



# Attendance Management Plan

## Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our students to build strong foundations for their learning and social development. Regular attendance promotes achievement success as tamariki are able to consistently build on their learning.

The government has set a national target of 80% of students attending school at least 90% of the time. This means that students should be absent for no more than one day a fortnight to ensure that they can have continued success at school.

At Wairarapa Cobham Intermediate, our school values of 3RP promote four core values that enable maximum student engagement, a positive experience and success with their journey of learning at Wairarapa Cobham.

Our Attendance Management Plan details how we monitor student attendance and respond to absences. This plan adheres to Ministry of Education guidelines, including the Stepped Attendance Response (STAR), and is regularly updated in accordance with regulations.

### What would success look like?

Success for this initiative would be defined by an increase in regular and good attendance among our tamariki. We believe the most significant positive shift can be achieved by focusing on the "worrying/irregular attendance" category. By reducing the number of students in this group, we will directly improve our overall regular attendance rates. While we will continue to monitor all attendance categories, we intend to prioritise our efforts toward the tamariki and whānau within the worrying/irregular attendance bracket to achieve the greatest impact.

### Annual Targets for 2026

- 80% of all students will attend school regularly (at least 90% of the time)
- 75% of Māori and Pasifika students will attend school regularly (at least 90% of the time)

On average, 79% of students attended regularly across all four terms in 2025.

### Term Targets for 2026 (based on year to date data)

- Term 1, 2026: 82% (Term 1, 2025 - 81%)
- Term 2, 2026: 82% (Term 2, 2025 - 81%)
- Term 3, 2026: 80% (Term 3, 2025 - 79%)
- Term 4, 2026: 76% (Term 1, 2025 - 75%)

## Annual Plan for 2026:

- Strategic Goal 3: Wairua: All students will learn to build respectful relationships

<b>Goal 3:</b>	Wairua: All students will learn to build respectful relationships	<b>Our Annual Plan 2026</b>	
<b>Initiative:</b>	Attendance	<b>Success:</b>	Ākonga will have a range of school supports to encourage improved attendance. Kaiako will have supports and systems to track, monitor and enhance student attendance.

Action	Responsible	Resources	Measures	Start	End
• Continue to follow, refine and implement the Stepped Attendance Response (STAR) for students not on family holidays (SLT discretion applied)	Deputy Principal (RC) Classroom teachers		Ensure community are aware of the MOE expectations	Feb 2026	Dec 2026
• Establish and implement an Attendance Management Plan, in accordance with MOE guidelines	Deputy Principal (RC) Principal			Feb 2026	Dec 2026
• Share attendance expectations, processes, and results with the wider community	Principal		Termly email from Principal acknowledging students who have met this goal	Feb 2026	Dec 2026
• Continue Hero attendance intervention recording	Deputy Principal (RC) Classroom teachers		Effective interventions	Feb 2026	Dec 2026
• Ensure daily attendance records are reconciled by 3:00 pm each school day	Office administrator Deputy Principal (RC)			Feb 2026	Dec 2026
• Report attendance data to the BOT	Deputy Principal (RC)	Up-to-date attendance data	Data will be presented which outlines success for students whose attendance has not been impacted by taking a holiday during term time.	Feb 2026	Dec 2026
• 80% of all students will attend school regularly (at least 90% of the time)	SLT, Teachers, Junior Support staff		Weekly attendance tracking shared with staff. Twice termly reporting of data to the BOT	Feb 2026	Dec 2026
• 75% of Māori and Pasifika students will attend school regularly (at least 90% of the time)	SLT, Teachers, Junior Support staff		Weekly attendance tracking shared with staff. Twice termly reporting of data to the BOT	Feb 2026	Dec 2026

## 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 too and actions taken recorded aligned with the thresholds
- ensure all students, whanau, 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 twice termly attendance report to the board showing the analysis of data, trends and narratives

## Procedures / Supporting Documentation

Attendance Management Procedure - Stepped Attendance Response (STAR) - See below  
School Docs: [Student Attendance](#) (Username: Cobham Password: bullrush)

## Monitoring

Our 2026 Attendance Process outlines our daily, weekly, and termly processes for monitoring, tracking, and communicating student attendance rates.

