

Katikati College Attendance Management Plan



Strategic Priorities and Objectives

Regular school attendance is important for students to achieve their educational potential. The government's target is that 80% of students will be regularly attending school by 2030. Regular attendance, as outlined by the government, is 90% or higher for an individual student.

Our school currently has an overall regular attendance rate of:

- 2025 Term 1 – 62%
- 2025 Term 2 – 55%
- 2025 Term 3 – 49%
- 2025 Term 4 – 44%

Goal:

Measure	Status	Target
Government Target (Regular Attendance by 2030)	-	80% of students will be regularly attending school.
Our Schools Current Regular Attendance	2025 Term 1 – 62%	2026 Term 1 – 70%
	2025 Term 2 – 55%	2026 Term 2 – 60%
	2025 Term 3 – 49%	2026 Term 3 – 60%
	2025 Term 4 – 44%	2026 Term 3 – 60%

Board responsibilities

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 / Deputy Principal (attendance) 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 to, and actions taken are recorded and 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.

Procedures / Supporting documentation

- Attendance Management Procedure - Stepped Attendance Response (STAR)
- The STAR framework sets expectations for school, student, parent/guardian, Ministry of Education, and broader system responses to student absence.

Monitoring

- The Principal / Deputy Principal will maintain reporting of daily attendance data.
- The board will receive termly attendance reporting through the *Everyday Matters* reports.
- The plan will include methods of monitoring and measuring progress in attendance, including any targets set by the board or the government, and links to student achievement.
- The board will review and update the plan periodically, or at least once every three years.

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance Rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: January 2026

Next review: January 2029

Katikati College Attendance Management Procedure

- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff, and external agencies, where necessary, to improve our levels of student attendance.

Student responsibilities

- ensure you are on time for school at 8:30 am
- communicate with your Form Teacher to remedy any unexplained absences each week.

Parent/Whanau responsibilities

- ensure students attend every day they are able
- please call the absence line by 9:00 am if your child will be absent from school
- work harmoniously with the school to reinforce positive attendance habits
- keep open communication with the school
- follow the school's attendance management plan

School responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on the attendance of their child.

School Procedures

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.

Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate, up-to-date attendance information.

Classroom / Form teachers are responsible for recording student attendance in their class each period.

Form/class teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems. They will also monitor and follow up on lateness and attendance, and other attendance issues.

Deans / Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Deans and Senior Leadership will be kept informed of serious student absence situations.

Parents will receive student attendance data via weekly emails/ parent portal/ termly updates.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT to review outcomes and effectiveness of these interventions

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in KAMAR. If you have any questions about our Stepped Attendance Response or procedures, please contact Mrs Katrina Lemon.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage, and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. Contact parents asap (ideally within 2 school days) and arrange a meeting for as soon as possible.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p>	<p>Form teacher</p> <p>Principal</p> <p>School board</p>	<p>Expectations and guidance for parents are published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance are included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p> <p>Follow up daily with parents on any unexplained absences</p>	Administration team	Text-based reminder to be sent from 9:15 am for all unexplained absences.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Dean/ Deputy Principal (new students during the year or not in Year 7)	Use our transition data to identify any attendance patterns of incoming Year 7 students.
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve other services, consider referral to Attendance Services</p>	Seek more support as needed	Dean/ Senior Leadership Team	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with the Dean/SLT.

