2026 Attendance Management Plan (AMP) & Supporting STAR Procedures
Bathgate Park School

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

	Term 1	Term 2	Term 3	Term 4
2025	68%	60%	46%	48%
2024	47%	57%	42%	49%
2023	45%	43%	42%	53%

The government's national target is that 80% of students will be attending school at least 90% by 2030.

Our school has seen a slow and steady increase in regular attendance. With the data from the last few years being used as a base, targets for lifting attendance in 2026 would be: Term 1 70%, Term 2 65%, Term 3 55% and Term 4 60%

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
- meeting to consider Board approved / justified alternative programmes to sit within the Q code e.g. SparkTank, Nature School, Riding for Disabled etc
- publishing this attendance management plan on the school's website.

Principal Responsibilities

The principal is 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 aligning with the thresholds
- 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

Procedures/Supporting Documentation

Attendance management Procedure - Stepped Attendance Response (STAR)- see below

Monitoring

The principal will ensure reporting of daily attendance data is occurring. (Automatic via SMS)

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

Attendance Management Procedure- Stepped Attendance Response

Bathgate Park School recognises the importance of regular attendance to help our students achieve their full potential. Bathgate Park School encourages students to participate fully in school life. Students/ākoka are expected to attend school when required, and to be on time for classes.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.

We monitor the daily attendance of students/ākoka to:
- ensure their safety both in getting to school, and in accounting for them in an emergency
- identify students/ākoka with achievement, engagement, or other issues
- offer appropriate interventions to support students to return to regular attendance
- meet our legal responsibilities.

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

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act 2020, s244). We expect whānau to:
- ensure ākoka/ students attend every day they are able
- reinforce good attendance habits
- have open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures which include:
  - ➔ notify the kura as soon as possible if their child is going to be late or absent
  - ➔ arrange appointments or trips outside of kura hours or during school holidays where possible
  - ➔ work with the 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 ākoka, whānau, and staff are responsible for reminding our community of these expectations
- provides clear communication to parents and ākoka on attendance expectations upon enrolment, at the start of the year and each term
- communicates to parents what steps the school will take if the student is absent from school
- monitors ākoka attendance
- provide ākoka with regular updates on their own attendance
- report regularly to parents on attendance of their child.

School Procedures

The principal will allocate staff / duties so as to manage the recording of the electronic student attendance register and the follow-up procedures for non- attending students.
Principal and/or Learning Support Coordinator are responsible for monitoring student attendance, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel 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.

Recording Attendance
Kaiako / office records attendance accurately to ensure all students are accounted for, including for emergency situations. We monitor absence patterns using our Student Management System and notify parents/ whānau / caregivers of any concerns.
Kaiako mark the roll in the Student Management System- ETAP by 9:15am each morning and 2:00pm each afternoon.

Office staff check that all rolls are submitted and follow up with teachers if not completed.

Late arrivals are recorded at the school office, in a late book, before students/ākoka go to class. The time of arrival is also recorded both in the late book and in the individual ākoka attendance notes section of the SMS.
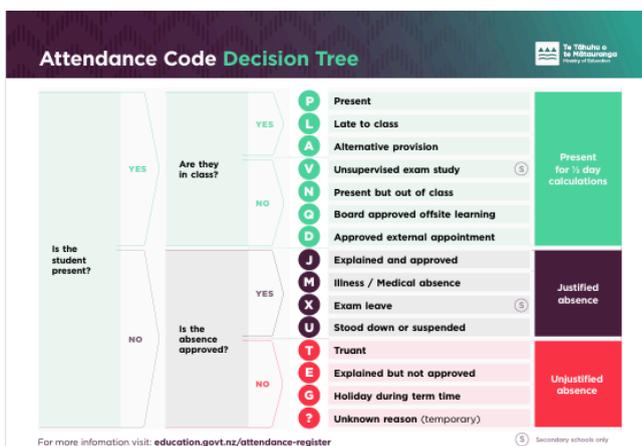
Absence Notification
Parents/ whānau/ caregivers are expected to notify the school if their child/ren is absent and provide a reason. This can be completed via text message, phone call, and/or email. Once the SMS parent portal is operational this too can be used.

