



WAIOTAHE VALLEY SCHOOL

Ka Poipoia // Ka Toha // Ka Maia

Attendance Management Plan & Handbook



Our Vision

To build a school community of excellence, where we all feel welcome, safe, supported and inspired to achieve success

Our Values

- Ka Poipoia: We Care
- Ka Toha: We Share
- Ka Maia: We Dare

Rationale

At Waioatahe Valley School we have 3 key goals:

- Ako/Learning: Provide an academically well balanced curriculum that connects our people, place and environment
- Hononga/Connection: Strengthen partnerships with parents/whānau , iwi and our wider community
- Ahurea/Culture: Embed a supportive school culture, which promotes belonging, our school value, leadership and manaakitanga

Having our students regularly attend is crucial for us to achieve our goals and for our tamariki to achieve success through learning, connecting and culture.

The following attendance management plan will support us in our endeavours to have students attend regularly, and outlines how the school will meet its legal obligations under the Education and Training Act 2020 and supports the Ministry of Education's national goal of improving attendance and engagement. Our plan enables us to:

- Monitor attendance patterns and respond early to concerns
- Identify and address barriers affecting students and whānau
- Strengthen relationships through clear expectations and communication
- Support wellbeing by recognising attendance as a key indicator
- Promote a positive school culture where every day matters

Central to our approach is mana- enhancing, relationships-first practices, grounded in the principles of whakawhanaungatanga and aroha ki te tangata to ensure trust is built early and maintained.

Improving attendance is a collective responsibility, the Board of Trustees, staff, whānau and ākonga each have a role to play in this. The Stepped Attendance Response Plan (STAR) gives clear guidelines and thresholds by which we will measure and report our statistics and improvements against.

Strategic Priorities

Regular school attendance is defined in the STAR model as attending school for 90% of the time i.e. having less than 5 days absence in a school term. The government target is that 80% of students will be regularly attending school by 2030.

Waiotaha Valley Schools average regular attendance rate for 2025 is currently 53%. Our overall attendance strategic goal is to increase our regular attendance rate to: **at least 75% over the next 3 years by achieving a 5-10% regular attendance rate increase each year.**

Regular attendance goal:

- **2026: 60% or greater**
- **2027: 70% or greater**
- **2028: 75% or greater**

We aim to achieve this by:

- Ensuring we operate robust and consistent attendance systems and procedures from all our teaching and school staff that focuses on early identification and timely intervention
- Communicating with, and educating our whānau more in relation to the STAR model and the importance of attendance in their child's wellbeing and lifelong learning journey
- Using additional resources available to us, such as attendance services, health professionals, SWIS to provide additional support to assist identified learners to overcome barriers to attendance
- Regularly monitoring our data to identify trends and patterns (both concerning and celebrating) and then reflecting and implementing actions to address or reinforce these

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 ensuring that the principal provides regular reports that demonstrate and show:

- Clear processes and procedures are in place that support a Stepped Attendance Response to student absence that uses data-based thresholds
- An effective method is in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- a commitment to support students return to regular attendance
- publishing this attendance management plan on the school's website
- Board approved attendance codes are being used as agreed

Principal responsibilities:

- developing and implementing a stepped attendance response aligned with the thresholds
- ensure that student absence is investigated, responded too and actions taken 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 - Monitoring

Our expectations in attendance management and processes	
<i>Students</i>	<ul style="list-style-type: none">● Come to school everyday● Arrive on time● Stay on site all day
<i>Whānau Caregivers</i>	<ul style="list-style-type: none">● Prioritise attendance and encourage 'good attendance'● Inform the school of any absences as soon as they are known
<i>Teachers</i>	<ul style="list-style-type: none">● Mark attendance accurately; beginning of the day and in the afternoon● Provide a safe, supportive and engaging learning environment● Provide opportunities for students to make up for missed work● Acknowledge good attendance.
<i>Office administrator</i>	<ul style="list-style-type: none">● Accurately record notified absences● Follow up on non-attendance daily by contacting whānau/caregivers● Respond to teachers concerns re attendance of identified students● Follow up on referrals made by Principal● Discuss any concerns (individuals or trends) with Principal ie lack of whānau engagement, reasons given for non-attendance
<i>Principal</i>	<ul style="list-style-type: none">● Lead the attendance strategy● Respond to teachers concerns re attendance of identified students● support interventions, and oversee referrals to external agencies.● Celebrate good attendance through school attendance initiatives● Complete home visits when and if required

Attendance Thresholds and Responses

The thresholds shown are in line with the STAR, based on a 10 week term and outlines *the school's response based on a student's attendance percentage, ensuring appropriate support and celebration for all ākonga.*

