Tāmaki Primary School
Attendance Management Plan 2026

Approved by Board: [To be confirmed 4 March 2026 School Board Meeting]
Implementation: Term 1, 2026
Next Review: Term 1, 2027 (with termly check-ins)

2026 GOAL

We are currently at:	Our school has a target of:
55%	**65%**
averaged across 2025	By the end of Term Four 2026

1. Purpose and Rationale

Regular attendance is critical to learner wellbeing, engagement, and achievement. At Tāmaki Primary School, attendance is a shared responsibility grounded in manaakitanga, rangatiratanga, and kaitiakitanga. This plan sets out how the school will promote, monitor, and respond to student attendance in a consistent, culturally responsive, and legally compliant way.

This Attendance Management Plan aligns with Ministry of Education requirements and the Stepped Attendance Response (STAR) framework and reflects our local context, community strengths, and known attendance challenges.

2. Legislative and Policy Context

This plan meets obligations under:
- Education and Training Act 2020
- Education (School Attendance) Regulations 2024
- Ministry of Education Stepped Attendance Response (STAR).
- The Board is required to take all reasonable steps to ensure students attend school when it is open for instruction.

3. School Context and Attendance Baseline 2025 Attendance Baseline

This Attendance Management Plan is informed by **attendance data across all four terms of 2025**, using Every Day Matters reports.

Whole-year patterns (2025):
- Regular attendance (90%+) increased steadily across the year, peaking in Term 1 and remaining stronger than 2024 levels across all terms.
- Irregular attendance (5–9 days absent per term) remains the **largest cohort** and the most important leverage point for improvement.
- Moderate and chronic absence reduced significantly in 2025 compared with 2024, particularly in Terms 1 and 2, with some seasonal softening later in the year.

Indicative term data:
- Term 1, 2025: Strongest attendance of the year, with a clear lift in regular attendance following early-year routines and expectations.
- Term 2, 2025: 60% of students attending regularly (90%+), with chronic absence reduced to 7%.
- Term 3, 2025: Attendance softened, consistent with winter illness and historical trends, with an increase in irregular and moderate absence.
- Term 4, 2025: Attendance stabilised above 2024 levels, with chronic absence remaining lower than previous years.

Consistent patterns across 2025:
- Lower attendance on Mondays and Fridays
- Illness and medical absence as the dominant justified reason
- A small but persistent group of students experiencing repeated unjustified absence. These patterns confirm that **early intervention with irregular attendance** will have the greatest impact on overall school attendance.

4. Strategic Attendance Objectives
By the end of 2026, Tāmaki Primary School aims to:
1. Increase the proportion of students attending regularly (90%+) to **at least 65%**.
2. Reduce the proportion of students with irregular attendance (5–9 days absent per term).
3. Maintain chronic absence below **5%** of the roll.
4. Strengthen early intervention so attendance concerns are identified and addressed before becoming entrenched.

These objectives align with the Government target of 80% of students attending 90%+ of the time by 2030.

5. Stepped Attendance Response (STAR)

The Ministry of Education uses the four absence thresholds:

Attendance Threshold	Description
0–4 days absent	Good attendance
5–9 days absent	Worrying attendance
10–14 days absent	Concerning attendance
15+ days absent	Very concerning attendance

Tāmaki Primary School uses the four absence thresholds as patterns emerge <u>during</u> the term:

Attendance Threshold	Description
0–2 days absent during the term	Good attendance
3–5 days absent during the term	Worrying attendance
6–9 days absent during the term	Concerning attendance
10+ days absent during the term	Very concerning attendance

Responses at each threshold are tailored to the student and whānau context and may be applied earlier if patterns of concern emerge.

