

## Attendance Management Plan

<b>Approval:</b>	1st December 2025 Signed:  Naomi Taylor (Co chair)	<b>Published on:</b>	<a href="http://newtown.school.nz">newtown.school.nz</a>
<b>Effective date:</b>	01/01/2026	<b>Review date:</b>	Date:

### Overarching attendance objectives and strategic priorities

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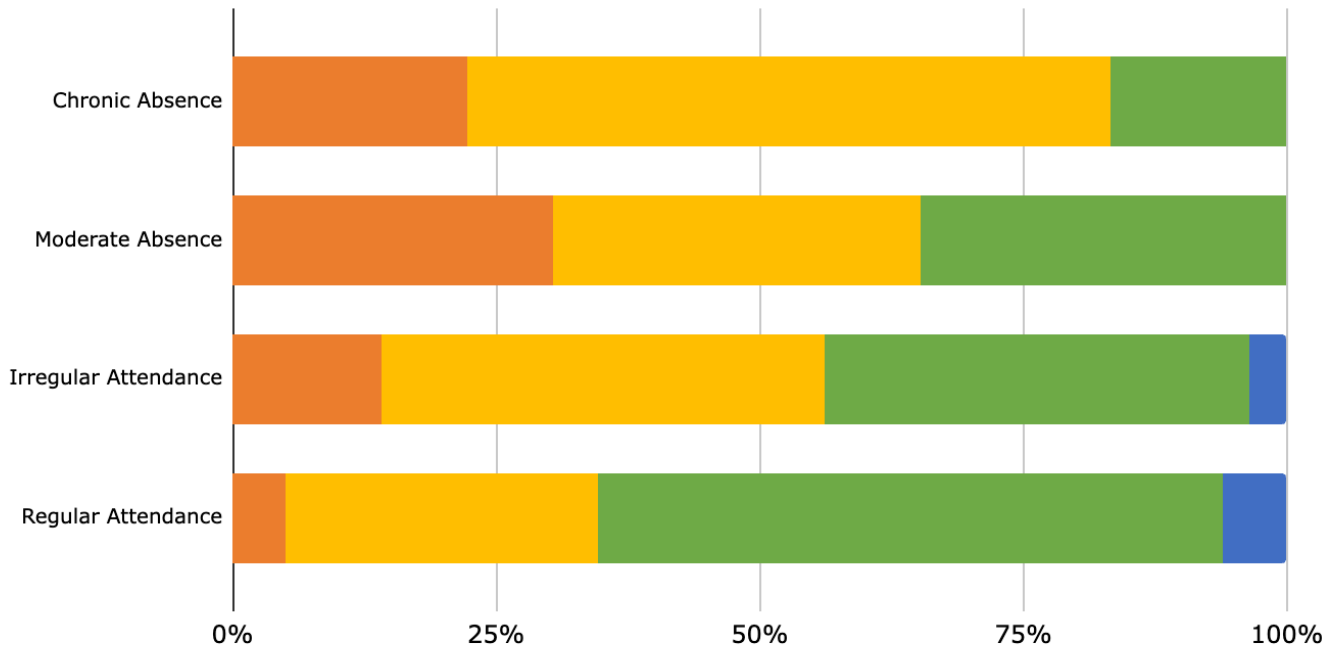
#### Rationale for prioritising attendance (e.g. its link to student welfare and achievement)

At Te Kura o Ngā Puna Waiora Newtown School, we work in partnership with whānau to ensure regular attendance. We recognise that regular attendance supports learning progress and engagement, relationships and social connection, wellbeing, and helps to develop the skills needed for future success. We follow our attendance procedures as required to improve attendance levels. Our school data shows that students who attend regularly are more likely to be achieving at or above expectation in core curriculum areas compared to their peers with chronic or moderate absence. This reinforces the urgency of addressing attendance as a key component of our strategic approach to improving outcomes for all learners.

We are also aware of the wider social, economic, and cultural factors that contribute to attendance patterns, including housing instability, health inequities, and caregiving responsibilities. As a school, we are committed to culturally responsive, relationship-based approaches that identify and address the barriers to attendance early. Our strategic priorities include strengthening whānau-school partnerships, using data to guide targeted support, and fostering a school culture where every day matters.