Classroom teachers, learning support staff, and office staff work together to ensure attendance is recorded correctly. Guest teachers, itinerant teachers, and specialist teachers provide attendance information as necessary to the relevant teacher, or directly to the school office.

We record ākoka as present or absent using Ministry of Education attendance codes.

Attendance Code Decision Tree

Attendance Code Guidance (revised version)

Attendance code descriptions for the above codes are available to support decision making.
NB: The new language connected to attendance talks about explained and approved and explained but not approved.

The Board has to approve all of the activities that are recorded as Q code.

The importance of correct coding will be reinforced regularly with staff. This will be an active focus of the attendance meetings.

Twice a day, the office staff will check eTAP for unexplained absences (the **?** code). This code is temporary and by the end of the day they will have been updated to a specific code. If there has still been no contact

they will be marked as **T**. If later, the office / teacher has heard from a parent/ whānau / caregiver, they will go back and change the code with a note and the date.

Automated absentee text messages are sent via SMS to parents/ whānau/ caregivers if a student/ākoka is marked absent without explanation. If the office/ teacher still doesn't know the reason for the absence by the afternoon they will be marked as Truant (**T**).

- Students/Ākoka arriving late, at any time throughout the day, must report to the office to sign in.
- Students/Ākoka leaving school during the school day must report to the office and be signed out. If they return to school they must check back in at the office to be signed back in.
- Students/Ākoka may be required to wait at the office for a parent to come and sign them out.

A message will be sent to all families at the start of the year reminding them of absence notification procedures.

Ongoing Monitoring of Attendance

The school office receives attendance information from classroom teachers and/or guest teachers, itinerant, or specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

Staff are encouraged to report any attendance concerns to the Principal, team leader or Learning Support Coordinator (LSC).

The Stepped Attendance Response (STAR) sets expectations for school, ākoka, parent/ whānau / guardian, Ministry of Education and broader system responses to student absence.

The Government's target is for 80% of students/ākokaākoka to attend regularly, that is to attend school more than 90% of the term.
The Board will set targets each year to build towards achieving this target as part of the Strategic Plan.

Under the STAR framework, any student/ākoka who reaches a clearly defined threshold of days absent will trigger an appropriate and proportionate response from their school and the Ministry.

Student/ākoka attendance is measured within 4 categories:

- **90-100% = GOOD**= good chance of success = less than 5 days absence in a school term
- **80%-90% = WORRYING** = less chance of success = up to 10 days absence in a school term
- **70%-80% = CONCERNING** = hard to make progress = up to 15 days absence in a school term
- **0-70% = SERIOUS CONCERN** = very hard to make progress = 15 days or more of absence in a school term.

Beginning of the Term - Attendance Support and Check ins: At the start of each school term, we proactively review attendance data from the previous term to ensure every student is set up for success. Our goal is to partner with whānau early, before attendance patterns become a barrier to learning. There are regular termly check-ins with parents/whānau of students/ākoka who had been on the cusp of 90% attendance or who had recently crossed into the 80%-90% attendance for the term. The purpose isn't to blame or grill parents/whānau, it's simply to bring this to their attention, as some may not be aware of the impact one or two days off here and there can have.

A Google Doc is shared with staff, with a list of students/ākoka who sit in this 80-90% range. Teachers are expected to complete these whānau contacts and record brief notes by the end of specifically identified weeks.
While teachers focus on the 70–80% range, the Principal and/or Learning Support Coordinator (LSC) begin their fortnightly data reviews immediately. This ensures that any student entering the term at under 70% attendance receives immediate, escalated support to help them re-engage with school life.

During the Term: The Learning Support Coordinator (LSC) and Principal meet fortnightly to analyse school wide attendance trends. Any ākoka within either the Concerning (70-80%) or Serious Concern (0–70%) tier are prioritised for follow up by the LSCl. The LSC is regularly checking to ensure all interventions are tracked accurately in eTAP.

