ABERFELDY SCHOOL

Attendance Management Plan 2026

Aberfeldy School Attendance Management Plan

Vision: *Journey together on our WAKA*

Overarching attendance objectives and strategic priorities

At Aberfeldy 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.Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Aberfeldy we refer to our Attendance Procedures which outline our processes for monitoring, supporting and improving attendance and we refer to the STAR (Stepped Attendance Response) plan so that every tamaiti can strive to be the best they can be.

Strategic Plan and Annual Implementation Plan

Our Strategic Goals reflect that regular attendance is important to our kura and is shown by -

Goal 2: Improve student attendance and engagement through a curriculum that is authentic and relevant to Aberfeldy learners: *The Aberfeldy Experience*.

- **Improved Attendance:** Students are more likely to attend regularly when school feels meaningful and exciting — not something that happens *to* them, but something they are *part of*.
- **Long-Term Engagement:** Students who are engaged and proud of their learning journey are more likely to stay in school, achieve well, and transition successfully beyond Aberfeldy.
- **Student Attendance Monitoring:** Use HERO data to track patterns, identify at-risk students early, and communicate promptly with whānau.
- **Celebrate Attendance:** Recognise consistent attendance with positive reinforcement (certificates, class challenges, special privileges).

Board Responsibilities

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 Aberfeldy School attend school when it is open (Education and Training Act, s 36).

Principals Responsibilities

The principal assures the board that student absences are correctly recorded, monitored, and followed up.

School Responsibilities

Aberfeldy 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.

We record attendance accurately, recording them as present or absent using Ministry of Education attendance codes, to ensure all students are accounted for, including for emergency situations. 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.

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.

Use of School-Provided Supports

Where applicable, Aberfeldy School may provide school-owned transport to support student access to education by reducing barriers related to distance or travel. School-provided transport is offered as a support and is reviewed regularly to ensure it is effective in improving attendance. Where attendance concerns remain, or where safety requirements cannot be met, the provision of school transport may be reviewed, modified, or withdrawn as part of the school's attendance response process.

Parent / Whanau 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 and implement agreed strategies to support regular attendance

School Procedures and Supporting Documentation

Aberfeldy 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.

Please refer to the below links to our

- Aberfeldy School Student Attendance Policy
- Aberefeldy School Attendance Procedures
- Stepped Attendance Response

Monitoring attendance

The school regularly checks and updates attendance information (e.g. due to students arriving late or going home early) with student absences being followed up, monitoring for changes or trends in student attendance.

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.

Absence Thresholds in reaction to the Stepped Attendance Response (STAR)

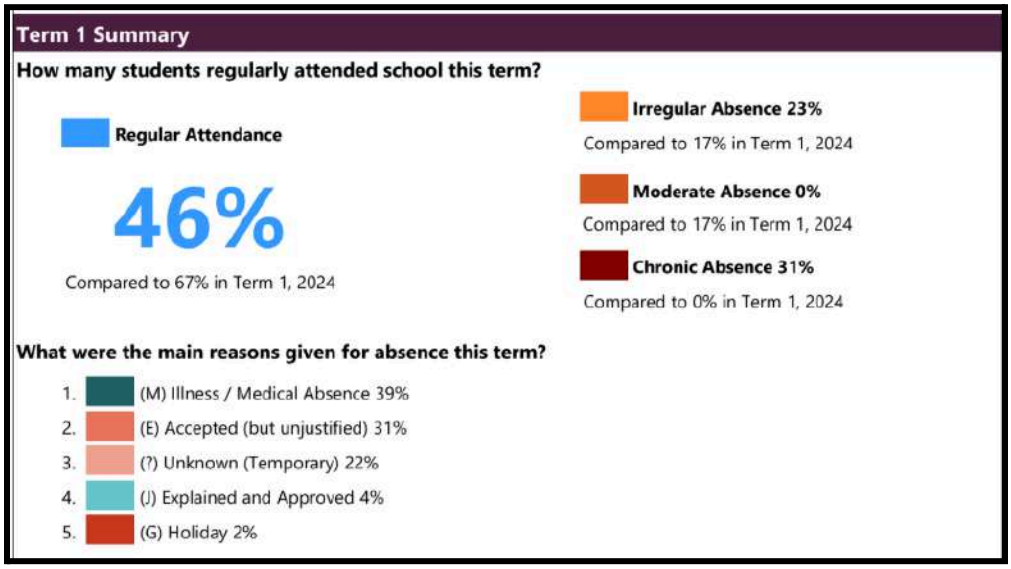
Responses are proportionate, responsive, and focused on removing barriers to attendance, while reinforcing the legal requirement for regular attendance.

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
Parent/Whānau	**Parent/Whānau**	**Parent/Whānau**	**Parent/Whānau**
• Ensure student attends every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures	• Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning • Support student to catch up on missed learning • Engage in supports offered	• Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home	• Return student to regular attendance • Engage in support plan • Participate in regular meetings
School/Kura	**School/Kura**	**School/Kura**	**School/Kura**
• Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of their child • <u>Support student:</u> • attending school • to continue learning if unable to attend	• Contact parents to discuss reasons for absence and impact on learning • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetables, PB4L	• Contact parents to escalate concerns • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement a support plan tailored to the reasons and circumstances around the child's absence • Use in-school resources as appropriate to	• Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation and monitoring support plan • Undertake school-led prosecution, or

school every day, • including using MOE approved wellbeing or transitional plans, o health schools where appropriate • to access other education pathways where appropriate		remove barriers and request • support from Attendance Service or other agencies as needed	request MOE led prosecution, • when considered appropriate if supports are offered and not taken up • Unenroll if student will not be returning to school

