



<b>Title</b>	Attendance Management Plan 2026		
<b>Owner</b>	Principal		
<b>Approved Date:</b>	TBC		

Version Control			
<b>Next Review:</b>	November 2026		
	<b>Signature</b>	<b>Name and Position</b>	<b>Date</b>
<b>Approved By:</b>		Dr Brian Evans (Principal)	23/01/2026
<b>Endorsed By:</b>		P. Tāla'imanū (Chair, School Board)	TBC

## CONTENTS

1.	Purpose	2
2.	Strategic Attendance Goals (2026-2030)	2
3.	Guiding Principles	2
4.	Legislative Guidance	3
5.	Roles and Responsibilities	3
6.	Attendance Systems and Monitoring	4
7.	Stepped Attendance Response System Summary	4
8.	Promoting a Culture of Attendance	5
9.	Lateness Management	5
10.	Whaanau and Community Support	6
11.	Data Use and Evaluation	6
12.	Review Cycle	6
13.	Appendices	7

## 1. PURPOSE

This Attendance Management Plan sets out how Wesley College will promote, monitor and improve student attendance in line with Ministry of Education (MoE) requirements and the Stepped Attendance Response (STAR) framework.

	Student Categories	Student with	Equivalent to
	Regular Attendance	Over 90% attendance	missing fewer than 5 days across a term
	Irregular Attendance	More than 80% and up to 90%	absent for between 5 and 9 days across a term
	Moderate Absence	More than 70% and up to 80%	absent for between 10 & 14.5 days across a term
	Chronic Absence	70% attendance or less	absent for 15 days or more across a term

The Government target is for **80% of students to attend regularly (90%+ attendance) by 2030**.

## 2. STRATEGIC ATTENDANCE GOALS

Wesley College adopts the staged improvement targets approved by the Board:

Year	Target Regular Attendance
2026	55%
2027	60%
2028	66%
2029	73%
2030	80%+

Regular attendance = greater than 90% attendance per term.

## 3. GUIDING PRINCIPLES

- Attendance is a key indicator of student wellbeing, engagement and achievement.
- Every day at school matters.
- Attendance improvement is a shared responsibility between students, whaanau, staff, the Board and external agencies.
- Early identification and early support prevent chronic absence.
- Responses are supportive, proportionate, culturally responsive and restorative.
- Data-driven decision-making guides intervention and resourcing.

## 4. LEGISLATIVE COMPLIANCE

This plan complies with:

- Education and Training Act 2020
- Education Attendance Rules
- Education (Attendance Management Plan) Regulations (pending)
- Ministry of Education STAR Framework (from Term 1, 2026)

## 5. ROLES AND RESPONSIBILITIES

### School Board

- Ensure all reasonable steps are taken to support regular attendance.
- Approve and review the Attendance Management Plan.
- Monitor attendance trends and progress toward targets in every meeting.
- Ensure the plan is publicly available.

### Principal

- Implement and oversee the Attendance Management Plan and STAR procedures.
- Communicate attendance expectations to the college community clearly and frequently.
- Ensure attendance data is accurate and analysed.
- Report attendance trends, barriers and interventions to the Board.
- Allocate resources and professional learning.

### Senior Leadership Team

- Communicate attendance expectations and procedures to staff, students and whaanau consistently, clearly and frequently using as many forms of communication as available.
- Lead data reviews and targeted interventions, including detailed analysis and response to the termly Every Day Matters Report.
- Monitor STAR escalation processes.
- Coordinate external agency engagement.

### Deans / Learning Coaches

- Monitor daily and weekly attendance patterns.
- Engage with students and whaanau early.
- Implement attendance improvement plans.
- Record all actions in KAMAR.

### Teachers

- Accurately mark rolls each lesson.
- Follow up unexplained absences and lateness.
- Build positive classroom engagement by developing a high level of relationship skills and a high level of teaching skills.

## Students

- Attend school and all classes daily and on time.
- Communicate reasons for absence.
- Uphold our Kairangi Values by demonstrating **EXCELLENCE** and **RESPONSIBILITY** by attending school and classes every day and on time (unless there is a genuine reason for absence e.g. sickness) and **FAMILY** by supporting their peers to attend school and classes every day and on time.