6. Roles and Responsibilities

Board of Trustees
- Approves and oversees the Attendance Management Plan
- Receives termly attendance reports and analysis
- Ensures compliance with legislation and Ministry guidance

Tumuaki (Principal)
- Overall leadership and accountability for attendance management
- Ensures AMP and STAR are implemented consistently
- Reports attendance data, trends, and interventions to the Board each term
- Liaises with external agencies where escalation is required

Pouārahi Rumaki/Deputy Principal (x2)
- Lead attendance monitoring for their allocated pathways and year levels
- Contribute to attendance and pastoral case discussions
- Ensures AMP and STAR are implemented consistently
- Support Team Leaders and teachers with interventions
- Coordinate referrals to SWIS and ATWC Attendance Service

Team Leaders (x3)
- Ensures AMP and STAR are implemented consistently
- Monitor attendance patterns within their teams
- Support classroom teachers to engage early with whānau
- Escalate concerns to Pouārahi Rumaki/Deputy Principal when thresholds are reached
- Contribute to team-level strategies to promote attendance

Classroom Teachers
- Take accurate rolls twice daily
- Build strong relationships that promote learning, belonging and engagement
- Make early contact with whānau when attendance patterns shift
- Record relevant information and actions in the student management system

Office / Administration
- Daily monitoring of unexplained absences
- Follow-up with whānau via text or phone
- Ensure attendance coding is accurate and timely

Anglican Trust for Women and Children (ATWC) Attendance Service
- Provide statutory attendance support for students at the 10+ day threshold
- Work alongside school leaders and whānau to address barriers
- Support reintegration plans and sustained return to school

Social Worker in Schools (SWIS)
- Support students and whānau experiencing complex challenges
- Contribute to attendance plans where wellbeing is a key barrier
- Work collaboratively with school leadership and external agencies

Whānau
- Whānau are legally responsible for ensuring attendance
- Whānau are partners in identifying barriers and solutions

7. Actions at Each Attendance Threshold

0–2 Days Absent during the term (Good Attendance)
- Promote positive attendance messages
- Celebrate regular attendance
- Maintain strong relationships and routines

3–5 Days Absent during the term (Worrying Attendance)
- Teacher or Team Leader contact with whānau
- Explore reasons for absence and identify barriers
- Agree on simple strategies and monitor closely

6-9 Days Absent during the term (Concerning Attendance)
- Pouārahi Rumaki/Deputy Principal-led meeting with whānau
- Develop a documented attendance support plan
- Involve SWIS or health supports where appropriate

10+ Days Absent during the term (Very Concerning Attendance)
- Referral to ATWC Attendance Service
- Multi-agency approach involving whānau, school, and external supports
- Ongoing monitoring and review

8. Monitoring, Data, and Reporting
- Attendance is monitored daily using the student management system
- Termly Every Day Matters reports are analysed by senior leadership
- Board receives a termly attendance report including trends, risks, and actions
- Attendance data is used alongside wellbeing and achievement information

9. Review and Evaluation
- Informal review each year as part of annual planning
- Formal review by Term 1, 2029, or earlier if attendance patterns change significantly
- Review will include staff, whānau, students, and external partners

