

Nayland College Attendance Management Plan and supporting STAR Procedures

Strategic priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Nayland College recognises its responsibility to take all reasonable steps to ensure that students enrolled at school attend school whenever it is open. Non-attendance will be investigated, recorded and assessed, and parents/caregivers kept informed.

Nayland College's attendance target is that 60% of students will be attending school 90% of the time and 80% of students will be attending school more than 80% of the time by the end of 2026.

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.
- Publishing this attendance management plan on the school's website.
- All attendance will be documented electronically to eAR (Electronic Attendance Register) specifications.
- Attendance interventions will be recorded on students' pastoral records.
- The school will use an Early Notification System (ENS) to endeavour to contact parents on the same day via text message in cases of unexplained absence.

Principal responsibilities

The Principal is responsible for:

- 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 are recorded and aligned with the thresholds.
- Ensuring all students, whānau 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.

The Deputy Principal will:

- Check the Teacher Attendance Checklist weekly to ensure staff are completing their electronic rolls.
- Follow up unmarked electronic registers with appropriate staff via email.

Procedures/supporting documentation

- **Attendance Management Procedure – Stepped Attendance Response (STAR)** (see below)

Monitoring

The Principal will maintain the reporting of daily attendance data.

After 20 consecutive days or a continuous period of absenteeism, the student can be removed from the roll and 20-day absentee procedures initiated.

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 Attendance Management Plan regulations \(yet to be passed\)](#)

Review

Reviewed: January 2026

Next Review: July 2026

Attendance Management Procedure – Stepped Attendance Response

Nayland College uses a stepped attendance response to identify emerging attendance concerns early and provide timely, appropriate support to students and whānau. The response is structured using a traffic-light model, recognising that attendance issues do not always progress in a linear way. Actions may be taken at any stage, or concurrently, based on patterns, frequency, duration, and context of absence.

This approach reflects the school's commitment to early intervention, restorative practice, and whānau engagement, while meeting legislative and Ministry of Education expectations for managing and responding to student non-attendance.

We recognise the importance of regular attendance to help our students achieve their educational potential.

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

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff an external agency, where necessary to improve our levels of student attendance

Parent / Whānau responsibilities

- Ensure students attend every day they are able.
- Reinforce good attendance habits.
- Open communication with the school.
- Follow the school's attendance management plan and associated attendance policies and procedures.

School responsibilities

- Clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term.
- Communicate to parents what steps the school will take if the student is absent from school
- monitor student attendance.
- The school will use an Early Notification System (ENS) to endeavour to contact parents on the same day via text message in cases of unexplained absence.
- The Attendance Team will attempt to make parental contact for all students who have been absent for two or more days.
- Provide students with regular updates on their own attendance.
- Report regularly to parents on attendance of their child.

School procedures

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.

Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.

The Attendance Team will act as the main disseminator of information and preferred first point of contact for parental concerns regarding absenteeism. They will check the Teacher Attendance Checklist weekly to ensure staff are completing their electronic rolls. Two-day Continuous Absences are followed up automatically by the Attendance Team.

Classroom/ tutor/ Ako teachers are responsible for recording student attendance to their class each period/ half day basis. Tutor Teacher's will receive a daily and weekly email that identifies students in their Tutor class who have unexplained absences and Lates. Tutor Teachers should have a follow-up conversation with all students identified and enter a pastoral entry.

Staff must complete their attendance register directly onto KAMAR during each lesson. As per MOE guidelines it is a legal obligation for staff to complete an electronic register for each contact period. Form/class teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow up on lateness and other attendance issues.

Deans/ Team leaders/ Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Persistent absenteeism will be identified and followed up by the Deans, who may enlist the help of the Attendance Administration Team, Senior Leadership Team member or outside agencies.

Parents will receive student attendance data via weekly emails/ parent portal / termly updates. Outside agencies will be used as appropriate to support attendance.

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

Persistent absenteeism will be identified and followed up by the Deans, who may enlist the help of the Attendance Administration Team, Senior Leadership Team member or outside agencies, such as Attendance Services, to follow up on long term absences. Serious truancy which does not respond to school-based intervention may constitute a care and protection concern and be referred to Ōranga Tamariki.

Patterns of attendance and specific interventions being used will be evaluated by the Pastoral Team/Senior Leadership Team regularly to review outcomes and effectiveness of these interventions.

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 KAMAR.

School Stepped Attendance Response Activities

What happens at each threshold, in practice.

Supporting Principles

- All attendance, lateness, and truancy events are recorded in **KAMAR**.
- Communication with home occurs **at every tier**.
- Escalation is **timely and responsive to patterns**, not purely linear.
- Restorative approaches and whānau engagement are prioritised where appropriate.
- Actions may be taken **earlier or concurrently** based on risk, frequency, duration, and context.

