



# Attendance Strategy BHPS

## 1. Purpose Statement

The purpose of the BHPS Attendance Plan is to support regular attendance by promoting a culture of belonging, ensuring early identification of attendance concerns, and intervening appropriately in collaboration with whānau and support services.

## 2. Goals and Targets

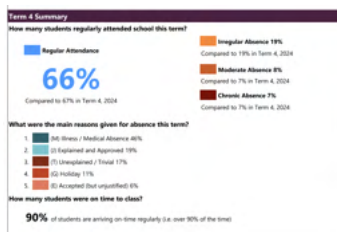
**School-wide goal:** To reduce the percentage of students who sit within the chronic attendance, by 23%, and to meet the MoE target of 80% attendance for all students - please see Annual Plan for further detail - the Annual Plan outlines in more detail how this will be approached - and how it will be reported against.

NB: **The Government's target is:** 80% of students attending more than 90% of the time by 2030.

**Term-by-term target:** Reduction in students with <90% attendance

**Specific goal:** Decrease in unexplained absences and late arrivals by 10% in 2026

**EOY 2025:** The schools EOY T4 regular attendance was 66% see graph



### 2.1 Reporting

Created 2024, updated: July 2025, Nov 2025, March 2026

**Ongoing:** Via the Principals' report to the BoT - 2x term

**MoY:** As part of the Mid-Year Data report to the BoT

**EoY:** As part of the AoV

### 3. Beliefs and Approach

At BHPS, we believe every day at school matters. We recognise that student wellbeing, engagement, and achievement are strongly linked to regular and consistent attendance. Our approach is restorative, culturally responsive, and grounded in partnership with whānau.

### 4. Prevention Strategies

- Positive reinforcement and celebration of regular attendance.
- Regular reminders with attendance posters and data shared with the community
- Attendance-focused classroom discussions
- Orientation and induction for new whānau, highlighting attendance expectations
- Whānau of all students who are absent without prior notification are contacted every day by our office.
- Student perspectives on attendance barriers are gathered regularly to inform school responses and planning. Students are encouraged to share ideas for making school a place they want to be through class discussions, surveys, or Student Leader feedback.(see appendix below for suggested voice questions)

### 5. Partnership with Whānau

- Teachers and leaders initiate contact early
- Whānau voice is sought in creating Attendance Plans
- Where appropriate, home visits are considered with partner agencies
- See phone script in the appendix

### 6. Early Identification and Intervention (Response Plan)

Our attendance response aligns with the MoE STAR framework (Stepped Attendance Response), using school-level interventions before referring to the Attendance Service.”

**IMPT:**

**BHPS TEACHERS**

**ONLY USE P or ? - can write a note in the comment field. This is to ensure the attendance is accurate. From 2025, attendance is reported to MOE daily, so it must be accurate.**

#### a. Office

Timescale	Attendance Profile	What needs to be done
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Daily	Late/Absent	- Office calls home for any student who is marked absent (or late), and the response is recorded on HERO (including inability to contact)
Day 5 (if consecutive unjustified absence - otherwise flagged on HERO after 5 days - across time)	Unjustified or marked as unable to make contact	- HERO flags this as an attendance intervention - The office sends letter 1 to whānau
Day 7/8		- The office sends a referral to the CMS Attendance Service
Ongoing		- Attendance plan with CMS and appropriate services/SENCO/Team Leader support
21 days of Consecutive non-attendance without notification		- The office initiates removal from the school roll
<b>Attendance Service</b>		
Day 1 of referral		Service picks up the referral and implements their processes, including meeting with whānau
Ongoing		Liaison with the school

### Data Reporting Thresholds

To maintain consistency with the MoE *Attendance Matters* reporting and STAR guidance:

Attendance Category	Threshold	Action Required
<b>Regular</b>	≥ 90 %	Continue reinforcement and celebration.
<b>At Risk / Cause for Concern</b>	80 – 89 %	Teacher contacts whānau; records conversation in HERO; Team reviews support options.
<b>Chronic Concern</b>	< 80 %	Formal attendance plan and/or referral to CMS; SLT monitors fortnightly.
<b>Non-attendance (21 days consecutive)</b>	As per MoE Guidance	Removal from the roll is initiated after all STAR steps are followed.