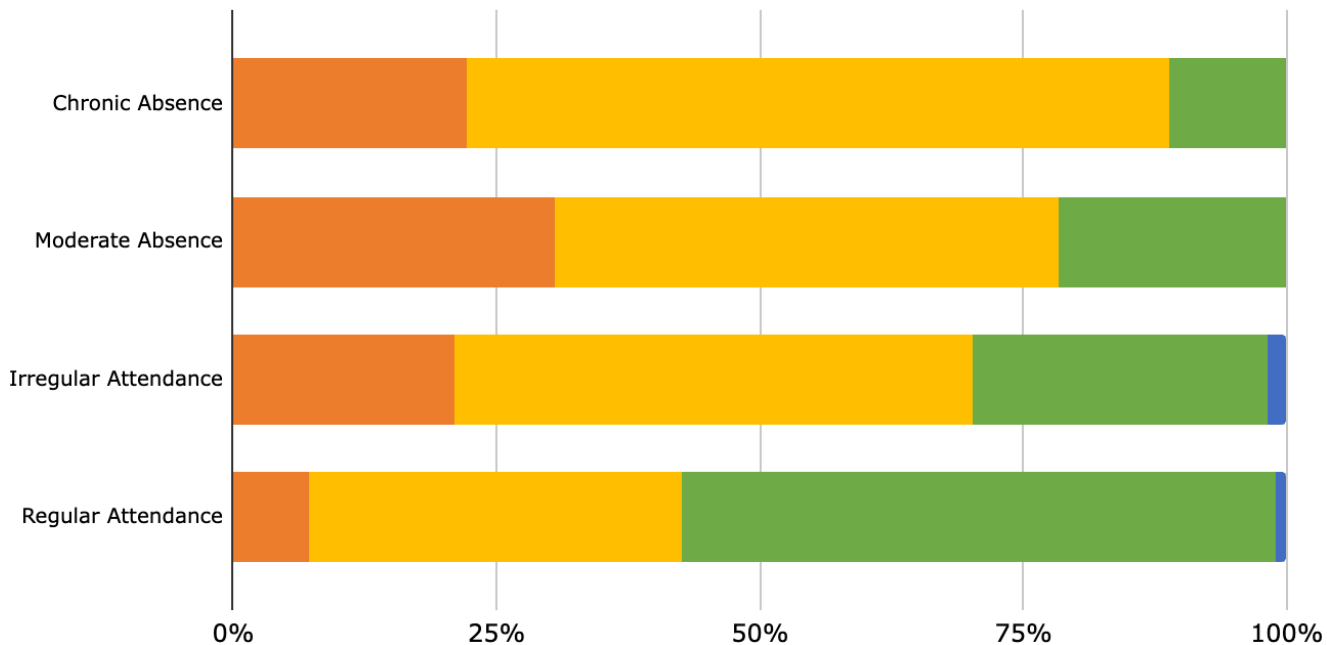
### Attendance vs Achievement - Reading - Mid Year OTJs 2025

