

Nelson College Attendance Management Plan

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has 61.75% regular attendance and a target of lifting regular attendance to 80% by the end of 2026.

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 responsibilities

The principal and senior leadership team are 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
- Ensure all students, whānau 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

Nelson College Ākonga attendance policy (see below)
Stepped Attendance Response - STAR (see below)

Monitoring

The principal will maintain reporting of daily attendance data

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](#)

Reviewed: December 2025

Next review: November 2028

Nelson College Ākonga Attendance Policy

At Nelson College and Preparatory 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 tumuaki 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 ākonga are accounted for during school hours, EOTC activities, and emergency events, and provides information to help identify and respond to student attendance concerns.

- If an ākonga does not arrive at kura 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 an ākonga 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 Ākonga Procedure.
- We work with ākonga, parents/guardians/caregivers, kaimahi, and external agencies where needed to identify any barriers to attendance, develop a plan to support attendance and learning, and improve ākonga 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.

Parent/Guardian/Caregiver and student responsibilities

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

- Parents/Guardians are legally required to make sure their **enrolled ākonga** attends kura every day the kura is open (Education and Training Act, s 244).
- We expect ākonga and their parents/guardians/caregivers to communicate and work with the kura 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 ākonga attendance and/or to make any requests for **exceptions**.
- Parents/Guardians/Caregivers are expected to notify the kura as soon as possible (before or during the kura day) if their child will be absent or late. A reason must be provided no later than the end of the kura week, and ākonga with persistent unexplained absences may receive

disciplinary consequences. The kura will contact parents/guardians/caregivers directly if no explanation is provided.

- Ākonga are not allowed to leave the kura during kura hours unless permission is requested by parents/guardians/caregivers and given by the kura. The ākonga must sign out with the attendance officer. Senior ākonga may be allowed to leave kura grounds (e.g. during lunch time or study periods). This is at the discretion of the tumuaki and permission may be withdrawn if ākonga do not return on time or do not meet our behaviour expectations while away from the kura.

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 school 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.

Parent/Whānau responsibilities

- Ensure students attend every day that they are able to
- Reinforce good attendance habits
- Open communication with the school
- Follow the school's attendance management plan and associated attendance policies and procedures

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 attendance of their child

School procedures

The principal will appoint staff and delegate duties that will include the recording of student attendance using our Student Management System (SMS) - KAMAR; and the follow-up procedures for non-attending students.

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

Classroom teachers are responsible for recording student attendance for their classes each period.

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

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

Parents/whānau will receive student attendance data via weekly emails.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at three thresholds (up to 10 days absence in a term, up to 15 days absence in a term, 15 days or more absence in a term). Follow up responses will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the pastoral team and senior leadership team termly to review outcomes and effectiveness of these interventions.

Nelson College Stepped Attendance Response Activities

This is our stepped attendance response for responding to individual student absence. Actions can be taken at any stafe, and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. We will contact parents, ideally within 2 school days, to arrange a meeting when actions need to be taken.

Deans meet every second Monday afterschool. If there are any attendance related questions, please contact Anissa McMillan - Attendance Officer.

| Day-to-day operations | | | |
|---------------------------------|--|--|---|
| Activities | Practice | Responsible Person | Notes and actions |
| Communicate with parents/whānau | <p>Set expectations, procedures and follow ups steps the school will take when a student is absent</p> <p>Use enrolment forms, newsletters, website and portal to set expectations and provide guidance to parents</p> | <p>Kaiarahi</p> <p>Dean</p> <p>SLT</p> <p>Principal</p> <p>Board</p> | <p>Termly attendance features in newsletter. To include updates on attendance data</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms</p> <p>Work with parents and students.</p> |
| Following up absences daily | <p>Use procedures in place (and supporting software) to quickly identify student absences and communicates these to parents.</p> <p>Follow up daily with parents any unexplained absences.</p> | Attendance Officer | Text based reminder to be sent for all unexplained absences. |
| Minimise disruptions | Board and senior leadership team prioritise schools hours to be for learning. | Senior leadership team | |