## b. Teacher

TimeScale	Attendance Profile	What needs to be done
Weekly	Students identified as of concern	<p>Actions and communications to date are to be updated on HERO (before Team Meetings)</p> <ul style="list-style-type: none"> <li>- Issues and successes to be taken to the Team meetings</li> <li>- Phone calls or communication home to have been enacted before a Team meeting (including positives)</li> <li>- Any new students to be identified and brought to the Team meetings to be monitored</li> <li>- Contact the office to find out what has been happening and the next steps recommended</li> </ul>
Termly		<p>Week 8 each term - attendance data outlining trends, successes and areas to follow up on - including communication/meetings with whānau, have been analysed and presented to the Team at the Team meeting</p>
Absent >10% Late >10%	A student has had 3 days of unjustified absences	<ul style="list-style-type: none"> <li>- The teacher calls home or emails and attempts to establish communication</li> <li>- If there is no response, the teacher takes this to team meetings and determines an Individualised Attendance process for the whānau/student - this may include meeting with whānau/developing strategies to support</li> </ul>

		students' attendance/SENCO, or Pastoral Care supports
Absent >20% Late >20%		- CMS referral
Absent >30% Late >30% +		- Working with CMS and other agencies as appropriate

**c. Team Leader**

<b>TimeScale</b>	<b>Attendance Profile</b>	<b>What needs to be done</b>
Weekly Team Meetings	Students identified as of concern	- Update from teachers on where each student is regarding attendance
Weekly AP/TL meeting		Updates to APs on attendance for the teams, identifying any new students or areas of concern, actions to date and which students will require additional support or wider meetings (SENCO/SLT/Attendance Service)
Week 8 (Termly)		Trends and updates on teams' attendance efforts and data

**SLT**

<b>TimeScale</b>	<b>Attendance Profile</b>	<b>What needs to be done</b>
AP/TL meetings	Students identified of concern	TLs update SLT on any students of concern for the next steps
SLT Mtgs		Students of concerns discussed and next steps planned as appropriate

#### d. BOT

<b>TimeScale</b>	<b>Attendance Profile</b>	<b>What needs to be done</b>
BoT meetings	Students identified of concern/interventions	BoT is updated by reporting in the Principal's Report
BoT Mtg x1 term	SMS data - use of HERO data  Attendance Matters data - presented each term (MoE data)	Data and interventions are presented with recommendations for where to go next..
MOY and EOY data report		Data/ interventions are presented with recommendations for where to go next.- includes comparative data

#### Tiered Attendance Response Overview

<b>Tier</b>	<b>Level of Support</b>	<b>Attendance Range / Trigger</b>	<b>Focus &amp; Key Actions</b>	<b>Who Leads</b>
<b>Tier 1 – Universal</b>	Whole-school prevention and promotion	<b>≥ 90 % attendance</b>	Promote belonging, celebrate attendance, communicate expectations, share attendance data school-wide.	Teachers, Office, SLT
<b>Tier 2 – Targeted</b>	Early identification and school-based support	<b>&lt; 90 % but ≥ 80 % attendance</b>	Teacher contacts home, updates HERO; Team Leader and SENCO collaborate with whānau to address barriers. Attendance letter and individual support plan developed.	Teacher, Team Leader, SENCO
<b>Tier 3 – Intensive</b>	Coordinated and multi-agency response	<b>&lt; 80 % attendance or chronic non-attendance (10 + consecutive days)</b>	Referral to Attendance Service (TBA) and/or external agencies. Formal Attendance Plan with whānau, SENCO, AP, and service partners.	SLT, Attendance Service, SENCO, Whānau

## 8. Roles and Responsibilities Summary Table

Role	Responsibilities
Teacher	Monitor weekly, contact home, update HERO
Team Leader	Review team data, support follow-up
SLT	Track trends, coordinate interventions
Office	Track absences, send letters and manage referrals
BOT	Review data, monitor strategic impact

## 9. Review and Reporting Processes

This Attendance Plan will be reviewed annually by SLT and shared with the Board of Trustees. Attendance data will inform schoolwide strategic decisions and resource allocation. School-wide attendance progress and improvement data are shared with the community regularly through newsletters, assemblies, and digital platforms. This transparency builds collective responsibility and celebrates success.

