

Ashburton College - Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has **49%** regular attendance and a target of lifting regular attendance to **70%** by the end of 2026.

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.

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, 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.

Procedures/supporting documentation

Individualised Stepped Attendance Response Exemplar –

This document will be used internally to support staff in identifying concerns, planning appropriate actions, and implementing targeted interventions for individual students whose attendance requires monitoring and support. It outlines a clear, step-by-step process to guide consistent decision-making and coordinated responses across the school.

Attendance Management Procedure - Stepped Attendance Response – This document will be used to track and monitor interventions that have or have not been actioned, ensuring a coherent and consistent approach to managing situations where students are not attending school regularly. Supporting our students to attend school is a key priority for our kura, and we intend to use this framework to guide timely, effective, and well-coordinated responses across all levels of support.

Ashburton College Attendance Procedures

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Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive 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.

Legislative compliance/ Legislation

Education and Training Act 2020

Education Attendance rules

Education Attendance Management Plan regulations (yet to be passed)

Reviewed: December 2025

Next review: November 2028

Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and response to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff an external agency, where necessary to improve our levels of student attendance.

Parent/Whanau responsibilities:

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.

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
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child.

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School Procedures

The Principal will appoint staff and delegate duties to ensure the effective management of the electronic attendance register and the follow-up procedures for students who are not attending regularly.

Non-teaching staff with responsibilities in the attendance system will support teachers to maintain accurate, up-to-date attendance information.

Classroom teachers and Ako teachers are responsible for recording student attendance for each period or on a half-day basis. They are also responsible for maintaining accurate attendance records and supporting the school's attendance systems. Ako teachers will monitor and follow up on lateness and any emerging attendance concerns.

Heads of Year Level are responsible for monitoring student lateness and attendance within their cohorts, ensuring parents and caregivers are informed of attendance issues. Senior staff and relevant personnel will be kept updated on serious or escalating attendance concerns.

Parents and caregivers will have access to their child's attendance information through SchoolBridge and through termly updates. When a student is absent, a text notification will be sent to parents/caregivers via the school's student management system.

Outside agencies will be engaged where appropriate to support attendance. These may include Child, Adolescent and Family Mental Health Service (CAF), Ashburton Community Alcohol and Drug Services (ACADS), Attendance Service, and Alternative Education providers.

Students will be identified at the attendance thresholds, and follow-up actions will be tailored to the underlying reasons for absence. Patterns of attendance, along with the interventions used, will be evaluated termly by the pastoral team, Assistant Principals, and the Deputy Principal responsible for attendance, to review the effectiveness of responses.

Attached are the [Stepped Attendance Response Activities](#) and internal [Attendance Procedures](#) for our school. Actions may be taken at any threshold where appropriate. All attendance responses must be recorded in KAMAR. Student attendance is reviewed weekly during Heads of Year Level and Assistant Principal meetings.

If you have any questions about the Stepped Attendance Response or attendance procedures, please contact **Hannibal Ikahihifo, Deputy Principal**.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible.

Any attendance data related questions please contact **Assistant Principal Abbey Bruce or Deputy Principal Hannibal Ikahihifo. For all other Attendance queries please contact the relevant Head of Year Level or Deputy Principal Hannibal Ikahihifo**

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p>	<p>Ako teacher</p> <p>DP with oversight of website</p> <p>School board</p> <p>Promotions team</p> <p>Pastoral team</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p>	Administration team	Text based reminder to be sent approximately 10:30am and 2:30pm for all unexplained absences.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Head of Year Levels/ Assistant Principal (new students during year or not in year 9)	Use our "Meet your teachers" afternoon with whānau at beginning of year for year 9 students.

			During enrolment weeks, meet with parents/caregivers of enrolling students to
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			<p>discuss the student's attendance history through interview meetings.</p> <p>Liaise with the student's most recent school to gather attendance history and any relevant background information.</p>
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve additional services when appropriate, including AshColl's Attendance Coordinator (for chronic absences). Consider referral to Attendance Services only once all internal interventions have been thoroughly explored and exhausted.</p>	<p>Seek more support as needed</p>	<p>All staff as appropriate.</p>	<p>Staff are expected to escalate issues in line with these procedures. If you are unsure of the appropriate pathway, please consult with Hannibal Ikahihifo regarding broader or complex matters impacting attendance.</p>
<p>Track and review attendance weekly</p>	<p>Track and review attendance data weekly, using KAMAR and a centralised tracking spreadsheet.</p>	<p>Have one of our admin staff, Assistant Principals (Junior and Senior School) and DP with oversight of Attendance monitor student attendance data</p>	

Students with less than 5 days absence			
Activities	Practice	Responsible Person	Notes & Actions

Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team or	Follow-up all absences to confirm reason for absence. No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Ako Teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via email	Administration team?	Updates sent to students and parents through weekly notes?

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Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the Head of Year Level at their weekly meetings.			
Students with less than 10 days absence (5-9 days)			
Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days send attendance letter 1 to parent (use template). Phone contact to be used if this is not the first time student has met the threshold	Head of Year Level (Any concerns of next steps discussion options with Head of Year Level.)	Record Actions Taken: Document all actions and interventions implemented following the identified threshold/incident (e.g., in the Case Management Record/System). Document Non-Action: If no action is taken due to extenuating individual circumstances, this determination and the rationale must be formally recorded directly in the student's record on KAMAR. Follow-Up Timeline: A follow-up action or check in must occur within two (2) school days of the student meeting the predetermined threshold.

Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Head of Year Level – once the Ako teacher has exhausted all reasonable attempts to engage with the student.	Discuss with student in form time- student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11- 13)
Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pass	Contact pastoral care team if barriers identified that the school could assist with	Pastoral care team	Parents and student provided access to additional resources. Consider bus pass, uniform, Guidance counsellor/ nurse appointments, lunch pass etc.
<p>Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.</p> <p>For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.</p> <p>If there is no action taken due to individual circumstance- record this against student record.</p>			

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Students with less than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Head of Year Level Assistant Principal (Junior or Senior School) if necessary.	Record actions taken in Kamer. If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Head of Year Level Assistant Principal (Junior or Senior School) if necessary.	Consider who is needed at this meeting such as teacher/Kaiako, Ako teacher etc.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan. and	Head of Year Level Assistant Principal (Junior or Senior School) if necessary.	Take action quickly where expectations aren't being met

Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Head of Year Level Assistant Principal (Junior or Senior School) if necessary.	
<p>Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.</p> <p>If there is no action taken due to individual circumstance- record this against student record.</p>			
Students with greater than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template)	Attendance Coordinator	
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Attendance Coordinator	Plan to return student to regular attendance. Work collaboratively with the Head of Year Level, Assistant Principals, Ako Teachers and Kaiako when required.
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	Attendance Coordinator	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate

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			<p>Reintegration plan in place to return student to regular attendance</p> <p>Work collaboratively with the Head of Year Level, Assistant Principals, Ako Teachers and Kaiako when required.</p>
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<p>Maintain implementation and monitoring of support plan</p>	<p>Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met</p>	<p>Attendance Coordinator</p>	<p>Support plan in place Continue monitoring Steps taken to reintegrate student Work collaboratively with the Head of Year Level, Assistant Principals, Ako Teachers and Kaiako when required.</p>
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