Katikati College Stepped Attendance Process

- Supported by the Katikati College Attendance Code Decision Tree, Katikati College Staff Handbook, and Katikati College Pastoral Handbook. Replaces the Attendance Tracking Flowchart.
- Taken from Tāhuhu o the Mātauranga / Ministry of Education: Attendance Guidance

Good (Regular) - less than 5-days absence in a school term

Process	Guidance
<ul style="list-style-type: none"> • Communicate attendance expectations to whānau during enrolment, at the start of the school year, and whenever staff are in communication with whānau about attendance. • Communicate access to 'Student Portal' and 'Parent Portal' at time of enrolment, at the start of the year, when data reports are sent home and when in communication with whānau about attendance. • Communicate steps the school will take if a student is absent. • Monitor attendance daily and notify whānau of every absence. • Provide students and whānau with regular attendance updates. • Maintain up-to-date contact details of whānau in KAMAR. • Supports students' attendance by promoting a positive learning and social environment and by ensuring school policies, processes and handbooks are followed. 	<ul style="list-style-type: none"> ★ Principal, Senior Leaders, Deans, Administration staff responsible for attendance and Form Teacher. ★ Principal, SLT, Deans, Administration staff responsible for attendance and Form Teacher. ★ Principal, Senior Leaders, Deans, Administration staff responsible for attendance and Form Teacher. ★ Administration staff responsible for attendance (attendance text), Attendance Support (cold calls) and Form Teacher follow up. ★ Encourage the use of student and parent portal; Form Teacher follow up with student and whānau; and Attendance on Termly Data Reports. ★ Start of Year Contact and details checked each term - Form Teacher; Encourage use of Parent Portal to change details; Encourage whānau to contact the office. ★ Teaching and Support staff

	<ul style="list-style-type: none"> ★ Support documents and guides for staff: Katikati College Attendance Code Decision Tree; Staff Handbook (Page 7 & 8); Pastoral Handbook (Page 3 & 4).
Worrying (Irregular) - up to 10-days absence in a school term	
Process	Guidance
<ul style="list-style-type: none"> ● Student absent from Subject Class, or Form Class for 5 lessons or more within a term (only for missed subjects not full-day absences) - contact with whānau (record in KAMAR and notify Dean). ● Student absent for 6 - 10 full-days within the term - formal contact with whānau regarding absences (record in KAMAR and notify Dean). <ul style="list-style-type: none"> ○ Includes codes: J, M, D, E, T and ? ● Subject Teacher supports student to catch up on missed learning. ● Remove potential barriers to attendance by using in-school resources e.g. Guidance, Nurse, Careers, uniform and stationery assistance (Dean), Learning Support, Kura Kai etc. ● Remove potential barriers to attendance by using external resources e.g. Te Rūnanga o Ngāi Tamawhariua, Katikati Community Centre. ● Continue to monitor attendance and encourage positive attendance habits through ongoing communication with whānau. 	<ul style="list-style-type: none"> ★ Subject Teacher and/or Form Class Teacher (positive contact) - phone contact, email, text or phone call with whānau and KAMAR entry under “Irregular attendance 5-7 classes”. Supportive reminders, support required, understanding and addressing barriers to attendance. ★ Form Teacher (positive contact) - phone contact, email, text message or letter to whānau notifying of attendance concerns including days absent, attendance codes and absence percentage. Supportive reminders, support required (in-school or external), understanding and addressing barriers to attendance. KAMAR entry under “irregular attendance 6-10 full days” ★ Subject Teacher - email and / or conversation with student on missed learning and suggested self-directed support to catch-up on learning e.g. Google Classroom, online platforms and / or workbooks. ★ Staff members make appropriate in-school referrals. Contact with whānau where appropriate (Referrals recorded on KAMAR and notify Dean and Senior Leader). ★ Suggested external referrals notify Dean and / or Senior Leader. Referrals made by Dean and / or Senior Leader. (Referrals recorded on KAMAR). ★ Form Teacher and / or Subject Teacher.