### Monitoring:

- Attendance is checked weekly by the teacher.
- If slipped to >90% teacher to call home and make contact.
- Follow up by Team Leader/KMPST if no response to first contact.
- If still no response, the first letter (in conjunction with the Office) is sent.
  
- CMS referral made.
  
- Meeting with whānau to develop an attendance plan.

### Support Services:

Could include:

- SENCO
- KMPST
- Attendance plan
- Counsellor
- referral to another agency (with support from SENCO) eg: CYFS

NB: Where students being monitored are from the same whānau, but across the teams, TLs to bring to discuss a coordinated plan at TL and AP meetings.

Regular and Consistent Attendance Matters!

## 10. Equity Lens

BHPS is committed to reducing attendance disparities for Māori, Pacific, and students with additional needs through culturally responsive practice and equitable access to support.

## 10. References

- Section 127 of the Education and Training Act 2020
- MoE STAR Guidance (2024)
- HERO SMS data
- Local Attendance Service Provider (TBA)

### MOE Guidance

<https://www.education.govt.nz/education-professionals/schools-year-0-13/administration-and-management/daily-attendance-reporting>

### STAR

#### Stepped Attendance Response Guidance

[https://web-assets.education.govt.nz/s3fs-public/2024-09/STAR-27-9-2024.pdf?VersionId=6wJAI91TPRy98L\\_EFgaFpcHio\\_H3S3uy](https://web-assets.education.govt.nz/s3fs-public/2024-09/STAR-27-9-2024.pdf?VersionId=6wJAI91TPRy98L_EFgaFpcHio_H3S3uy)

### New Codes

[https://web-assets.education.govt.nz/s3fs-public/2025-01/Attendance\\_Guidance\\_v02B.pdf?VersionId=en.x8nIC1VewxLJ3dQSw5u9WCIHnrlbC](https://web-assets.education.govt.nz/s3fs-public/2025-01/Attendance_Guidance_v02B.pdf?VersionId=en.x8nIC1VewxLJ3dQSw5u9WCIHnrlbC)

## 11. Appendix

# Definitions









<b>Presence</b>	<p>A student is <b>present</b> if they;</p> <ul style="list-style-type: none"><li><b>P</b> are physically <b>present in class</b>,</li><li><b>L</b> arrive <b>late to class</b> within school/kura determined thresholds,</li><li><b>A</b> are physically present in <b>alternative provision</b>,</li><li><b>V</b> are engaged in onsite <b>exams or study</b>,</li><li><b>N</b> are <b>temporarily out of class</b> either <b>at school</b>,</li><li><b>D</b> or in an <b>appointment</b>,</li><li><b>G</b> or are engaged in <b>Board approved learning offsite</b>.</li></ul>
<b>Justified absence</b>	<p>A student is <b>justifiably absent</b> if they;</p> <ul style="list-style-type: none"><li><b>M</b> are <b>ill/unwell</b>,</li><li><b>U</b> have been formally <b>stood down or suspended</b>,</li><li><b>X</b> are engaged in offsite <b>study for exams</b></li><li><b>J</b> or the school principal has <b>approved their absence</b>.</li></ul>
<b>Unjustified absence</b>	<p>A student is <b>unjustifiably absent</b> if;</p> <ul style="list-style-type: none"><li><b>?</b> the reason for the absence is <b>not yet known</b>,</li><li><b>T</b> they are absent <b>without parent/caregiver permission</b>,</li><li><b>G</b> they are taking a <b>holiday during term time</b>,</li><li><b>E</b> or their absence is <b>explained but not approved</b> by the principal.</li></ul>

# Attendance Posters

## Attendance and Lateness

Regular and Consistent Attendance Matters! If your child is not here at school they miss out on important learning opportunities, and in the long term, this impacts their learning and their ability to make and retain friends. It does not take long for a student to fall behind, and catching up can be very hard, making a child lose confidence and this can impact on their behaviour and self esteem.

### Attendance - What you can do:

-  Send your child to school every day, try to make appointments outside of school hours.
-  Try not to let your child miss school without a good reason.
-  Create routines and stick with them - early nights, reading a book each night, tech free time...
-  Keep an eye on what is happening for your child at school - let us know if you have any concerns.
-  Talk to us if you need help or support with ensuring your child comes to school.
-  Keep your contact details up to date.
-  Keep in contact with school if your child is going to be late or is unwell and unable to attend.
-  Whānau and caregivers have a legal responsibility to ensure children under 16 attend school. All children on our roll must attend when we are open for instruction, unless there is a justified reason for being away.

# ATTENDANCE

*One or two days a week does not seem like that much, but did you know....*

A whole year has 365 days. A school year has 190.

If your child misses:	That equals to:	Which is:	That means at the END of their schooling they have missed:
1 day a fortnight (5 days a term)	20 School Days a year!	4 weeks a year	Almost 1.5 years of schooling missed
1 day a week (10 days a term)	40 School Days a year!	8 weeks a year (nearly a whole term)	Over 2.5 years
2 days a week (20 days a term)	80 School Days a year!	16 weeks a year	Over 5 years
3 days a week (30 days a term)	120 School Days a year!	24 weeks a year (over half of the year)	Nearly 8 years - that is nearly all of their Primary and Intermediate schooling!




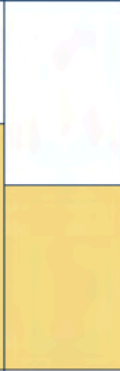


That leaves 175 days to spend time with whānau, visits, holidays, shopping and other appointments.



Attendance every day matters!



Attendance every day allows your child to make and retain friends

The Impact of Attendance on Progress					
Every day counts - EVERY DAY.					
No absence	10 days absence	12 days absence	19 days absence	29 days absence	38 days absence
					
100% attendance	95% attendance	94% attendance	90% attendance	85% attendance	80% - 60% attendance
Excellent		Concerning		Serious Concern	
This level of attendance gives your child the best chance at making friends, being socially happy and to make progress in their learning.		This level of attendance makes it harder for your child to make friends and retain friends, make progress in their learning and to experience success.		This level of attendance is considered to be persistent. It makes it very hard for your child to make progress, resulting in them struggling with Reading, Writing and Math. Social outcomes are often poor.	



Attendance at school every day helps your child to make progress and meet expectations for learning



How are you helping your child be their best and attend every day?

*Getting to school on time every day makes a big difference to learning!*

If any of these sound familiar, it is time to work on your timekeeping!



## DID YOU KNOW:



**MINUTES**  
late per day  
= 3 school  
days lost!

10 minutes  
per day =  
6.5 school  
days lost  
per year!

15 minutes  
per day =  
10 school  
days lost  
per year!

20 minutes  
per day =  
13 school  
days lost  
per year!

30 minutes  
per day =  
19 school  
days lost  
per year!

## LETTERS:

To make a meeting:

### Written Template (Email / Letter pre-formal letter)

**Subject:** Working together to support [child's name]'s attendance

Kia ora [whānau name],

We've noticed that [child's name] has been away / late on several occasions recently. We know there can be many reasons for this, and we want to work *with you* to make things easier.

Regular attendance helps your child feel connected and confident in their learning — every day really does make a difference.

Could we please meet or have a quick call to discuss what support might help?

**Contact:** [Teacher name/phone/email]

Ngā mihi nui,

**[Teacher Name]**

Beach Haven Primary School

*Together we make a difference – Every day counts!*

## ONE:

Dear

We have noticed that \_\_\_\_\_ still appears to be developing a concerning pattern of non-attendance.

Absence from school without an adequate reason is unacceptable. We are concerned that this absence pattern may be the beginning of a negative attitude toward attending school and will certainly effect his/her learning.

Please note that Beach Haven Primary liaises closely with Attendance Services and other agencies. If your child's attendance remains unsatisfactory there may be a referral to one of these agencies. If your child is referred to Truancy Services, contact will be made directly with you by the organisation.

Please contact me to arrange an appointment time to visit the school and discuss this issue.

Yours sincerely,

## TWO:

Date

Dear

It is apparent that \_\_\_\_\_ has not been attending school regularly, despite our previous letters.

\_\_\_\_\_ has therefore been placed on our non attendance list. This means that for the next four weeks we will be taking special care to monitor very closely his/her attendance. Any further truancy during this time will be considered a serious matter.

The Education Act (1989) requires all children and young people to be enrolled and attending school from their 6<sup>th</sup> to 16<sup>th</sup> birthday whenever the school is open.

The school should be notified of any reasons for an absence and school management staff will assess whether an absence is justified or unjustified. Once 20 days have passed without further truancy his/her name will be removed from the truancy list and we hope better attendance habits will have been re-established. Normal monitoring of attendance will, of course, continue at this point. The aim is to set a target for \_\_\_\_\_ to measure «hisher» progress towards regular attendance from a truancy problem. Please reinforce this at home by helping «himher» count the days towards removal from the list.

Please note that Beach Haven Primary liaises closely with Attendance Services and other agencies. If your child's attendance remains unsatisfactory there may be a referral to one of these agencies. If your child is referred to Attendance Services, contact will be made directly with you by the KCFT organisation.

We would like to resolve this issue of non-attendance. Please telephone me as soon as possible to discuss «Firstname»'s attendance.

Yours sincerely,

## Student Voice: Understanding Attendance

Focus Area	Purpose	Student-Friendly Questions
<b>1. Belonging and Enjoyment</b>	To understand how students feel about school and belonging	<ul style="list-style-type: none"><li>• What do you like most about coming to school each day?</li><li>• Who helps you feel happy and safe at school?</li><li>• When do you feel proud to be part of our school?</li><li>• Is there anything that sometimes makes school feel less fun or welcoming?</li><li>• If a friend didn't want to come to school, what would you tell them?</li></ul>

<p><b>2. Barriers and Challenges</b></p>	<p>To identify what makes attendance or punctuality difficult</p>	<ul style="list-style-type: none"> <li>• What makes it hard to get to school on time some days?</li> <li>• Are there mornings when it's tricky to get ready for school? Why?</li> <li>• What could we do to make it easier for you or your whānau to get here?</li> <li>• When you have been away, what helps you come back and feel okay again?</li> <li>• Is there anything at school that worries you or makes you want to stay home?</li> </ul>
<p><b>3. Engagement and Motivation</b></p>	<p>To explore what encourages or discourages learning</p>	<ul style="list-style-type: none"> <li>• What kinds of learning make you excited to come to school?</li> <li>• What would you like to learn more about?</li> <li>• Are there times when learning feels too hard or not interesting?</li> <li>• How can your teacher make learning more fun or easier to understand?</li> <li>• Who helps you when learning feels tricky?</li> </ul>
<p><b>4. Relationships and Support</b></p>	<p>To capture how connected students feel to others</p>	<ul style="list-style-type: none"> <li>• Who are the adults at school you can talk to if something is bothering you?</li> <li>• Who are your friends who help you feel good about being at school?</li> <li>• What could teachers do to make everyone feel they belong here?</li> <li>• Is there anyone you'd like to have check in with you more often?</li> </ul>
<p><b>5. Feedback on Attendance Initiatives</b></p>	<p>To gather feedback on attendance goals, rewards, and schoolwide initiatives</p>	<ul style="list-style-type: none"> <li>• Did you notice the new attendance goals or celebrations?</li> <li>• Do those make you want to come to school more often? Why or why not?</li> <li>• What other ways could we celebrate great attendance?</li> <li>• How could we help your class reach its attendance goal together?</li> </ul>

<b>6. Reflection and Voice in Action</b>	To close the loop and show student voice leads to change	<ul style="list-style-type: none"> <li>• What is one small change that would make school better for everyone?</li> <li>• If you were the principal for a day, what would you do to help everyone come to school more?</li> <li>• What message about coming to school would you share with our community?</li> </ul>
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## Phone / Face-to-Face Conversation Script

### Opening / Connection

*Kia ora [whānau name], it's [your name] calling from Beach Haven Primary. I'm ringing because we've noticed [child's name] has been away for a few days / has been arriving late a bit more often lately. How are things going for you and your whānau?*

### Listening

- Give time for whānau to share first.
- Show understanding — don't rush to solutions.
- Take notes in HERO under "Attendance Contact".

