



## Attendance Management Plan

### Purpose

This **Attendance Management Plan** is designed to foster a positive school culture of regular attendance, where every student is present, engaged, and supported to achieve their full educational potential. **Regular attendance** is essential for academic success, wellbeing, and lifelong learning. This plan outlines the school's strategy and processes for identifying, addressing, and reducing student absences in alignment with sections 137A–137D of the Education and Training Act 2020 and our Attendance Policy.

### Guiding Principles

- **Equity and Inclusion:** Every student has the right to access education without barriers.
- **Collaboration:** Attendance is a shared responsibility between school, ākongā and whānau,
- **Early Intervention:** Proactive identification and support prevent persistent absence.
- **Cultural Responsiveness:** Practices reflect and respect the diverse identities of our learners.

### Strategic Overview

The school's attendance strategy is underpinned by three core priorities, ensuring that every action is purposeful, data-informed, and aligned with the **Ministry of Education's Stepped Attendance Response (STAR) framework**:

1. **Early Identification and Intervention**  
Proactively monitor attendance patterns, identify emerging concerns, and respond swiftly with supportive measures.
2. **Whānau and Community Engagement**  
Build strong partnerships with whānau and the wider community to promote the value of regular attendance above 90% and address barriers collaboratively.
3. **Inclusive and Supportive Practices**  
Create a safe, welcoming and culturally responsive environment that encourages ākongā to attend and engage fully in learning.

## Strategic Priorities

The strategic priorities provide a clear direction for improving attendance and meeting the **government target of 80% of ākonga attending regularly, i.e. 90% of the time.**

- Increase Overall Attendance to Meet Government Targets**  
 Ensure at least 80% of ākonga attend school for 90% or more of the time by implementing targeted strategies for ākonga below this threshold or at risk of falling below this threshold
- Support Ākonga at Risk of Falling Below 90%**  
 Encourage ākonga with attendance between 80–90% to increase their attendance rate and prevent them from slipping into chronic absence through timely, targeted interventions
- Reduce Chronic Absence and Persistent Non-Attendance**  
 Identify ākonga with attendance below 70% early and provide intensive, wraparound support to address barriers
- Strengthen Whānau and Community Partnerships**  
 Engage families in culturally responsive ways to reinforce the importance of regular attendance and co-create solutions for attendance challenges
- Enhance Student Engagement and Wellbeing**  
 Create a positive, inclusive school environment where ākonga feel safe, valued and motivated to attend every day
- Data-Driven Monitoring and Accountability**  
 Use real-time attendance data to track progress, inform interventions, and report transparently to stakeholders

## Attendance Data

**The Government target is 80% of ākonga will be attending school for 90% of the time** e.g. if there are ten ākonga and only four ākonga have a daily attendance rate above 90%, then only 40% of ākonga are classed as attending regularly.

In 2024 and 2025, Christchurch Girls' High School | Te Kura o Hine Waiora implemented a whole school attendance strategy to improve attendance, which had a notable effect, particularly in Term 1 and Term 4 in 2024 and in Term 1 and 2 in 2025.

The Attendance Management Plan aligns with this attendance strategy and seeks to further improve the school's attendance data. As at Term 4 2025, our kura has 59% of ākonga attending the school for 90% of the time i.e. attending regularly. The aim is to move this figure towards the Government's target of 80%.

### *Comparison of Regular Attendance Data from 2023 to 2025*

Attendance	Regular Attendance %			Regular Attendance %
Year	2023	2024	2025	Target for 2026
Term 1	47	59	70	80
Term 2	47	49	58	80
Term 3	40	44	43	80
Term 4	42	57	59	80

*Comparison of Regular Attendance, Irregular Absence, Moderate Absence and Chronic Absence Data from 2023 to 2025*

Attendance	Term 1			Term 2			Term 3			Term 4		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Regular Attendance 90% of the time	57	59	<b>70</b>	47	49	<b>58</b>	40	44	<b>43</b>	37	53	<b>59</b>
Irregular Absence 80 to 89% of the time	28	27	<b>21</b>	31	31	<b>26</b>	31	31	<b>31</b>	27	22	<b>21</b>
Moderate Absence 70 to 79% of the time	9	8	<b>5</b>	12	11	<b>9</b>	15	14	<b>14</b>	15	13	<b>8</b>
Chronic Absence Less than 69% of the time	6	5	<b>3</b>	9	9	<b>8</b>	15	11	<b>12</b>	21	13	<b>12</b>