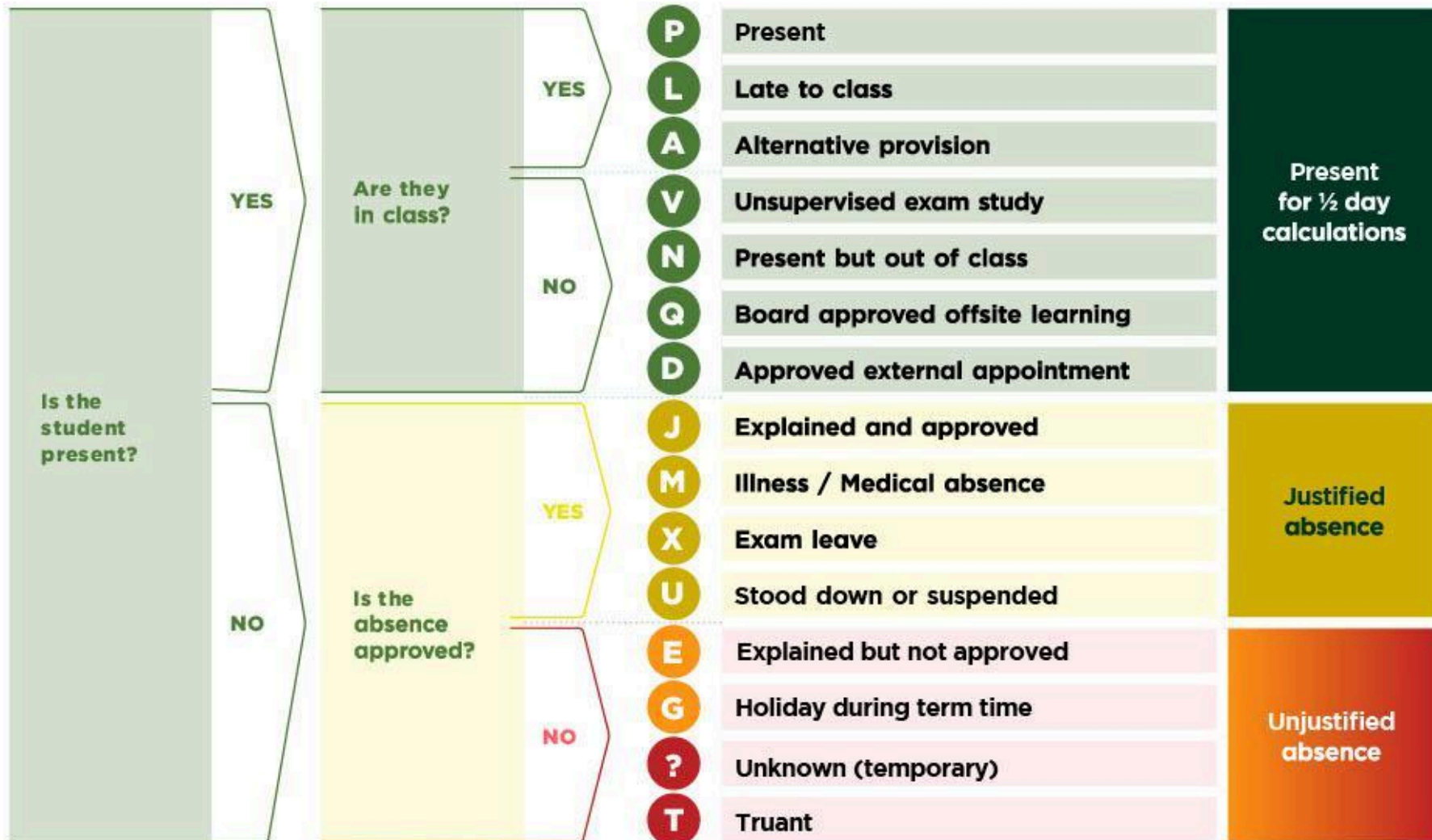
Concerning (Moderate) - up to 15-days absence in a school term

