

Attendance Management Plan – Karāpiro School

School name: Karāpiro School

School contact details:

- Address: 705 Tirau Road, Karāpiro, New Zealand karapiro.school.nz
- Phone: 07 827 7642 karapiro.school.nz
- Email: office@karapiro.school.nz karapiro.school.nz

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Review date: 02/02/2027

Responsible person(s): Principal and Board will monitor attendance data and implement the plan.

1. School Attendance Target

Karāpiro School sets the following attendance target:

- **Overall attendance rate target:** e.g., 80% of enrolled students attend 80% or more of school days over the year.
 - **Chronic absence target:** To reduce the number of students with attendance below 80% by 10% by end of year.
 - These targets will be reviewed in the Strategic Plan and Annual Report.
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2. Strategic Goals and Key Objectives

Strategic goal: Build and maintain a culture of consistent attendance so that all tamariki at Karāpiro School are present, engaged and learning.

Key objectives:

- Strengthen relationships between school, tamariki and their whānau to support regular attendance.
- Identify and remove barriers to attendance for our rural-setting community.
- Monitor attendance data regularly and respond early to patterns of absence.
- Recognise and celebrate both consistent and improved attendance.

- Ensure attendance procedures are clearly communicated to all whānau.
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3. Statement of Board Responsibility

The Board of Trustees will investigate and respond (in line with this Attendance Management Plan) to all unexplained student absences and record actions taken. The Board is committed to monitoring trends, ensuring effective processes are in place, and reviewing this policy annually to ensure ongoing relevance and compliance with the Ministry's regulations. [Education.govt.nz+1](https://www.education.govt.nz)

4. Process to Identify and Respond to Student Absences

Identification:

- Classroom teacher/office will mark attendance twice daily electronically.
- Any unexplained absence will trigger a check by the Office before 10am each day.
- Where tamariki show patterns of absences (e.g., >2 days in a row without notification, or >10 % of days in term), an attendance alert will be generated.
- Attendance data will be reviewed regularly at staff meetings and termly by leadership/admin (termly reports will be shared with the board).

Response:

- Step 1: If a tamaiti is absent and no notification is received, a text will be sent, if no further response a phone call will be made before 11.30am to the whānau. If no response is gained, student will be marked as Truant
 - Step 2: If absence continues (e.g., 3 or more unexplained days), the Principal/Deputy will attempt to meet with the whānau to identify reasons and support needed.
 - Step 3: If attendance falls below defined threshold (e.g., 80 % of available days in a term), then a formal attendance improvement plan will be developed jointly with whānau, and external agencies may be involved if appropriate (e.g., via the STAR framework) [Education.govt.nz](https://www.education.govt.nz)
 - All actions, communications and interventions will be documented by the school.
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5. Strategies, Actions or Interventions at Different Attendance Thresholds

Attendance Threshold	Strategy / Intervention
90%–100%	Recognise good attendance; embed positive messaging about school attendance.
80%–89%	Teacher and/or principal contacts whānau to discuss attendance patterns, barriers.
Below 80% or rapidly declining	Leadership meets whānau for formal meeting / attendance improvement plan; may involve external support (e.g., community agencies, Ministry attendance services); schedule regular check-ins; develop tailored supports (transport, health link, mentoring).

In addition:

- Embed attendance into school values of Kotahitanga (unity), Kaitiakitanga (guardianship), Manaakitanga (care) and Rangatiratanga (leadership) – as reflected in our school values. karapiro.school.nz
- Use community supports: liaise with community groups or agencies in our rural region for transport or health-related attendance barriers.
- Ensure dynamic monitoring of attendance of Māori and other priority groups to address equity of access.

6. How We Will Identify and Respond to Attendance Barriers and Underlying Causes

- Conduct periodic surveys / conversations with whānau to identify barriers (e.g., transport, health, motivation, family commitments).
 - Use data-driven reviews (termly) to spot attendance trends by class, cohort, ethnicity, gender, or student group.
 - Link attendance improvement efforts to our school's personalised learning approach — ensure tamariki feel connected, engaged and valued. karapiro.school.nz
 - Provide targeted support where needed: early intervention for tamariki who are frequently late, or whose overall attendance dips.
 - Work closely with health and community services to support tamariki whose attendance is impacted by health or family issues.
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7. Monitoring, Measuring Progress and Reporting

- The school will monitor attendance data weekly and summary reports monthly (to leadership) and termly (to Board).
 - Key indicators: % of students attending 90%+ of time, % of students below 80%, patterns of unexplained vs notified absences, trends by cohort or group.
 - Progress will be reported in the Annual Report (with commentary on attendance performance), and to the Board each term.
 - Review of the Attendance Management Plan outcomes will occur annually (or more often as required), and modifications made as needed.
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8. Review of the Attendance Management Plan

- The Board will review this Plan at least annually, and sooner if there are significant changes (e.g., patterns of absence worsen, regulatory changes by the Ministry). [Education.govt.nz](https://www.education.govt.nz)
 - The review will include consultation with staff, tamariki and whānau, and will inform the next year's strategic goals and targets.
 - Any major revisions will be approved by the Board and published on the school website.
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9. Communication of the Plan

- This Attendance Management Plan will be published on the Karāpiro School website and available in the school office. [Education.govt.nz](https://www.education.govt.nz)
 - A summary version will be sent home to all whānau and discussed at the first whānau- hui of each year.
 - Teachers will include attendance expectations in class orientations, and the school newsletter will promote the importance of regular attendance as part of our collegiate, caring community.
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Notes / Supporting information

- The Ministry's "Stepped Attendance Response (STAR)" framework provides useful guidance for responses at increasing levels of concern. [Education.govt.nz](https://www.education.govt.nz)

- The Board and leadership should ensure confidentiality of individual student information and ensure any personal data is managed in line with the Privacy Act and school policy.
- As the regulations come into force (Term 1 2026), the school will ensure compliance and update this plan accordingly. [Education.govt.nz](https://www.education.govt.nz)