Attendance Management Plan and Supporting Procedures
Beckenham Te Kura o Pūroto

Strategic Priorities

At Beckenham Te Kura o Pūroto, we understand that regular school attendance is strongly connected to student engagement, wellbeing, and learning success. Being at school every day supports our students to build strong relationships, participate fully in learning opportunities, and develop confidence as learners. When students attend consistently, they are better able to stay connected to their learning, build skills over time, and experience success alongside their peers.

Our government has set a national target of **80% of students attending school at least 90% of the time by 2030**. This means tamariki should be absent for no more than one day a fortnight to support ongoing engagement in learning and continued success at school.

Beckenham Te Kura o Pūroto Attendance Strategic Goal 2026 - 2028

Year	Regular Attendance Target	Progress Focus
2025 (Baseline)	65%	Current starting point.
2026	70%	Build strong systems, early intervention and whānau partnerships.
2027	75%	Embed an attendance-focused culture across the school.
2028	80%	Attendance is the norm for most learners, supporting equity and achievement.

How our School Kete Values guide our approach to increasing regular attendance.

We Love Learning I **He taonga te ako** - We support regular attendance as a foundation for deep, meaningful learning.
We Love Challenge I **Nau mai te wero** - We proactively engage with attendance issues with courage and persistence.
We Care I **Arohaina te tāngata me te taiao** - Our response to absences is grounded in empathy, partnership, and works to support whānau.
We get There Together I **Mā tātou katoa te waka e hoe** - Attendance is a collective responsibility including staff, students, and whānau working together.
We Make a Difference I **Nā mātou he rerekē te ao** - We proactively remove barriers and tailor support so every child has the chance to thrive.

Board Responsibilities

As required by the Education and Training Act 202 (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 is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

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 to and actions taken recorded aligned with the thresholds.

- · ensure all students, families 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.

Procedures/supporting documentation

Attendance management Procedure - Stepped Attendance Response (STAR) - see below.

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 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:** February 2027

Attendance Management Procedure - Stepped Attendance Response

What would success look like?

Success would be seen in an increase in **Good Attendance**, with more of our students attending school consistently. The greatest opportunity for improvement sits within the **Irregular Attendance** category - reducing this group will have the most positive impact on overall attendance.

While we will continue to support students across all attendance categories, a focused approach with tamariki and whānau experiencing **Irregular Attendance** is likely to create the greatest shift.

Parent/Whanau responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect families to:

.   Notify the 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
.   Work with the school to manage attendance concerns

School Responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with students and families.

School Procedures

Principal Responsibilities

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

Senior Leadership Team (SLT) Responsibilities

The SLT will provide teams with aggregate attendance data to teaching teams 3 times per term for detailed analysis.

Teams Leaders and Teachers

Team leaders, in collaboration with their teams, are responsible for monitoring student attendance for their respective groups, ensuring parents are informed when students reach absence thresholds, and putting support in place as outlined in the school's Stepped Attendance Response Plan. The SLT will provide additional support in implementing the plan as needed.

The SLT and relevant personnel will be kept informed of serious absence concerns.

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 the homeroom teacher **BEFORE** 9.05am.
2.   Any student who arrives late to school is to report to the office to register that they are late on the Vistab system.
3.   Should a student arrive in class after the register has been taken, ask if they have reported to the office. If they haven't, they **MUST** report to the office.
4.   Afternoon roll must be taken **BEFORE** 1.30pm.
5.   Paper rolls will be available in the office for relieving teachers or if the school network is not working.

Office Responsibilities
1.   The Office Manager/Office Support checks the texts, voice messages and emails, and takes phone calls of absences in the morning.
2.   The Office Manager checks all classes' attendance on HERO from 9.05am.
3.   Any children marked with a **?** are then followed up by the Office Manager:
     a.   a text is sent out to all caregivers of children who are marked with an **?** and actions taken are noted in the 'Attendance note' section for the child.
     b.   When replies are received, the Office Manager updates the absence with the appropriate code. If no reply is received after half an hour, a followup phone call is made and a voice message is left if no answer.
     c.   If no reply is received after the afternoon roll is taken, another text is sent. If there is still no response the child is marked as Truant.
4.   The Office Manager will check the afternoon roll from 1.40pm.

Attached is the Stepped Attendance Response Procedures for our school. Actions may be taken at any threshold as needed, and all responses to absences will be recorded in the student management system.

Stepped Attendance Response Procedures

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

Good Attendance	Irregular Absence	Concerning Absence	Serious Concern
Your child is attending school regularly and is on track to succeed.	There is a pattern of absences that is starting to affect your child's learning.	Your child is missing a significant amount of school, which can have a serious impact on their education	Your child is chronically absent from school. This level of absence puts them at serious risk of negative long-term outcomes.
At or above 90% attendance Less than 5 days of absence in a school term.	80%-89% attendance 5-9 days of absence in a school term.	70%-79% attendance 10-14 days of absence in a school term.	Less than 70% attendance 15+ days of absence in a school term.
Whānau:	**Whānau:**	**Whānau:**	**Whānau:**
Ensure the student attends every day they are able. Reinforce good attendance habits. Follow the school attendance management plan and procedures.	Return the student to regular attendance. Contact the school to discuss reasons for absence. Support the student to catch up on missed learning. Engage with support offered.	Return the student to regular attendance. Participate in meetings with the school to analyse reasons for absence and collaborate on a support plan. Engage with support offered. Implement agreed strategies at home.	Return the student to regular attendance. Engage in the support plan. Participate in regular meetings. Implement agreed strategies at home.
School:	**School:**	**School:**	**School:**
Clear communication about attendance expectations. Daily attendance checks and prompt notification of unexplained absences. Foster a welcoming, inclusive learning environment. Deliver engaging teaching and learning programmes. Celebrate strong attendance. Early identification of attendance pattern changes.	The homegroup teacher contacts families to discuss reasons for absence and impact on learning. Support students to catch up on learning where required. Use in-school resources to remove barriers i.e. teacher, team leader, SENCO. Develop a check-in plan if needed. Record actions in the Student Management System.	The homegroup teacher contacts parents to arrange a meeting. At the meeting, in collaboration with the family, reasons for absence will be analysed and a support plan developed. This meeting will involve the team leader, and a member of the SLT may also attend. In-school and external agencies will be engaged as needed to support the implementation of the support plan. Record actions in the Student Management System.	A member of the SLT contacts parents to arrange a meeting. At the meeting, in collaboration with the family, a multi-agency response to support attendance will be discussed. Request support from Attendance Service or other agencies as needed. Participate in multi-agency response. Record actions in the Student Management System.