Process	Guidance
<ul style="list-style-type: none"> ● Student is absent for 7 or more subject classes, or Form Classes within a term. ● Student is absent for 11 - 15 full-days within a term, escalate formal notifications and hold a meeting with whānau to diagnose reasons for absence. <ul style="list-style-type: none"> ○ Includes codes: J, M, D, E, T and ? ● Collaborate with whānau to develop and implement a tailored support plan. ● Offer / use in-school and external resources to support the tailored support plan, student and whānau. ● Escalate to an ASA (Attendance Service Application) referral. Inform Whānau of referral. ● Continue to monitor attendance closely and adjust support plans as required. 	<ul style="list-style-type: none"> ★ Form Teacher and / or Subject Teacher notifies Dean through KAMAR entry under “Moderate attendance 7-9 classes”. Dean arranges a meeting with whānau and feeds back to Form Teacher and Subject Teachers. Updates KAMAR pastoral incident. ★ Dean to arrange a meeting with whānau. Following the meeting Dean provides feedback to Form Teacher and Subject Teachers. KAMAR entry under “Moderate attendance 11-15 full days”. ★ Dean and / or Senior Leaders to make referrals. ★ Dean to make the ASA referral. Referral requires evidence and records of school attempts to engage with whānau and support attendance (following school process). KAMAR entries to be used to write referral. ★ Dean with Form Teacher and / or Subject Teacher.

Serious Concern (Chronic) - 15-days or more absence in a school term

Process	Guidance
<ul style="list-style-type: none"> ● Student is absent for 9 or more subject classes, or Form Classes within a term. ● Student is absent for 15 full days or more within a term, send a formal letter and arrange a meeting with whānau to discuss absences. <ul style="list-style-type: none"> ○ Includes codes: J, M, D, E, T and ? ● Escalate to an ASA (Attendance Service Application) referral ● Implement a plan / conditions for the student and whānau to meet - support by in-school or external resources ● Work with external agencies and the Ministry of Education to resolve any conflicts or barriers to attendance ● Consider Ministry-lead or school-led prosecutions if support measures are not being adhered to 	<ul style="list-style-type: none"> ★ Referral from Dean to Senior Leader. Senior Leader to arrange and give feedback to staff involved with the student. KAMAR entry under “Chronic Attendance 9+ classes”. ★ Referral from Dean to Senior Leader. Senior Leader to arrange and give feedback to staff involved with the student. KAMAR entry under “Chronic Attendance 15+ full days”. ★ If an ASA referral hasn't been made already, Dean makes a referral - where appropriate. Notify whānau. ★ Senior Leader to coordinate. ★ Senior Leader to coordinate. ★ Senior Leader to coordinate.

Attendance Code Decision Tree



Attendance Code Descriptions



Present for ½ day calculations

P Present

Student is present in class. This includes supervised dual tuition with Te Kura.

L Late to class

Student is late to class. Schools set the threshold for lateness (e.g. 10 minutes).

A Alternative provision

Student is present in a Ministry approved alternative provision, such as a teen parent unit, alternative education, secondary-tertiary program, health school or activity centre.

V Unsupervised exam study

Student is present in an examination or unsupervised study where the student is on-site.

N Present but out of class

Student is present but out of class due to an on-site school activity (cultural or sporting event), internal appointment, temporary removal from class, or time in the sickbay.

Q Board approved offsite learning

Student is present in Board-approved off-site learning, including courses, school-organised activities, and work experience.

D Approved external appointment

Student is present but has a medical appointment which is unable to be scheduled outside of school hours (e.g. doctor or dentist and includes travel time) or is participating in court proceedings.

Justified absence

J Explained and approved

Student is absent due to explained and approved reasons (e.g. family emergencies, bereavement, representing in national / cultural events, approved exemptions, or accompanying parents on overseas diplomatic / military postings).

M Illness / Medical absence

Student is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety).

X Exam leave

Student is absent studying offsite preparing for exams. NOTE: Time allocated to this code is not included in Ministry attendance calculations.

U Stood down or suspended

Student is absent due to formal stand down or suspension. This code applies to the period of the stand-down or suspension, excluding the day it was imposed.

Unjustified absence

E Explained but not approved

Student is absent and the reason provided does not meet the school's policy for a justifiable absence (e.g. a parent states their child didn't want to attend sports day; long weekend away etc.).