### Understanding the Reason

*Sometimes there are things that make it hard to get to school — mornings, health, transport, or worries at school. Can you tell me a bit more about what's happening for [child's name]?*

### Problem-Solving Together

*Thank you for sharing that. Let's see what might help. Would it help if we...*

- *set up a check-in in the morning?*
- *helped with a routine chart or bus timing?*
- *linked you with our SENCO, pastoral team, or Attendance Service?*

### Next Steps

*We'll record what we talked about so we can follow up and support you. I'll check in again in about a week to see how things are going.*

### Closing

*We really value [child's name] at BHPS — they're an important part of our class whānau. Thanks for working with us to get them back into regular routines. Ka pai tō mahi, and please reach out if anything changes.*

# Suggested Approach for Attendance Review and Reflection

## Purpose:

To guide BHPS staff, Team Leaders, and SLT in reviewing attendance patterns, equity impacts, and effectiveness of interventions.

This is not a checklist — rather, a thinking framework for discussion, reflection, and planning each term.

## 1. Focus on the Big Picture

Questions to consider:

- What is our overall attendance rate this term compared with last term and with national targets (90%)?
- Are there noticeable patterns across syndicates, classes, or year levels?
- Have our universal strategies (e.g., celebrations, communication, class routines) had an impact?
- Are there particular times of year or weeks where absences spike (e.g., winter illness, cultural events, sports)?
- What stories do the numbers tell us — what's behind the data?

## 2. Identify Who Needs Extra Support

Questions to consider:

- Which students have dropped below 90% or 80%, and what do we know about their reasons?
- Are there shared barriers (transport, anxiety, health, routines, whānau challenges)?
- How early did we identify concerns — are teachers noticing and acting before issues escalate?
- Are there students improving due to support plans — what made the difference?
- Have we identified siblings or shared whānau patterns that need a coordinated plan?

## 3. Reflect on Our Engagement with Whānau

Questions to consider:

- How have we built trust and partnership with whānau this term?
- Which approaches worked best (phone call, hui, home visit, SENCO involvement, Attendance Service)?
- Do whānau feel heard and supported rather than blamed?
- Are we recording contact and follow-up consistently in HERO?
- What could strengthen communication next term?

## 4. Apply an Equity Lens

Questions to consider:

- Are there attendance gaps for Māori, Pacific, or learners with additional needs?
- Are our responses culturally responsive and strengths-based?
- Have we consulted with whānau, iwi, or community partners where needed?
- Are the interventions equitable — giving more support to those who need it most?
- Are we celebrating improvements as well as addressing concerns?

## 5. Evaluate Our Interventions

Questions to consider:

- Which strategies had the biggest positive impact (e.g., classroom routines, rewards, SENCO input, CMS involvement)?
- Were our actions timely — how long between identification and follow-up?
- Are we clear on what success looks like for each tier (1–3)?
- Did the Attendance Service involvement lead to improvement?
- Are there professional learning needs for staff around attendance conversations or trauma-informed approaches?

## 6. Plan Next Steps

Questions to consider:

- What needs to continue, stop, or change next term?
- What are our measurable targets or focus areas for the next review?
- What communication will we share with whānau and the community about progress?
- What resources, PLD, or support do teams need to strengthen attendance work?
- How will we celebrate improvements and share success stories with staff, students, and whānau?

## Suggested Review Cycle

Timing	Focus	Key People Involved
Week 4 (mid-term)	Monitor flagged students; ensure early interventions	Teachers and Team Leaders
Week 8 (end of term)	Review trends, evaluate actions, plan next steps	TLs, APs, SENCO, SLT
Once per term (BoT report)	Share summary of data and actions; discuss equity and next steps	Principal, SLT, BoT