## Board Responsibilities

### The Board will:

- Take all reasonable steps to ensure ākongā attend school when open for instruction
- Support implementation of a **Stepped Attendance Response** aligned with national thresholds
- Ensure systems are in place to record, monitor and respond to attendance patterns
- Publish this plan on the school website
- Review attendance trends and interventions through termly reporting

## Principal Responsibilities

### The Principal will:

- Oversee implementation of the **Stepped Attendance Response**
- Ensure investigation, response, and recording of absences in accordance with thresholds
- Communicate expectations clearly to ākongā, staff and whānau
- Delegate to the Deputy Principal to maintain accurate reporting of daily attendance data
- Report to the Board on any trends, barriers to attendance and interventions being used to support student attendance

## Monitoring

- The **Deputy Principal** will maintain accurate reporting of daily attendance data
- The **Board** will receive termly attendance reporting, including information provided by the EveryDay Matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the Board's consideration

## Procedures / Supporting Documentation

- Stepped Attendance Response, STAR
- Attendance Management Plan Summary

## Legislative Compliance / Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

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

## Review

<b>Published on:</b>	Christchurch Girls' High School   Te Kura o Hine Waiora Website <a href="https://www.cghs.school.nz/">https://www.cghs.school.nz/</a>				
<b>Approved by:</b>	Christchurch Girls' High School   Te Kura o Hine Waiora Board	<b>Effective from:</b>	28/1/26		
<b>Presiding Member:</b>	Linda Geddis	<b>Date:</b>	28/1/26	<b>Review Date:</b>	30/11/26
<b>Signature:</b>					

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## Stepped Attendance Response, STAR

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The school's attendance procedures ensure ākongā are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

The stepped attendance response, STAR ensures the school is able to identify ākongā and offer appropriate interventions at the thresholds to support ākongā to return to regular attendance.

Annual targets have been set for student attendance, and work with ākongā, parents and caregivers, staff and external agencies, where necessary, to improve our levels of student attendance.

### Parent /Legal Guardian Responsibilities

- Parents and guardians have legal obligations to ensure their children attend school, in alignment with sections 137A–137D of the Education and Training Act 2020
- Follow the school's Attendance Management Plan and associated attendance policies and procedures
- Reinforce good attendance habits and ensure their young person attends every day the school is open for instruction, arriving on time at the start of the school day
- Ensure the school always has accurate contact details including emergency contact details
- Communicate clearly with the school to notify the school if their young person is going to be late or absent, and ensure all absences are explained and justified
- Avoid non-essential absences e.g. holidays or family visits in term time. Arrange appointments and trips outside school hours or during school holidays.
- Adhere to the Ministry of Education guidelines, understanding that only certain reasons are classified as justified absences e.g. genuine illness, bereavement, approved school events. Medical certificates will need to be provided for extended sickness-related absences as requested by the school
- Open communication with the school and a willingness to work with the school to manage attendance concerns, remove barriers to attendance and support improved attendance

### Student Responsibilities

- Understand the importance of regular attendance for learning and wellbeing
- Attend all Ako times, assemblies and timetabled classes punctually, ensuring attendance is recorded for each period and ensure their attendance has been recorded
- Follow up on any unexplained absences including class and Ako periods in a timely manner
- Monitor own attendance rate and take personal responsibility for improving attendance
- Work to maintain regular attendance above 90%
- Seek support if challenges become barriers to attendance

## School Responsibilities

- Provide a safe and supportive environment where ākonga want to attend.
- Provide clear, repeated communication about attendance expectations
- Monitor attendance daily and follow Ministry of Education aligned response steps
- Communicate the steps to parents the school will take if the student is absent
- Provide ākonga with regular updates on their own attendance
- Provide accessible live attendance data (via parent portal and weekly reports)
- Support ākonga to re-engage when attendance drops

