

Attendance Management Plan

Approval:	<i>Leanne Seniloli (Ormiston Senior College Board Presiding member)</i> <i>Signed</i> <i>Date</i>	Published on:	https://www.ormiston.school.nz/attendance
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Overarching attendance objectives and strategic priorities

This Attendance Management Plan establishes Ormiston Senior College's (OSC) commitment to regular student attendance as a critical strategic priority, integrating the regulatory requirements of the Ministry of Education (MoE) 2026 attendance regulations and the operational framework of the Stepped Attendance Response (STAR). This plan is directly aligned with the College's core strategic drivers of Success and Wellbeing.

Ormiston Senior College prioritises regular attendance because it is fundamentally linked to the holistic welfare and academic achievement of every student. This fundamental link is a core element of the OSC Strategic Plan 2024-2026 and Annual Plans;

- Wellbeing: Regular attendance is a key indicator of a student's Wellbeing - Houora. It ensures students are in a safe environment and have a strong sense of belonging, which is crucial for overall health and development. The College is committed to proactively working with families to help students return to school and addressing barriers to attendance through the Kāinga Structures/Systems and the Health Centre
- Achievement (Success): Attending school regularly is essential for improving outcomes for all students and enabling every learner to attain their highest possible standard in educational achievement (Strategic Goal 1: Success - Anigtu). The plan focuses on continuous improvement in attendance rates to reduce barriers to education for all priority learners, including Māori and Pacific learners.

Compliance Framework: The plan provides clear pathways, processes, and interventions (guided by the STAR's stepped approach and defined absence thresholds) to fulfil the school board's legal responsibility to take all reasonable steps to ensure student attendance.

Year	Term 1	Term 2	Term 3
2024 Data	Regular attendance: 47% Irregular absence: 27% Moderate absence: 12% Chronic absence: 13% (?) unknown code: 5% (M) illness / medical code: 48% (G) holiday code: >1%	Regular attendance: 52% Irregular absence: 23% Moderate absence: 12% Chronic absence: 13% (?) unknown code: 29% (M) illness / medical code: 44% (G) holiday code: >0.5%	Regular attendance: 48% Irregular absence: 26% Moderate absence: 12% Chronic absence: 14% (?) unknown code: 12% (M) illness / medical code: 50% (G) holiday code: >0.5%
2025 Data	Regular attendance: 64% Irregular absence: 20% Moderate absence: 8% Chronic absence: 7% (M) illness / medical code: 48% (E) Accepted (unjustified): 18% (G) holiday code: 7% (T) Unexplained: 7% (?) unknown code: 14%	Regular attendance: 54% Irregular absence: 24% Moderate absence: 11% Chronic absence: 11% (M) illness / medical code: 54% (E) Accepted (unjustified): 13% (G) holiday code: 4% (T) Unexplained: 10% (?) unknown code: 15%	Regular attendance: 43% Irregular absence: 28% Moderate absence: 13% Chronic absence: 16% (M) illness / medical code: 52% (E) Accepted (unjustified): 13% (G) holiday code: 4% (T) Unexplained: 8% (?) unknown code: 14%
Annual Plan Target 2026	● Increase Regular Attendance to 60% (sustained). ● Increase combined Regular and Irregular Attendance to 85% by the end of 2026.		
2026 Termly Targets	Regular attendance: 70% Irregular absence: 20% Moderate absence: 5% Chronic absence: 5%	Regular attendance: 60% - revised to 65% Irregular absence: 25% - revised to 18% Moderate absence: 7% Chronic absence: 9%	Regular attendance: 50% - revised to 65% Irregular absence: 33% - revised to 20% Moderate absence: 4% Chronic absence: 13% - revised to 5%
2026 Tracking	Regular attendance: 78% Irregular absence: 13% Moderate absence: 5% Chronic absence: 4% (?) unknown code: >1% (M) illness / medical code: 54% (G) holiday code: 9%	Regular attendance: 70% Irregular absence: 19% Moderate absence: 6% Chronic absence: 5% (?) unknown code: 0% (M) illness / medical code: 59% (G) holiday code: 7% (T) Unexplained 20%	Regular attendance: XX% Irregular absence: XX% Moderate absence: XX% Chronic absence: XX% (?) unknown code: XX% (M) illness / medical code: XX% (G) holiday code: XX%

