holidays).</p>	<p>Team Leader to make verbal (phone call or in person) contact with parent/guardian to discuss reasons for absences. Offer assistance as appropriate. Note on Hero (please refer to steps in blue for family holidays).</p>	<p>Principal to write a formal letter (warning notice) to parents/caregivers and invite them to a meeting. Note on Hero.</p>
	<p>Use school-level approaches to promote a happy and safe social and learning school environment.</p>	<p>T group teachers make verbal (phone call or in-person) contact with parents/caregivers to discuss reasons for absences.</p> <p>If suitable, raise discussion at Learning Conferences.</p> <p>Offer assistance as appropriate. Note on Hero.</p>	<p>If absences continue, T group teacher and/or Team Leader to email parents/caregivers (copy in SENCo). Invite parent(s) to a meeting.</p> <p>Hold a collaborative, solutions-focused meeting to analyse reasons for absence and to collaborate on a support plan. Note on Hero.</p>	<p>If absences continue: SLT requests that parents/caregivers attend a meeting.</p> <p>Co-construct, implement and monitor an improvement plan (individual student attendance plan - see sample). Note on Hero.</p>
	<p>Share the Attendance Matters schoolwide data termly in newsletters and Principal's Board reports.</p>	<p>T group teachers support students with any missed learning where required (illness).</p>	<p>Develop and implement a plan tailored to the reasons and circumstances around the child's absence.</p>	<p>If absences continue, escalate to and participate in multi-agency response. Refer to MoE attendance services or other agencies.</p>

<p>Email messaging explains that taking an overseas holiday during school time is an 'unjustified' attendance code.</p> <p>Parents/caregivers are required to email a member of the SLT to seek permission for any absences for ongoing external lessons/tuition etc, during school hours.</p> <p>SLT will reply to provide permission or not, on a case-by-case basis.</p> <p>Weekly collection download of attendance data to MoE Attendance Matters, submitted through our SMS Hero.</p>				Support access to services and collaborate with specialists.	
	Clear and consistent ongoing attendance operations and processes (see left-hand column) encourage good attendance habits and clear expectations.	If absences are ongoing, discuss with SENCO. Consider referrals to: social worker; Mana Ake; RTLB, PHN etc.	If the reason given for all/most absences is medical - discuss next steps with the SLT.  Request for medical certificate or intervention may be made.	If absences continue, refer to the Ministry of Education to consider action, including prosecution, when supports are offered and not taken up.	
		Team Leaders to record & discuss in team meeting notes - pastoral.	Discuss with SENCO. Consider referrals to: counsellor; Mana Ake; RTLB, PHN etc.	When criteria is met, follow prescribed processes to unenroll the student.	
		Team Leader sends the first formal notice of "Worrying Attendance" to parents/caregivers.	Use in-school resources as appropriate to remove barriers and request support from MoE or other agencies as needed.		
				Record & discuss in SLT meeting notes - pastoral.	Record & discuss in SLT meeting notes - pastoral.
				SENCo sends the second formal notice of "Escalating Formal Notification of Attendance" to parents/caregivers.	

## Lateness

Daily/Ongoing Lateness Operations	For students with less than 5 days late in a school term	For students with up to 10 days late in a school term	For students with up to 15 days late in a school term	For students with 15 days or more late in a school term
<p>After morning roll, students are considered and recorded as late</p>	<p>Follow similar process as above</p>	<p>T group teachers make verbal (phone call or in-person) contact with parents/ caregivers to discuss reasons for lateness.</p> <p>If suitable, raise discussion at Learning Conferences.</p> <p>Offer assistance as appropriate. Note on Hero.</p>	<p>Team Leader to make verbal (phone call or in person) contact with parent/guardian to discuss reasons for absences. Offer assistance as appropriate. Note on Hero</p>	<p>SENCO to make verbal (phone call or in person) contact with parent/guardian to discuss reasons for absences. Offer assistance as appropriate. Note on Hero</p> <p>If absences continue: SENCO requests that parents/caregivers attend a meeting</p>

**Developed: May 2025**

**Next Review: November 2025**

### Supporting Information

[Stepped attendance response – STAR - Ministry of Education](#)

(The documents to download are located on this link)

Sample Individual Student Attendance Plan:



## My every day attendance plan

My name:

Date of plan:

My **CURRENT** attendance:

My **GOAL** attendance:

Date of review:

Things **AT SCHOOL** that make it **harder** for me to attend:

Things **OUTSIDE SCHOOL** that make it **harder** for me to attend:

Attendance is **IMPORTANT** to me because:

**WHO** I can talk to at school if I need support:

What I'll do:

WHEN:

SIGNED:

What my **WHĀNAU** will do:

What my **SCHOOL** will do: