

Strathmore School

Attendance Management Plan 2026

Purpose and Rationale

Regular attendance is essential for tamariki to experience success in their learning, wellbeing, and sense of belonging. At Strathmore School, attendance is viewed as a shared responsibility between school and whānau, grounded in whanaungatanga, manaakitanga, and partnership.

This Attendance Management Plan outlines how the school monitors attendance, responds early to concerns, works collaboratively with whānau, and engages appropriate support to remove barriers to regular attendance.

Under the Education and Training Act 2020, students aged 6–16 are legally required to attend school regularly.

Data and Trends

National data for 2025 shows around **55% of students attended school regularly** (90%+ attendance). Strathmore's results were broadly similar, with regular attendance improving to **56% by Term 4** after a mid-year dip in Term 2. This places the school **close to the national average** and reflects the positive impact of attendance monitoring and whānau engagement strategies.

2025	Regular attendance 90%+ National averages	Regular attendance 90%+	Irregular Absence 80-90%	Moderate Absence (70-80%)	Chronic Absence <70%
Term 1	65.9%	55%	34%	7%	5%
Term 2	58.4%	40%	30%	17%	13%
Term 3	50.3%	51%	30%	15%	5%
Term 4	57.3%	56%	28%	10%	6%
Data based on Every Day Matters Attendance Reports					

Mid-Year Dip: Regular attendance fell to **40% in Term 2**, with chronic absence rising to **13%**, likely due to winter illness.

Recovery: Attendance improved through monitoring and whānau engagement, reaching **56% regular attendance in Term 4**.

Chronic Absence: Reduced significantly after Term 2, suggesting targeted support was effective.

Reasons for Absence: Mostly **illness**, followed by **accepted but unjustified absences** and **holidays during term time**.

Punctuality: By Term 4, **95% of students were arriving on time regularly**.

Attendance Goal

By the end of 2026, at least **65% of students** will attend school regularly (90%+ attendance), supporting their academic, social, and emotional success. Attendance data is monitored regularly and used to inform teaching, pastoral support, and engagement strategies.

Guiding Principles

Our attendance approach is:

- Strengths-based – focused on improvement, encouragement, and celebrating progress
- Culturally responsive – recognising the identities and strengths of Māori, Pasifika, and all whānau
- Relational – prioritising positive relationships with tamariki and whānau
- Preventative – responding early to patterns of concern
- Collaborative – co-designing solutions with whānau and support agencies where needed

Stepped Attendance Response Framework (based on the Ministry of Education - STAR Framework)

Attendance is monitored daily and reviewed weekly. Responses escalate depending on the number of absences per term.

Good Attendance: Threshold - Fewer than 5 days absent per term.

School Response:

- Positive reinforcement through REAL tokens
- Attendance HERO certificates
- Class teacher check-ins
- PULSE wellbeing check-ins for senior students

Whānau Role:

- Maintain strong attendance routines
- Communicate with school regarding absences

Celebrations:

- Weekly morning tea biscuits for the class with the highest attendance rate
- Celebration morning tea for students with 95–100% attendance at the end of each term
- Attendance achievements shared via HERO and school communication platforms

Worrying Attendance: Threshold - 5-10 days absent per term

School Response:

- Text or phone call for each absence
- First formal letter sent home
- Attendance discussed at parent/whānau conferences
- In-school learning support to assist tamariki to catch up
- Tuakana-teina support to help students settle back into class

Whānau Role:

- Provide medical certificates after three consecutive days of absence
- Support tamariki with catching up on school mahi (where appropriate)

Support Available:

- Y Pathway attendance support (where appropriate and with parental consent)

Concerning Attendance: Threshold - 11-15 days absent per term

School Response:

- Text or phone call for each absence
- Escalated letter from the Principal
- Hui with whānau, Senior Leadership Team, and kaiako to co-design an attendance improvement plan
- Referral to attendance services where appropriate

Whānau Role:

- Uphold agreements made in attendance hui
- Engage with support plans and routines

Support Available:

- Attendance van (where spaces are available)
- Social Worker in Schools (SWiS) referral
- Y Pathway attendance support

Serious Attendance Concern: Threshold - 16+ days absent per term

School Response:

- Text or phone call for each absence
- Formal SLT letter and meeting
- Weekly monitoring of attendance plan
- Multi-agency response activated to reduce barriers to attendance
- Collaborative support plan established with whānau and school

Whānau Role:

- Provide medical certificates after three consecutive days of absence
- Uphold agreements made in attendance and support plans

Support Available:

- Y Pathway and Ministry of Education attendance services
- Referral to Breakfast Club and pastoral supports
- Attendance van if available

Attendance and Engagement Lead Teacher

To strengthen and sustain attendance improvement, the school has a designated Attendance and Engagement Lead Teacher.

Role Purpose

The Attendance and Engagement Lead provides leadership and coordination of attendance initiatives, working in partnership with whānau, kaiako, senior leadership, and external agencies using a culturally responsive, relational approach.

Key Responsibilities

The Attendance and Engagement Lead Teacher will:

- Continue and refine home attendance trackers, distributed once per term, to support whānau awareness and consistent routines
- Coordinate one school-wide dress-up day per term with a focus on attendance messaging, celebration, and making school a fun and welcoming place to be
- Carry out Check-In / Check-Out (CICO) support with priority tamariki to strengthen engagement, readiness for learning, and attendance
- Monitor attendance data for priority students and cohorts with SLT

Key People - Roles and Responsibilities

Board of Trustees

- Set clear expectations for regular attendance (90%+).
- Monitor attendance data through principal reports.
- Ensure policies and resources support attendance improvement.
- Support school initiatives that promote regular attendance.

Whānau

- Ensure tamariki attend school every day unless unwell.
- Inform the school when their child is absent.
- Work with the school if attendance becomes a concern.
- Support routines that help children arrive at school ready to learn.

Office Manager

- First point of contact for attendance
- Phone calls, texts, and letters home

Kaiako / Teachers

- Daily attendance marked morning and afternoon using [Ministry of Education attendance codes](#).
- Maintain welcoming, engaging classroom environments
- Share attendance data through written reports (mid-year and end of year reports)

Attendance and Engagement Lead Teacher

- Leads attendance initiatives, monitoring, and targeted support

Senior Leadership Team

- Oversees attendance systems and reporting
- Communicates attendance messages to whānau
- Ensures alignment with school strategic goals

External Agencies

- Y Pathway
- Ministry of Education

Data Monitoring, Review, and Reporting

- Attendance is monitored daily and reviewed weekly
- Priority students are tracked closely by the Attendance and Engagement Lead and SLT
- Attendance data is reviewed termly to evaluate effectiveness of supports
- Summary attendance data is reported to the Board

Consent and Information Sharing

Whānau consent is sought before engaging external agencies or sharing attendance information. Information is shared respectfully and in line with privacy expectations, with the wellbeing of tamariki at the centre of all decision-making.

Review of Plan

This Attendance Management Plan will be reviewed annually at the end of November 2026 to ensure alignment with Ministry of Education expectations, school priorities, and the needs of tamariki and whānau.