



Ngongotahā Primary School

Attendance Management Plan

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Strategic Priorities and Attendance Objectives

Strategic Focus:

Attendance is the gateway to engagement and successful learning. The 2026 plan will implement support strategies to ensure all students, particularly our Māori learners, are consistently present (90%+). Increased attendance equals higher possibilities for learning, friendship growth, and enhanced well-being for every child.

Stepped Attendance Response Baseline Data (2025):

- **Regular Attendance (Above 90%):** 62%
- **Irregular Absence (80-90%):** 26%
- **Moderate Absence (70-80%):** 9%
- **Chronic Absence (Below 70%):** 3%
- **Overall School Attendance Rate:** 90.5%

Attendance Goals 2026:

- **Overall Attendance:** Maintain an average rate of 91%.
- **Regular Attendance Target:** Increase students attending regularly (>90%) to 70% by Term 4, 2026.
- **Māori Student Attendance:** Reduce the overrepresentation of Māori students in the 'Below 90%' category to below 35%.

Attendance Policy

Purpose

To track and monitor attendance to ensure students are at school regularly and punctual, which is essential for learning and progress. We implement relational pedagogy to support whānau and students when attendance is irregular or unexplained.

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.

Board Responsibilities:

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.
- comply with key legal obligations
 - Education and Training Act 2020
 - Education Attendance rules
 - Education (School Attendance) Regulations 2024

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, whānau 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.

School Responsibilities:

All staff at Ngonogtaha Primary are responsible for:

- Provide a learning programme that is engaging and develop relationships with students that encourage attendance
- Provide an environment for students that is based on our GREAT Way values
- Ensure all students, whānau and staff understand the processes and procedures that support student attendance
- Communicate effectively with our community about the importance of regular attendance (eg newsletters, website, social media and consultation processes)

Parent/Caregiver Responsibilities:

Parents/Caregivers are responsible for:

- Ensure that their child attends school on every day possible so that attendance is regular and their child is engaged with learning and the school community
- Communicate with the school in a timely manner if their child is unable to attend on a day when attendance is expected, providing a reason for the absence
- Communicate with the school if barriers to attendance arise and work with the school in a positive and collaborative manner.

Attendance Management Procedure

Purpose:

- To track and monitor attendance, which will ensure students are at school regularly and are punctual, as this is essential for learning and progress.
- Implementation of relational pedagogy to support whānau and students when attendance is irregular or unexplained.

Recording Attendance

Student attendance is recorded twice daily using **HERO**:

- **Morning Roll:** 9:00 a.m.
- **Afternoon Roll:** 1:15 p.m.

Daily Monitoring & Follow-up

1. **9:10 a.m.:** Roll call cut-off. Students arriving after this time must report to the office to be 'stamped in' and attendance recorded by reception.
2. **9:15 a.m.:** Teachers submit absentee forms to the office.
3. **9:15 a.m. - 10:00 a.m.:** Reception sends a bulk text to whānau of absent students.
4. **10:00 a.m.:** Office staff begin phone calls to whānau who have not responded to the text alert.

Relievers

Relievers are provided with paper class lists for morning and afternoon. The office enters HERO data for classes covered by relievers.

Stepped Attendance Response (STAR) for attendance of concern

This plan utilises thresholds to identify concerning patterns and trigger specific responses.

1. Good Attendance

- **Trigger:** For all students whose absence is less than 5 days in a term
- **Response:**
 - **Any day absent:** Text alert and phone call follow-up by office.
 - **Ongoing:** Classroom teachers use relational pedagogy to discuss absences with students upon return to understand reasons.
 - **Action:** Classroom teachers proactively raise concerns with whānau.

2. Worrying Concern (5 Days Absence)

- **Threshold:** 5 days of absence within a term
- **Response:**
 - The Deputy Principal will phone whānau, raising awareness of attendance and to discuss any barriers that they may be experiencing and provide support if necessary.

3. Moderate Concern (10 Days Absence)

- **Threshold:** 10 days of absence within a term
- **Response:**
 - whānau hui held, collaboratively developing an attendance action plan between school and whānau, with the goal of removing barriers for poor attendance.
 - whānau who have not engaged in this collaborative hui may be referred to attendance services.
 - **Exemptions:** Considered on a case-by-case basis by the Leadership Team (e.g., students with approved holidays, medical conditions).

4. Serious Concern (15+ Days Absence)

- **Threshold:** 15 days of absence within a term.
- **Response:**
 - Referral to **Attendance Services** via the online portal.
 - Consultation with Attendance Services regarding escalation to Ministry-led Multi-Agency Support.
 - Possible prosecution as a last resort.
 - **Exemptions:** Considered on a case-by-case basis by the Leadership Team (e.g., students with approved holidays, medical conditions).

Support for Students Returning to School

We prioritise removing barriers to learning and re-engaging students through specific support options:

- **Transport:** School van pick-ups available for eligible students.

- **Resources:** Funding/resource allocation for uniforms and kai (food) to support whānau.
- **Academic:** Additional support provided by classroom teachers or referral RTLB (Resource Teacher: Learning and Behaviour) for 'at risk' students.
- **Hauora (Wellbeing):** Referral to SWIS (Social Workers in Schools) or Mana Ake for wellbeing concerns.
- **Health:** Access to the Public Health Nurse, for physical health concerns.

Monitoring and Measuring Progress

Review Cycles

- **Termly Reporting:** Data is analysed termly using Ministry "Every Day Matters" reports to track trends in "Regular", "Irregular", "Moderate", and "Chronic" attendance categories.
- **Mid-Year Review (June 2026):** We will review progress against 2026 goals. Strategies will be adjusted based on this data.

Leadership Assurance

- The Deputy Principal of Attendance is responsible for proactive whānau contact and monitoring the effectiveness of these procedures.
- Attendance data and progress toward the 2026 Annual Goals will be reported to the Board to provide assurance that legal obligations are met.