



Leeston Consolidated School He Puna Karumata

Attendance Management Plan

Strategic Goals and Annual Plan 2026 - 2028

Strategic Initiatives:

- Partner with the whānau to support regular school attendance.
- Ensure that student attendance is lifted.

Community Connections: To foster a strong sense of belonging and connection in our community.

- Strategic Goal 3:** Government’s target of achieving 80% of students attending more than 90% of the time by 2030 is on the way to being met.

Board of Trustees Role

Board of Trustees Procedure for Analysing Attendance

Purpose

- To ensure the Board of Trustees fulfils its legal and strategic responsibilities to monitor, analyse, and respond to student attendance data in a way that promotes regular attendance, identifies emerging risks, and supports school-wide improvement.

Responsibilities of the Board of Trustees:

- ★ Maintain oversight of school attendance, patterns and trends.
- ★ Review attendance data against the school’s Attendance Management Plan (AMP)
- ★ Ensure policies and resourcing, support effective attendance practice.
- ★ Monitor progress towards Ministry-defined attendance targets.
- ★ Request actions or improvements from school leadership when required.

Decision-Making and Governance Actions

Based on data reviewed, the Board of Trustees may:

- Request additional information or breakdowns from the Principal.
- Ask for an updated or strengthened Attendance Management Plan.
- Approve targeted funding for attendance initiatives (e.g., whānau liaison, pastoral staffing).
- Direct the Principal to conduct deeper analysis of specific patterns.
- Request progress updates at subsequent meetings.
- The Board must document all decisions in meeting minutes.

Cultural and Legal Obligations

The Board of Trustees will ensure:

- ★ Attendance practices uphold **Te Tiriti o Waitangi** principles.
- ★ Engagement with whānau is mana-enhancing.
- ★ All actions comply with Education & Training Act requirements.
- ★ Attendance analysis supports equitable student outcomes.



Leeston Consolidated School He Puna Karumata

Attendance Management Plan

Procedure for Analysing Attendance

Step 1: Receive Scheduled Attendance Reporting

The Principal will provide the Board of Trustees with attendance reporting:

- Term-by-term analysis
- Daily Dashboard highlights (if unusual patterns emerge)
- Updates on students referred to attendance service providers

Reports will include:

- Regular attendance percentage
- Chronic absence percentage
- Unjustified absence rates
- Absence breakdown by reason
- Year-level and demographic patterns
- Comparisons to previous terms and national benchmarks
- Identify high-risk groups or trends and take action.

Step 2: Reporting and Accountability

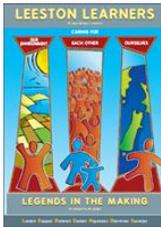
Boards are required to ensure:

- Attendance goals and outcomes are included in the school's Annual Plan and Strategic Goals.
- Attendance progress is included in the Annual Report.
- Data is available to the Ministry upon request, particularly during monitoring visits or regional engagement.

Step 3: Annual Review

At the end of each year, the Board of Trustees will review:

- Overall attendance performance
- Effectiveness of the Attendance Management Plan



Leeston Consolidated School He Puna Karumata

Attendance Management Plan

Ministry of Education Guidelines

Individual Student Attendance activities
Individualised student responses to absence thresholds

Absence Threshold	Parents/Guardians	Schools
Less than 5 days absence in a school term	<ul style="list-style-type: none"> Ensure student attends every day they are able Reinforce good attendance habits Support other parents to reinforce good attendance habits Open communication with school Follow school attendance management plan and associated policies and processes 	<ul style="list-style-type: none"> Communicate with parents about every absence Maintain contact details of parents Provide student with regular updates on their own attendance Report regularly to parents on attendance of their child Support student: <ul style="list-style-type: none"> attending school to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate to access other education pathways where appropriate
Up to 10 days absence in a school term	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Contact parents to discuss reasons for absence and impact on learning Support student with regular updates on their learning where required Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L
Up to 15 days absence in a school term	<ul style="list-style-type: none"> Return student to regular attendance Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan Implement strategies at home 	<ul style="list-style-type: none"> 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 remove barriers and request support from other agencies as needed
15 days or more of absence in a school term	<ul style="list-style-type: none"> Return student to regular attendance Engage in support plan Participate in regular meetings 	<ul style="list-style-type: none"> 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 of support plan Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up Unenroll if student will not be returning to school