## Whaanau / Caregivers

- Communicate with the school as early as possible if their child will be absent.
- Avoid taking children out of school for family functions, holidays in term time etc. (Any requests for holidays during term time must be approved by the Principal as early as possible.)
- Reach out to the College for help if they are having difficulty getting their child to attend school for any reason.
- Engage with support programmes to improve attendance if and when required.

## 6. ATTENDANCE SYSTEMS AND MONITORING

- KAMAR is used as the official attendance register.
- Rolls are marked every period and morning.
- Early Notification System: automated texts sent for unexplained absences at 10 am each day.
- Automated weekly attendance reports shared with families on a Friday evening.
- Attendance data reviewed:
  - Daily by pastoral staff
  - Weekly by SLT
  - Termly by the Board

## 7. STEPPED ATTENDANCE RESPONSE SUMMARY (STAR)

Attendance Level	Threshold (per term)	School Response
<b>GOOD</b>	<5 days absence	Reinforce expectations, celebrate attendance, monitor
<b>WORRYING</b>	5–10 days	Contact whaanau, identify barriers, mini plan
<b>CONCERNING</b>	10–15 days	Formal meeting, attendance plan, internal supports
<b>VERY CONCERNING</b>	15+ days	Multi-agency support, Attendance Service referral, legal pathways if required

Interventions may include mentoring, counselling, timetable adjustments, learning support, school social worker support, pastoral home visits, transport assistance, and external agency referrals.

## 8. PROMOTING A CULTURE OF ATTENDANCE

- Clear expectations communicated at enrolment and throughout the year.
- Attendance education through levels meetings, chapel, newsletters and academic mentoring sessions.
- Breakfast provided in the morning to encourage attendance.
- Recognition of improved and excellent attendance through the awarding of Kairangi Points, termly celebration of attendance in Chapel and a termly special morning tea to recognise students with good attendance for the year (over 90%),
- Student voice and goal setting linked to attendance.

## 9. LATENESS MANAGEMENT

### Expectations

- Students must arrive on time for school and all classes.
- Chapel attendance is compulsory.
- Students arriving after the start time must sign in at the office.

### Lateness to School Thresholds

Threshold (per term)	Response
Up to 5 late arrivals	The Learning Coach has a discussion with the student to identify reasons for lateness and agree strategies to improve punctuality. LC monitors punctuality.
6-10 late arrivals	The Learning Coach contacts whaanau to discuss reasons for lateness and to agree an improvement plan. If necessary, a referral could be made to the school social worker, dean or guidance counsellor.
11- 15 late arrivals	LC refers to Dean. Dean arranges a meeting with whaanau. The student may be placed on attendance report. A restriction on extracurricular activities may be considered e.g. stand-down from sports teams.
15+ Persistent lateness	Dean refers to SLT for intervention. Further intervention, including disciplinary action, is considered.

### Lateness to Class

- Students arriving more than 5 minutes late are marked late.
- Classroom teachers address first occurrences restoratively.
- Repeated lateness (2+ per week) triggers Learning Coach intervention.
- Escalation follows the same stepped process as school lateness.

### Support Strategies

- Identify barriers (transport, sleep routines, health, motivation).
- Adjust routines and supports.
- Reinforce positive punctuality.
- Referrals to college support services (health clinic, guidance counsellor, social worker etc.)

## **10. WHAANAU AND COMMUNITY SUPPORT**

- Culturally responsive communication.
- Practical assistance (transport, uniforms, food support where available).
- Access to pastoral and wellbeing services.
- Co-designed attendance plans.

## **11. DATA USE AND EVALUATION**

- Track regular attendance percentage against yearly targets.
- Analyse cohorts and patterns.
- Evaluate effectiveness of interventions.
- Adjust strategies annually.