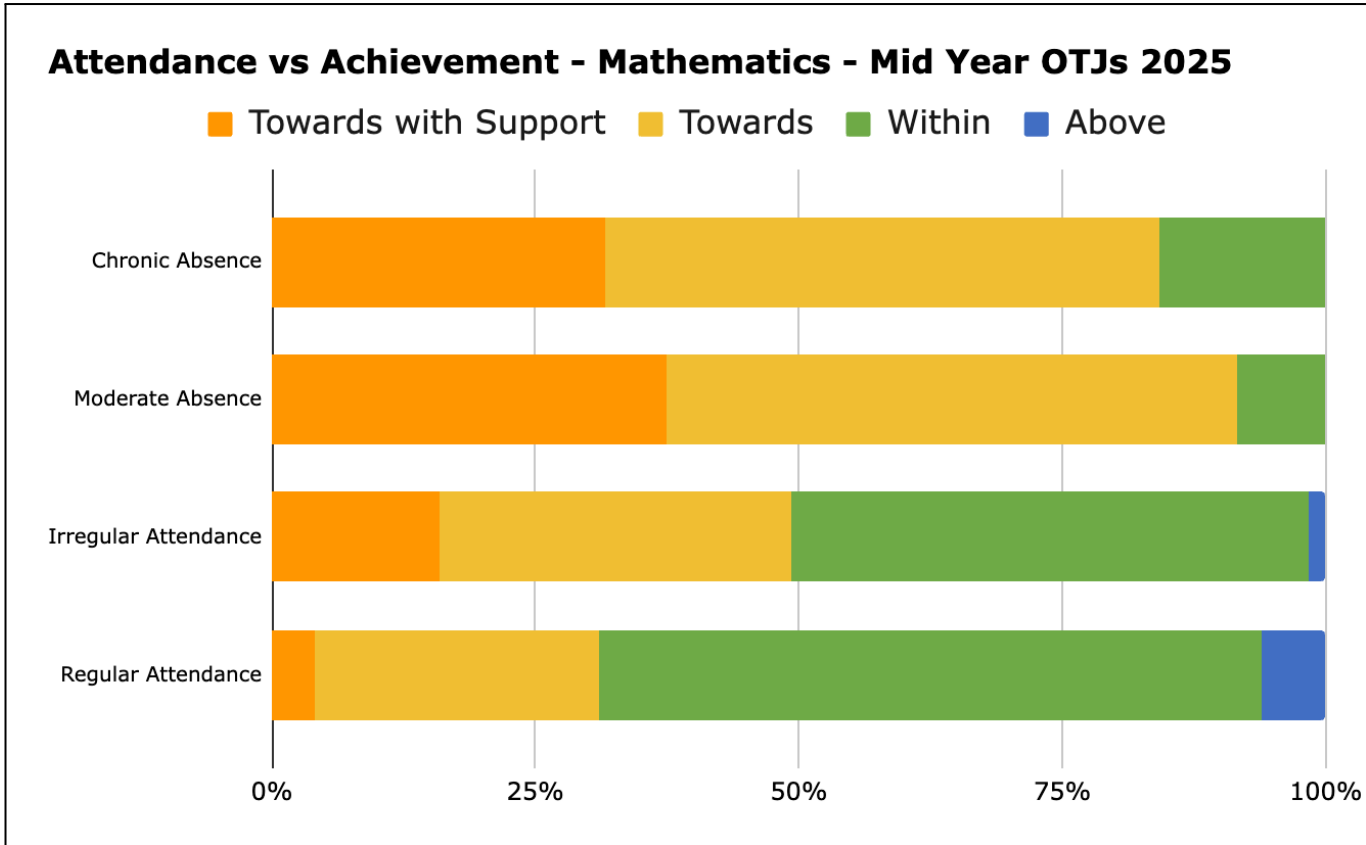
■ Towards with Support 
 ■ Towards 
 ■ Within 
 ■ Above



### Attendance vs Achievement - Writing - Mid Year OTJs 2025

■ Towards with Support 
 ■ Towards 
 ■ Within 
 ■ Above





**Links to existing relevant strategic documents**

[Strategic Plan 2024-2025](#)

Relevant section of 2025 [Annual Implementation Plan](#)

<p><b>Structures, systems and processes that make an impact on akomanga.</b></p> <ul style="list-style-type: none"> <li>• Raise student attendance through implementing an attendance action plan.</li> <li>• Increased CRT release: More observation of each other and other kaiako within kura.</li> <li>• Include our TAs in important conversations around planning for students</li> </ul>	<p>Embed a tier system of attendance response to improve attendance by identifying students at risk and implementing proactive interventions.</p> <p>Continue to provide enrichment opportunities for ākonga</p> <p>Peer observation &amp; feedback and coaching. TAs actively involved in planning for and implementation of targeted teaching.</p>	<p>Increase attendance percentage across the school to be closer aligned with national aims.</p> <p>Support staff have clearly defined plans and roles within each akomanga to cater to the needs of the tamariki</p>
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## Summary of current attendance data

