



Al-Madinah School

Attendance Management Plan 2026 Years I–I3

Strategic Priorities

Regular school attendance is essential for students to achieve their educational potential and wellbeing. Attending school every day supports learning progress, social development, and a strong sense of belonging.

The government target is that 80% of students will be regularly attending school by 2030. Regular attendance will be updated at the end of each term (from the Ministry report)..

Board Responsibilities

The Board is responsible for taking all reasonable steps to ensure that all students attend school when it is open for instruction.

The Board will comply with legislative requirements in relation to student attendance by:

- demonstrating a commitment to supporting students to return to regular attendance
- having clear processes and procedures in place that support a Stepped Attendance Response (STAR), using data-based thresholds to identify students
- ensuring all absences are accurately recorded and responded to
- having effective systems for identifying, monitoring, and analysing student absence, including patterns and barriers to attendance
- publishing this Attendance Management Plan on the school website

Principal Responsibilities

The Principal is responsible for:

- developing and implementing a Stepped Attendance Response aligned with agreed thresholds to support student attendance
- ensuring that student absence is investigated, responded to, and that actions taken are recorded in line with thresholds
- ensuring students, whānau, and staff understand the processes and procedures that support attendance
- reporting to the Board on attendance data, trends, barriers, and interventions used to support attendance

- providing termly attendance reports to the Board, including analysis of data, trends, and narratives

Procedures / Supporting Documentation

Attendance Management Procedure – Stepped Attendance Response (STAR) - see below

Monitoring

The Principal/DP will maintain daily attendance reporting and oversight.

The Board will receive termly attendance reports, including information from the *Every Day Matters* report. These reports will highlight emerging trends, barriers to attendance, and areas of concern for Board consideration.

Legislative Compliance / Legislation

- Education and Training Act 2020
- Education Attendance Rules
- Education (School Attendance) Regulations 2024

Reviewed: November 2025

Next Review: November 2028

Attendance Management Procedure – Stepped Attendance Response (STAR)

We recognise the importance of regular attendance in supporting student achievement, wellbeing, and long-term success across all year levels.

Our procedures ensure students are accounted for during school hours and enable staff to identify, monitor, and respond to attendance concerns in a timely and supportive manner.

A Stepped Attendance Response is used to identify students at agreed thresholds and to provide appropriate, proportionate interventions to support a return to regular attendance. Annual attendance targets are set, and the school works collaboratively with students, whānau, staff, and external agencies where necessary.

What Would Success Look Like?

Success will be demonstrated by an increase in Regular/Good Attendance across the school. The greatest opportunity for improvement lies within students currently identified as having Worrying or Irregular Attendance. Reducing this group will have the most significant positive impact on overall attendance rates.

Parent / Whānau Responsibilities

Parents and whānau have a legal obligation to ensure students attend school regularly. We expect parents and whānau to:

- ensure students attend every day they are able
- notify the school as soon as possible if a student will be absent or late
- arrange appointments and travel outside of school hours where possible
- reinforce positive attendance habits at home
- maintain open communication with the school
- engage with the school to address attendance concerns and support agreed plans

School Responsibilities

The school will:

- clearly communicate attendance expectations on enrolment, at the start of the year, and each term
- inform parents of procedures and follow-up steps taken when a student is absent
- monitor attendance data daily and over time
- provide students with regular feedback on their attendance
- report regularly to parents and whānau on their child's attendance
- work proactively to remove barriers to attendance where possible

School Procedures

Leadership Responsibilities

The Principal will appoint staff and delegate duties to manage:

- the electronic student attendance register
- follow-up procedures for unexplained and ongoing absences

Senior leaders, deans, and team leaders are responsible for monitoring attendance within their cohorts, ensuring parents are informed of concerns, and escalating serious absence issues as required.

Attendance patterns and the effectiveness of interventions will be reviewed termly by the LSC / SLT.

Teaching Staff Responsibilities

- Classroom or form teachers are responsible for accurately recording attendance each day or period as required.