Attendance Zone	Attendance Percentage	Intervention/Action Required	Key Personnel Involved
Green Zone	≥90%	Affirmation and Celebration. Student success is affirmed by the Principal, and attendance is celebrated by the classroom teacher.	<i>Principal, Classroom Teacher</i>
Yellow Zone	80%–89%	Early Intervention. Whānau (family) is contacted to discuss concerns. May introduce a basic Attendance Plan to identify barriers and set goals.	Teacher, Principal
Orange Zone	70%–79%	Targeted Support. Mandatory meeting with Principal, student and whānau to collaboratively identify complex barriers and create a structured support plan.	Principal
Red Zone	<70%	Intensive Intervention. Principal leads comprehensive efforts, including detailed needs assessments and resource allocation. External agencies are involved as needed for deep, sustained support.	Principal, Attendance officer, External Agencies (e.g., Ministry of Education, Social Services)

**Attendance Management Procedure
Stepped Attendance Response (STAR)**

For students with less than 5 days absence in a school term - 90% + attendance			
Goal - To maintain and reinforce regular attendance patterns,			
Activities	What we do (schools actions)	How we do it...	Who is responsible
<p>Communication Clear communication to whānau on attendance expectations on enrolment, at the start of school year, and through regular newsletters</p>	<p>Include information on attendance requirements during enrolment process</p> <p>Regularly remind all ākonga and whānau of attendance requirements</p> <p>Explain to parents the codes used to record attendance</p> <p>Term letter reporting attendance rate</p>	<p>Newsletters</p> <p>Attendance letters to update parents of rates and requirements</p> <p>Display codes</p> <p>Hand out the fridge magnet attendance packs</p>	<p>Principal</p> <p>Office</p>
<p>Monitoring Monitor attendance</p>	<p>Roll marked 2x daily</p> <p>Office administrator contacts non attenders and records information on SMS, informs class teacher</p> <p>Communicate to parents about every absence</p> <p>Maintain contact details of parents</p>	<p>eTap SMS records</p> <p>Contact home</p> <p>Contact home</p> <p>Teacher to keep in regular contact with whānau/data drive</p> <p>Social Media Facebook keeps caregivers up to date and celebrate success</p>	<p>Teacher</p> <p>Inschool Attendance Officer</p> <p>SLT</p>
<p>Reporting Provide students with regular updates on their own attendance</p> <p>Report regularly to parents on attendance of their child</p>	<p>Weekly update on Friday morning in class to reflect current week's attendance.</p> <p>Celebrate high achievers in line with attendance initiatives.</p> <p>Data available on school SMS portal. Accurate data on school reports.</p> <p>Celebrate success regularly on social</p>	<p>Teachers can create a class attendance initiative with students setting goals and work towards a reward of some sort.</p> <p>As per initiative</p>	<p>Teacher</p> <p>SLT</p> <p>As per school protocols</p>

	media platforms and in local newspapers.		
Support Support students to catch up missed learning where required	Teachers build strong relationships with students. Provide work for students to complete	Share class learning packs at appropriate levels or online learning through class online programmes.	Teacher

For students with up to 10 days absence in a school term - 80% attendance			
Goal -To improve student's attendance to above 90%			
Activities	What we do (schools actions)	How we do it...	Who is responsible
Communication contact parent/ guardian to discuss reasons for absence	The teacher identifies the pattern of more than 1- 2 days a fortnight absent Contact whānau via text, messenger or phone call home	Referral to the attendance officer who contacts the parent to discuss. Recorded on eTap.	Teacher Office administrator
Monitoring Communicate to parents about every absence and maintain contact details of parents	Office administrator/Principal flags students who have been absent 3 days and then 5 days and monitors contact details of parents are up to date	Principal/Office administrator check in and discuss with teacher identified students	Office administrator Principal
Reporting Provide students with regular updates on their own attendance and report regularly to parents.	Use inclass attendance tracking system to track weekly attendance rates	Teacher to track attendance rates using in-class tracking system and inform team of progress.	Teacher
Support Support students to catch up missed learning where required	Teacher supports additional catch up	Provide home learning, extra time in class	Teacher
Teaching and modelling Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform	Provide access to uniform, stationery to reduce barriers. PR4L team to support the Attendance team with intervention programmes.	Follow school systems and procedures in relation to access to resources/personnel	Principal Office administrator

For students with up to 15 days absence in a school term - 70% attendance
Goal - to re-engage students by removing identified barriers and increase attendance.

