



## Attendance Management Plan

Kōwhai Specialist School has procedures to record and monitor attendance, and to identify and follow up concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their personal and educational potential. This aligns with our school vision.

*Pride in uniqueness, strength in community, excellence in education*

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

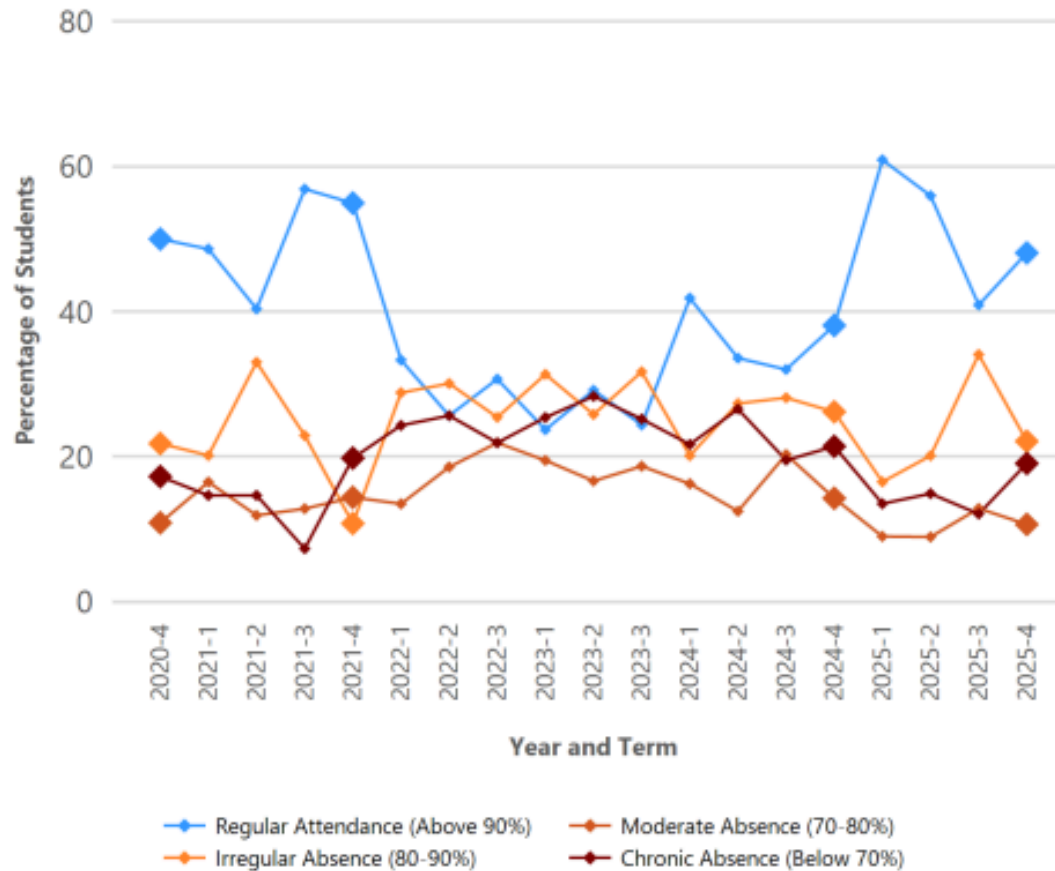
As required by the Education and Training Act 2020 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes reasonable steps to ensure all students enrolled at Kōwhai Specialist School attend when it is open for instruction (Education and Training Act 2020 s36).

### What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

## Baseline data

How have your student attendance categories changed over time?



Year Term	Regular	Irregular	Moderate	Chronic
2020-4	50%	22%	11%	17%
2021-1	49%	20%	17%	15%
2021-2	40%	33%	12%	15%
2021-3	57%	23%	13%	7%
2021-4	55%	11%	14%	20%
2022-1	33%	29%	14%	24%
2022-2	26%	30%	19%	26%
2022-3	31%	25%	22%	22%
2023-1	24%	31%	19%	25%
2023-2	29%	26%	17%	28%
2023-3	24%	32%	19%	25%
2024-1	42%	20%	16%	22%
2024-2	34%	27%	13%	27%
2024-3	32%	28%	20%	20%
2024-4	38%	26%	14%	21%
2025-1	61%	17%	9%	14%
2025-2	56%	20%	9%	15%
2025-3	41%	34%	13%	12%
2025-4	48%	22%	11%	19%

## School Responsibilities

Kōwhai Specialist School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

- Kaiako will take the roll before 930am and again in the afternoon before 1pm.
- Unexplained absences will be followed up on the first day of the absence with a phone call or text.
- Reasons given for absence will be recorded in HERO
- Attendance Codes will be taken from the [Ministry of Education decision tree](#)
- Unexplained absences will be recorded as Truant.
- Relievers will be supported by Team Leaders or our school office to add attendance information to HERO
- The Principal will report termly attendance trends to the School Board

Kōwhai Specialist School will also

- Include attendance information in enrolment packs for new whānau
- Remind current whānau of the importance of regular attendance and to track their child's attendance on their HERO App
- Add our Stepped Attendance Plan (in this document) to our website
- Engage students in learning that is relevant and presented in ways that engage students

## Whānau Responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent (preferably via HERO)
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns
- Ensure school has your current contact details

Further supporting information can be found online in our School Docs Attendance Procedures

**Strategic goal:**

Promoting a school culture that values our students' uniqueness, enhancing their social, spiritual, emotional, and physical wellbeing through strong connections between whānau and school.