10. Monitoring, Data, and Reporting
- Attendance is monitored daily using the student management system
- Termly Every Day Matters reports are analysed by senior leadership
- The Board receives a termly attendance report including trends, risks, and actions
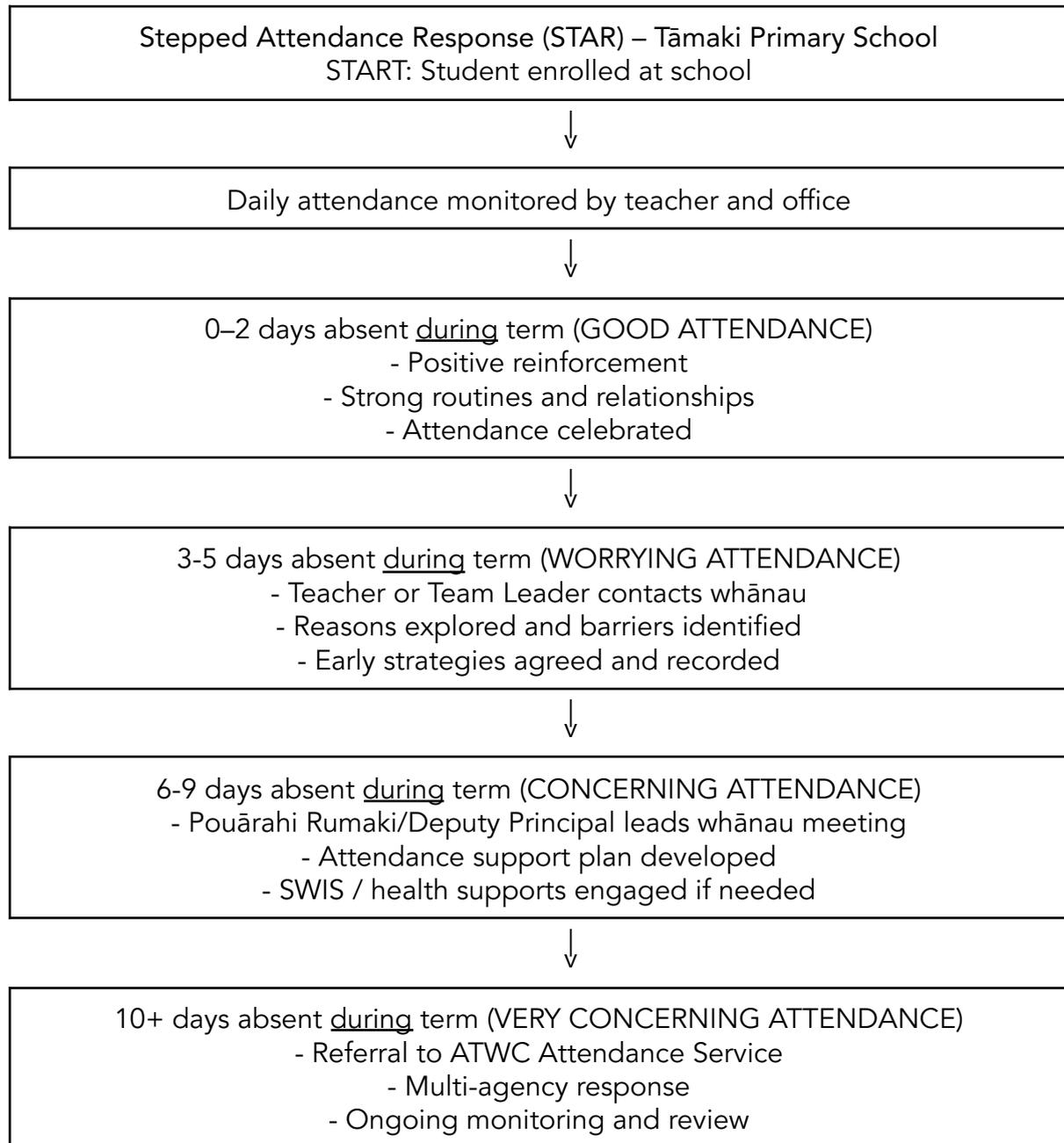- Attendance data is considered alongside wellbeing, engagement, and achievement information

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│        Stepped Attendance Response (STAR) – Tāmaki Primary School  │
│               START: Student enrolled at school                    │
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│            Daily attendance monitored by teacher and office        │
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│          0–2 days absent during term (GOOD ATTENDANCE)             │
│                    - Positive reinforcement                        │
│                 - Strong routines and relationships                │
│                     - Attendance celebrated                        │
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│         3-5 days absent during term (WORRYING ATTENDANCE)          │
│              - Teacher or Team Leader contacts whānau              │
│             - Reasons explored and barriers identified             │
│                - Early strategies agreed and recorded              │
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│       6-9 days absent during term (CONCERNING ATTENDANCE)          │
│      - Pouārahi Rumaki/Deputy Principal leads whānau meeting       │
│              - Attendance support plan developed                   │
│             - SWIS / health supports engaged if needed             │
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│    10+ days absent during term (VERY CONCERNING ATTENDANCE)        │
│               - Referral to ATWC Attendance Service                │
│                     - Multi-agency response                        │
│                  - Ongoing monitoring and review                   │
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Actions will be applied earlier if attendance patterns indicate emerging risk.