Data Component	Current Summary	Source/Notes
Current Regular Attendance Rate (Attending 90% or more)	57.30% (Central and East Auckland region 2024)	Report: Release of attendance data for Term 3 2024 (See Page 10, Figure 6 for regional breakdown and Page 3, Figure 1 for national breakdown).
Current Irregular Attendance Rate (Attending 80% to 89%)	27% (National Irregular Absence 2024)	This is the national average for Irregular Absence (80%-90% attendance)
Key Absence Pattern #1	The 2024 & 2025 focus on parent/caregiver communication and follow up regarding whole day absences	Appointment and resource for an Attendance Officer. Review and refinement of existing Attendance Procedures to incorporate this new resource and build consistency across stakeholders.
Key Absence Pattern #2	The 2025 focus on Intermittent Absence (follow-up and intervention efforts) will maintain into 2026	This focus is on developing robust Learning Advisor (LA) follow-up processes.
Key Absence Pattern #3	Parent/Communication sighting illness / medical reasons for absence. Significant proportion occurring a a frequent / regular basis	This focus is on developing robust Learning Advisor (LA) & Kāinga identification of pattern and utilising follow-up processes. Review and update of Attendance Policy to include the circumstances when a Medical Certificate may be requested to maintain a M absence code. Utilising MOE Attendance Guide for parents/caregivers - specifically to about understand if my child to too unwell to attend school
Key Absence Pattern #4	Patterns of Lateness - beginning of day	This focus is on developing robust Learning Advisor (LA) & Kāinga identification of pattern and utilising follow-up processes.

Target Type	Goal/Target	Framework
2025 Attendance Target	Overall attendance rates through the first three Terms at 60-65% Regular Attendance (90%+ attendance).	MoE Everyday Matters Data & OSC Annual Implementation Plan.
2025 Total Attendance Target	80% Regular and Irregular attendance inclusive (80%+ attendance).	MoE Everyday Matters Data & OSC Annual Implementation Plan.
2026 Attendance Annual	1. Attendance and Engagement	MoE Everyday Matters Data & OSC

Targets	We will strengthen our attendance systems to ensure every learner is known and supported. - Implement STAR and Learning Advisor monitoring and accountability streams to track and respond to attendance in real time. - Increase Regular Attendance to 60% (sustained). - Increase combined Regular and Irregular Attendance to 85% by the end of 2026. - Ensure targeted follow-up plans are in place for all students below 80% attendance.	Annual Implementation Plan.
Procedural Goal (Key Absence Pattern #1)	Implement an attendance system and procedure that ensures Accurate & Complete Records and continues to learn and improve effectiveness.	Aligned with MoE's expectation to record and monitor attendance and absence data. QA data grabs and monitoring procedures
Micro target (Key Absence Pattern #2)	Intermittent absence (?) unknown absence code less than 5%	Everyday Matters Data
Micro target (Key Absence Pattern #3)	Update policy relating to requests for Medical Certificate - patterns. Explain that in instances where medical certificate not provided for extending patterns of regular M, a E code may be used moving forward Targets relating to reducing the percentage of students with irregular and moderate absence Irregular absence: 26% Moderate absence: 10%	Everyday Matters Data
Micro target (Key Absence Pattern #4)	Implement a procedure of notifying parents/caregivers that their child has signed in late if no prior communication has been received.	Pastoral tracking

Attendance policy

[Current Policy Documentation - as per School Docs](#)

 [Ormiston Senior College Policies and Procedures - Attendance Procedures.pdf](#)

 [Ormiston Senior College Policies and Procedures - Student Attendance.pdf](#)

Policy review - update request to BOT (consulted with Roz)

Medical Absence - the data in 2025 suggests that there are a number of students with a very high proportion of absence where the parent/caregiver has communicated their young person is unwell - see Everyday Matter reports.

Relevant Policies from School Docs are above

Currently our policies do not stipulate when we as a School will ask for a medical certificate/doctor's note. This needs to be detailed in our policies.

Procedures to be included:

- Our procedure will refer parent/caregivers to the following resource:
<https://info.health.nz/keeping-healthy/healthy-homes-environments/knowning-if-your-child-is-well-enough-to-go-to-school-guidance-for-parents>
- The school may require parents/caregivers to provide a medical certificate/note
 - on the 4th day of consecutive absence for medical/illness reason
 - a pattern of regular/frequent absence for medical/illness reasons
 - when a student has passed STAR attendance thresholds (ie more than, 5, 10, 15 days absence in a term)If a medical certificate is not provided the school may recode the absence to E - explained but not approved (unjustified)

Board responsibilities include:

- Adopting an Attendance Management Plan
- With the Principal, the Board is responsible for setting Annual Plan Goals/Targets which align with the Government's goal of 80% of students attending school at least 90% of the time by 2030.
- Receiving and reviewing termly reports from the Principal on attendance data, patterns, and the effectiveness of interventions.
- Ensuring systems and resource allocation are in place to support the identification of absences early and enable prompt communication with whānau (for example, making immediate contact for unexplained absences).
- Reviewing and approving the escalation of serious cases, where necessary, to legal action if support offered to families is not taken up.