G Holiday during term time

Student is absent due to a holiday taken.

? Unknown (temporary)

Temporary code used when the reason for a student's absence is initially unknown. This will be updated once the reason is confirmed.

T Truant

Student is absent without explanation or permission from a parent / caregiver (e.g. skipping class).

Kaupapa Māori Settings

Decisions about what qualifies as off-site learning will be informed by tikanga Māori and requires a holistic and culturally responsive approach that is rooted in Māori values, practices, and principles. This could include consideration of the wider context of the whānau and ākonga life, including their cultural practices, commitments and obligations that provide valid and relevant off-site learning opportunities; for example, historical, cultural, political, social and religious events which are an integral part of their Māori heritage. This could include expanding the learning environment to include marae, ngahere, moana and events of cultural significance in recognition of the off-site learning that takes place outside of school directed events.

Attendance Code Clarification and guidance



Present for ½ day calculations

P Present

A (P) code is entered when a student is physically present in the teachers class.

- If the student leaves without permission the code moves from (P) - (T) and a note is record on attendance in KAMAR e.g. left at 12:55pm

L Late to class

Late to class (L) is where a student arrives at class 5 minutes after the scheduled class start time.

- A note is recorded on attendance in KAMAR e.g. arrived at 9:58am

A Alternative provision

Senior Leadership, Deans, Administration staff and/or Heads of Faculty for code entry.

Alternative provision includes, but is not limited to:

- Northern Health School
- Alternative Education
- Secondary-Tertiary Programme / Trades
- Activity Centre

A note is recorded in attendance on KAMAR of the nature of the alternative provision.

V Unsupervised exam study

Senior Leadership, Deans, Administration staff for code entry.

N Present but out of class

Staff member leading the activity or appointment and/or administration staff for code entry. A note is recorded in attendance on KAMAR of the nature of activity / appointment.

Includes, but is not limited to:

- Sick Bay
- Appointment with Dean and / or SLT
- Removed from class
- On-site school activity
- Other internal school appointments
- In-school stand down

Q Board approved off-site learning

Teacher in Charge of the approved activity and/or Administration staff for code entry.

Includes, but is not limited to:

- Board approved trips and camps
- Includes Principal and Deputy Principal approval
- Board approved off-site learning
- Includes work experience, school-organised activities and courses
- Representing the school (off-site)
- Transition visits
- Approved adapted timetables

D Approved external appointment

Student is present and appointment takes place within the school day. Appointment must be notified to the Administration staff or Form Teacher for code entry.

Justified absence

J Explained and approved

Absences must be notified to the Form Teacher or Administration Staff for code entry. *Includes, but is not limited to:*

- Non-school events - students that participate in competitions or events where they are not representing the school
- Approval by Senior Leadership Team required for code entry.
- For Kaupapa Māori Settings refer to the Principal for further guidance, approval and code entry.

M Illness / Medical absence

Medical absence must be notified to the Form Teacher or Administration staff for code entry. *Includes, but is not limited to:*

- Acute short-term medical illness, injury or medical reason
- Where medical reasons become moderate or chronic refer to the Stepped Attendance Approach

X Exam leave

Senior Leadership Team, Head of Faculty and / or Dean for code entry.

U Stood down or suspended

Principal's PA and/ or Senior Leadership for code entry.

Unjustified absence

E Explained but not approved

Absence must be notified to the Form Teacher or Administration staff for code entry.

Includes, but is not limited to:

- Caregiver provides a reason for absence that does not meet the approved or justified absence criteria.

G Holiday during term time

Approval required from the Principal for code to be entered as G.

? Unknown (temporary)

Temporary code to be used for no more than 3-days.

Attendance to be updated within 3-days of (?) being entered.

T Truant

Includes, but is not limited to:

- Caregiver unable to provide a reason for absence (?) - (T)
- Student missed or left class (?) - (T)