

Gleniti School Attendance Management Plan



Approval	School Board Signature
Effective Date	Term 1, 2026
Review Date	Term 3, 2026
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Version	1.1 (Aligned with MoE STAR Exemplar)

1. Overarching Attendance Objectives and Strategic Priorities

Rationale

Regular school attendance is fundamental to the welfare, social connection, and academic achievement of our tamariki. Gleniti School is committed to "Ringing in the Future" by ensuring every student is present and engaged. We recognise that acting early to support students is critical to preventing chronic absence.

Strategic Goals & Targets

- National Target: 80% of students attending regularly (more than 90% of the time).
- School Goal: To accurately record, monitor, and respond to absence patterns using a stepped response model that engages whānau early.
- Success Definition: All unexplained absences followed up daily; reduction in students in "Concerning" categories through teacher-led early intervention.

2. Attendance Policy & Expectations

Board Responsibilities

The Board is responsible for taking all reasonable steps to ensure students attend whenever the school is open. The Board:

- Maintains a formal commitment to support students returning to regular attendance.

- Ensures this plan is published on the school website.
- Complies with the *Education and Training Act 2020* and *Education (School Attendance) Regulations 2024*.

Expectations for Whānau

- Every Day Matters: Ensure students attend every day they are able.
- Notification: Notify the school office before 9:00 am if a child will be absent, providing a clear reason.
- Scheduling: Arrange medical appointments or family trips outside of school hours or during school holidays wherever possible to minimise learning disruption.
- Collaboration: Engage with the school early if there are barriers to attendance.

3. Attendance Procedures

3.1 Daily Attendance Procedures

- Morning Roll: Teachers must complete the electronic register by 9:05 am.
- Afternoon Roll: Teachers must complete the electronic register by 1:35 pm.
- Late Arrivals: Any student arriving after 9:00 am must report to the Office to register on the HERO system before going to class.
- Unexplained Absence: The Office Staff will aim to contact whānau for any student marked absent without a reason by 9:30 am daily, depending on the number of absences to follow up.

3.2 Stepped Attendance Response (STAR) Framework

Phase	Attendance Level	Focus & Actions
Green: Good (0- 4 days absence in a term)	90% - 100%	<p>Whānau: Reinforce good habits; support other whānau to do the same.</p> <p>School: Update students regularly on their own attendance progress; maintain up-to-date contact details for all parents; celebrate high attendance.</p>
Yellow: Worrying (5- 9 days absence in a term)	80% - 89%	<p>Whānau: Contact school to discuss reasons for absence and impact on learning.</p>

		<p>School: Teacher-led phone call/email to discuss barriers. Focus on early intervention here as it has the highest impact on reversing trends.</p>
<p>Orange: Concerning (10- 14 days absence in a term)</p>	70% - 79%	<p>Whānau: Participate in meetings to collaborate on a support plan.</p> <p>School: Team Leader involvement; “Attendance- First Formal Notification” email, formal meeting to analyse reasons for absence; develop a tailored support plan recorded in the SMS.</p> <p>2026 Student Attendance Concern Monitoring Tracker Deputy Principal maintains the Monthly Tracking Document</p>
<p>Red: Critical (15+ days absence in a term)</p>	Below 70%	<p>Whānau: Full engagement with support plans and regular monitoring meetings.</p> <p>School: DP sends “Attendance- Escalated Formal Notification” letter. Home Visit if no improvement after 2 weeks. Principal involvement; referral to Attendance Service or multi-agency support; formal notification of escalated legal response if required.</p>

4. Monitoring and Measuring Progress

4.1. Roles and Reporting

To ensure the effectiveness of this plan, responsibilities are distributed across the school leadership and staff as follows:

- **Board of Trustees:**
 - Maintains a formal commitment to support students returning to regular attendance and ensures the necessary resources are allocated.
 - Ensures this Attendance Management Plan is published on the school website for community transparency.
 - Reviews termly attendance reports to monitor progress against strategic goals.
- **Principal:**
 - Termly Reporting: Provides a comprehensive attendance report to the Board each term. This report must include an analysis of data and trends, qualitative narratives explaining the context of the data, and insights from the "Every Day Matters" report.
 - Oversight: Ensures that all student absences are actively investigated and that all actions taken by staff are systematically recorded in the Student Management System (SMS).
 - Advocacy: Acts as the primary liaison for high-level escalations and multi-agency support.
- **Deputy Principal (DP):**
 - Maintains the "Monthly Tracking Document" and monitors school-wide trends.
 - Oversees the transition of students between the STAR tiers (specifically Step 3 and 4 escalations).
 - Provides coaching and support to Team Leaders regarding attendance interventions.
- **Office Staff:**
 - Daily Monitoring: Performs daily follow-ups for all unexplained absences.
 - Monthly Reporting: Advise the DP of any concerns to ensure no student "slips through the cracks."
 - Data Accuracy: Ensures all late arrivals and early departures are accurately coded in the SMS.
- **Team Leaders:**
 - Fortnightly Review: Check the "Student Attendance Concern Monitoring Tracker" fortnightly during Learning Team Meetings.
 - Ensure that classroom teachers are completing their registers by 9:05 am and 1:35 pm daily and are engaging in early "Green/Yellow" phase conversations with whānau.

4.2 Review Cycle

This plan and associated procedures will be reviewed in **Term 3, 2026**, or earlier if required by changes in legislation or Ministry guidance.