

Attendance Management Plan

This Attendance Management Plan for Whangaparāoa College is based on the Ministry of Education's Stepped Attendance Response (STAR) framework, which aims to ensure no student accumulates absences without an appropriate response.

Strategic Priorities

The Ministry emphasises that *Every Day Matters*. Regular attendance builds a child's learning, positive daily habits, routines, and wellbeing. The national goal set by the government is for **learners to be “attending regularly” by being present for more than 90% of the time each term which is** equivalent to missing fewer than 5 days in a term.

In Term 3 of 2025, Whangaparāoa College had 51% of Learners “attending regularly”. Whangaparāoa College has a target of at least 65% of learners attending regularly by the end of Term 3, 2026.

Board Responsibilities

Whangaparāoa College Board of Trustees endeavours to take all reasonable steps to ensure that our school's learners 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 90%
- 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.
- giving strong consideration to when school is closed for instruction, teacher only days, LLC's

Principal Responsibilities

Our 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.
- maintaining reporting of daily attendance data.
- providing The Board with 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.

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
- record and monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child
- determine and record interventions and support for attendance

Parent/Caregiver/Whānau Responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- initiate and maintain open communication with the school regarding learner attendance
- follow the school's attendance management plan and associated attendance policies and procedures
- support the school in its use of restorative and consequence practices with regards to attendance response
- Book holidays during school holidays

School Roles and Resources

As part of our philosophy to “know and grow” our learners, and to provide the best possible support network for our learners in regards to their attendance and engagement with school, Whangaparāoa College intends to utilise a multi-dimensional approach to monitoring and responding to attendance utilising the following roles:

- A senior leader, attendance dean, and attendance officer are in place to have strategic oversight and follow-through for attendance data and processes.
- Kaiārahi and subject teachers are trained in the importance of and the use of Kamar, our Student Management System.
- Kaiārahi and subject teachers are responsible and accountable for accurate attendance record-keeping.
- All staff are trained in the importance and use of PAROT as it relates to attendance monitoring and response.
- Kaiārahi, Deans, Senior Leaders, and the Attendance Dean and Officer work together to monitor, communicate, respond, and escalate absences.
- Deans are responsible for exploring barriers to attendance for individual learners, exploring and recommending appropriate actions, and escalating concerns to Senior Leaders/ attendance officer
- Deans and Senior Leaders will utilise outside agencies as appropriate to support attendance.
- Associate Principals will analyse patterns of attendance concerns across cohorts, terms, and demographics to target school-wide responses.
- The school will work alongside whānau at all times and at all steps of the process to support learners in attending regularly.

Section 1: Ministry of Education Student Attendance Categories (STAR Infographic)

The STAR framework classifies student attendance based on the percentage of days attended and the number of days missed per term. This classification triggers appropriate and proportionate responses from the school and the Ministry.



Student Attendance Categories	Student with	Equivalent to
Good Attendance <i>Regular attendance</i>	over 90% attendance	missing fewer than 5 days across a term
Worrying Attendance <i>Irregular absence</i>	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
Concerning Attendance <i>Moderate absence</i>	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
Very Concerning Attendance <i>Chronic absence</i>	70% attendance or less	absent for 15 days or more across a school term

Infographic Detailing Attendance Impact and Action

The following infographic outlines the impact of non-attendance and the possible actions aligned with the STAR framework:

Good Attendance <i>Regular attendance</i>	Worrying Attendance <i>Irregular absence</i>	Concerning Attendance <i>Moderate absence</i>	Very Concerning Attendance <i>Chronic absence</i>
Excellent attendance Best chance of success	Attendance concerns Risk of reduced results	Poor attendance Less chance of success	Very poor attendance Serious impact on results
More than 90% attendance	80% – 89% attendance	70% – 79% attendance	Less than 70% attendance
0–4 days absence per term	5–9 days absence per term	10–14 days absence per term	15 days or more absence per term

Up to 16 missed school days per year.	36 missed school days per year.	56 missed school days per year.	80+ missed school days per year.
Up to 1 year of missed school by 16 years old.	2 years of missed school by 16 years old.	3½ years of missed school by 16 years old.	4+ years of missed school by 16 years old.

Section 2: Ministry of Education Attendance Codes

Whangaparāoa College must record attendance and absence using approved Ministry codes. The register is a legal document that may be audited externally.

Code Group	Sub-group	Code	Description
Present	On site	P	Present
		L	Late to class
		V	Unsupervised exam study
		N	Present but out of class
	Off site	D	Approved external appointment
		Q	Board approved offsite learning
A		Alternative provision	
Absent	Justified Absences	M	Illness / Medical absence
		J	Explained and approved
		U	Stood down or suspended
	Exam Leave	X	Exam Leave
	Unjustified Absences	T	Truant
		E	Explained but not approved
		G	Holiday during term time
		?	Unknown reason (temporary)

Section 3: Whangaparāoa College Stepped Attendance Response (STAR) Protocols and Processes

This plan outlines our day-to-day operations and a stepped response based on the Ministry of Education's STAR categories.