12. Compliance Checklist (Board and Leadership Use)

This Attendance Management Plan:

☐ Is approved by the Board of Trustees
☐ Is implemented by the start of Term 1, 2026
☐ Aligns with the Stepped Attendance Response (STAR)
☐ Uses school absence thresholds (0–2, 3–5, 6–9, 10+ days <u>during</u> the term)
☐ Includes measurable attendance objectives aligned to national targets
☐ Sets out clear roles and responsibilities
☐ Describes processes for identifying barriers to attendance
☐ Includes monitoring and reporting processes
☐ Has a defined review cycle (at least every 3 years)
☐ Is published on the school website

13. Whānau Attendance Summary Attendance at Tāmaki Primary School

Coming to school every day matters. When tamariki attend regularly, they feel connected, build confidence, and make steady progress in their learning.

What we aim for
- We want all tamariki at school every day they are well
- Attending at least **90% of the time** gives learners the best chance to succeed

How we support attendance
- We notice early if attendance starts to slip
- We work with whānau to understand what is getting in the way
- Support increases if absences continue

Our stepped approach
- A few days away: we encourage and support
- More absences: we talk with whānau and plan together
- Ongoing absence: extra help from school and community services

How whānau can help
- Let us know if your child is sick or away
- Book appointments outside school hours where possible
- Talk with us early if something is making attendance hard

We are here to work alongside whānau so every tamaiti can be present, learning, and thriving.

14. Annual Plan Action Link – Attendance (Single Page)

Annual Plan Focus Area: Attendance and Engagement

Strategic Goal (2026): Increase the proportion of students attending regularly (90%+ attendance) by strengthening early intervention, whānau partnership, and coordinated support across the kura.

Why this matters

Regular attendance underpins learner achievement, wellbeing, and belonging. Attendance is a shared responsibility that requires clear leadership, consistent systems, and targeted resourcing.

Key Actions, Resourcing, and Responsibilities

Action	What this looks like in practice	Who leads	Resourcing
Early identification of attendance risk	Weekly monitoring of attendance data; students flagged at 5–9 days absent	Principal / DPs	Leadership time; SMS reporting tools
Strengthen classroom and team responses	Teachers make early contact with whānau; Team Leaders support consistent messaging	Team Leaders	Teacher release for team meetings
Targeted support for concerning attendance	Attendance support plans developed at 10–14 days absent	Pouārahi Rumaki/Deputy Principals	DP time; pastoral meeting time
Integrated wellbeing support	SWIS engaged where wellbeing or family barriers impact attendance	SWIS / DPs	SWIS allocation (MOE funded)
Statutory attendance intervention	Referral and joint planning with ATWC Attendance Service at 15+ days absent	Principal / ATWC	ATWC Attendance Service (MOE funded)
Whānau engagement and communication	Clear attendance expectations shared through newsletters, hui, and individual meetings	Principal / SLT	Communication budget; staff time
Monitoring and reporting	Termly attendance reports to Board with analysis and next steps	Principal	Leadership time; EDM reports

How this is resourced

- **Leadership time:** Principal and Pouārahi Rumaki/Deputy Principal allocate scheduled time each week for attendance monitoring and follow-up
- **Staffing:** Team Leaders use existing leadership time to support teachers with attendance responses
- **External services:** SWIS and ATWC Attendance Service provide funded support for higher-need cases
- **Systems:** Student Management System and Every Day Matters reports provide data and tracking
- **Professional practice:** Attendance work embedded into existing pastoral and team meeting structures

Measures of Success

- Increased percentage of students attending regularly (90%+)
- Reduction in the number of students in the irregular attendance category
- Chronic absence maintained below 5% of the roll
- Improved whānau engagement and earlier resolution of attendance concerns

Review and Reporting

- Progress reviewed termly by Senior Leadership Team
- Attendance data and narrative reported to the Board each term
- Actions adjusted in response to data and seasonal patterns

15. Publication

This Attendance Management Plan, including the Annual Plan action link, is published on the Tāmaki Primary School website and available to the school community.