	2024				2025		
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3
Attendance Rate	Percentage						
Regular attendance >90%	56	51	49	58	64	63	53
Irregular absence 81 - 90%	30	27	29	21	20	19	30
Moderate absence 71 - 80%	9	14	10	11	8	9	7
Chronic absence ≤70%	5	7	12	10	8	10	10

Note that absence includes students absent for the following reasons:

1. (M) Illness / Medical Absence
2. (J) Explained and Approved (e.g. tangihanga, funerals, representation at cultural or sporting event)
3. (G) Holiday
4. (E) Accepted (but unjustified)
5. (?) Unknown

### Clear definition of success

The national target is for 80% of students to be attending regularly (90%+ attendance) by 2030. Our school strives to meet this goal and tracks attendance throughout the term so we can respond proactively to any emerging patterns in order to improve attendance.

Success in attendance at our school is defined by sustained, measurable improvement over time, aligned with national expectations and tailored to our local context. To meet the national target, we continue to monitor patterns, identify emerging issues early, and adjust our responses proactively across the school.

We recognise that a significant number of our ākonga sit within the chronic and moderate absence categories (below 80% attendance). Our actions, as outlined in our [STAR - Stepped Attendance Response](#) - are inclusive, targeted, and do not leave behind those facing the most significant barriers.

# Attendance policy

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Accessible via [Schooldocs](#)

## Student Attendance

Newtown School is transitioning towards the new attendance model and attendance management plan required by the Ministry of Education. This policy will be updated to meet the new requirements before term 1 2026.

At Newtown School, our attendance procedures ensure students are accounted for during school hours and activities as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), 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 the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Newtown School attend school when it is open (Education and Training Act, s 36).

Newtown School records and monitors attendance using set attendance procedures. We have annual targets for student attendance, and work with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and staffing entitlements. We keep our attendance registers for seven years from the date of last entry.

### Parent/Guardian and student responsibilities

Parents and guardians have legal obligations to ensure their children attend school (Education and Training Act, s 244). We expect parents/guardians to:

- notify the school as soon as possible if their child is going to be late or absent
- arrange appointments and trips outside school hours or during school holidays where possible
- work with the school to manage attendance concerns.

We share attendance expectations with students and their parents/guardians and caregivers, and require students to be present and attend classes on time.

Parents/Guardians may ask for their child to be excused from certain areas of the curriculum for religious or cultural reasons. The principal reviews these requests and considers the preferences of the student. The school provides supervision for any students who do not participate in certain areas of the curriculum.

### School hours and supervision

Newtown School staff comply with our schedule and release students at set times. For information about supervision outside of school hours, see **Before and After School Supervision**.

Students are not allowed to leave the school during school hours unless permission is requested by parents/caregivers and given by the school. The student must sign out at the office.

If a student is ill or injured at the school or a school-related activity and needs to be taken elsewhere (e.g. home or a medical facility), we follow our procedures for **Managing Injuries and Illness**.

# Attendance management procedures

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Accessible via [Schooldocs](#)

## Attendance Procedures

Newtown School is transitioning towards the new attendance model and attendance management plan required by the Ministry of Education. Changes will be made before term 1 2026.

Newtown School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with students and their parents/caregivers, and staff are responsible for reminding students of these expectations.

### Recording attendance

We record attendance accurately to ensure all students are accounted for, including for emergency situations. The school provides attendance data to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024. We monitor absence patterns using our student management system and notify parents/caregivers of any concerns.

Classroom teachers, learning support staff, and office staff work together to ensure attendance is recorded correctly. Relievers, itinerant teachers, and specialist teachers provide attendance information as necessary to the relevant teacher, or directly to the school office.

We record students as present or absent using Ministry of Education attendance codes. An absence may be justified (e.g. for medical reasons) or unjustified (e.g. for an unapproved holiday or other unsatisfactory reason), and we record this in our attendance register.

### Monitoring attendance

The school office receives attendance information from classroom teachers and/or relievers, itinerant, or specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

Staff are encouraged to report any attendance concerns to the leadership team.

The Ministry of Education collects attendance data from the school, including:

- the proportion of students who **attend regularly**
- students with five or more full days of unjustified absence in a term
- absences remaining unexplained at the end of each week.