**Target:**

- Student attendance is closely monitored as per AMP

## School Stepped Attendance Response (STAR)

Below is our stepped attendance response for responding to individual student absence.

<b>Good attendance Over 90% attendance</b>	<b>Worrying Attendance Between 81-90%</b>	<b>Concerning Attendance Between 71-80%</b>	<b>Very Concerning Attendance 70% or less</b>
Less than 5 days absence in a term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
<b>Whānau</b> <ul style="list-style-type: none"> <li>• Ensure student attends every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Support other whānau to reinforce good attendance habits</li> <li>• Follow school attendance management plan and procedures</li> </ul>	<b>Whānau</b> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Contact school to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up on missed learning</li> <li>• Engage in supports offered</li> </ul>	<b>Whānau</b> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</li> <li>• Implement strategies at home</li> </ul>	<b>Whānau</b> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Engage in support plan</li> <li>• Participate in regular meetings</li> </ul>

<p><b>Kura</b></p> <ul style="list-style-type: none"> <li>• Communicate with whānau about every absence</li> <li>• Remind whānau to check attendance data on HERO</li> <li>• Communicate good attendance habits to ākonga and parents</li> <li>• Record all absence communications on HERO (including unsuccessful contact attempts)</li> <li>• Remind whānau to update contact information annually</li> <li>• Staff to inform office of any updated information so HERO contact information is current</li> <li>• Teachers follow up on absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.</li> <li>• Staff are encouraged to report any attendance concerns to the Principal.</li> <li>• Communicate to parents the supports available to assist them to get their children to school - Therapists, SESTA taxis.</li> </ul>	<p><b>Kura</b></p> <ul style="list-style-type: none"> <li>• Identify learners with 10 or more full days of unjustified absence in a term and inform Principal</li> <li>• Meet with students and their parents/caregivers to discuss strategies for improving attendance where concern exists (if appropriate)</li> <li>• Discuss school programmes with relevant staff to better meet the needs of students at risk of disengagement.</li> <li>• Keep a record of all actions taken in HERO</li> <li>• Use in-school resources as appropriate to remove barriers, e.g., Therapists, Psychologist, 2nd-hand uniforms, Healthy Lunches program, Re-Source, Kidscan, Transport.</li> </ul>	<p><b>Kura</b></p> <ul style="list-style-type: none"> <li>• If truancy or unexplained or unjustified absence is a concern, contact the parent/caregiver for a verbal conversation (phone call, face to face meeting). If appropriate, send an escalated formal notification. <ul style="list-style-type: none"> <li>○ Discuss the number of absences</li> <li>○ Clarify the reason for absence</li> <li>○ Discuss and identify possible supports</li> <li>○ Identify possible follow-up actions</li> </ul> </li> <li>• Keep records of all actions taken in Hero</li> </ul> <p>Identify supports for <b>student</b></p> <ul style="list-style-type: none"> <li>• If the student has anxiety or is troubled by something at school - identify, plan, and implement an approach (note if potential medical issue, refer whānau to GP/Paediatrician)</li> <li>• If the student has difficulty with teaching style or delivery of lessons - identify, plan and implement a program that will be engaging to the student</li> <li>• If the student has difficulty with their peers - identify, plan and implement strategies that will support the student</li> </ul>	<p><b>Kura</b></p> <ul style="list-style-type: none"> <li>• If truancy or unexplained or unjustified absence is a concern, contact the parent/caregiver for a face to face meeting. If appropriate send a warning notice. <ul style="list-style-type: none"> <li>○ Discuss the number of absences</li> <li>○ Clarify the reason for absence</li> <li>○ Discuss and identify possible supports</li> <li>○ Identify possible follow-up actions</li> </ul> </li> <li>• Keep records of all actions taken in Hero</li> <li>• Escalate to Attendance Services if concern still exists</li> <li>• <del>Participate in a multi-agency response</del></li> <li>• Implement and monitor the improvement plan</li> <li>• If appropriate, engage with the Ministry of Education to discuss options available and required steps to take for Ministry-led prosecution</li> <li>• Unenroll student if not returning to school, or the student has been absent for 20 consecutive days without a justifiable absence</li> <li>• Update ENROL as soon as school is made aware a student will not be returning and complete a</li> </ul>
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		<p>Identify supports for <b>whānau</b></p> <ul style="list-style-type: none"> <li>• The student has anxiety about coming to school - discuss support from GP / Paediatrician / School Team</li> <li>• Difficulties with transport - identify possible ways to resolve transport issues - e.g., school transport</li> <li>• External agency support</li> <li>• Local Ministry of Education support</li> </ul>	<p>non-enrolled notification</p>
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**Related Documents:**

[Attendance Codes](#)

[STAR](#)

[Attendance Management Plans](#)

Updated 3 June 2026  
Board approved 8 June 2026