



Te Whānau o Ōtūmatua HRC

Attendance Management Plan and Supporting Stepped Attendance Response (STAR) Procedures

Strategic Priorities

Regular school attendance is important for ākonga to achieve their educational potential. The government target is 80% of ākonga regularly attending school by 2030.

Our school occupies a distinctive position as a residential specialist school with factors that significantly influence attendance. Our ākonga live on-site during term time, reducing several traditional barriers to attending.

Unique medical and health barriers can exist for our young people attending a specialist setting. As our school intake is small, individual data can significantly skew cohort data. This needs to be always considered within the school's attendance picture.

Some ākonga require a staggered transition plan into our kura which may result in half/days at the school. It is recognised that for this period of time off site work is carried out to support their long-term engagement, which is part of school learning around self-management and independence.

Our school is considered a short-term intervention whereby transitioning back to an educational or vocational setting is central to all ākonga plans. Transition work by ākonga follows collaborative goals; this typically includes transition visits. Transition work, as documented in ākonga transition plans, is approved off-site learning.

Our Strategic Plan is focused on attendance with our annual goal target being 80% for ākonga this year. This is supported by our Commissioner who is currently in place as we set up a new Board.

Board Priorities

The board is responsible for taking all reasonable steps to ensure that the school's ākonga attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to ākonga attendance by:

- having a commitment to support ākonga return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to ākonga absence that uses data-based thresholds to identify ākonga
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring ākonga absence, including identifying patterns and barriers to ākonga attendance
- publishing this attendance management plan on the school's website.

Principal Priorities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support ākonga attendance
- ensuring that ākonga absence is investigated, responded to and actions are taken
- ensuring all ākonga, whānau and staff understand the processes and procedures that support ākonga attendance
- reporting to the board on any trends, barriers to attendance and interventions being used to support ākonga attendance.



Procedures/Supporting Documentation

Attendance Management Procedure – Stepped Attendance Response on the following pages.

Monitoring

- The principal will maintain reporting of daily attendance data.
- The board will receive termly attendance reporting - including information provided by the Every Day Matters report.
- Included in reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative Compliance/Legislation

[Education and Training Act 2020](#)

[Education Attendance Rules](#)

[Education \(School Attendance\) Regulations](#)

Date approved: February 2026

Next review: February 2029



Attendance Management Procedure

Stepped Attendance Response

- We recognise that regular attendance is essential for our ākonga to achieve their educational, social, and personal goals and potential.
- Our attendance procedures ensure that all ākonga are accounted for throughout the school day, enabling staff to monitor engagement and respond promptly to any attendance concerns.
- We use a stepped attendance response that allows us to identify ākonga at risk of irregular attendance and provide tailored interventions, including wellbeing support and therapeutic strategies to help them maintain or return to regular attendance.
- We set annual attendance targets and work closely with ākonga, whānau, staff, and, where required, external agencies to support ākonga participation and engagement.
- Our approach recognises the unique needs of our residential specialist setting, these include health and wellbeing challenges, short-term placements, and transition-focused programs.

Parent/Whānau responsibilities

Ensure ākonga reside on-site during term time, Monday to Friday through:

- supporting and reinforcing positive attendance habits
- maintaining open and regular communication with the school regarding attendance or well-being concerns
- following the school's Attendance Management Plan and associated policies and procedures.

School responsibilities

Ensure ākonga attend every day they are able while they are residing on-site during term time by:

- providing clear communication to parents and ākonga on attendance expectations on enrolment, at the start of the year and each term
- communicating to parents what steps the school will take if the ākonga is absent from school
- monitoring ākonga attendance
- providing ākonga with regular updates on their own attendance where appropriate
- reporting regularly to parents on attendance of their child.

School Procedures

- The principal will appoint staff and delegate duties, to manage the recording of electronic ākonga attendance register and follow-up procedures for non-attending ākonga.
- Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.
- From Term One, 2026, classroom teachers are responsible for recording ākonga attendance to their class each half day basis.



- Class teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They also monitor and follow up on lateness and attendance issues.
- The Associate Principal is responsible for monitoring ākongā attendance for the day school, notifying any concerns to the Principal.
- The Receptionist or Principal will ensure that parents are informed of attendance concerns. Senior leaders and relevant personnel will be kept informed of serious ākongā absence situations.
- Parents will receive ākongā attendance data via termly updates.
- Outside agencies will be used as appropriate to support attendance.
- Ākongā will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.
- Patterns of attendance and specific interventions being used will be evaluated by the SLT termly to review outcomes and effectiveness of these interventions.
- Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold.
- All actions taken to respond to absences will be recorded in eTAP.
- Response or procedures, please contact the Principal.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual ākongā absence. Actions can be taken at any stage and there is no requirement to wait for a ākongā to be identified at a threshold to take action to address non-attendance.