Activities	What we do (school actions)	How we do it...	Who is responsible
<p>Communication Hold meetings to analyse reasons for absence and to collaborate on a support plan. Develop and implement a plan tailored to the reasons and circumstances around the child's absence.</p>	<p>Letter of concern sent inviting whānau to be part of solution</p> <p>Attendance Hui</p> <p>Plan is developed, followed and monitored and reviewed and revised as necessary</p>	<p>Hui held and plan developed</p>	<p>Principal</p>
<p>Monitoring Monitor attendance Communicate to parents about every absence.</p>	<p>Absence Message text or phone call home by office administrator</p> <p>Arrange whanau hui to discuss about plan developed</p>	<p>Principal to check to see if absence has been explained by the office administrator and if not a home visit is to be carried out.</p> <p>Whanau hui organised</p>	<p>Principal</p>
<p>Reporting Provide students with regular updates on their own attendance Report regularly to parents on attendance of their child.</p>	<p>Updates are followed through weekly to show attendance rates of students.</p> <p>Check and Connect Reporting with whānau</p>	<p>Principal to track attendance rates using eTap SMS data as a visual way of reporting.</p>	<p>Principal</p>
<p>Support Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed</p>	<p>School attendance intervention programme to help engage students and provide support to students to remove barriers e.g. uniforms, transport etc.</p>	<p>Principal to facilitate and implement intervention programmes and to engage with whanau on how to support and remove barriers.</p> <p>Assigned budget</p>	<p>Principal/Office administrator</p>
<p>Teaching and modelling Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform, PR4L</p>	<p>Transport to school, uniform, stationery provided to remove barriers.</p> <p>Access to support services</p>	<p>Office administrator make referrals</p> <p>Attendance Budget</p>	<p>Principal, Office administrator</p>

For students with up to 15 or more days absence in a school term - LESS THAN 70% attendance

Goal- Intensive intervention to overcome complex barriers.

Activities	What we do (schools actions)	How we do it...	Who is responsible
<p>Communication Send warning notice and make contact to arrange meeting with parents Attendance Service is notified.</p>	<p>Home visit to inform whānau of next steps Request support from Attendance Service or other agencies as needed.</p>	<p>Principal delivers a consideration of legal action letter explaining next steps. Attendance Service to communicate next steps with school.</p>	<p>Principal Attendance Services Other Agencies</p>
<p>Monitoring Attendance team to track and monitor progress with Attendance Service and follow up with whanau. When criteria is met, follow prescribed processes to un-enrol the student.</p>	<p>Principal to follow up with Attendance Service on progress and multi-agency services Referral, next steps with school-led prosecution, or request Ministry-led prosecution. After 21 days the student is taken off roll.</p>	<p>Participate in multi-agency response and Attendance service intervention. If supports are offered and not taken up and procedure is undertaken based on processes then student is taken off the roll</p>	<p>Principal Attendance Services Other Agencies</p>
<p>Reporting Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up</p>	<p>Refer students to Interagency Hui - MOE are part of this and Police</p>	<p>Run interagency hui</p>	<p>Principal Attendance Services Other Agencies</p>
<p>Support Escalate to multi-agency response Participate in multi-agency response</p>	<p>Refer students to Interagency</p>	<p>Interagency Hui: representations from MOE, OT, local social support agencies, Police, Youth Justice</p>	<p>Principal</p>

Attendance codes

The Attendance Rules 2026 require schools to use Ministry-approved attendance codes to record student attendance. The attendance codes and guidance are designed to support schools and the Ministry to:

- distinguish between presence, justified absence and unjustified absence
- provide high-level indicators to support monitoring of trends and patterns
- support school attendance activities e.g. tracking the location of students.

The Board has discussed and approved the code usage as given below, in keeping with our specific cultural and environmental context.

Code Group	Sub-Group	Code	Examples
Present	On-site	P – Present	In class and present
		L – Late to class	Late to class and present
		N – Present but out of class	<ul style="list-style-type: none"> • Internal appointment • On-site school-based activity e.g. cultural / sporting events like Sports Day. • Temporary removal from class • Student Leaders Meeting • Time in sickbay
	Off-site	D – Approved external appointment	If a student cannot attend an appointment out of hours e.g. <ul style="list-style-type: none"> • Medical appointments (doctor, dentist), • specialist appointments • appointments with other professionals (e.g., counsellor, social worker).
		Q – Board approved offsite learning	<ul style="list-style-type: none"> • Cultural / Arts/ Sports event or competition ie dance competition • Performing / Playing / participating in a regional or national school event

Code Group	Sub-Group	Code	Examples
		A – Alternative provision	<ul style="list-style-type: none"> Students present at <ul style="list-style-type: none"> Health school
Absent	Justified Absences	M – Illness / Medical absence	<ul style="list-style-type: none"> Absent due to illness (includes health-related e.g. anxiety)
		J – Explained and approved	<ul style="list-style-type: none"> Tangihanga (3 days or less) Family arrangement e.g. custody Religious events e.g. Ringatu Weather events preventing attendance (school still open) Visiting immediate whanau in hospital
		U – Stood down or suspended	<ul style="list-style-type: none"> Stood down or suspended
	Unjustified Absences	T – Truant	<ul style="list-style-type: none"> Student is absent without explanation
		E – Explained but not approved	<ul style="list-style-type: none"> Absent without justifiable reason e.g. <ul style="list-style-type: none"> Didn't come to school because of sibling sports day/competition Went to Whakatane shopping Went with family member to an appointment It's their birthday Tangihanga, greater than 3 days
		G – Holiday during term time	<ul style="list-style-type: none"> Holiday

Code Group	Sub-Group	Code	Examples
		? – Unknown reason (temporary)	<ul style="list-style-type: none"><li data-bbox="878 247 1430 323">• This is a TEMPORARY code. This will be updated once the reason is specified.