### Student absences

Parents/Caregivers are expected to notify the school as soon as possible (before or during the school day) if their child will be absent. A reason for absence must be provided no later than the end of the school week. Newtown School will contact parents/caregivers directly if no explanation is provided for student absence.

Under the Education and Training Act 2020 (s 45), the principal may allow a student to be absent from school for up to five days if there is a justified reason for absence (e.g. due to illness, a funeral or tangihanga, or other approved reason at the discretion of the school). For planned absences, requests must be made to the principal at least one week before the planned event.

The principal has discretion to approve or deny requests, based on criteria including:

- the benefit to education for the student (including qualifications and experience of course providers as relevant)
- the length of time away from regular school programmes that the activity will require.

If a student does not arrive at school or goes missing during the day (including from an EOTC event), we check there are no errors in how attendance information was recorded or updated (e.g. if a student has gone home due to illness). If necessary, we follow up with parents/guardians and/or emergency contacts. We may also follow our [Missing Student Procedure](#).

### Following up unexplained absences

Newtown School takes all reasonable steps to ensure students attend school while it is open, including following up unexplained absences.

Our follow-up actions may include:

- analysing attendance data for patterns of absence
- contacting parents/caregivers to outline attendance expectations
- meeting with students and their parents/caregivers to discuss strategies for improving attendance
- discussing school programmes with relevant staff to better meet the needs of students at risk of disengagement.

Under the Education and Training Act (s 48), the board may appoint an attendance officer who has authority to follow up absences with students and their parents/caregivers directly.

We may also refer students with extended or persistent absences to [Attendance services](#)

## Monitoring and measuring progress

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At Te Kura o Ngā Puna Waiora, we are committed to ongoing monitoring and refinement of our Attendance Management Plan. We recognise that improving attendance is an iterative process requiring both scheduled reviews and flexible responses to emerging challenges.

### 1. Review and Adjustment of Procedures

- **Scheduled Reviews:**
  - [Attendance procedures and policies](#) will be formally reviewed annually by the Senior Leadership Team in consultation with the Learner Support Whānau.
  - An annual review will be undertaken by school leadership and the Board of Trustees as part of our policy cycle, ensuring compliance with legislation and alignment with the STAR framework.
- **Responsive Adjustments:**
  - Procedures will be adapted immediately in response to changes in attendance data, patterns of non-attendance, or recommendations from the Ministry of Education.
  - Where monitoring shows procedures are not being consistently followed, remedial training or reminders will be provided to staff.

## 2. Monitoring Adherence to Procedures

- **Daily Checks:** Admin staff check that all rolls are completed twice daily (9:05am and 1:50pm) and contact teachers if rolls are incomplete.
- **Fortnightly Oversight:** Learning Support Coordinator accesses attendance data fortnightly, reviewing absence and lateness and to identify any recurring patterns. HERO attendance flags are discussed with the senior leadership team at hui and course of action is decided.

## 3. Monitoring the Effectiveness of Responses

- **Threshold-Based Monitoring:** We track the number of students reaching 5, 10, 15, and 15+ days absent per term and evaluate the effectiveness of interventions at each stage.
- **Data Analysis:** Termly analysis of attendance data identifies both trends (e.g. absences on particular days) and whether interventions (phone calls, meetings, external referrals) are leading to improved attendance.
- **Whānau Engagement Monitoring:** The impact of interventions is assessed not only by improved attendance rates but also by the quality and responsiveness of whānau engagement with school staff.

## 4. Reporting to the Board and Providing Assurance

- **Leadership Reports:** Monthly attendance reports to the Board including:
  - Whole-school attendance rates.
  - Chronic absence statistics (students below 70% and 50%).
  - Numbers of students at each intervention threshold.
  - Evaluation of strategies and adjustments made.
  - Identification of any additional actions the school will take in response to attendance patterns
- **Assurance:** Leadership will explicitly assure the Board that statutory requirements (rolls, recording, follow-up) are being met, and that staff are adhering to agreed procedures.
- **Strategic Link:** Attendance progress will be reported against the school's strategic goal, ensuring alignment with our school improvement plan.