



# Attendance Management Plan

## TIMARU BOYS' HIGH SCHOOL

TE KURA TUARUA O NGĀTAMATĀNE O TE TIHI-O-MARU

### Attendance objectives:

Attendance impacts the success and wellbeing of our ākonga. Regular school attendance supports ākonga to build strong foundations for their learning and social development.

The national target is for 80% of students to attend school at least 90% of the time. This means ākonga should not be absent more than once a fortnight.

We aim to improve the percentage of students attending regularly and address barriers early through strong pastoral support.

### Board Responsibilities:

- Ensure compliance with the Education and Training Act 2020 (s35).
- Take all reasonable steps to ensure students attend when school is open.
- Monitor attendance data and interventions through regular reporting.

### Rector Responsibilities:

- Implement a stepped attendance response aligned with Ministry thresholds.
- Ensure absences are investigated and actions recorded.
- Ensure staff, students and whānau understand attendance expectations.
- Provide termly attendance reports including trends and interventions.

### Whānau Responsibilities:

- Notify 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 holidays where possible.
- Request leave from the Rector if their child will be absent for an extended period due to sporting event, family holiday, bereavement etc.
- Provide a medical certificate for more than 4 days of illness.
- Work with the school to manage attendance concerns.

### Legislative Compliance:

Education and Training Act 2020

Education Attendance rules

Education (School Attendance) Regulations 2024

## Responding to Absences

Attendance is monitored daily through KAMAR.

Response activities must be recorded using AMP response fields with clear notes.

When students' attendance meet the thresholds identified the following actions are triggered.

Attendance	Actions	Pastoral Follow up
<p><b>Green - Good.</b> Absent <b>less than 4.5 days</b> in the term 90-100% attendance</p>	<ul style="list-style-type: none"> <li>● Classroom teachers and admin staff monitor attendance.</li> <li>● Admin make contact with whānau if their child has an unknown absence via KAMAR.</li> <li>● Report regularly to parents on the attendance of their son.</li> <li>● Support students to catch up missed learning where required.</li> </ul>	<ul style="list-style-type: none"> <li>● Form Teacher checks in regularly with students after any unexplained absence.</li> <li>● Students are supported to catch up on missed learning.</li> <li>● Patterns of non attendance are flagged for Dean review if emerging. 3 lates or ? within one week results in a consequence being issued - managed by Deans.</li> </ul>
<p><b>Yellow - Worrying.</b> Absent <b>5 - 9.5 days</b> in the term 80-90% attendance</p>	<ul style="list-style-type: none"> <li>● Form Teacher to contact whānau to discuss reasons for absence and offer support if needed.</li> <li>● An automated STAR pastoral entry is created in KAMAR.</li> <li>● Offer and use in-school supports as appropriate to remove barriers eg counsellor, second hand uniform, timetable adjustments, transport support to school.</li> </ul>	<ul style="list-style-type: none"> <li>● Form Teacher and Dean reviews attendance weekly. 3 lates or ? within one week results in a consequence being issued - managed by Deans.</li> <li>● Restorative conversation held with student to identify barriers.</li> <li>● Simple Attendance Improvement Plan created if needed and omitted from automated STAR entry creation.</li> <li>● Follow-up check within 2 weeks.</li> <li>● Record all actions in KAMAR.</li> </ul>
<p><b>Orange - Concerning.</b> Absent <b>10 - 14.5 days</b> in the term 70-80% attendance</p>	<ul style="list-style-type: none"> <li>● Deputy Rector to send a formal notification (Rock On - first letter home) and invite whānau for a face-to-face hui.</li> <li>● Hold whānau hui to analyse reasons for absence.</li> <li>● Referral to Attendance Services.</li> <li>● Develop an Individual Attendance Plan ("My Every day Attendance Plan") and omit from automated STAR entry creation.</li> <li>● Use in-school resources as appropriate to remove barriers and request support from the Ministry of Education or other agencies as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Pastoral Team Review (Dean, Counsellor, SENCO if needed).</li> <li>● Identify wellbeing, learning or whānau factors.</li> <li>● Weekly attendance monitoring by Form Teacher or Dean - using Check in Check out attendance monitoring card.</li> <li>● Record interventions and outcomes in KAMAR.</li> </ul>
<p><b>Red - Serious Concern.</b> Absent <b>15 or more days</b> in the term. Less than 70% attendance</p>	<ul style="list-style-type: none"> <li>● Deputy Rector to send warning notice (Rock On - second letter home) and make contact to arrange another hui with whānau.</li> <li>● Escalate to multi-agency response - refer to Attendance Services.</li> <li>● Implement and monitor the 'My Every Day Attendance' Plan.</li> <li>● Request Ministry-led prosecution, when considered appropriate if support is offered and not taken up.</li> <li>● Unenrol students who will not be returning to school.</li> </ul>	<ul style="list-style-type: none"> <li>● Deputy Rector leads pastoral case management.</li> <li>● Multi-agency collaboration in Rock On Meeting (MOE, Attendance Services, OT, Police, Public Health Nurse and in school supports, SENCO, JSM and Guidance Counsellor).</li> <li>● Regular communication with whānau.</li> <li>● Daily Check in Check out with a nominated support staff member (Form Teacher, Counsellor, Dean or SLT member).</li> <li>● Reintegration plan when attendance improves.</li> <li>● Documentation of all actions in KAMAR.</li> </ul>

## Ongoing Pastoral Monitoring

### Weekly - Form Class → Year Level Meetings every three weeks

Review students at Yellow, Orange and Red levels:

- Attendance trends
- Barriers identified
- Support actions assigned
- Follow-up responsibility allocated

### Termly Review

SLT and Pastoral team analyses attendance data to:

- Identify at-risk cohorts
- Evaluate interventions
- Report to Board

### In our approach to attendance

- Attendance concerns are treated as wellbeing indicators.
- Early intervention is relational and restorative.
- Whānau engagement is respectful and solution-focused.
- All actions are recorded in KAMAR aligned with MoE AMP requirements.
- Performing/playing/participating in a regional or national event which is not organised by the school is approved leave when leave is requested and endorsed by the Rector.
- Driver licence practice or testing is approved offsite learning.
- Students arriving to class after the bell are considered late.
- Year 13 students who have approval may leave school in their study period.