Ministry of Education	Regional and National teams
<p>Attendance Service</p> <ul style="list-style-type: none"> Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes: <ul style="list-style-type: none"> agreeing changes to be made, addressing some unmet basic needs impacting on attendance, and referring students to other services as necessary Collaborate with schools so that <ul style="list-style-type: none"> they remain engaged as plans are developed and implemented, and they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn 	<p>Regional and National teams</p> <ul style="list-style-type: none"> Facilitate involvement of other agencies Support schools to access other education pathways for a student where appropriate Consider system-wide initiatives for high-risk attendance Reprioritise regional support resources to where most needed/effective Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

	Equivalent to	Percentage
	Absent fewer 5 days	90%
	Absent between 2-9 days	80%-90%
	Absent between 10-15 days	70%-80%
	Absent more than 15 days	Less than 70%

- ★ Attendance codes and decisions about attendance are in line with the Ministry of Education Attendance Guidance Documentation.
- ★ Responding early and consistently allows schools and parents to stop attendance issues from turning into bigger problems.



Leeston Consolidated School He Puna Karumata

Attendance Management Plan

Leeston School - Stepped Attendance Response

Daily On-going Operations

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Attendance and absences recorded and checked twice daily. <input type="checkbox"/> Parents are requested to report any daily absences, prior to 9:00am rolls being taken. <input type="checkbox"/> Options are provided to make reporting of absences efficient and simple.
Phone (03) 324-34-93 email: admin@leeston.school.nz <input type="checkbox"/> All unexplained absences are checked or followed up with a phone call to parents or caregivers. <input type="checkbox"/> The office manager will reply to acknowledge the e-mail, phone message and log the absence with the correct attendance code. <input type="checkbox"/> MOE attendance codes are used to record absences on the Edge. | <ul style="list-style-type: none"> <input type="checkbox"/> Parents or caregivers are required to email the principal prior to any planned absence of more than four days. <input type="checkbox"/> Weekly collection downloads of attendance data will be submitted through SMS The Edge to MoE Attendance Matters. <input type="checkbox"/> All external lessons or tuition during school time, require parents and caregivers to complete a form requesting permission. <input type="checkbox"/> Regular messaging in newsletters, to highlight the importance of good attendance at school. <input type="checkbox"/> Evidence of the child's attendance will be included in any letters sent home to parents. |
|--|--|

Absent between 5 - 9 days 80% - 90%	Absent between 10 - 15 days 70% - 80%	Absent more than 15 days < 70%	Next Steps
<p>★ Letter One</p> <p>If a child is absent for 5–9 days, the principal will write a letter to whānau outlining attendance concerns and offering assistance.</p> <p>Evidence of the child's attendance will be included in the letter.</p> <p>The pastoral care team will track and monitor the child's attendance.</p>	<p>★ Letter Two</p> <p>If a child is absent for 10–15 days, the principal will write a second letter to whānau outlining attendance concerns and offering assistance.</p> <p>Evidence of the child's attendance will be included in the letter.</p> <p>The pastoral care team will track and monitor the child's attendance so that appropriate support can be put in place.</p>	<p>★ Letter Three</p> <p>If a child is absent for more than 15 days, the principal will write a third letter to whānau outlining attendance concerns, and inviting whānau to meet to discuss support options.</p> <p>Evidence of the child's attendance will be included in the letter.</p> <p>The pastoral care team will continue to track and monitor the child's attendance.</p>	<p>If there is no improvement in a child's attendance after three letters, the school will contact appropriate outside agencies for additional support.</p> <p>If absences continue after this support has been provided, the school will make an Attendance Referral to the Ministry of Education (MoE).</p>