- Teachers monitor lateness and attendance concerns and follow up in line with STAR thresholds.
 - Missed learning is identified and students are supported to re-engage, including checking for missed assessments (Years 11–13).
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Administration / Office Responsibilities

- Administration staff manage absence notifications, texts, calls, and emails from parents.
- Unexplained absences are followed up promptly using the school's student management system.
- Attendance codes are updated accurately once reasons are confirmed.

Stepped Attendance Response Activities

Actions may be taken at any stage, and there is no requirement to wait for a threshold to be met before intervening. All actions taken are recorded in Helix.

Good Attendance

Less than 5 days absence in a term

- Maintain accurate records and follow up all absences
 - Provide regular attendance updates to students and parents
 - Reinforce positive attendance habits
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Worrying Attendance

5–9 days absence in a term

- Contact parents to discuss reasons for absence and impact on learning
 - Investigate patterns of absence
 - Support students to catch up on missed learning
 - Remove barriers where possible (e.g. counselling, uniform support, transport)
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Concerning Attendance

10–14 days absence in a term

- Escalate concerns through further parent contact
- Hold meetings with student and whānau to analyse reasons for absence
- Develop and implement a tailored support plan
- Monitor progress and review effectiveness

Very Concerning Attendance

15 or more days absence in a term

- Formal escalation led by senior leadership
- Implement or review reintegration and attendance support plans
- Refer to Attendance Services or other agencies as appropriate
- Participate in multi-agency responses where required
- Continue monitoring and accountability for all parties

Students with less than 5 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team or In School attendance team (if your school has one)	Follow-up all absences to confirm the reason for absence. No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Class/Homeroom Teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child	Providing weekly notes on attendance to parents via email	Class/Homeroom Teacher	Updates sent to students and parents through weekly notes
<p>Between 0-4 days absence, all absences need to be followed up to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the pastoral care team (primary and secondary) at their weekly meetings. This gets reported back to the Attendance team.</p>			

Students with less than 10 days absence (5-9 days)			
Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days an automated email is sent to the parents. Phone contact to be used if this is not the first time student has met the threshold	Class/Homeroom Teacher (Any concerns of next steps discussion options with the TLs, Secondary Deans, and or APs).	Record actions taken in Helix. If there is no action taken due to individual circumstance- record this against the student record. Follow-up to be within 2 school days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Class/Homeroom Teacher	Discuss with students in admin/homeroom time- student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to	Contact pastoral care team (Secondary and Primary) if	Class/Homeroom Teacher/ Pastoral care team, Team Leaders	Parents and students provided access to additional resources.

Remove barriers e.g. counsellor, uniform, bus pass	barriers identified that the school could assist with.		Consider bus pass, uniform, counsellor/ nurse appointments
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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 students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.

If there is no action taken due to individual circumstance- record this against the student record.

Students with less than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Class/Homeroom Teacher, and/or School leadership, and/or In School attendance team	Record actions taken in Helix. If there is no action taken due to individual circumstance- record this against the student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meetings including parents and students.	Class/Homeroom Teacher, and/or Dean, Team Leaders.	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.	Class/Homeroom Teacher	Take action quickly where expectations aren't being met.
Use in-school resources as appropriate to remove barriers and request support from Serena (AN) as needed	Discuss with the pastoral team what further support is available.	Class/Homeroom Teacher	

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 the student record.

Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template)	School leadership	
Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meetings including parents and students. Consider who will be in attendance.	Assistant principal with Class/Homeroom Teacher, Deans, Team Leaders	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed	Refer to Ministry of Education attendance services or other agencies	Pastoral care team decision	Before referral check all previous actions like support plans are in place.

Participate in multi-agency response	Support access to services and collaborating with specialists		Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student 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	Pastoral care team Attendance Management Team	Support plan in place Continue monitoring Steps taken to reintegrate student
<p>Over 15 days of absence, investigate reasons for this absence and refer to the dean and/or pastoral team for further actions. Record all actions taken to address non-attendance.</p> <p>If there is no action taken due to individual circumstance- record this against the student record.</p>			

All attendance concerns, actions, and outcomes are documented. The Learning Support Coordinator (LSC) and SLT meets regularly to review cases, evaluate interventions, and ensure students are supported back into regular attendance.

For attendance-related queries, parents and staff are encouraged to contact the school leadership or designated attendance personnel.