Throughout the Term - Liaison & External Support: To ensure a robust support system, the Principal and Learning Support Coordinator (LSC) conduct two Liaison Meetings per term with the Otago Youth Wellness Trust. Attendance data is generated from our School Management System (eTAP) prior to these meetings to identify students requiring multi-agency intervention. The following tiered responsibility chart outlines the actions of the school at each tier:

	Actions to Support Improved Attendance (Summary)
90-100% = GOOD **less than 5 days absence in a school term**	• School provides information to school community on systems/ procedures to support good attendance habits • Provide regular updates on their student/ākoka attendance • Maintain contact details of all parents/whānau • Provide ākoka with regular updates on their own attendance • If reach 5 days, send notification to whānau - **record on eTAP response actions** • Celebrate and acknowledge successful attendance
80%-90% = WORRYING **Up to 10 days absence in a term**	• Teachers ring parents/whānau/caregivers for students in this tier of attendance = **initial conversation = when eTAP notifies of change of threshold or as part of Attendance Meeting protocols + record on eTAP response actions** • Record notes from communication • <u>1st Letter sent</u> - bring to parents/whānau/caregiver's attention attendance % (via ETAP) and impact on learning; needing to see improvement by set time **= record on eTAP response actions** • Use in school resources as appropriate to try to remove barriers • Support students to catch up on missed learning • Celebrate and acknowledge successful attendance
70%-80% = CONCERNING **Up to 15 days absence in a term**	• Check google doc for students identified in this tier • Learning Support Coordinator rings parents/ whānau/ caregivers for students in this tier of attendance - **escalated concerns conversation = when eTAP notifies of change of threshold or following fortnightly attendance meetings = record on eTAP response actions** • <u>2nd letter sent</u> = escalated notification to whānau and request for an attendance meeting • <u>Meet with parents/ whānau/ caregivers</u> = Explore the reasons for absence and collaborate on an attendance support plan tailored to the reasons and circumstances **= record on eTAPresponse actions** • Use in school resources as appropriate to try to remove barriers • Discussed at Attendance Liaison Meetings • May be discussed at Full Liaison Meetings • Celebrate and acknowledge progress made
0-70% = SERIOUS CONCERN **15 days or more absence in a term** **Triggers an automatic referral to Attendance Agency (Otago Youth Wellness Trust)**	• Learning support coordinator follows up with parents/whānau/caregivers in this tier of attendance - **escalated response conversation = when eTAP notifies of change of threshold or following fortnightly attendance meetings = record on eTAP response actions** • <u>3rd letter sent</u> - letter informing of follow up actions e.g. referral to attendance agency; multi-agency response **= record on eTAP response actions** • <u>Whānau Hui</u> held - revise support attendance plan, including agency involvement **=record on eTAP response actions**

	- Discussed at Attendance Liaison Meetings - Discussed at Full Liaison Meetings - Ongoing monitoring required - Celebrate and acknowledge progress made

Attendance Reporting
- Termly attendance data is submitted to the Ministry of Education through eTAP
- Attendance patterns (e.g. persistent absenteeism) are reported in Board of Trustees meetings
- School leaders provide a brief summary in the school newsletter regarding whole-school attendance trends
- Everyday Matters term reports are collated and shared with each school. Leadership and attendance officers will review data from reports, compare with school's own data and determine next steps. These reports are also shared with the school Board.
- An annual attendance report to the Board will also be presented by the Learning Support Coordinator.

Legal Compliance
The following actions will take place:
- Staff will ensure codes used for marking attendance match the Ministry's Attendance Codes
- Office will maintain up-to-date enrolment records and accurate roll returns
- Follow Ministry of Education guidelines for justified vs. unjustified absences

Review and Adjust
- Annual review of attendance policy and procedures by the Senior Leadership Team/ Board
- Staff discussion/debrief around policy & procedure review, on ease of attendance recording and follow-up processes
- Incorporate feedback from whānau to make the process more accessible or culturally responsive

Communication with BGP Community
- Share attendance expectations in enrolment packs and at all forms of whānau hui (parent meetings)
- Provide information to parents/whānau/caregivers on the impact of attendance on learning
- Recognise and celebrate good / improved attendance through school newsletters, assemblies, certificates or other celebrations and acknowledgements.