For all other attendance queries please contact the Tumuaki, Stephen Evans: principal@halswellcollege.com

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers	Set expectations, procedures and follow-up steps the school will take when a ākongā is absent. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents/caregivers.	Teachers, Principal, School board	Termly attendance features including updates on data in newsletters. Expectations and guidance for parents/caregivers published on our school website. Expectations for ākongā attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents/caregivers and ākongā, where appropriate.
Following up absences daily	Use procedures in place (and supporting software) to quickly identify all ākongā absences and communicate these to parents. Follow-up daily with parents/caregivers any unexplained absences.	Associate Principal	Phone call or email. Correspondence and outcome noted on ākongā file.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	Executive Leadership team	
Assess history of new ākongā	When enrolling, identify issues or trends in attendance history.	Residential Manager or Principal	Completed as part of our transition in process from 2026.
Escalate attendance issues as needed Develop support plans. Involve other services, consider referral to Attendance Services.	Seek more support as needed.	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with the principal.

Less than 5 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers	Identify all ākongā absences. Communicate these to parents/caregivers.	Associate Principal	Parents informed if ākongā has not attended school and why.
Provide ākongā with regular updates on their own attendance	Provide termly update.	Teacher	Termly update note on Seesaw.
Report regularly to parents on attendance of their child	Provide termly update.	Teacher	Termly update note on Seesaw.
<p>Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any ākongā, already on attendance list from previous term will be identified by the pastoral care team at their weekly meetings.</p>			
Up to 10 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent/caregiver to discuss reasons for absence and impact on learning	After 5 days, call parent/caregiver and follow up with email to parent (use template).	Associate Principal or Principal	Record actions taken in eTAP. If there is no action taken due to individual circumstance, record this against ākongā record. Follow-up to be within two school days of meeting the threshold.
Support ākongā to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring ākongā back up to speed.	Associate Principal and Teacher	Discuss with ākongā. Check no internal assessments missed.
Use in-school resources as appropriate to remove barriers e.g. counsellor, GP clinic, specialist therapies	If barriers are identified that can be best served with a school-based intervention this will be arranged.	Associate Principal and Principal	Parents/caregivers and ākongā provided access to additional resources. Consider specialist provision.
<p>Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. For ākongā that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both ākongā and whānau. If there is no action taken due to individual circumstance, record this against ākongā record.</p>			

Up to 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent/caregiver to escalate concerns	Further contact with parent/caregiver. Email and phone call as required for escalation.	Associate Principal or Principal	Record actions taken in eTAP. If there is no action taken due to individual circumstance- record this against ākongā record.
Hold meeting with parent/caregiver and ākongā (where appropriate) to analyse reasons for absence	Arrange meeting with parent/caregiver and relevant others. This may or may not include the ākongā.	Associate Principal or Principal	Consider who is needed at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan and provide resourcing for plan.	Associate Principal or Principal	Take action quickly where expectations aren't being met.
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with senior leadership team what further support may be available or needed.	Associate Principal or Principal	
Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against ākongā record.			
15 days or more of absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent/caregiver to escalate concerns	Further escalating email (use template) and phone call.	Associate Principal or Principal	
Hold meeting with parent/caregiver and ākongā (where appropriate) to analyse reasons for absence	Arrange meetings with parent/caregiver and relevant others. This may or may not include the ākongā.	Associate Principal or Principal	Plan to return ākongā to regular attendance.
Request support from Attendance Service or other agencies as needed or consider participation in multi-agency response inclusive of MoE RSS Lead Advisor	Refer to Ministry of Education attendance services or other agencies. Support access to services and collaborating with specialists.	Associate Principal or Principal	Before any wider support meeting with external agencies, review that all previous actions like a current support plan are in place. Resources and supports will continue to be provided as appropriate. Reintegration plan in place to return ākongā to regular attendance.
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met.	Associate Principal or Principal	Support plan in place continue monitoring. Steps taken to reintegrate ākongā.
Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstances, record this against ākongā record.			