Argyll East School
Live, Learn, Grow
Kia Ora, Kia Ako, Kia Tupu

Attendance Management Plan

1. Overarching Attendance Objectives and Strategic Priorities

Rationale
Regular school attendance is vital for the success and wellbeing of our students. Attending school every day supports our children to build strong foundations for their learning and social development. Regular attendance also promotes achievement success ensuring children 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 children should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Current Attendance Summary

Regular Attendance Above 90%

- Term 1 2025: 81%
- Term 2 2025: 66%
- Term 3 2025: 38%
- Term 4 2025: 53%

Irregular Attendance 80 - 90%

- Term 1 2025: 12%
- Term 2 2025: 29%
- Term 3 2025: 42%
- Term 4 2025: 29%

Definition of Success

- Target 90%+ average attendance across the school and for at least 80% of students
- Every student has fewer than 5 unjustified absences per term

2. Attendance Policy

Legal Obligations (Education and Training Act 2020):

- All students aged 6–16 must be enrolled and attend school regularly
- The school board is responsible for taking all reasonable steps to ensure attendance
- Parents and guardians must ensure their children attend school every day unless there is a justified reason

Expectations:

- **Parents/Caregivers** must contact the school to explain absences by 9 am using one of the following methods to inform the school of their child's absence
    - Phone or email the office
    - Email or Seesaw their child's teacher
- **Students** are expected to arrive on time and stay for the entire school day
- **Staff** must mark rolls twice daily (morning and after lunch) and follow up promptly on unexplained absences

Linked Policies: Student Attendance

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3. Attendance Management Procedures

Our school uses the Stepped Attendance Response (STAR) to guide when and how we respond to absences.

GOOD Good chance of success	WORRYING Less chance of success	CONCERNING Hard to make progress	SERIOUS CONCERN Very hard to make progress
	Step Progression: less than 5 days absent in a term	Step Progression: less than 10 days absent in a term	Step Progression: less than 15 days absent in a term
Less than 5 days absence in a school term	**Up to 10 days absence** in a school term	**Up to 15 days absence** in a school term	**15 days or more of absence** in a school term
If your child is regularly attending, you can expect	If your child has some absences, you can expect	If your child has many absences, you can expect	If your child has a lot of absences, you can expect
We will stay in regular contact with you about your child's attendance. We will follow up to find out the reason when they aren't at school.	We will work with you to identify any barriers to attendance. We may provide support to help them catch up and stay on track.	We will work with you to develop a plan to support their attendance and learning. We may seek support of the Attendance Service or other agencies to remove barriers to attendance.	We will continue to work with you to implement the plan to support their attendance and learning. We will seek support of the Attendance Service or other agencies to support their return to school.

Expectations Communication

- Attendance expectations are shared at enrolment, in newsletters, and at school events or meetings
- Student attendance data is reported in student reports

Recording Attendance

- Rolls are marked in the SMS by 9:10 am and 1:45 pm
- Data is stored and monitored in EDGE

Responding to Absence

- Office staff follow up on any unexplained absence by 9.30 am daily
- After 3 days of absence (unexplained or explained), teachers contact parents/caregivers.
- A medical certificate is required after 3 days absence
- After 5+ unexplained days, a meeting is arranged with parents/caregivers

Monitoring Patterns and Thresholds

- Students absent 5–9 days in a term: teacher contacts home
- Students absent 10–15 days: Principal initiates Individual Attendance Plan
- Students absent 16+ days: Referral to Attendance Service

Escalation Pathways

- Engagement with Attendance Service
- Pastoral meetings with whānau and external agencies
- Inclusion in school-wide wraparound support
- Individual Attendance Plan

Support for Returning Students

- Teacher check-ins for re-engagement
- Learning catch-up packs and peer support
- Reintegration meetings for students missing extended periods
- Parents updated weekly on student's return progress

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4. Monitoring and Measuring Progress

Review and Adjustments

- Reviewed termly by Principal & The School Board

- Annual Board review each November, with any updated actions added to Annual Improvement Plan

Monitoring Implementation

- Teachers self-audit weekly roll accuracy
- Attendance data shared monthly at staff meetings
- Principal reviews effectiveness of intervention strategies and logs actions taken

Board Reporting

Principal reports to Board:

- % attendance by class, gender, and ethnicity
- Chronic non-attenders
- Interventions and outcomes

Approval:
Principal: _____   Board Chairperson: _____
Date Approved: _____

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