School Actions to Promote Attendance
- School reports also contain attendance data
- School Leadership and Boards actively minimise disruptions to the school day and week / learning - particularly in core time of 9am-1pm
- Consult with parents/whānau/caregivers around attendance actions / procedures / supports

Possibilities for celebrations and acknowledgements	
Principal praise postcard - termly - Progress made - Personalised Attendance goal achieved 90%-100% attendance Attendance Champion Badges - annually 90-100% attendance	100% club - Certificate - Hot choc with Principal ½ way and end
Ontime, all the time stickers	Lucky draws

Supports

The following agencies are available for support with attendance and issues that prevent regular attendance. The Learning Support Coordinator will manage referrals to these services:

- **Otago Youth Wellness Trust (OYWT)** holds the Attendance Service for the greater Dunedin area and provides support for attendance; the other services, as outlined below, (including OYW wraparound) are for wider supports for students and families
- **CAFMHS - Child and Adolescent Family Mental Health Service** - moderate to severe mental health issues
- **Mirror Counselling** - general Counselling Services
- **RTLB - Resource Teachers of Learning and Behaviour**
- **Counsellor in Schools** - counselling service
- **Oranga Tamariki** - safety issues and notifications - staff need to be clear about the obligations around the Vulnerable Children's Act.
- **Oranga Tamariki** - non-attendance referrals
- **Mirror HQ Counselling** - 12 years and up, drug and alcohol related (child or family members)
- **Strengthening Families** - support for struggling parents
- **Public Health Nurse**
- **Police (local)**
- **Te Hou Ora Whanau Services**
- **Salvation Army; Anglican Family Services; Presbyterian Support; Catholic Social Services**

Information from OYWT for use by teachers when talking with parents/ whānau/ caregivers:

EVERY DAY COUNTS: SCHOOL ATTENDANCE

Attending school every day is essential for learning. It means your child can:
- **Make progress in reading, writing, maths, and other skills**
- **Feel confident in the classroom**
- **Make friends and build social skills**
- **Build good habits for life**

When children are regularly absent from school they miss out on important learning. They may get behind in their schoolwork, find it difficult to maintain friendships, and could become unsettled and anxious about coming to school.

How parents can support good attendance:
- **Have a good routine in the morning and evening so your child is organised and prepared for school**
- **Switch off devices in the evening and remove from bedrooms to encourage a good night's sleep**
- **Arrange medical and other appointments after school where possible**
- **Keep family holidays and trips away in school holiday times**
- **Talk with your child regularly about their learning and celebrate their progress**
- **Talk to your child's teacher if you're having difficulty getting your child to school or have any concerns or worries.**

1 day absent each fortnight = 4 weeks per year...which is nearly 1.5 years over 13 years of schooling

1 day absent each week = 8 weeks per year...which is 2.5+ years over 13 years of schooling

2 days absent each week = 16 weeks per year...which is 5+ years over 13 years of schooling

In New Zealand, children are legally required to attend school every day between the ages of 6 and 16.

BEING ON TIME FOR SCHOOL

Being on time for school is essential for learning. It means your child can:
- **Be organised for class**
- **Meet up with friends**

- **Know what's happening for the day and be ready to learn key skills**

When children are late to school regularly they miss out on important learning, and may feel unsettled and anxious about coming to school.

Tips for getting to school on time:
- **Time how long it takes your child to get ready in the morning, and set an alarm with enough time for their morning routine**
- **Get things ready the night before - e.g. pack school bags, make lunches, choose clothes**
- **Switch off devices early in the evening and set a regular bedtime routine to help everyone have a good sleep**
- **Try to keep a positive attitude - use rewards to encourage getting to school on time each day and give positive feedback**
- **Avoid using devices in the morning before school**
- **Identify problems that happen regularly (e.g. bad traffic) and find solutions**
- **Talk to your child's teacher if you're having difficulty getting your child to school or if they are often upset in the morning**

WHEN GOING TO SCHOOL IS DIFFICULT

Many children go through times where they don't want to go to school. This can be really stressful and upsetting for parents and children. The sooner this is addressed, the easier it will be to help your child settle back into school successfully.

Talk to your child's teacher or school principal if you are having difficulty getting your child to school. We can help, and can introduce you to support people who can assist you and your child.