## School Procedures

- The **Principal** will designate staff roles and responsibilities to ensure accurate attendance recording and consistent implementation of follow-up procedures for non-attending ākonga. Attendance is recorded using the school management system, KAMAR, using Ministry approved attendance codes.
- **Ako kaiako and subject kaiako** are responsible for marking attendance for every ākonga for every Ako period and class period, ensuring all records are current, accurate, and submitted in a timely manner. They will also monitor and follow up on lateness and emerging attendance concerns to ensure the data is accurate. Ako teachers will investigate any unexplained absences with ākonga and with whānau if necessary. If there is no explanation for the absence, the student will be classed as truant.
- **Ākonga** are responsible for ensuring their attendance is recorded each period and that the kaiako has recorded their attendance if they arrive late to class. If they are late to school, they must sign in at the red desk or at the student window.
- **Non-teaching and administrative staff** will support the attendance process, including recording attendance information, sending daily text notifications for unexplained absences, and maintaining system accuracy.
- **Ākonga** will be identified in alignment with the **Stepped Attendance Response** thresholds. Responses will be tailored to the context, reasons, and needs associated with each absence.
- **Deans and Senior Leaders** will monitor attendance patterns for their year levels, ensure whānau are informed of concerns, and coordinate responsive interventions. The pastoral team meets weekly for each year level to review attendance data and interventions.
- Serious or persistent absence cases will be escalated to relevant pastoral and senior staff as required. Attendance patterns, interventions, and outcomes will be reviewed regularly by the **Pastoral Team and Senior Leadership** to ensure ongoing effectiveness and to refine practice where needed. All actions taken to support student attendance will be documented in KAMAR.
- **Parents and caregivers** receive weekly attendance summaries, have live access to attendance data through the parent portal, and will be contacted when concerns arise. Additional updates may be provided termly or when attendance falls below expected thresholds. Attendance statistics are shown on the fortnightly Learning Enhancement Feedback (LEF) Report.
- Where necessary, **external support agencies**, including Attendance Services, will be engaged to address persistent or complex attendance barriers.

## CGHS/TKoHW Stepped Attendance Response Chart

The **chart** below outlines how Christchurch Girls' High School | Te Kura o Hine Waiora responds to individual student absences. Actions may be taken at any stage based on urgency, context or concern; staff are not required to wait for a student to reach a threshold before intervening. **Parents and caregivers** should be contacted as soon as possible when concerns arise. Where a meeting is required, this should be arranged promptly and ideally within two school days of identifying the concern.

**The Pastoral Care Team** meets fortnightly to review attendance data, interventions, and student progress.

Day to Day Operations			
Activities	Practice	Accountability and Responsibility	Notes & Actions
<b>Attendance Expectations</b>	Set expectations, procedures and follow-up steps for student absences.	<b>Accountable:</b> Board /Principal <b>Responsible:</b> Ako kaiako, Dean, Deputy Principal, Principal, Board	<ul style="list-style-type: none"> <li>Expectations and guidance for parents published on school website</li> <li>Attendance expectations included in enrolment process</li> <li>Regular messaging on attendance importance in weekly newsletters</li> </ul>
<b>Communication channels</b>	Multiple layers of communication with whānau and ākongā.	<b>Accountable:</b> Deputy Principal <b>Responsible:</b> Ako kaiako, Deans, Attendance Officer Administration	<ul style="list-style-type: none"> <li>Live parent portal for real-time data</li> <li>Daily attendance texts home.</li> <li>Weekly attendance reports to whānau.</li> <li>Fortnightly LEF attendance stats.</li> <li>Termly letters to whānau in response to poor attendance.</li> <li>Regular newsletter updates on attendance</li> </ul>
<b>Absence Notification</b>	Whānau must notify the kura via the SchoolBridge App or telephone with a valid reason for the absence. Absences are recorded using the Ministry of Education approved attendance codes.	<b>Accountable:</b> Whānau <b>Responsible:</b> Whānau	<ul style="list-style-type: none"> <li>Whānau are responsible for notifying the kura of any absence, part or full day prior to the start of the school day, with a valid reason clearly communicated.</li> <li>If no reason is given the absence code will be T, truant and will need investigation</li> </ul>