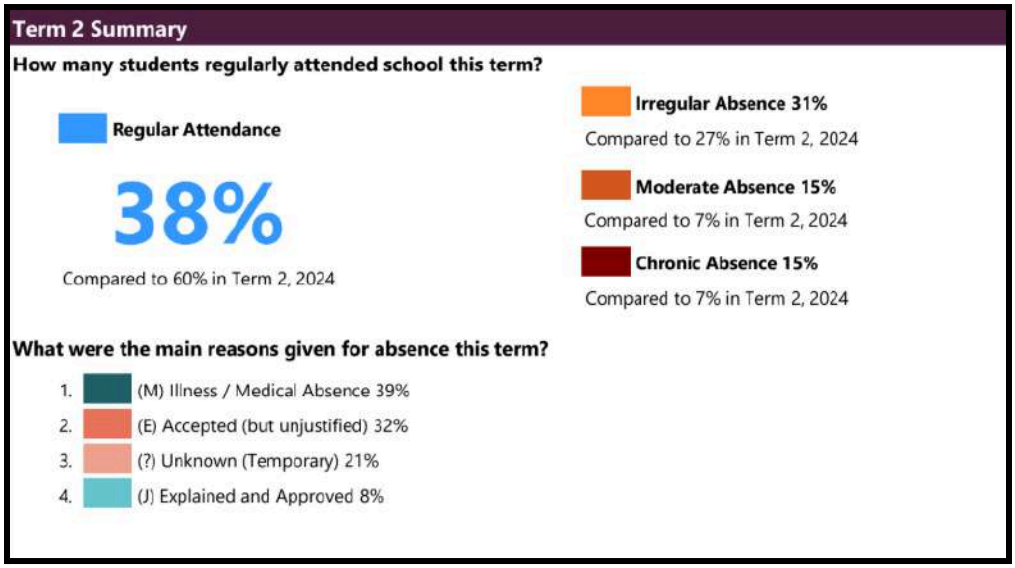
Baseline Data Terms 1,2 and 3 data from 2025

TERM ONE:



Combined Regular Attendance and Irregular Absence = 69%

TERM TWO:



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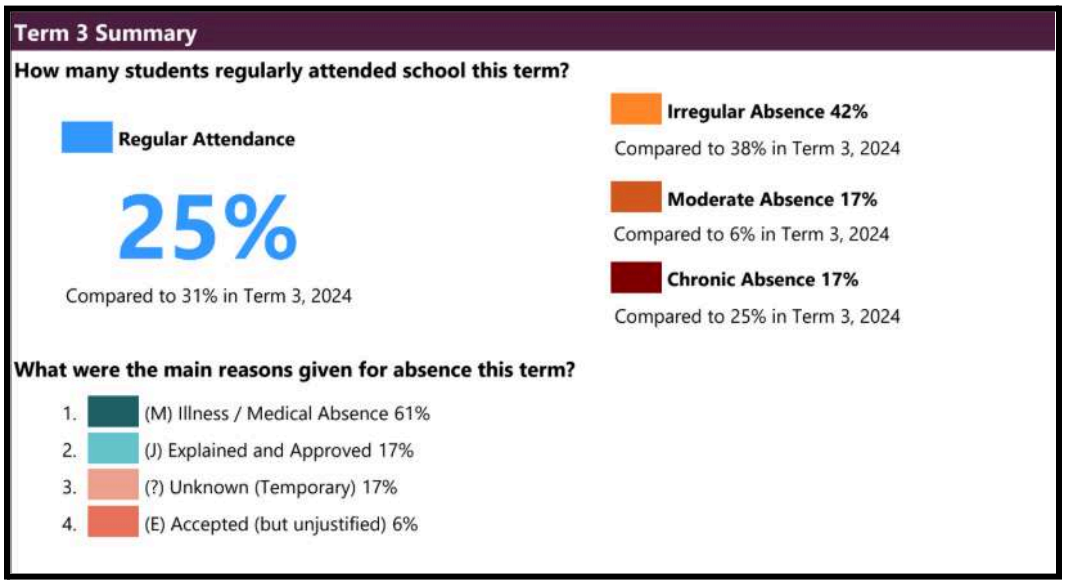
TERM THREE:



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Notes:

- In a small school setting, attendance data must be interpreted carefully, as the attendance patterns of a single student can significantly affect overall percentages.
- Chronic absence has nearly halved from a high of 31% in Term One of 2025.
- Changes in recording methods/personnel from 2024 to 2025 may account for large variances in data.

Regular Attendance = Regular/Good Attendance
Irregular Absence = Worrying/Irregular Attendance
Moderate Absence = Concerning/Moderate Attendance
Chronic Absence = Very Concerning/Chronic Attendance

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. It is the expectation, of the school and the Board, that unless a child is sick, that they should be at school.

Our aim would be for a 20% increase in Regular Attendance each year until reaching the government target of 80% of the tamariki attending 90% of the time. The biggest increase would come from tamariki moving from the *Worrying/Irregular Attendance* into the Regular/Good Attendance. The area with the most impact on our tamariki would be reducing the (E) *Accepted but unjustified absence* category.

Communicating with Whānau

Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to STAR, our kura may use the Ministry of Education resource Communicating with parents about attendance to support communication with whānau and if required, escalation of attendance concerns.

References to Legislative compliance/Legislation

Education and Training Act 2020

Education (School Attendance) Regulations 2024

Education Attendance Rules

Education Attendance Management Plan - regulations (yet to be passed)

Approval	Date approved at Board Mtg	Published on	18th February 2026
Effective Date	11th February 2026	Review Date	January 2029