Attendance Management Plan:
Timaru Girls' High School

Administrative Detail		
Effective Date	Term 1, 2026	
Review Date	November 2027	
Approval Date	November 2025	
Published On	December 2025	URL:

1. Rationale and Strategic Goals

Regular school attendance is the single most important factor for student engagement, achievement, and positive wellbeing. This Attendance Management Plan (AMP) aligns with the Education and Training Act 2020 and the Ministry of Education's goal to achieve **80% of students attending regularly (90% attendance or above) by 2030**.

1.1 Targets and Rationale

The goals below serve as critical benchmarks for student success and school effectiveness, informed by historical annual average data:

- **Attendance Baseline (2025 Annual Average):** The school's most current Annual Average Regular Attendance (YTD, Term 1-3) is **51.33%**. This figure is

the foundation for our stepped recovery strategy.

- **Short-Term Target (End of 2026):** Achieve an **Annual Average** Regular Attendance of **60%**. This target requires an 8.67 percentage point increase from our 2025 baseline, focusing on consistent performance across all four terms.
- **Medium-Term Target (End of 2027):** Achieve an **Annual Average** Regular Attendance of **70%**. This intermediate goal establishes the school firmly in the recovery phase and positions us for success in meeting the national 80% goal by 2030.
- **Unjustified Absence Target (Reduction by 20%):** The focus on reducing unjustified absences (using codes I, G, etc.) ensures that the school and whānau are effectively communicating. Reducing this figure by **20%** demonstrates improved engagement and compliance with our parents/caregivers regarding their statutory responsibility.

Use of Data: Attendance data will be utilised not just for compliance reporting, but primarily as an **early warning system** to identify students needing support. Specific MOE codes (e.g., M for Medical vs. G for Holiday) will be analysed weekly to inform targeted interventions under the STAR framework, ensuring resources are allocated effectively to address the most prevalent barriers to attendance.

1.2 Historical Attendance Data (Regular Attendance: 90%+ of the Time)

The following tables present the data used to inform the targets and rationale above.

Annual Average Regular Attendance (90%+) - Targeting 60% by 2026

This table shows the calculated average Regular Attendance percentage for each year.

Year	Terms Reported	Annual Average Regular Attendance (90%+)	Trend Comparison
2021	Term 1, 2, 3, 4	50.25%	**Highest Full Year Average**
2022	Term 1, 2, 3, 4	35.50%	**Lowest Full Year Average**
2023	Term 1, 2, 3, 4	48.25%	Significant recovery from 2022
2024	Term 1, 2, 3, 4	50.25%	Stabilised at 2021 levels
2025	Term 1, 2, 3 (Partial)	**51.33%**	Current Baseline

Termly Regular Attendance History (90%+)

This table tracks the percentage of students meeting the Regular Attendance threshold by term.

Year and Term	Regular Attendance Percentage (90%+)	Year and Term	Regular Attendance Percentage (90%+)	Year and Term	Regular Attendance Percentage (90%+)
2020 T3	58%	2022 T2	33%	2024 T1	62%
2020 T4	49%	2022 T3	33%	2024 T2	47%
2021 T1	67%	2022 T4	42%	2024 T3	44%
2021 T2	55%	2023 T1	58%	2024 T4	48%
2021 T3	56%	2023 T2	53%	2025 T1	63%
2021 T4	23%	2023 T3	38%	2025 T2	52%
2022 T1	34%	2023 T4	44%	2025 T3	39%

2. Roles and Responsibilities

Stakeholder	Key Attendance Responsibilities
Board of Trustees	Takes all reasonable steps to ensure students attend; approves and publishes the AMP; monitors school attendance data and strategic targets.
Principal/Senior Leadership	Oversees implementation of the AMP; ensures daily recording is accurate; leads the response to high-level absence cases (10+ days).
School Staff (Teachers/Deans)	Records attendance accurately using MOE codes; follows up immediately on unexplained absences; maintains positive relationships with students and whānau.
Parents/Caregivers	Ensures their child attends school every day (ages 6–16); notifies the school of any absence and

	the reason by 9:00 am on the day of absence.
Students (Ākonga)	Attends school and classes on time every day; actively communicates any barriers to attendance with staff or whānau.

3. Attendance Recording and Procedures

3.1 Daily Recording

- Attendance is recorded twice daily (morning and afternoon half-day periods) using the electronic attendance register (eAR) and Ministry-approved attendance codes.
- Attendance data is recorded within 30 minutes of the period start time.

3.2 Absence Notification

- **Unexplained Absence Follow-up:** If a student is absent and the school has not been notified by 9:30 am, the office staff will contact the Parent/Caregiver via text message or phone call to determine the reason and record the appropriate MOE code.
- **Justified Absences (J Code):** Only the Principal or delegated Senior Leader can approve an absence as **Justified (J)**. Examples include documented illness (M), bereavement, or approved off-site educational activity. The Principal will not typically approve term-time holidays (G code applies).

4. The Stepped Attendance Response (STAR) Framework: Detailed Actions

The STAR framework provides a nationally consistent, tiered approach to managing absence, focusing on identifying barriers and providing targeted support. Responses are triggered by the number of days a student is absent within a single school **term**.

4.1 Tier 1: Regular Attendance (< 5 Days Absent Per Term)

Focus: Maintain, Engage, and Celebrate

Activity (What is done)	Practice (How it's done)	Responsible Role	Notes/Documentation
Daily Attendance Monitoring	Maintain up-to-date contact details and communicate student absences daily.	Administration team	**All absences must be followed up** to confirm the reason and ensure the correct MOE code is recorded.
Proactive Student Support	Flag students on previous chronic lists for proactive check-ins to build rapport and relational trust.	Pastoral Care Team	No formal intervention required at this stage. Flagging supports the early identification of potential risks.
Recognition and Encouragement	Provide students with regular updates on their own attendance and encourage consistency. Utilise attendance Certificates to recognise those who have regular attendance each term. Positive Phone Calls/Emails	Form Teacher	Updates are available to students and parents through notes/emails and self-monitoring via online portals. Conversations held around attendance with parents.

4.2 Tier 2: Emerging Concern (5–9 Days Absent Per Term)

Focus: Early Intervention & Barrier Identification

Activity (What is done)	Practice (How it's done)	Responsible Role	Notes/Documentation
Initial Contact and Discussion	**Day 5:** Send automated, personalised email Attendance). Phone contact used if	Class/Form Teacher (Consult Dean as needed)	Record all actions taken in the **SMS**. Follow-up to be within **2 school days** of meeting the threshold.

	this is not the first time the threshold has been met.		
Barrier Identification Phone Call	Dean/Kaitiaki initiates direct phone contact with Parent/Caregiver to discuss barriers and offer initial, low-level internal support. "Turn-Around" Goal identified with student and family.	Dean/Kaitiaki	Barriers include uniform, transport, simple health concerns. If a pattern exists across the year, consider escalating to Tier 3 actions early.
Academic Catch-up Support	Identify missed learning objectives and notes/activities to support catch-up.	Form Teacher	Check if internal assessments were missed (Yr 11-13). Student discusses follow-up with appropriate subject teachers during form time.

4.3 Tier 3: Serious Concern (10–14 Days Absent Per Term)

Focus: Formal Attendance Improvement Plan (AIP)

Activity (What is done)	Practice (How it's done)	Responsible Role	Notes/Documentation
Formal Escalation Contact	Send a further escalating email and/or make an urgent phone call.	Dean and/or School leadership	Record actions taken in the **SMS**. Escalate the case summary to the Senior Leadership Team for review.
Whānau Hui and AIP Development	Hold a formal meeting with the parent/caregiver and	Dean / Senior Leader	The AIP must be formalised, documented, and include specific attendance goals and defined responsibilities for all parties.

	student to collaboratively develop an **Attendance Improvement Plan (AIP).**		
Sustained Monitoring and Support	Implement weekly monitoring of the AIP progress and ensure necessary internal resources (counselling, academic support) are deployed. Employ the use of Micro Goals i.e 3/3 days and recognise student success in accomplishing these.	Designated Staff Member / Dean	The AIP must be monitored **weekly**. Take quick action if expectations are not being met. Record the reason if no action is taken due to individual circumstances.

4.4 Tier 4: Chronic Absence (15+ Days Absent Per Term)

Focus: External Escalation & Statutory Response

Activity (What is done)	Practice (How it's done)	Responsible Role	Notes/Documentation
Final Warning and Reintegration Plan	Send a final escalating email (use template). Arrange a prompt, high-level meeting with parents and student to plan return to regular attendance via a clear **Reintegration Plan**.	Dean / School leadership	Meeting goal is to establish a clear **Reintegration Plan**. Escalation recorded in the SMS.

External Referral	Immediate formal referral to the contracted **Ministry of Education Attendance Service Provider** or other multi-agency support i.e Rock on. .	Principal / Pastoral care team decision	**Crucial Step:** Before referral, check that **all previous actions** (AIP, support plan) have been fully documented and implemented.
Statutory Compliance and Follow-up	Maintain implementation and monitoring of the support plan and coordinate the multi-agency response.	Pastoral care team, Rock on	Continue monitoring the support plan. All steps taken to reintegrate the student must be recorded to support potential statutory action

5. Responding to Barriers and Reintegration

We recognise that poor attendance is often a symptom of underlying issues.

Identified Barrier	Interventions and Supports
Health/Wellbeing	Referral to School Nurse/Counsellor; connection to local health providers; use of Section 42 plans for temporary part-time attendance (with Principal/MOE approval).
Transport	Identifying community transport solutions; exploring school transport subsidies; connecting whānau with local support services.
Financial/Material	Providing access to the school supports for uniforms, shoes, or food/lunch programmes; connecting whānau with budgeting or social support agencies.
Disengagement	Reviewing the student's learning programme, mentoring from a Senior Staff member, and promoting participation in extra-curricular activities.

5.1 Reintegration and Learning Loss Strategy

For students returning after significant chronic absence (15+ days), the following steps are implemented to support their return and academic catch-up:

- **Academic Catch-up:** Teachers complete a Learning Loss Assessment Form to identify gaps. Students are assigned to targeted catch-up sessions or after-school tutorials.
- **Peer Reintegration:** The Dean or Kaitiaki ensures a positive welcome and assigns a peer buddy for the first week to support social re-entry and sharing of missed school information.
- **Communication:** Weekly communication with parents/caregivers for the first month to update them on the student's progress and identify any new barriers.

6. Monitoring, Review, and Communication

- **Monitoring:** The Principal will provide an Attendance Data Report to the Board of Trustees at least once per term, detailing regular attendance rates, justified/unjustified absence trends, and progress against the school's **annual attendance targets**.
- **Communication:** This full AMP will be published on the school's website by Term 1, 2026, and a summary will be included in the school's annual report and key communications with the school community.
- **Review:** This plan will be formally reviewed every three years or immediately following any significant changes in MOE regulations, legislation, or if the school's regular attendance rate drops below an acceptable benchmark (e.g., 60%).
- **Review and Policy Adjustment:** Procedures will be reviewed annually by the Senior Leadership Team and Deans to monitor their effectiveness. Any necessary adjustments to the plan or the Schedule
will be presented to the Board.