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](#)

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# Attendance Management Procedure - Stepped Attendance Response

## Parent / Whānau Responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau 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 our school to manage attendance concerns

## School Responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We regularly share attendance expectations with tamariki and whānau, and all staff are responsible for reminding our community of these expectations.

## School Procedures

### Senior Leadership Team 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.
- The pastoral Deputy Principal is responsible for monitoring student attendance and ensuring that staff and parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.
- Patterns of attendance and specific interventions being used will be evaluated by the pastoral Deputy Principal and Counselling Team termly, to review outcomes and effectiveness of these interventions.
- Ensure whānau are regularly reminded about the importance of regular importance and the correct processes for notifying the school when their child is absent.

### Pastoral Deputy Principal Responsibilities

- Prepare and share termly and Year-to-Date (YTD) attendance data at the Monday morning staff hui. This document will highlight the list of students with attendance below 90%.
- Monitor all students who have attendance <90% and follow the MoE's Stepped Attendance Response (STAR) - see below.
- Record all stages of the STAR process under the 'Attendance Interventions' tab on Hero (see guidelines below). Update as necessary depending on outcome / parent contact / next steps etc.
- Support identified students and their whānau by liaising with relevant staff (teacher / Team Leader / Counsellor / 24/7 etc).
- Liaise with Counsellors so they can check-in with students with attendance concerns.

- Twice a term, report to the Board of Trustees on attendance trends / concerns / successes etc. These reports will also include up-to-date information from the termly Every Day Matters report which is provided by the MoE

#### Teacher Responsibilities:

- Ensure the morning and afternoon rolls are completed within the first 15 minutes of Block 1 and Block 3.
- Direct any late students to go immediately to the office and sign in.
- If there is a reliever in a classroom a paper roll will be provided for completion. This roll must then be sent to the office.
- In the case of an internet outage or problem connecting to Hero, staff will complete a paper roll and send it to the office.
- Notify the Office Administrator if a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday etc so the correct absence code can be assigned.
- Connect with students following absence and positively support their transition back by helping them with their involvement in activities, adapting missed work expectations etc.
- Monitor students who have identified attendance concerns and communicate with the Deputy Principal any relevant information, such as any barriers to attendance, previous strategies that have been successful etc.

#### Office Administrator Responsibilities:

- Checks the texts, emails and phone messages of absences each morning.
- Checks all classes' attendance on HERO from 9.00am and ensures that the correct codes have been assigned.
- Any children marked with a ? are then followed up by the Office Administrator:
  - A text is sent out to all children who are marked with an ?
  - When replies are received, the Office Manager updates the absence with the appropriate code.
  - If no reply is received, the child is marked as truant.
- The Office Administrator will check the afternoon roll from 12:30pm and action any recorded absences.

Below is our Stepped Attendance Response for responding to individual student absence.

Any action taken can be considered at any threshold and all actions taken will be recorded under the 'Attendance Interventions' tab on Hero.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau

<ul style="list-style-type: none"> <li>• Ensure student attends every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Open communication with school</li> <li>• Follow school attendance management plan and associated policies and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Contact school to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up on missed learning</li> <li>• Engage in supports offered</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</li> <li>• Implement strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Engage in support plan</li> <li>• Participate in regular meetings</li> </ul>
WCIS	WCIS	WCIS	WCIS
<ul style="list-style-type: none"> <li>• Communicate with whānau about every absence</li> <li>• Maintain contact details of all parents</li> <li>• Provide student with regular updates on their own attendance</li> <li>• Report regularly to whānau on attendance of their child</li> <li>• Support student: <ul style="list-style-type: none"> <li>○ attending school</li> <li>○ to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate</li> <li>○ to access other education pathways where appropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up missed learning where required</li> <li>• Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetable, PB4L processes and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to escalate concerns</li> <li>• Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>• Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</li> <li>• Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to inform of escalated response</li> <li>• Request support from Attendance Service or other agencies as needed</li> <li>• Participate in multi-agency response</li> <li>• Maintain implementation and monitoring of support plan</li> <li>• Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up</li> <li>• Unenroll if student will not be returning to school</li> </ul>