

<b>Approval</b>	Date approved at Board Mtg 08 December 2025	<b>Published on</b>	<a href="https://www.spotswoodcollege.school.nz/">https://www.spotswoodcollege.school.nz/</a>
<b>Effective Date</b>	2 February 2026	<b>Review Date</b>	08 December 2026

### Strategic Plan, Annual Implementation Plan and Attendance Handbook

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

- Strategic pou 4: Attendance, Belonging & Inclusion
- [Attendance Implementation Plan 25 - 27](#)
- [Spotswood College Attendance Handbook 2026.docx](#)

### Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and well-being 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.

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.

Our *Stepped Attendance Response* outlines clear, supportive processes for monitoring and improving attendance, ensuring that every ākonga is encouraged, empowered and equipped to engage fully in their learning journey. Through strong relationships, consistent expectations and shared responsibility, we work together so all students can strive to be the very best they can be.

## Baseline Data informing our Attendance Management Plan

Term 3 Attendance 2025 (from Every Day Matters)

N.B. Please note, numbers are rounded to nearest figure and so totals may exceed or eclipse 100%

Regular/Good Attendance	Worrying/Irregular Attendance
30%	23%
	Concerning/Moderate Attendance
	17%
	Very Concerning/Chronic Attendance
	32%

### What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki 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 tamariki and whānau with Worrying/Irregular Attendance.

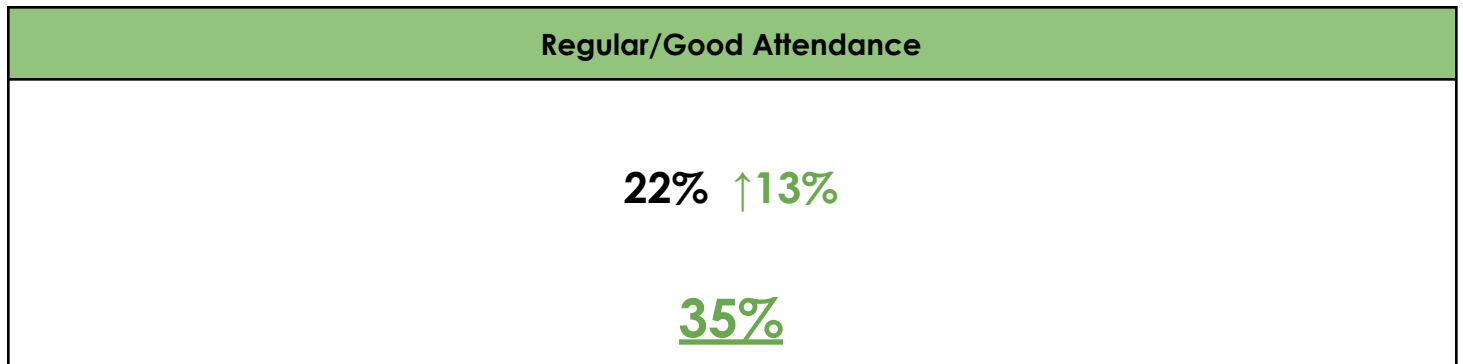
### Annual Target: All

Regular/Good Attendance
30% ↑ 10%
<u>40%</u>

Rationale for 10% increase: From Term 3 2024 to Term 3 2025, our Regular Attendance improved by 0%. We are therefore setting an aspirational target to move at least 10% of students below Regular/Good Attendance.

We aim to increase Regular Attendance by 10% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

## Annual Target: Māori



Rationale for 13% increase: This is a strong aspirational target to reduce the attendance inequity of our Māori learners compared to All learners. If we could move 13% to Regular/Good Attendance, we would improve the attendance of our Māori learners.

We aim to increase Regular Attendance for Māori students by 13% every year until 2030, which would meet the government target of 80% of all children attending 90% of the time by 2030.

## Attendance Policy

Spotswood College has procedures to record and monitor attendance, and to identify and follow up on concerns. We share attendance expectations with tamariki 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 the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Spotswood College attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their tamariki 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

## Attendance Management Procedures

### Attendance Expectations

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

- Communication in newsletters
- Kōrero at IDP and parent-teacher meetings
- Kōrero at enrolment
- Facebook reminders
- Phone calls with whānau when needed

### Recording Attendance

#### 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 tamaiti 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

#### Pouako Responsibilities

1. Roll to be taken by the kaiako
2. Any tamaiti who arrives late to school is to report to the Tari to register that they are late on KAMAR.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the Tari. If they haven't, they **MUST** report to the Tari.

#### Attendance Team Responsibilities

1. Attendance team check the texts and emails and take phone calls about absences in the morning.
2. Attendance team checks all classes' attendance.
3. Any children marked with a ? are then followed up by the Attendance Team:
  - a. A text is sent out to all children who are marked with an?
  - b. When replies are received, the Office Manager updates the absence with the appropriate code.

If no reply is received, the child will be marked as Truant by appropriate staff.

### Monitoring Practices

Every week, the LA teacher will:

- Check patterns of attendance
- Check for any erroneous coding

- Follow up on Truant codes if no communication has been had with the whānau

Attendance patterns and concerns will be discussed at the SSN 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
- Review the plan termly after considering the Every Day Matters Report

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

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days of absence in a school term	Up to 10 days of absence in a term	Up to 15 days of absence in a term	15 days or more of absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> <li>• Ensure the 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 the school attendance management plan and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Return the student to regular attendance</li> <li>• Contact the school to discuss reasons for absence and the impact on learning</li> <li>• Support the student to catch up on missed learning</li> <li>• Engage in support offered</li> </ul>	<ul style="list-style-type: none"> <li>• Return the student to regular attendance</li> <li>• Participate in meetings with the 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 the student to regular attendance</li> <li>• Engage in the 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 the contact details of all parents</li> <li>• Provide students with regular updates on their own attendance</li> <li>• Report regularly to whānau on the attendance of their child</li> <li>• <u>Support the student:</u></li> <li>• attending school</li> <li>• to continue learning if unable to attend school every day,</li> <li>• including using MOE-approved wellbeing or transitional plans, or health schools where appropriate</li> <li>• 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 the student to catch up on missed learning where required</li> <li>• Use in-school resources as appropriate to remove barriers, eg, counsellor, alternative timetables, PB4L</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to escalate concerns</li> <li>• Hold a 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 child's absence</li> <li>• Use in-school resources as appropriate to remove barriers and request</li> <li>• Support from the Attendance Service or other agencies as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to inform them of escalated response</li> <li>• Request support from the Attendance Service or other agencies as needed</li> <li>• Participate in a 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 the student will not be returning to school</li> </ul>
--	---	---	---

### 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.