Activities	Practice	Responsible Person
Communicate with parents.	Set expectations, procedures and follow-up steps the school will take when a student is absent. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents.	Tutor teacher Principal School Board
Following up absences daily.	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents. The school will use our Early Notification System (ENS) to endeavour to contact parents on the same day via text message in cases of unexplained absence. Two-day Continuous Absences are followed up automatically by the Attendance Team.	Administration team
Minimise disruptions to the school day and week.	School Boards and school leadership prioritise school hours to be for learning.	School leadership team
Assess history of new students.	When enrolling, identify issues or trends in attendance history.	Dean/Assistant Principal (new students during year or not in Y9)

<p>Escalate attendance issues as needed.</p> <p>Develop support plans.</p> <p>Persistent absenteeism will be identified and followed up by the Deans, who may enlist the help of the Attendance Administration Team, Senior Leadership Team member or outside agencies, such as the Attendance Services, to follow up on long term absences.</p>	<p>Seek more support as needed.</p>	
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Universal Monitoring and Early Patterns <i>(Low-level concerns: emerging lateness, single-period truancy, early patterns)</i>		
Focus	Who	Actions / Interventions
Lateness check	Tutor Teacher	<ul style="list-style-type: none"> Use daily Parot email to identify students with 3+ lates in a week or other lateness patterns Talk with student about reasons for lateness Make “3 Lates in a Week” KAMAR entry
Early truancy / “?s”	Tutor Teacher	<ul style="list-style-type: none"> Using daily Parot email, talk with students with single or full-day ?s Student follows up erroneous ?s with staff member If truant is admitted, change code to T
Documentation	Tutor Teacher	<ul style="list-style-type: none"> Log discussion and outcome in KAMAR
Initial whānau contact	Tutor Teacher	<ul style="list-style-type: none"> Contact home regarding punctuality or early truancy concerns
Pattern monitoring	Attendance Officer	<ul style="list-style-type: none"> Send email home alerting emerging patterns of lateness or truancy
Consequences (minor)	Kaiarataki / Dean	<ul style="list-style-type: none"> May issue time-back session if appropriate

Ongoing Patterns / Attendance Concern <i>(Repeated lateness or truancy, attendance concern emerging)</i>		
Focus	Who	Actions / Interventions
Continued lateness / T pattern (Week 2)	Attendance Officer	<ul style="list-style-type: none"> Refer student to Kaiarataki Student may be placed on Period-by-Period (PxP) Report
Attendance concern identified	Attendance Officer	<ul style="list-style-type: none"> Contact home using Attendance Concern Letter
Student conversation	Kaiarataki	<ul style="list-style-type: none"> Attendance conversation with student Log discussion in KAMAR

Pastoral support options	Kaiarataki / Dean	<ul style="list-style-type: none"> • Consider counselling referral • Whānau hui • Lunchtime privileges revoked • PxP book • Accountability Agreement • IBP construction • Truancy workbook
Subject-specific issues	Subject Teacher / HOLA	<ul style="list-style-type: none"> • Contact home if attendance issue relates to a specific subject
Monitoring	Attendance Officer	<ul style="list-style-type: none"> • Closely monitor attendance patterns and escalation triggers

Persistent Non-Attendance <i>(No improvement despite intervention; attendance impacting learning)</i>		
Focus	Who	Actions / Interventions
Escalation after monitoring period	Attendance Officer (with Kaiarataki)	<ul style="list-style-type: none"> • Issue Truancy Letter 1 – Absence Affecting Learning
Hui / meeting	Kaiarataki	<ul style="list-style-type: none"> • Request meeting with student and whānau • Document outcomes in KAMAR
School privilege restrictions (where relevant)	Kaiarataki / Dean	<ul style="list-style-type: none"> • Notify subject teachers via KAMAR email • Loss of privileges (e.g. trips, ball eligibility)
Continued monitoring	Attendance Officer	<ul style="list-style-type: none"> • Maintain close tracking of attendance
No improvement after further monitoring	Attendance Officer	<ul style="list-style-type: none"> • Issue Truancy Letter 2 • Alert Truancy Officer

Serious / Ongoing Truancy and Attendance Challenges <i>(Repeated non-attendance despite interventions; high risk)</i>		
Focus	Who	Actions / Interventions
Leadership escalation	Attendance Officer (with Kaiarataki)	<ul style="list-style-type: none"> • Alert Deputy Principal
Formal warning	Deputy Principal	<ul style="list-style-type: none"> • Issue Principal's Warning Letter • Attendance now managed as a discipline matter
Multi-agency response	Deputy Principal	<ul style="list-style-type: none"> • Organise whānau meeting with Dean / Principal / Careers Advisor
External referrals	Deputy Principal	<ul style="list-style-type: none"> • Refer to Police Prevention Team • Make Section 19 referral to Oranga Tamariki
Legal escalation	Police / School	<ul style="list-style-type: none"> • Truancy Letter 3 delivered by Police outlining possible prosecution
Pathway planning	SLT / DP / Careers	<ul style="list-style-type: none"> • Consider alternative education, training, employment, or roll removal

Non-Enrolled / End-Point Processes
(Sustained non-attendance; statutory action required)

Focus	Who	Actions / Interventions
Non-enrolled truancy	Non-enrolled truancy	<ul style="list-style-type: none"> • Non-enrolled truancy
Roll management	School	<ul style="list-style-type: none"> • Initiate NETS / ENROL processes as legally required
Ongoing safety & wellbeing	SLT	<ul style="list-style-type: none"> • Maintain duty of care and agency liaison as appropriate