

Attendance Management Plan 2026

Our Strategic Priority:

Active, Healthy, Balanced Lives	Strategic Intention:	<i>Learners will have active, healthy and balanced lives.</i>
<p>Regular school attendance is vital for the success and wellbeing of our Parkland students. Attending school every day supports our children to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as children are able to consistently build on their learning. This is reflected in our Vision: <i>Rise to the Challenge</i>.</p> <p>Our Government has set a national target of 80% of students 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.</p>		

Board Responsibilities:

<p>Parkland School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau, and staff are responsible for reminding our community of these expectations.</p> <p>As required by the Education and Training Act 2020 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).</p> <p>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.</p> <p>The Board will comply with the provisions in the legislation in relation to student attendance by:</p> <ul style="list-style-type: none"> ● 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 our website www.parkland.school.nz <p>Further supporting information can be found in our School Docs Attendance Policy and Procedures.</p>
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Principal Responsibilities:

<p>The Principal is responsible for:</p> <ul style="list-style-type: none"> ● developing and implementing a stepped attendance response aligned with the thresholds to support student attendance. ● ensuring that student absence is investigated, responded to and actions taken recorded aligned with the thresholds. ● ensure all students, whanau and staff understand the processes and procedures that support student attendance. ● reporting to the Board on any trends, barriers to attendance and interventions being used to support student attendance. ● providing a termly attendance report to the Board showing the analysis of data, trends and narratives.
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Procedures / Supporting Documentation :

- Attendance Management Procedure - Stepped Attendance Response (STAR)- see below
- Parkland School Student Attendance Policy (on SchoolDocs) parkland.schooldocs.co.nz
- Attendance Master Letter - see below for example

Monitoring:

The Principal will maintain the oversight 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](#)

[Education \(School Attendance\) Regulations 2024](#)

Developed: March 2026

Next review: February 2027

Attendance Management Procedure

- *Stepped Attendance Response*

What would success look like?

Success would look like maintaining our high levels of Regular/Good Attendance, whereby more than 85% of our children 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 these two categories, we also need to monitor the small number of children in the Concerning/Very Concerning Category.

Parent/Whānau Responsibilities:

Parents/Whānau have legal obligations to ensure their children attend school (Education and Training Act, s244). We expect parents/ whānau to:

- notify school (via the App, phone or email) as soon as possible if their child is going to be late or absent. Absences should be submitted to the office before school starts at 8:50am.
- Arrange appointments or trips outside of school hours or during school holidays where possible.
- Be honest with us so we can support them as best as we can to improve their child's attendance.
- Work with us (school) to manage attendance concerns.

School Responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

We regularly communicate with our students and parents/whānau about attendance expectations, consisting of:

- Communication in the fortnightly newsletter, Facebook page and on our website
- Discussions at STP (Student Parent Teacher) Conferences
- Discussions on enrolment through Smart Start and the New Parent Evening
- Phone calls, emails and face-to-face conversations with parents/whānau when needed

Every day, the attendance data is automatically sent through to the MOE from eTap.

School Procedures

Tumuaki Responsibilities:

The Principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.

Team Leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. The Leadership Team and the LSC will be kept informed of serious student absence situations.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

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

The Principal will:

- report attendance data twice termly to the Board
- provide a termly attendance report to the Board showing the analysis of data, trends, and narratives
- adhere to the STAR thresholds
- review the plan termly after considering the Every Day Matters Report

Teacher Responsibilities:

- The morning roll must be taken via eTap BEFORE 9am.
- Any child who arrives late must report to the office to register with the office staff. If a student arrives after the roll is taken, check if they have reported to the office. If they haven't they MUST report to the office.
- The afternoon roll must be taken via eTap BEFORE 1:50pm.
- If a parent has informed you that their child will be absent for a specific reason, ie: appointment, holiday, please add a note to their attendance through the Roll on eTap to inform the Office but still mark as a ?
- There should be no need to send over a paper copy of the roll indicating absences unless there is a reliever in the room, or the internet is down.

Office Administrators Responsibilities:

- Check the texts and emails and take phone calls of absences in the morning.
- Check all classes' attendance on eTap from 9am.
- Any children marked with a ? are then followed up by one of the office staff.
 - 1) A text is sent out to all children who are marked with an ?
 - 2) When replies are received, the office staff updates the absence with the appropriate code.
 - 3) If no reply is received, the child is marked as Truant until such time as more information is obtained.
- The office manager/administrator will check the afternoon rolls from 1.50pm and follow up any unknown ?
- The office manager/administrator will forward any automated emails from eTap regarding individual attendance to the LSC.

LSC Responsibilities:

Monthly, the LSC will:

- closely monitor the attendance information in eTap to check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- follow up with phone calls/ letters to whānau according to the STAR threshold
- bring attendance patterns, and identify students causing concern, to Leadership Team meetings every fortnight
- Identify strategies the school may utilise to support whanau to improve attendance.
- Liaise with external agencies regarding attendance issues or welfare issues.
- Make referrals to outside agencies as required (Attendance Services and / or 'Rock On')
- Provide summary information/outcomes to the Principal monthly, or ahead of each Board meeting.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in eTap.

Parkland School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Parents/Whānau	Parents/Whānau	Parents/Whānau	Parents/Whānau
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other parents / whānau to reinforce good attendance habits • Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning • Support student to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings
Parkland School	Parkland School	Parkland School	Parkland School
<ul style="list-style-type: none"> • Use our App to show parents / whānau attendance details including absences • Maintain contact details of all parents own attendance • Report twice yearly via the Learner Profile (eTap) & the App to parents / whānau on the attendance of their child 	<ul style="list-style-type: none"> • Contact parents / whānau to discuss reasons for absence and impact on learning • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, eg: counsellor, meeting with LSC/ DP/Principal • Report twice yearly via the Learner Profile (eTap) & the App to parents / whānau on the attendance of their child 	<ul style="list-style-type: none"> • Contact parents / whānau to escalate concerns • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement a support plan tailored to the reasons and circumstances • Report twice yearly via the Learner Profile (eTap) & the App to parents / whānau on the attendance of their child 	<ul style="list-style-type: none"> • Contact parents / whānau to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation of STAR processes / activities • Report twice yearly via the Learner Profile (eTap) & the App to parents / whānau on the attendance of their child

Day Month 2026



PARENT NAME
ADDRESS LINE 1
ADDRESS LINE 2
Palmerston North

Dear X and X

As the LSC, part of my role is to monitor the attendance of students at Parkland School.

***(LATENESS)** It has come to my attention that [student's name] has regularly arrived at School after the morning bell has gone.*

Since the beginning of Term 1/2/3/4 , [student's name] has been late to class on NUMBER occasions - please see the attached attendance records from eTap (our Student Management System).

Arriving at school on time is essential for [student's name]'s continued learning progression and creating/maintaining peer and teacher relationships.

OR

***(ABSENCES)** I'm reaching out to talk about [student's name] attendance this term, they've been absent for [number of days absent] days this term, which means their attendance rate is currently [00]%. - please see the attached attendance records from eTap (our Student Management System).*

We know that regular attendance plays a big part in helping students feel connected and succeed in their learning. I'd really value the opportunity to talk with you about how things are going and see how we can work together to support [student's name] to attend more regularly. Please send me an email at the address below to arrange a time.

h.boyer@parkland.school.nz

We look forward to hearing from, and supporting you.

Nga mihi nui,

Heidi Boyer
Learning Support Coordinator
Parkland School

Sonia Mudgway
Principal
Parkland School