



Strive for Excellence
We Show Respect, We are Curious and We Have Integrity

School Attendance Management Plan

Approved by: Upper Moutere School Board of Trustees

Date: February 11 2026

Effective Term 1 2026, Review Date Term 4 2026

1. Overarching Attendance Objectives and Strategic Priorities

At Upper Moutere School we know that attendance is foundational to learner success, both academically and socially. In order for our children to flourish and have success in all learning areas, they need to be present at school.

Our Commitment:

At Upper Moutere School we commit to:

- Creating an environment where our learners are safe, valued and included in all learning areas.
- Build genuine partnerships with our whānau and community to address barriers to attendance early.
- Support whānau and provide timely and effective intervention if attendance concerns arise.
- Ensure a shared and consistent approach across the school in terms of supporting regular attendance.

Strategic Goal:

Upper Moutere School aims to work with whānau to increase regular attendance (attending school 90% or more of the time) across each term of the year, as compared to the previous 2025 year. This forms part of our Strategic Direction.

We aim to work toward the national goal of 80% of students present for more than 90% of the time.

2. Attendance Policy

This policy aligns with the Education and Training Act 2020 and our obligation to uphold the wellbeing and learning needs of all our learners.

Legal Obligations

- Children aged between 6 years and 16 years of age must be enrolled in a school and attend school regularly.
- The Board of Trustees must take all reasonable steps to ensure students attend school regularly.
- Parents and Caregivers are legally responsible for ensuring their child attends school.

Expectations

Students are expected to:

- Attend school daily unless unwell or otherwise justified.
- Arrive on time, ready to learn.
- Contribute to a positive learning environment through practising our school values and following classroom routines and expectations.

Parents and Guardians are expected to:

- Ensure their child attends school regularly.
- Notify the school through the EDGE app, school phone or office email on the day of any absence, providing a clear reason for absence.
- Schedule appointments outside of school hours where possible.
- Work in partnership with the school to address any attendance concerns.

School Staff are expected to:

- Accurately record attendance in class twice a day – once in the morning and once in the afternoon.
- Follow up promptly on any unexplained absences.
- Engage early with whānau and students with any attendance concerns.
- Foster a safe, supportive learning environment, where whānau and students feel comfortable and confident to discuss attendance concerns.
- Engage with additional outside attendance support if needed.

3. Attendance Management Procedures

Recording Attendance

- Attendance is recorded twice daily for every student in EDGE SMS (student management system).
- Classroom teachers are responsible for maintaining an accurate attendance record.

Following Up on Unexplained Absences

- If a student is marked absent with no explanation, the school office will contact the parent or caregiver via a text message sent through the EDGE SMS before 9:30am.
- If no response is given, then the office will follow up with an email and/or a phone call directly to the parent or caregiver, usually by 11am.
- If no response is received, a second email or phone call may occur, otherwise the absence is recorded as unjustified. All unjustified absences will be monitored by school staff.

4. The Upper Moutere School Attendance Response Framework

Upper Moutere School uses the STAR (Stepped Attendance Response) framework for monitoring and intervention purposes.

This approach ensures that our interventions are timely, appropriate and supportive.

Attendance Level	Description	School Response
Step 1 Regular Attendance	90% or more attendance Consistent and Regular	Maintain positive communication with whānau. Continue to support and encourage.
Step 2 Irregular Attendance	80 – 89% attendance Emerging pattern of absence	Initial Contact – The classroom teacher will make initial contact regarding attendance. Discuss any potential barriers and offer support if needed. Identify any next steps. Document on EDGE SMS.
Step 3 Moderate Absenteeism	70 – 79% attendance Attendance impacting progress	Formal Meeting – arranged with students and caregivers, classroom teacher and other relevant staff if needed (Senior Teacher, Deputy Principal, Principal). Attendance Support Plan – co-created to address specific barriers to

		attendance. Clear goals and timeline to review. Additional Support – explore community or health based agencies if helpful.
Step 4: Chronic Absenteeism	Below 70% Severe and ongoing concern	Escalation – The school will seek support from Attendance Services. Interagency Support – The school will collaborate with all relevant agencies to provide intensive wrap around support for student and their whānau to increase attendance and engagement in school. Monitoring – The school will check in and monitor attendance and engagement.

5. Supporting Students Returning to School

Upper Moutere School is committed to creating a well-supported transition for students returning to school after a significant period of absence. Support will be individualised according to the needs of each individual and their whānau.

Reintegration could look like:

- A meeting with student, whānau and key staff members.
- A learning plan to rebuild confidence and success in learning.
- Social support to rebuild and establish friendships.
- Regular check ins with a trusted adult.

6. Monitoring and Measuring Progress

- Data analysis – The Principal and Senior Leadership team will review school wide attendance data regularly to identify patterns in absences and any students at risk.
- Reporting – The Principal will report regularly to the Upper Moutere Board of Trustees in relation to progress toward our school attendance goals.
- Review – this plan will be reviewed in term 4 2026 alongside Ministry of Education updates, guidelines and regulations.