Manawatū College
Attendance Management Plan 2026

Why attendance matters	Definition of success
At Manawatū College we understand the important connection between attendance and achievement, as well as the role regular attendance plays in students and whānau feeling connected to their school and supporting student welfare. The Stepped Attendance Response STAR sets expectations for the school, students, parents and caregivers and Ministry of Education in response to support students attending school regularly. ● **Summary of strategic plan 2026 -2028** ● **Statement of variance** **Legislative compliance and Legislation** ● Education and Training Act 2020 ● Stepped attendance response ● Education Attendance rules ● Education Attendance Management Plan regulations	Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030. The Ministry of Education defines 'Regular attendance' to be 90% or above. In 2025, our school currently has: ● 30% of all students attending regularly (90% or above) ● has a target of lifting regular attendance to 50% by the end of 2026. This is in line with the Ministry of Education we aim to have 80% of all students attending 90% of the time by 2030. Our target attendance percentage increases over the next 4 years are listed below

2026 (based on 2025 figures)	**2027** (based on 2026 figures)	**2028** (based on 2027 figures)	**2029** (based on 2028 figures)
From 30% to 50% **20%** increase in attendance	From 50% to 65% **15%** increase in attendance	From 65% to 75% **10%** increase in attendance	From 75% to 80% **5%** increase in attendance

Key Responsibilities

Board

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.

Monitoring - 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.

Parents / Caregivers/ Whānau

- **Ensure attendance:** You must make sure your child attends school every day it is open for instruction.
- **Inform the school of absences:** If your child is going to be away from school, you must contact the school to let them know the reason.
- **Enrol your child**: You are required to enrol your child in school between the ages of six and 16.
- **Take your child out for appointments:** If a parent needs to take their child out of school during the day for an important appointment, they must sign the student out at the office.
- **Inform the school of a move:** You must let the school know if your children are moving schools and enroll them in their new school immediately

Principal

The principal is responsible for:

- Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- Ensuring that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- Ensuring all students, whanau and staff understand the processes and procedures that support student attendance
- Reporting to the board on any trends, barriers to attendance and interventions being used to support student attendance.
- Procedures/supporting documentation

Monitoring - the principal will:

- maintain reporting of daily attendance data.

Tracking systems - Micro level tracking

- Classroom teacher tracking at an individual level.

- Year Level Dean and Kaihāpai Ako have a responsibility to develop tracking systems for their group / year level that work for them in line with their specific responsibilities regarding attendance.

- Year Level Deans have a weekly meeting with Kaihāpai Ako to discuss attendance related issues and to ensure procedures are being followed.

- Overarching tracking

  - [Whole school tracking](#) systems have been developed that are overseen and engaged weekly by the DP in charge of attendance.

Attendance Management Procedure (Stepped Attendance Response)

Who	Expectations - Daily Operations	Attendance manager (Ada) Follow up
Student	• Be present in classes and arrive on time to all classes • If late during Period 1, sign in at the Hub • If late from Period 2 onwards, the student is to go directly to class and explain lateness to the teacher	• Enters all attendance on KAMAR for relievers/school trips/ course (e.g. PITA, Gateway, UCOL) • Enters lateness on KAMAR for students during Period 1 • Issues out of school pass for students (with permission from home) • Re-directs students to class if they arrive at the Hub late from Period 2 onwards • Notification home at 10.00am, follow up recorded on KAMAR with the reason for absence • Absence report is generated for Deans and SLT *Note: Students at internal school appointments will be marked as "N" by SLT/Guidance Counsellor/Social Worker*
Teacher	• Enter attendance in the first 10 minutes of every class • Mark late students as "L" on KAMAR, and record the reason they provide in the 'Attendance Notes' section • Have a short initial conversation, reinforcing the school values and ensuring student accountability. • Provide **Attendance Manager** with a completed copy of the attendance for any school trips/course prior to departure • Follow up any patterns on non attendance and lateness with the student and caregiver as necessary • Follow the "Three before me' actions and referral process (student attendance follow up checklist) • Follow the Attendance flow chart steps	
Kaihāpai Ako	• Monitor any attendance patterns during group time, follow up with an initial conversation home as soon as possible in that week • Follow the "Three before me' actions and referral process (student attendance follow up checklist) • Follow the Attendance flow chart steps	
Dean	• Regularly update and monitor the attendance tracking sheet to maintain an awareness of patterns and trends with student attendance • Regularly meet with Kaihāpai Ako (Friday morning meetings). • Manages referrals from Kaihāpai Ako, and makes follow up contact home with whānau. Allow one week for improvement in attendance. • If there is no improvement, refer the issue of "major" truancy (two days absence over one week) to the DP in charge of attendance who will activate the RAAYs process,	

Teacher in Charge of Attendance	• Regular monitoring (weekly) of attendance tracking spreadsheet.
	• Notifies Deans and Teachers of truancy patterns and follow up required.
	• Generates a list of students with attendance less than 70% every Friday (For Term 1), and gives a copy at the end of the week for Dean follow up (copy given to DP).
	• Manages RAAYS process, in consultation with Deans and SLT
	   ○ Attend RAAYS monthly meetings
	   ○ Attends Oranga Tamariki FGC
	• Notification to Deputy Principal and Principal as needed	