<b>Red Desk duty</b>	Dean morning duty to manage late arrivals and support ākonga. Ākonga who are late to school in the morning must report to the red desk in the first instance then go to class. Reasons for lateness will be recorded. If they arrive to school after 9:00am they must sign in at the student window reception.	<b>Accountable:</b> Deans <b>Responsible:</b> Deans	<ul style="list-style-type: none"> <li>• Conversations with ākonga to identify barriers to punctuality.</li> <li>• Support strategies discussed with ākonga and whānau as needed.</li> </ul>
<b>Identification of absences</b>	Daily electronic roll checks are accurately completed on KAMAR in a timely manner by kaiako. Ako kaiako monitor patterns of attendance and are the first point of contact for low level issues	<b>Accountable:</b> Deputy Principal <b>Responsible:</b> Ako and subject kaiako, Deans, Attendance Officer	<ul style="list-style-type: none"> <li>• Expectations are met that attendance is to be recorded accurately and timely</li> <li>• Attendance concerns are identified quickly by the Ako kaiako</li> </ul>
<b>Follow up absences daily</b>	Use procedures and KAMAR data to identify absences. Attendance Officer to communicate with whānau on first day of absence via text and email. Ako kaiako follow-up with ākonga / whānau for any unexplained absences.	<b>Accountable:</b> Deans <b>Responsible:</b> Ako kaiako / Deans	<ul style="list-style-type: none"> <li>• Ako subject kaiako to record attendance for every ākonga, for every period every day accurately and in a timely manner so that the attendance officer can quickly follow up on first day absences</li> </ul>
<b>Track attendance, late, and truancy</b>	Early identification of at-risk ākonga via KAMAR filters and data analysis Deans track ākonga below 70% weekly. Deputy Principal tracks ākonga below 90% weekly. Deans service session at lunchtime for ākonga with multiple trancies /unexplained absences.	<b>Accountable:</b> Deputy Principal <b>Responsible:</b> Ako kaiako, Deans, Senior leaders, Deputy Principal	<ul style="list-style-type: none"> <li>• Weekly attendance spreadsheets by Deans and Deputy Principal</li> <li>• Pink slips ('Out of Class Pass') to control and monitor out-of-class movement</li> <li>• Fortnightly LEF attendance statistics to parents.</li> <li>• Termly letters to whānau if attendance is below 80%</li> </ul>
<b>Escalate attendance issues</b>	Unresolved attendance issues are escalated to the Dean Develop support plans, involve other services/referral to Attendance Services where needed.	<b>Accountable:</b> Deputy Principal <b>Responsible:</b> All staff, Dean	<ul style="list-style-type: none"> <li>• Staff encouraged to escalate concerns to the Dean promptly</li> <li>• Use support services and attendance engagement Kaimahi</li> <li>• Regular review and follow-up for at-risk ākonga.</li> </ul>

<b>Truancy support services</b>	Engage external truancy support services, and Attendance and Engagement Kaimahi.	<b>Accountable:</b> Deputy Principal <b>Responsible:</b> Dean, Deputy Principal	<ul style="list-style-type: none"> <li>• Collaborative support for at-risk ākonga and their whānau</li> <li>• Whānau and ākonga to engage in a reintegration plan which will be monitored</li> </ul>
<b>Minimize disruptions to school day</b>	School hours prioritised for learning by school leadership and Board.	<b>Accountable:</b> Principal <b>Responsible:</b> School leadership team	<ul style="list-style-type: none"> <li>• Ensure attendance focus is consistent with school's learning priorities.</li> </ul>
<b>Assess history of new ākonga</b>	Identify attendance issues/trends on enrolment.	<b>Accountable:</b> Deputy Principal <b>Responsible:</b> Dean/Deputy Principal	<ul style="list-style-type: none"> <li>• "Welcome to school" hui with whānau at beginning of year for Year 9 ākonga</li> <li>• Special attention to new ākonga enrolling during the year</li> </ul>
<b>Compliance for extracurricular activities</b>	Inform ākonga/whānau about expectation for 80% attendance minimum for participation / representing CGHS TKoHW Coaches/managers engage ākonga at risk of falling below 80% attendance Deputy Principal checks attendance prior to trips and co-constructs attendance strategies.	<b>Accountable:</b> Deputy Principal <b>Responsible:</b> Coaches, Managers, Dean/Deputy Principal	<ul style="list-style-type: none"> <li>• Communication via email, assemblies, newsletters</li> <li>• Attendance checks and support before trips</li> <li>• Clear consequences for non-compliance</li> </ul>