The Board delegates the day-to-day management of attendance to the Principal, while maintaining governance oversight.

- The Principal is responsible for all decision for Justified Absence code (J), outside the delegated authority attributed to the Attendance Officer/DP with Attendance responsibilities for 3x days for a bereavement

- Clear messaging and communication from the Principal to the community about the importance of attending school everyday is a second responsibility. Communication will include details of our attendance improvement plan and the procedures/communications whānau can expect to receive in our efforts to ensure ākongā are absent fewer than 5 days per term. [Link](#)
- The Principal is responsible for receiving all communication from parents/caregivers regarding extended absence from school. The Principal in his response will clearly outline the legislative responsibilities shared by the school and home around ākongā attending school everyday it is open, working to reduce or reschedule the extended absence, outline the impact of learning and assessment and the absence codes that will be used.

Parents and caregivers play an important role in supporting regular school attendance.

Responsibilities include:

- Ensuring Regular Attendance: Making sure their child attends school every day and arrives on time.
- Notifying the School of Absences: Informing the school promptly when their child is absent and providing a valid reason. ([Report an Absence](#))
- Supporting School Communication: Responding to messages or calls from the school regarding attendance concerns.
- Working with the School: Engaging with teachers or school leaders if attendance issues arise and participating in agreed support plans.
- Prioritising School Time: Avoiding taking children out of school for holidays or non-essential activities during term time.
- Supporting Good Routines: Helping establish consistent morning and evening routines that support regular attendance.
- Engaging with Support Services: Working with the school and external agencies if additional support is required to improve attendance

Attendance management procedures

Ormiston Senior College is committed to robust and consistent attendance procedures, driven by the belief that attendance equals achievement and wellbeing. We set expectations through clear, multilingual communication with students and whānau at induction and via the website. Our process involves mandatory, accurate daily recording in KAMAR by Classroom Teachers at the 10-minute mark of each period. Unexplained absences trigger daily and weekly processes. Daily processes involve Attendance Officer's home contact (multit-mode) and, if persistent (e.g., 3 days unexplained), a formal letter and Learning Advisor (LA) follow-up. We monitor practices by using STAR thresholds as well as weekly and mid-term attendance pattern identification. We utilise both LA-led restorative conversations to identify reasons/causes of concerning absence patterns and barriers (e.g., intermittent absences / lateness / irregular & moderate absences) as

well as templated communication. Escalation pathways involve key stakeholders; Learning Advisors, Kāinga Leaders (KLs) and Kāinga Deputy Principal (DP) Senior Leader for Wellbeing, and DP with school wide attendance oversight. The Attendance Service is involved when internal support is exhausted, or thresholds are breached, requiring further agency intervention.

- Automated communication to Learning Advisors
- Automated communication to whānau and ākonga
- Multilingual instructional material for induction, social media and website communication
- SMS (KAMAR) and data reporting - to both support processes and as QA of consistent process implementation by DP with attendance oversight
- Attendance procedures define: roles and responsibilities
- Kāinga Manual and caseworking processes for at risk students
- 2026 Staff Workshop/staff Meeting: attendance

Monitoring and measuring progress

Monitoring and Progress: A System That Learns

The effective monitoring and ongoing evaluation of the Attendance Management Plan is a system that continually learns, vital for ensuring the plan remains robust and compliant.

The process is multi-faceted, led by the DP for Attendance and the Senior Leader for Wellbeing. This structure operationalises our wellbeing priority via the Kāinga structure's personalised support, relying on triangular relationships (whānau, ākonga, school) for success, with data and evidence guiding every intervention.

The Attendance Management Plan will be formally reviewed by the Board every three years or immediately following new MoE regulations. Procedural fidelity is monitored through Attendance Officer KAMAR checks and Kāinga Leader audits. The Board receives termly assurance via the Principal's report, which incorporates Everyday Matters reporting and DP analysis to track progress towards the 60% Regular Attendance target and evaluate intervention effectiveness.

- Attendance procedures define: roles and responsibilities
- Kāinga Manual and caseworking processes for at risk students