

# Stratford Primary School Attendance Management Plan: 2026

Approval	Date approved at Board Meeting <ul style="list-style-type: none"> <li>Monday 9 February 2026</li> </ul>	Published on	Add a link to the website specifically focused on attendance.
Effective Date	2 February 2026	Review Date	1 February 2027

## Overarching Attendance Objectives and Strategic Priorities:

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning. Our Government has set a national target of 80% of ākonga attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Stratford Primary School our school vision of Ki Runga Rawa (AIM High) underpins our approach to attendance - every tamariki striving to '**be the best they can be**'. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamariki can strive to be the best they can be.

## Baseline Data informing our Attendance Management Plan: Term 4 Attendance 2025 (from Every Day Matters)

Regular (Good Attendance)	Worrying (Irregular Attendance)
<h1>75%</h1>	16%
	<b>Concerning (Moderate Attendance)</b>
	5%
	<b>Very Concerning (Chronic Attendance)</b>
	4%

### What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

### Annual Target for 2026:

Regular (Good Attendance)	Worrying (Irregular Attendance)
<p style="text-align: center;"><b>Term 4, 2026:</b> <b><u>80% (+5%)</u></b></p>	<p style="text-align: center;"><b>Term 4, 2026:</b> <b><u>11% (-5%)</u></b></p>

**Rationale for 5% increase:** We are setting an aspirational target to move at least 5% of ākonga from Worrying/Irregular Attendance to Regular/Good Attendance. We aim to increase Regular Attendance every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

### Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan.

## Student Attendance Policy:

At Stratford Primary School, we recognise that regular attendance at school is crucial for student achievement. The Board ensures we meet all legislative and regulatory requirements around student attendance, including recording and monitoring attendance and following up absences and attendance concerns.

We expect students and their parents/guardians/caregivers to work with us to make sure students attend school regularly. Students are required to attend school whenever the school is open (Education and Training Act, s 36), with some exceptions.

### School responsibilities:

As required by the Education and Training Act 2020, the Board:

- takes all reasonable steps to ensure the attendance of students enrolled at our school
- has an attendance management plan that sets out a strategy and a process for the school to identify and respond to student absences
- has regard to any guidelines on the management of school attendance issued by the Secretary of Education when preparing our attendance management plan
- reviews our attendance management plan in accordance with regulations
- makes our attendance management plan publicly available online.

As required by the School Attendance Rules 2025 (published under section 237A of the Education and Training Act 2020) and the Education (School Attendance) Regulations 2024, the Principal ensures that the school:

- keeps attendance records for each student enrolled at the school (either by half-day or period) for each half-day that it is open for instruction
- has an absence notification process to enable the accurate and timely collection of attendance records
- uses a Ministry-approved Electronic Attendance Register (eAR) unless exempt
- uses Ministry-approved attendance codes to record attendance or absence for each student for each half-day the school is open for instruction
- provides these attendance records to the Secretary of Education at the end of each school day.

Accurate recording of student attendance ensures all students are accounted for during school hours, EOTC activities, and emergency events, and provides information to help identify and respond to student attendance concerns.

- If a student does not arrive at school or goes missing during the day (including from an EOTC event), we check there are no errors in how attendance information was recorded or updated (e.g. if a student has gone home due to illness) and notify parents/guardians/caregivers in a timely manner so they can respond. If there is reason for concern, we follow our [Missing Student Procedure](#).
- We work with students, parents/guardians/caregivers, staff, and external agencies where needed to identify any barriers to attendance, develop a plan to support attendance and learning, and improve student attendance at our school.

- The Principal reports to the board on attendance trends, barriers, and interventions, including by sharing the termly Every Day Matters report.

We ensure that all attendance-related procedures, documentation, and records comply with privacy requirements. We keep attendance records for the length of time required by the **School Records Retention and Disposal Schedule**.

### **Attendance Management Plan:**

Our attendance management plan outlines how we monitor student attendance and respond to student absences. Our plan has regard to Ministry of Education attendance guidelines, including the stepped attendance response (STAR), and is reviewed and updated in line with regulations. We seek feedback from the school community when developing and reviewing our plan. Also see [Attendance Management Plans](#) (Ministry of Education).

Our attendance management plan includes our:

- strategic priorities related to attendance (including our attendance targets and other key attendance objectives)
- processes to identify and respond to patterns, barriers, and underlying causes of student absences
- strategies, actions, or interventions at different attendance thresholds (based on numbers of days absent in a term)
- how we will monitor and measure progress in attendance, including any targets set by the board or the government and links to student achievement.

Our plan also may also include other information relevant to our attendance management, such as:

- our expectations of students, parents/guardians/caregivers, and our school staff, including roles and responsibilities
- how we will communicate with students and parents/guardians/caregivers about attendance
- our use of Ministry-approved attendance codes, including the thresholds for discretion and any limitations of discretion (including timeframes) for justified absences
- how we will review and update our attendance management plan.

The Board approves our attendance management plan before it is published online.

Our attendance management plan is publicly available on our school website.

### **Parent/Guardian/Caregiver and student responsibilities:**

As attendance is a shared responsibility, our school communicates with parents/guardians/caregivers and students about attendance requirements and expectations. The school monitors attendance and updates students and parents regularly.

- Parents/Guardians are legally required to make sure their enrolled student attends school every day the school is open (Education and Training Act, s 244).