Deputy Principal	• Oversight of schoolwide attendance including
	   ○ Attendance education as part of whole school presentations, school wide practices such as PB4L lessons and Kaihāpai Ako programme
	   ○ Supporting the RAAYS process
	   ○ Actions attendance service referrals as needed (via attendance tracking data)
	   ○ Regularly facilitating Attendance data conversations, interrogating data and developing strategies across teams to make improvements	

Attendance tiers and strategies

Students with 90% or higher yearly attendance (note: each of these actions continues for students on all levels of attendance %)			
Activities	**Practice**	**Responsibility**	**Notes and follow up actions**
- Report regularly to parents on attendance of their child - Provide students with regular updates on their own attendance - Regular contact with caregivers	- Identify student absences and communicate these to parents via text message - Attendance visible through the Student /. Parent KAMAR portal - Regular contact with caregivers maintained through weekly effort reports, newsletters, facebook updates and academic and pastoral contact as needed	- Attendance manager - Administration team - Administration team, classroom teachers, Kaihāpai Ako, deans	No further action needed
Students between 70% - 89% yearly attendance			
Activities	**Practice**	**Responsibility**	**Notes and follow up actions**
- Contact caregivers to discuss attendance and impact on learning - Support students to catch up missed learning - Use in school services to remove barriers as appropriate (eg: councillor, uniform, transport, pastoral issues)	- If a pattern of in-school truanting is occurring, discuss with the student and caregivers and put a plan in place to support attendance (Try three) - After 3 days absence - contact home to discuss or check in in reason is given (ie medical) - Identify missed learning and plan on how to offer catchup materials (paper copy, google classroom).	- Kaihāpai Ako - Kaihāpai Ako and classroom teacher - Kaihāpai Ako	- Record action taken in Kamar. Pass on any relevant information to Dean - Record action taken in Kamar. Communicate actions with caregivers - Record action taken in Kamar. Communicate actions with caregivers

Students with less than 70% yearly attendance			
Activities	**Practice**	**Responsibility**	**Notes and follow up actions**
● Continued follow up with caregivers regarding attendance	● Call home to check the reasoning behind poor attendance and if any barriers can be addressed. Try three actions at each level and then refer to next person in the process (Dean)	● Kaihāpai Ako and classroom teacher	● Record action taken in Kamar. Communicate actions with caregivers
● Next level interventions	● Call to arrange a meeting with caregivers and student	● Year level Dean	● Record action taken in Kamar. Communicate actions with caregivers
● Begin letter process	● Send attendance letters to caregivers with 2 weeks between each letter if attendance does not improve during this time.	● Deputy Principal in charge of attendance	● Ensure letters are sent via admin staff and update the attendance spreadsheet. Actions entered in KAMAR
● If under 16 complete an attendance service referral	● Log referral and inform caregivers	● Deputy Principal in charge of attendance	● Update attendance spreadsheet. Actions entered in KAMAR.
● Additional support requested through Attendance service	● (Under 16) If attendance does not improve following three letters - An FGC referral is made through Oranga Tamariki.	● Deputy Principal in charge of attendance	● Update attendance spreadsheet. Actions entered in KAMAR Call caregivers prior to FGC referral being logged to provide an opportunity to meet.
● Participate in FGC and other multi agency meetings	● Work with other agencies to support the student returning to school.	● Pastoral care team	● Coordinate between agencies, hold meetings and take appropriate action. Keep caregivers informed and enter actions in KAMAR

Re-integration back to school and strategies to support loss of learning

Strategies used to support loss of learning

- Online learning: Use of google classroom and Hapara to ensure students can maintain access to learning tasks and teacher feedback
- Stand down work packs have been created and are given to students who have been stood down from school for behavioural reasons. Work can also be collected from the office or emailed home for students who are unable to come to school.
- We work closely with the CRHS to support continued learning for students who cannot come to school for medical reasons.

Reintegration back to school and ongoing connection and feedback

- A buddy system has been put in place where new students are paired up with a buddy to support their integration into school.
- Transition plans are put in place for students needing a more gradual approach to beginning a full time timetable.
- Use of the Mana Potential framework within the pastoral support team provides students with strategies for coping with change.
- Outside agency support via Te Puna Whai Mātauranga Youth Mentors and attendance coordinators support students both in and out of school.
- Each student has an established support network - Kaihāpai Ako (advocate) Year Level Dean and Deputy Principal.
- We ensure regular contact with home via Weekly Effort Reports and Student Learning Progress Reflection Sheets which provide caregivers with information regarding their child's levels of engagement with their learning each week across all classes.
- The KAMAR portal provides caregivers and students with access to feedback on both academic progress and attendance data.

Enrolment
- A robust and personal enrolment process ensures all students are well supported when they start school and are set up for success from the beginning of their educational journey at college.

Reviewed: January 2026   **Next review date:** December 2026

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