| Students with less than 5 days (25 periods) absence | | | |
|--|--|---------------------------------------|---|
| Activities | Practice | Responsible Person | Notes and actions |
| Communicate with parents/whānau | Identify all student absences and communicate to parents/whānau | Attendance Officer | Follow-up all absences to confirm reason for absence |
| Provide students with regular updates on their own attendance | Students to be included on weekly reporting | Wellbeing and Engagement Coordinator | Updates sent to students and whānau through weekly reporting |
| Report regularly to parents on attendance of their child | Send electronic reports to whānau weekly that inform of attendance and in class effort | DP (Reporting) KAMAR administrator | Updates sent to students and whānau through weekly reporting |
| Weekly check in with student on absences and lateness | Ensure ? are assigned correct attendance codes | Kaiarahi | Trends of unexplained attendance and/or ongoing latenesses to be communicated to Dean |
| Between 0-25 periods absent, all absences need to be followed up to ensure the correct code is recorded against the absence. | | | |

| Students with less than 10 days (50 periods) absence | | | |
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| Activities | Practice | Responsible Person | Notes and actions |
| Contact parents to discuss reasons for absence and impact on learning | After 5 days send email to parents using 1 First Formal notification email If this is not the first time the student has reached this threshold, phone contact is to be made. | Dean | Record action taken in KAMAR If there is no action taken due to individual circumstance - record this on the students record Follow up to be within 2 school days of meeting the threshold. |
| Support students to catch up missed learning where required. | Identify missed learning objectives and consider notes or activities to bring student back up to speed | Kaiarahi | Discuss with student in Ārahi. Student to follow up with subject teachers. Check no internal assessment missed *Y11 - Y13) |
| Use in school resources as appropriate to remove barriers | Pastoral team to work together on custom solution based on student need | Kaiarahi Dean Counsellor LSC Wellbeing and Engagement Coordinator DP (Pastoral) | Parents and student provided access to additional resources |
| Between 26 - 50 periods absence, investigate reasons for this absence and if there is a pattern across the year consider cohort actions. Record all actions taken to address non-attendance. For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau. If there is no action taken due to individual circumstance - record this on the students record. | | | |

| Students with less than 15 days (75 periods) absence | | | |
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| Activities | Practice | Responsible Person | Notes and actions |
| Contact parents to escalate concerns | Further contact with parent. Email and phone call are required for escalation | Wellbeing and Engagement Coordinator | Record action taken in KAMAR If there is no action taken due to individual circumstance - record this on the students record Follow up to be within 2 school days of meeting the threshold. |
| Hold meeting with parent/caregiver and student to analyse reasons for the absence. | Arrange meeting, including parents and student. | Wellbeing and Engagement Coordinator Kaiarahi | Consider who is needed at this meeting |

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|---|---|--|---|
| Develop and implement a support plan tailored to the reasons and circumstances around the student's absence. | Hold everyone accountable for their part in the plan. | Wellbeing and Engagement Coordinator Dean | Copy of plan to be uploaded to KAMAR |
| Use in school resources as appropriate to remove barriers | Discuss with pastoral team what further supports are available. | Kaiarahi Dean Counsellor LSC Wellbeing and Engagement Coordinator DP (Pastoral) | Parents and student provided access to additional resources |
| Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record. | | | |

Students with more than 15 days (75 periods) absence

| Activities | Practice | Responsible Person | Notes and actions |
|---|--|---|---|
| Contact parents to escalate concerns | Further contact with parent. Email and phone call are required for escalation | Deputy Principal (Pastoral) | Record action taken in KAMAR |
| Hold meeting with parent/caregiver and student to analyse reasons for the absence. | Arrange meeting, including parents and student. | Deputy Principal (Pastoral) Kaiarahi | Consider who is needed at this meeting |
| Request support from Attendance Services or other agencies as needed Participate in multi-agency response | Refer to Ministry of Education attendance service (Whakatū marae) Support access to services and collaborating with specialists | Deputy Principal (Pastoral) Wellbeing and Engagement Coordinator | Before check all previous actions. Support plan in place Resources and supports are to remain in place. Reintegration plan in place to return student to regular attendance. |
| Maintain implementation and monitoring of support plan. | Hold everyone accountable for their part in the plan. | Deputy Principal (Pastoral) Wellbeing and Engagement Coordinator Dean | Copy of plan to be uploaded to KAMAR |
| Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record. | | | |