- We expect students and their parents/guardians/caregivers to communicate and work with the school to ensure regular attendance. We ask parents/guardians/caregivers to contact us as soon as possible to discuss anything that may be a barrier to student attendance and/or to make any requests for exceptions.
- Parents/Guardians/Caregivers are expected to notify the school as soon as possible (before or during the school day) if their child will be absent or late. A reason must be provided no later than the end of the school week. The school will contact parents/guardians/caregivers directly if no explanation is provided for student absence.
- Students are not allowed to leave the school during school hours unless permission is requested by parents/guardians/caregivers and given by the school. The student must sign out at the office.

The Principal assures the Board that the school meets all legislative and regulatory requirements for attendance and is managing attendance effectively. See [Review Schedule and Board Assurances](#).

#### **Daily Attendance Process:**

1. Stratford Primary School promotes positive attendance and National Attendance Goals to all whānau, via the School App and School Newsletter. The Principal also promotes the importance of regular attendance at weekly school assemblies.
2. Stratford Primary School will take proactive steps to monitor and thereby increase student attendance, with the goal being that all students are at school for at least 90% of the school year.
3. Attendance Process:
  - a. Whānau are expected to contact the school office before 8.55am when their child is absent from school. They have several options where they can do this... phone message (Including the schools free 0800 Number), text message, email, have a note sent in with a sibling or in person. The important point is that their child has a justified absence (see appendix A) and the school knows where their child is before 9.15am.
  - b. Rolls are taken twice a day; at 8.55am in the mornings and at 1.50pm (1.30pm in the winter term) in the afternoon through eTap. Paper rolls are completed when a relief teacher is taking a class or the eTap system is down.
  - c. Whānau will be contacted as soon as is practicable in relation to any unexplained or unjustified absence. This is firstly completed via eTap.
  - d. Office staff will immediately contact the Principal when there are concerns about a child's well being/attendance.
4. Unjustified Absence:
  - a. Office staff will attempt to make contact with whānau.
  - b. The Office Manager will inform the Principal to discuss options. Further attempts are made to informally contact whānau.
  - c. The Office Manager will organise the Learning Support Coordinator to visit whānau at their homes. The aim here is to foster a positive relationship with the parents and learn why their child has been unjustifiably absent and/or lack of improvement in the student(s) attendance.
  - d. Ongoing concerns: A referral will be made to the Truancy Service.
  - e. Family Group Conference: If this still does not solve the attendance issue, the Principal will arrange a Family Group Conference.

- f. Monitoring of Attendance: The Office Manager monitors weekly attendance for the Principal.
- g. Review: This procedure will be reviewed on a yearly cycle or when legislation changes occur.

**Absence Thresholds in reaction to the Stepped Attendance Response (STAR):**

<b>Stratford Primary School Stepped Attendance Response (STAR):</b>			
<b>Good Attendance</b>	<b>Worrying Attendance</b>	<b>Concerning Attendance</b>	<b>Very Concerning Attendance</b>
<b>Less than 5 days absence in a school term</b>	<b>Up to 10 days absence in a term</b>	<b>Up to 15 days absence in a term</b>	<b>15 days or more absence in a term</b>
<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>
<ul style="list-style-type: none"> <li>● Ensure ākongā attends every day they are able</li> <li>● Reinforce good attendance habits</li> <li>● Support other whānau to reinforce good attendance habits</li> <li>● Follow school attendance management plan and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● Return ākongā to regular attendance</li> <li>● Contact school to discuss reasons for absence and impact on learning</li> <li>● Support ākongā to catch up on missed learning</li> <li>● Engage in support offered.</li> </ul>	<ul style="list-style-type: none"> <li>● Return ākongā 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 ākongā to regular attendance</li> <li>● Engage in support plan</li> <li>● Participate in regular meetings.</li> </ul>
<b>Kura (School)</b>	<b>Kura (School)</b>	<b>Kura (School)</b>	<b>Kura (School)</b>
<ul style="list-style-type: none"> <li>● Communicate with whānau about every absence</li> <li>● Maintain contact details of all whānau</li> <li>● Provide ākongā with regular updates on their own attendance</li> <li>● Report regularly to whānau on</li> </ul>	<ul style="list-style-type: none"> <li>● Contact whānau to discuss reasons for absence and impact on learning</li> <li>● Support ākongā to catch up missed learning where required</li> <li>● Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative</li> </ul>	<ul style="list-style-type: none"> <li>● Contact whānau 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</li> </ul>	<ul style="list-style-type: none"> <li>● Contact whānau 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</li> </ul>

<p>attendance of their child</p> <ul style="list-style-type: none"> <li>• Support ākonga attending school to continue learning if unable to attend school every day, including using MoE approved wellbeing or transitional plans, or health schools where appropriate; access other education pathways where appropriate.</li> </ul>	<p>timetables, PB4L.</p>	<p>around the child's absence</p> <ul style="list-style-type: none"> <li>• Use in-school resources as appropriate to remove barriers and request</li> <li>• Support from Attendance Service or other agencies as needed.</li> </ul>	<p>monitoring support plan</p> <ul style="list-style-type: none"> <li>• Undertake school-led prosecution, or request MOE led prosecution when considered appropriate if supports are offered and not taken up</li> <li>• Unenroll if ākonga will not be returning to school.</li> </ul>
<p><b>Communicating with Whānau:</b> Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.</p> <p>In relation to STAR, our kura may use the Ministry of Education resource <u><a href="#">Communicating with whānau about attendance</a></u> to support communication with whānau and if required, escalation of attendance concerns.</p>			