



# TARANAKI DIOCESAN SCHOOL ATTENDANCE MANAGEMENT PLAN

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## Overarching attendance objectives and strategic priorities

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

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that rangatahi should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Taranaki Diocesan Girls School for Girls our school vision of "*e Puna Oranga (a source of health); e Puna Matauranga (a source of knowledge): Drawing from the past, embracing the moment, fashioning our true potential*" underpins our approach to attendance. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every rangatahi can strive to be the best they can be.

### Baseline Data informing our Attendance Management Plan

Term 2 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
<b>63%</b>	<b>24%</b>
	<b>Concerning/Moderate Attendance</b>
	<b>7%</b>
	<b>Very Concerning/Chronic Attendance</b>
	<b>7%</b>

### What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our rangatahi 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 the other two categories, a greater shift can be made focusing on these rangatahi and whānau with Worrying/Irregular Attendance.

### Annual Target

Regular/Good Attendance	Worrying/Irregular Attendance
63% ↑5%	27% ↓4%
<u>68%</u>	<u>23%</u>

Rationale for 5% increase: From Term 2 2024 to Term 2 2025, our Regular Attendance improved by 30%, however, our statistics and data show us inconsistencies and we are aiming to have a steady, ongoing and sustainable rate of improvement rather than wild fluctuations. We are therefore setting a target to move at least 5% from Worrying/Irregular Attendance to Regular/Good Attendance **every** year.

We aim to increase Regular Attendance by 5% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

## Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:

- Strategic Goal 3: we will cultivate our students' connection with all sectors of their community, encouraging them to actively seek opportunities to serve, lead, collaborate and plan.
- Annual Implementation Plan 1 Students will have a sense of belonging and connection with their community and they will know that this begins with school and with being present.

## Attendance Policy

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

As required by the Education and Training Act 202 (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 at Central Normal School attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their rangathi attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

Further supporting information can be found in our [Taranaki Diocesan School for Girls Policies and Procedures](#)

## Attendance Management Procedures

### Attendance Expectations

We regularly communicate with our rangatahi and whānau about attendance expectations, consisting of:

- Communication in the newsletter twice a term

- Korero at Visioning Day/ Parent- teacher meetings
- Korero in enrolment interviews
- Principal talk to new Year 9 whānau about Dio expectations
- Facebook reminders
- Phone calls with whānau when needed
- SLT reminds about attendance in assemblies
- Deans give students regular updates on personal attendance

## Recording Attendance

### Kaiako Responsibilities

1. Roll to be taken by the kaiako **BEFORE** 9.05am.
2. Any rangatahi who arrives late to school is to report to the office to register that they are late on the Vistab system.
3. Should a student arrive in class after the roll has been recorded on KAMAR, check that the student has signed in at the office and amend the roll accordingly.
4. Afternoon roll must be taken **BEFORE** 2.10pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.

### Āwhina and Administration staff responsibilities

1. The Administration staff check emails and take phone call notifications of student absences in the morning.
2. The Attendance Officer checks all classes' attendance on KAMAR from 9.05am.
3. Any student marked with a ? are then followed up by the Attendance Officer
  - a. a phone call is made to all students who are marked with an ?
  - b. When replies are received, the Āwhina/Attendance Officer updates the absence with the appropriate code.
4. The Attendance Officer will check the afternoon roll from 1.50pm.

### Whānau Responsibilities

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

- notify the kura as soon as possible if their rangatahi is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

## Monitoring Practices

Every week, the House Teacher will:

- Check patterns of attendance
- Follow up with student
- Contact the dean for consequences/plan and support as appropriate

The Attendance Officer will:

- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- communicate with Deputy Principal regarding unexplained absences

Attendance patterns and concerns will be discussed at Leadership hui every fortnight.

The Principal will:

- report attendance data twice termly to the School Board
- provide a termly attendance report to the School 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
- ensure termly attendance is printed, signed by the Attendance Officer and the Principal and that this is securely stored onsite for 7 years

### Absence Thresholds in reaction to the Stepped Attendance Response (STAR)

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
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> <li>• Ensure student attends every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Support other whānau to reinforce good attendance habits</li> <li>• Follow school attendance management plan and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Contact school to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up on missed learning</li> <li>• Engage in supports offered</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</li> <li>• Implement strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Engage in support plan</li> <li>• Participate in regular meetings</li> </ul>
Kura	Kura	Kura	Kura

<ul style="list-style-type: none"> <li>• Communicate with whānau about every absence</li> <li>• Maintain contact details of all parents</li> <li>• Provide students with regular updates on their own attendance</li> <li>• Report regularly to whānau on attendance of their child</li> <li>• Support student attending school to continue learning if unable to attend school every day, including using MOE approved wellbeing or transitional plans, to health schools where appropriate or to access other education pathways where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up missed learning where required</li> <li>• Use in-school resources as appropriate to remove barriers, eg: counsellor, chaplain</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to escalate concerns</li> <li>• Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>• Develop and implement a support plan tailored to the reasons and circumstances around the rangatahi's absence</li> <li>• Use in-school resources as appropriate to remove barriers and request</li> <li>• support from Attendance Service or other agencies as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to inform of escalated response</li> <li>• Request support from Attendance Service or other agencies as needed</li> <li>• Participate in multi-agency response</li> <li>• Maintain implementation and monitoring support plan</li> <li>• Undertake school-led prosecution, or request MOE led prosecution,</li> <li>• when considered appropriate if supports are offered and not taken up</li> <li>• Unenroll if student will not be returning to school</li> </ul>
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### Communicating with Whānau

Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to STAR, our kura may use the Ministry of Education resource [Communicating with parents about attendance](#) to support communication with whānau and if required, escalation of attendance concerns.