



# Wilson School Attendance Management Plan and supporting STAR procedures 2026

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## Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our students. Attending school every day supports our students to build strong foundations for their learning and social and emotional development. Regular attendance also promotes achievement success as students can consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time.

## Board responsibilities

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 all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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

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

## Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

## Monitoring

The Deputy Principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting and an annual attendance report. Included in this 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 2024](#)

|                         |                           |
|-------------------------|---------------------------|
| Reviewed: February 2026 | Next review: January 2027 |
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# Attendance Management Procedure - Stepped Attendance Response

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## Parent/Whanau responsibilities

Families have legal obligations to ensure their students attend school (Education and Training Act, s244). We expect families/ caregivers to:

- Notify Wilson School as soon as possible if their child is going to be late or absent
- Arrange appointments or trips outside of school hours or during school holidays where possible

## School responsibilities

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

## School Procedures

### Principal Responsibilities

The principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.

Team leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Leadership team and relevant personnel will be kept informed of serious student absence situations.

Students 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.

### Teacher Responsibilities

1. Roll to be taken by **9.15am**.
2. Should a student arrive in class after the roll has been taken, update HERO and add a remark for reason for late arrival.
3. Afternoon roll must be taken by **1.40pm**.
4. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please forward any communication or inform the Office.

### Office Responsibilities

1. The Office administrator checks the emails and takes phone calls of absences in the morning.
2. The Office administrator checks all classes' attendance on HERO from 9.15am.
3. Any children marked with a ? are then followed up by the Office Staff
  - a. A text is sent out to all families of students who are marked with an ?
  - b. When replies are received, the Office administrator updates the absence with the appropriate code.
  - c. The office administrator will try to reach by phone if no reply is received by 9.45am. If office team are unable to contact via phone, an email will be sent to family.
  - d. Office administrator will inform Assistant/ Deputy Principal if no response is received by 10am who will then attempt to contact the family. AP/DP will change code accordingly.
  - e. If no information is received by the afternoon roll, the child is marked as Truant.
4. The Office Manager will check the afternoon roll from 1.50pm.

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 student management system.

## School Stepped Attendance Response Activities

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

| Good Attendance   | Worrying Attendance  | Concerning Attendance  | Very Concerning Attendance  |
|---|--|--|---|
| Less than 5 days absence in a school 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   |
| We request that school families will  | We request that school families will   | We request that school families will   | We request that school families will  |
| <ul style="list-style-type: none"> <li>• Ensure student attends every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Follow school attendance management plan and procedures</li> </ul> | <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>• Engage in supports offered</li> </ul>                   | <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>                            | <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>   |
| School will   | School will  | School will  | School will   |
| <ul style="list-style-type: none"> <li>• Communicate with whānau about every absence</li> <li>• Maintain contact details of all parents</li> <li>• Report regularly to whānau on attendance</li> </ul>            | <ul style="list-style-type: none"> <li>• Contact parents to discuss reasons for absence and impact on learning</li> <li>• Use in-school resources as appropriate to remove barriers, e.g.: Family support Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• Contact parents to escalate concerns</li> <li>• Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>• Develop and implement a support plan tailored to the reasons and circumstances</li> </ul> | <ul style="list-style-type: none"> <li>• Contact parents to inform of escalated response</li> <li>• Request support from Attendance Service or other agencies as needed</li> <li>• Participate in multi-agency response</li> <li>• Maintain implementation</li> </ul> |