



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term

Parents/Guardians

Encourage good attendance and ensure students attend school every day they are able to. Notify the school promptly of any absence (phone, text, email, KAMAR app). Provide accurate reasons for absence so correct attendance codes can be used. Keep contact details up to date. Check weekly attendance in Parot and contact the atawhai teacher if there are errors or concerns.

School

Office staff follow up on all daily absences (text, call, email). Ensure all absences are coded correctly. Provide students and whānau with weekly attendance data (Parot). Continue ongoing education about the importance of regular attendance (newsletter, assembly, atawhai classes).

Up to 10 days absence in a school term

Parents/Guardians

Engage constructively with the school to support regular attendance. Notify the school of any reasons for absence (sickness, injury, transport, food concerns, home issues, bullying, behaviour or academic concerns). Keep in regular contact and respond promptly to school communication. Engage in early discussions about barriers to attendance with the atawhai teacher.

School

Contact parents/caregivers to discuss reasons for absence and the impact on learning. Provide academic catch-up opportunities where needed. Address any practical barriers and use in-school supports (uniform, bus pass, counselling, social worker, etc.). Acknowledge improvements where students have previously struggled.

Who is responsible: Atawhai Teachers, Heads of House (HOH)

Up to 15 days absence in a school term

Parents/Guardians

Engage formally with the school. Attend a hui with staff to review attendance patterns and reasons. Contribute to developing a personalised attendance support plan. Support agreed actions at home and maintain ongoing communication.

School

Discuss the student in the school's attendance meeting to discuss patterns, barriers, and next steps. Issue Formal Letter 1 when unjustified absences reach 15 days. Hold a hui with parents/caregivers and the student. Collaboratively create a personalised support plan (pastoral + academic). Identify any additional supports required and involve the pastoral care team as appropriate. Record all actions in KAMAR and monitor progress closely.

Who is responsible: Heads of House, Attendance Officer, SLT

15 days or more of absence in a school term

Parents/Guardians

Attend a formal meeting with senior leadership and pastoral staff. Review and strengthen the attendance support plan. Engage with recommended supports or external agencies. Support reintegration strategies (phased return, modified timetable, adjusted routines). Maintain regular communication with school staff.

School

Discuss the student in the school's attendance meeting and determine next steps. If no improvement since the previous hui and Letter 1, issue Letter 2. Hold a formal meeting with parents/caregivers and the student. Review, refine, and strengthen the existing support plan. Consider referral to Attendance Services or appropriate external agencies. Develop a reintegration plan to support improved attendance.

Who is responsible: Attendance Officer, Senior Leadership Team (SLT)



Ministry of Education

Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
 - › 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
 - › 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

Regional and National teams

- › 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