## **12. REVIEW CYCLE**

- The Attendance Management Plan will be reviewed annually by SLT and the School Board.
- The plan will be updated in response to MoE regulatory changes and guidance on best practice.
- Next formal review by School Board: December 2026

## Wesley College Stepped Attendance Response (STAR)

<b>GOOD</b> Regular Attendance of >90% (Less than 5 days absence per term)	<b>WORRYING</b> Irregular Attendance of 81% to 90% (Up to 10 days absence per term)	<b>CONCERNING</b> Moderate Absence of 71% to 80% (Up to 15 days absence per term)	<b>SERIOUS CONCERN</b> Chronic Absence of <71% (15 days or more absence per term)
<b>GOOD CHANCE OF SUCCESS</b>	<b>LESS CHANCE OF SUCCESS</b>	<b>HARD TO MAKE PROGRESS</b>	<b>VERY HARD TO MAKE PROGRESS</b>
<b>WHAANAU/CAREGIVERS will:</b> <ul style="list-style-type: none"> <li>❖ Encourage good attendance habits and punctuality</li> <li>❖ Support other parents to encourage good attendance habits</li> <li>❖ Report an absence as early as possible</li> <li>❖ Avoid taking their child on holiday to events during term time</li> <li>❖ Engage in open communication with the school</li> </ul>	<b>WHAANAU/CAREGIVERS will:</b> <ul style="list-style-type: none"> <li>❖ Return their child to regular attendance</li> <li>❖ Contact the Learning Coach to discuss the reasons for absence</li> <li>❖ Support their child to catch up on missed learning</li> <li>❖ Engage with the support offered by the school</li> </ul>	<b>WHAANAU/CAREGIVERS will:</b> <ul style="list-style-type: none"> <li>❖ Return their child to regular attendance</li> <li>❖ Attend a meeting at the school to diagnose reason/s for absence and to co-design a support plan</li> <li>❖ Implement strategies at home</li> </ul>	<b>WHAANAU/CAREGIVERS will:</b> <ul style="list-style-type: none"> <li>❖ Return their child to regular attendance</li> <li>❖ Participate in regular meetings</li> <li>❖ Review and engage with the co-designed support plan</li> <li>❖ Engage positively with any external support services</li> </ul>
<b>WESLEY COLLEGE will:</b> <ul style="list-style-type: none"> <li>❖ Monitor daily attendance</li> <li>❖ Notify parents about every unexplained absence via text</li> <li>❖ Provide students with regular updates on their own attendance</li> <li>❖ Report weekly to parents on their child's attendance</li> </ul>	<b>WESLEY COLLEGE will:</b> <ul style="list-style-type: none"> <li>❖ Speak with the student to identify reasons for absences (Learning Coach)</li> <li>❖ Send a formal notification and contact whaanau to discuss reasons for absence (Learning Coach)</li> </ul>	<b>WESLEY COLLEGE will:</b> <ul style="list-style-type: none"> <li>❖ Send escalated formal notification to parents (Dean)</li> <li>❖ Hold meeting to diagnose reason for absence and to collaborate on a support plan (Dean)</li> <li>❖ Develop and implement a plan tailored to the</li> </ul>	<b>WESLEY COLLEGE will:</b> <ul style="list-style-type: none"> <li>❖ Send warning notice and make contact to arrange meeting with parents (SLT)</li> <li>❖ If appropriate, arrange a pastoral care home visit (SLT)</li> <li>❖ Escalate to multi-agency response</li> </ul>

<p>to every class and their termly and annual attendance percentage</p> <ul style="list-style-type: none"> <li>❖ Support students getting to school</li> <li>❖ Celebrate good attendance with Kairangi Points, acknowledgement in Levels and Chapel and special morning teas each term</li> </ul>	<ul style="list-style-type: none"> <li>❖ Support students to catch up missed learning where required (Teachers)</li> <li>❖ Use in-school resources as appropriate to remove barriers e.g. guidance, learning support</li> <li>❖ Consider placing on Wesley Check and Connect programme</li> <li>❖ Review eligibility for extracurricular activities with Dean &amp; relevant staff e.g. school teams, cultural groups etc.</li> <li>❖ Ensure all actions are recorded on KAMAR under Student&gt;Pastoral&gt;Attendance</li> </ul>	<p>diagnosis and circumstances around the child's absence (Dean)</p> <ul style="list-style-type: none"> <li>❖ Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed</li> <li>❖ Stand-down from extracurricular activities e.g. school teams, cultural groups etc. (Dean &amp; relevant staff)</li> <li>❖ Ensure all actions are recorded on KAMAR under Student&gt;Pastoral&gt;Attendance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Participate in multi-agency response</li> <li>❖ Implement and monitor improvement plan</li> <li>❖ Ensure all actions are recorded on KAMAR under Student&gt;Pastoral&gt;Attendance</li> </ul>
---	---	--	--

## Wesley College Lateness Flowchart

