



QUEEN ELIZABETH COLLEGE ATTENDANCE MANAGEMENT PLAN

Approval	Date approved at Board Mtg	Published on	
Effective Date	30th January 2026	Review Date	

Overarching attendance objectives and strategic priorities

Regular school attendance is essential for the success and wellbeing of our tamariki. Attending school every day helps tamariki build strong foundations for both learning and social development. Consistent attendance also supports achievement, as it enables tamariki to continually build on their learning and stay connected with their peers and teachers.

Our government has set a national target for 80% of students to attend school at least 90% of the time. This means that tamariki should be absent for no more than one day per fortnight to support continuity in learning and ongoing success at school.

At Queen Elizabeth College our school vision of Quality, Expectations and Commitment underpins our approach to attendance.

Quality - everything we do is at the best of our ability.

Expectations – We have the highest expectations of ourselves and our community.

Commitment – We live and teach what it is to be committed.

Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every ākonga can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan

Term 2 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
42%	26%
	Concerning/Moderate Attendance
	14%
	Very Concerning/Chronic Attendance
	19%

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

Regular/Good Attendance	Worrying/Irregular Attendance
42% ↑7.5%	26% ↓5%
<u>49.5%</u>	<u>21%</u>

Rationale for 5% increase: From Term 2 2024 to Term 2 2025, our Regular Attendance increased by 9%. We are therefore setting an aspirational target to move at least another 7.5% (33 students) from Worrying/Irregular Attendance to Regular/Good Attendance.

We aim to increase Regular Attendance by 7.5% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

Sub Target

Increase attendance for our Māori learners

68/223 (31%) Māori students showed Irregular Attendance for Term 2 2025. A focus on decreasing the number of Irregular attendances to Regular attendance, would improve the outcome for our Māori learners. A decrease to at least 25% would be an initial target.

Strategic Plan and Annual Implementation Plan

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

Attendance Management Plan (2026)

- Strategic Goal 2: Attendance and Engagement – All students will attend and be engaged in meaningful education to ensure best possible outcomes for the future.
- Annual Implementation Plan Goal 2 (Attendance and Engagement)

Attendance Policy

Queen Elizabeth College has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with ākonga 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 Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Queen Elizabeth 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

Further supporting information can be found in our School Docs Attendance Procedures

Attendance Management Procedures

Attendance Expectations

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

- Communication in the school newsletter
- Korero at Poutama meetings
- Korero on enrolment
- Facebook reminders
- Phone calls with whānau when needed
- Visits home by whānau liason

Recording Attendance

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.05am.
2. Any ākonga who arrives late to school is to report to the Student Centre to register that they are late on the Vistab system.

3. Should an ākonga arrive in class after the register has been taken, ask if they have reported to the Student Centre. If they haven't, they **MUST** report to the Student Centre.
4. Period Rolls must be taken **with 10 minutes of the period starting**.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance (through the Roll on Kamar) to inform the Student Centre.

Student Centre Responsibilities

1. The Student Centre check the texts and emails and take phone calls of absences in the morning.
2. The Student Centre checks all classes' attendance on Kamar from each period.
3. Any children marked with a ? are then followed up by the Student Centre:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Student Centre updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.

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

Monitoring Practices

Every week, the Deputy Principal will:

- Check in with the Student Centre for any of the following
- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- adhere to the STAR thresholds
- Place students on Rock On and attend meetings once a term.

Attendance patterns and concerns will be discussed at Attendance meetings every 4 weeks.

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
- adhere to the STAR thresholds
- 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 absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning • Support student to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence and impact on learning • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, eg: counsellor, 	<ul style="list-style-type: none"> • Contact parents to escalate concerns • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement a support plan tailored to the reasons and circumstances 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation

<p>their child</p> <ul style="list-style-type: none"> • <u>Support student:</u> • attending school • to continue learning if unable to attend school every day, • including using MOE approved wellbeing or transitional plans, o health schools where appropriate • to access other education pathways where appropriate 	<p>alternative timetables, PB4L</p>	<p>around the child's absence</p> <ul style="list-style-type: none"> • Use in-school resources as appropriate to remove barriers and request • support from Attendance Service or other agencies as needed 	<p>and monitoring support plan</p> <ul style="list-style-type: none"> • Undertake school-led prosecution, or request MOE led prosecution, • when considered appropriate if supports are offered and not taken up • Unenroll if student will not be returning to school
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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.