Day-to-Day Attendance Operations and Expectations

Activities	Practice	Responsible Staff
Legal Requirements and Register Maintenance	<ul style="list-style-type: none"> -Daily attendance records for all learners are kept on Kamar. -Absence notifications are processed as soon as possible each morning and records updated. -Ministry-approved attendance codes are used and accurately reflect reason for absence. - Teaching staff to prioritise accurate roll marking within 10 minutes of class starting - Teachers and kaiārahi will follow-up on ? attendance codes and update the code accordingly by the end of each week at minimum. 	Teachers, Administration Team
Communication of Expectations	<ul style="list-style-type: none"> -The school will set clear attendance expectations, parent responsibilities, and the steps the school will take in the event of absence. - The school will communicate the Ministry STAR programme initiative and updated medical advice to caregivers. 	School Leadership, Office staff, Class Teachers
Absence Reporting	<ul style="list-style-type: none"> -Parents/caregivers are responsible for advising of absence through Schoolbridge, email, or phone call. If an unacceptable reason is provided, the absence is recorded as <i>explained, but unjustified</i> (Code E). If no reason is provided, the absence is recorded as <i>Truant</i> (T). -Parents/caregivers are notified by Attendance Officer by 11:00AM if a learner is not at school. 	Administration Team, Parents/Caregivers
Lateness Management	<ul style="list-style-type: none"> -Punctuality is recorded with the appropriate code. 	Administration Team, Class Teachers
Data Quality Check	<ul style="list-style-type: none"> -Accurate data recording is ensured through weekly PAROT reports and communications. 	Administration Team, Class Teachers, DPs

Stepped Response Protocols (Based on Student Attendance Category)

The plan integrates actions based on the frequency and severity of absence, using the Ministry's category thresholds (Good/Regular, Worrying/Irregular, Concerning/Moderate, Very Concerning/Chronic).

(Note: Although Medical Absences are considered "Justified", the school may reach out to parents at any point to express concern over medical absence patterns or frequency and respond with actions similar to Unjustified absences)

1. Regular Attendance (Over 90% attendance / 0-4 days absent per term)

Activities included in the STAR (Good Practice)	Whangaparāoa College Practice	Responsible Staff
Data Visibility	- Up to date attendance is visible on Schoolbridge, as well as data in mid-year and end-of-year reports to parents.	Teachers, Administration Team
Proactive Management	- The attendance history of new students will be analysed and shared with Kaiārahi and Deans, identifying potential issues early. - Learners are encouraged and guided in tracking their class and daily attendance. - Kaiārahi contact home after 3 Unjustified/Explained (E) absences or Unexplained absences (? or T) to provide support to and set a plan with learners and whānau to maintain regular attendance rates. - Kaiārahi utilise PAROT notifications to monitor and assist learners to monitor weekly attendance.	Administration Team, Kaiārahi
Positive Reinforcement	Learners with high attendance rates celebrated publicly at school.	Kaiārahi, Deans

2. Worrying Attendance Irregular absence (80%–90% attendance / 5–9 days absent per term)

- These are regarding UNJUSTIFIED Absences
- Medical certificates are required after 4+ days absence

(Note: Students in this category are identified as being "on the cusp of moderate absence" and warrant early support)

Activities included in the STAR	Whangaparāoa College Practice	Responsible Staff
Internal Monitoring & Discussion	- Teachers continue to use automated PAROT reports to monitor weekly attendance and engage learners in conversation around ongoing plans for returning to regular attendance.	Kaiārahi

Parent Communication	<ul style="list-style-type: none"> - Kaiārahi continues contact home to update and adjust plan to return learner to regular attendance. - Kaiārahi escalates to Dean upon a combination of 7 days Unjustified or Medical absences in a term. - Dean meets in person with whānau to determine appropriate steps to return learner to regular attendance. 	Kaiārahi, Deans
Support for Catch-up Learning	<ul style="list-style-type: none"> - Teachers provide pathways to re-engage with missed learning. 	Class Teachers
Address Barriers	<ul style="list-style-type: none"> - The School uses in-school resources and external support programmes as appropriate and available. - Deans and Attendance Dean consider any Medical patterns and frequency. 	Deans,SLT, Attendance Dean

3. Concerning Attendance *Moderate absence (70%–80% attendance / 10–14 days absent per term)*

Activities included in the STAR	Whangaparāoa College Practice	Responsible Staff
Formal Notification and Meeting	<ul style="list-style-type: none"> - Deans send formal notification of concern to parents upon 10 days Unjustified absent in a term or earlier if deemed necessary. - Deans escalate to Deputy Principal. DP and Dean re-engages with parents to review support mechanics, offer alternatives, and confirm new plan. 	Deans, DP, Attendance Dean
Individual Support Plan	<ul style="list-style-type: none"> - Each attendance plan is tailored to address the reasons and circumstances of the learners' absence. - Any internal support pathways not engaged in Step 2 are explored in this step. Advice sought holistically from Guidance, Learning Support, Kaiārahi, Teachers, Deans, and Senior Leaders. 	Deans, DP, Attendance Dean
Agency Engagement (Internal Referral)	Initiate dialogue with external providers if not done so in step 2.	Deans, DP, Attendance Dean

4. Very Concerning Attendance *Chronic absence (Less than 70% attendance / 15 days or more absent per term)*

Activities included in the STAR (Serious Concern)	Whangaparāoa College Practice	Responsible Staff

Warning and Action Plan	<ul style="list-style-type: none"> - Upon 15 days or more of Unjustified absence in a term, Deputy Principal sends a further formal letter of concern to caregivers. - All relevant stakeholders meet again to adjust individualised plan for returning learner to regular attendance. 	DP, Associate Principal, Attendance Dean, Deans
Escalation to Agencies	Escalate to a multi-agency response if needed, supporting access to specialised services and collaborating with specialists.	DP, Associate Principal, Attendance Dean, Deans
Multi-Agency Response	Deputy Principal designated to hold learner accountable to individualised plan.	Deputy Principal
Monitoring and Accountability	<ul style="list-style-type: none"> - Case referred to the Ministry of Education attendance services. Attendance Service staff or attendance officers may visit the child at home to support their return to school. - In some cases, caregivers may be referred to the Ministry of Education or The Board for prosecution. 	Associate Principal, Attendance Dean
Unenrolment (Last Resort)	When statutory criteria are met, learners may be unenrolled.	Principal, Associate Principal, Attendance Dean, Attendance Officer