

# Te Kura Tuarua o Te Kauaeranga Thames High School



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## Attendance Management Plan (2026)

### Rationale - Overarching attendance objectives and strategic priorities

There is a clear connection for students at Te Kura Tuarua o Te Kauaeranga | Thames High School between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability, and more participation in our local and wider community.

Te Kura Tuarua o Te Kauaeranga | Thames High School's Attendance Management plan provides clear expectations, emphasising attendance as a top priority. This plan outlines a stepped approach at Te Kura Tuarua o Te Kauaeranga | Thames High School's to managing attendance, with defined escalation thresholds based on days absent per term.

This Attendance Management Plan has been developed to align with the Ministry of Education's [Stepped Attendance Response](#). It provides a clear process for accessing further support when needed and outlines recommended actions and responses for each stage.

<b>Approval:</b>	<i>Adopted and ratified at the 23 February 2026 Board Meeting</i>  _____ <i>Presiding Member</i>	<b>Published on:</b>	Your webpage
<b>Effective date:</b>	<i>2 February 2026</i>	<b>Review date:</b>	<i>January 2026</i>

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## Summary of current attendance data (baseline)

- Source: Every Day Matters Report Final – July 2025 (MoE)

Category	End of Term 2, 2025	End of Term 2, 2024
<b>Regular attendance</b> (Good)	<b>47%</b>	41%
<b>Irregular Absence</b> (Worrying)	<b>25%</b>	30%
<b>Moderate Absence</b> (Concerning)	<b>16%</b>	12%
<b>Chronic Absence</b> (Serious Concern)	<b>13%</b>	18%



## Explanation of student attendance categories

Attendance Categories	Student with	Equivalent to
Regular attendance (Good)	over 90% attendance	missing fewer than 5 days across a term
Irregular absence (Worrying)	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
Moderate absence (Concerning)	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
Chronic absence (Serious Concern)	70% attendance or less	absent for 15 days or more across a school term

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## Definition of success

**By 2030, 80% of students are present for more than 90% of the term.** This aligns with the Government's target and is a priority for our kura | school as seen in our Strategic Plan and Annual Implementation Plan along with our Attendance policies and procedures.

Previously, we have set an annual target of a relative increase of 25% per year (e.g. to go from 50% to 62.5%), but that has proved unrealistic.

To reach the national target we need to have an increase from **47% (End of Term 2, 2025)** to **80%** in 5 years (**End of Term 2, 2030**) this would mean:

- an average annual increase of approximately **6–7 percentage points** over the next five years
- a relative increase of approximately **70%**, requiring an average compound **annual improvement of around 11% per year over** the five-year period.
- based on previous targets this is ambitious, yet we must be committed, and this provides a baseline from which to measure our progress.

## Incremental targets to achieve attendance goal

Percentage of population having Regular Attendance (91% or more)					
End of Term 2, 2025	End of Term 2, 2026	End of Term 2, 2027	End of Term 2, 2028	End of Term 2, 2029	End of Term 2, 2030
<b>47%</b>	<b>52%</b>	<b>58%</b>	<b>65%</b>	<b>72%</b>	<b>80%</b>

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## Key legal obligations under the [Education and Training Act 2020](#)

### Schools are required to:

- Enrol eligible students
- Take all reasonable steps to make sure students attend when the school is open
- Keep an attendance record for each enrolled student
- Have an absence notification process
- Use an approved electronic attendance register and Ministry-approved attendance codes to record attendance.

### Parents and legal guardians are required to:

- Parents and legal guardians are required to:
- Enrol their child at a registered school when they turn 6 years old
- Make sure their child (including enrolled 5-year-olds) attends school every day the school is open until they are at least 16 years old.

## Relevant documents

- [Strategic Plan 2024-2026](#)
- [Annual implementation Plan 2025](#) / Annual implementation Plan 2026 (pending)
- Attendance Policy and Protocols

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## Working Together

**Lifting attendance is everyone's responsibility — when we work together, we can make a real difference for our learners.  
Here's what we need to focus on, together.**

Parents/Guardians/Caregivers:	School:	Ministry of Education:
<ul style="list-style-type: none"> <li>✓ Ensure your child attends every day they are able</li> <li>✓ If your child is going to be absent, for any reason, it is essential that you let us know as soon as possible, to avoid an unexplained absence.</li> <li>✓ Reinforce good attendance habits</li> <li>✓ Support other parents to reinforce good attendance habits</li> <li>✓ Open communication with school</li> <li>✓ Follow school attendance management plan and associated policies and processes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Communicate with parents / caregivers / guardians about every unexplained absence</li> <li>✓ Maintain contact details of parents</li> <li>✓ Provide student with regular updates on their own attendance</li> <li>✓ Report regularly to parents on attendance of their child</li> <li>✓ Support student: <ul style="list-style-type: none"> <li>• attending school</li> <li>• to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate</li> <li>• to access other education pathways where appropriate.</li> </ul> </li> </ul>	<p><u>Attendance Service</u></p> <ul style="list-style-type: none"> <li>✓ Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance and collaborate with our school.</li> </ul> <p><u>Regional and National teams</u></p> <ul style="list-style-type: none"> <li>✓ Facilitate involvement of other agencies</li> <li>✓ Support schools to access other education pathways for a student where appropriate</li> <li>✓ Consider system-wide initiatives for high-risk attendance</li> <li>✓ Reprioritise regional support resources to where most needed/effective</li> <li>✓ Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>

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## School Action Plan

Attendance management actions	Who is responsible	Expected outcomes	Timeframes	Resources / links
<b>Set annual attendance targets aligned to national expectations and regularly review attendance data</b>  (Annual implementation plan / Strategic Plan)	Principal / Deputy Principal (Attendance) / Board	<ul style="list-style-type: none"> <li>Clear, measurable annual attendance targets</li> <li>Early identification of trends and priority learners</li> <li>Board assurance of attendance performance</li> </ul>	<ul style="list-style-type: none"> <li>Annual targets set in Annual Implementation Plan</li> <li>Monthly summary to Principal</li> <li>Attendance summary reported at each Board meeting</li> <li>DP (Attendance) analysis end of Terms 1,2 and 3.</li> </ul>	MoE Every Day Matters reports  KAMAR attendance dashboards  Board reports
<b>Communicate attendance expectations, procedures, and follow-up steps clearly to students and whānau</b>  (Follow the procedures outlined in our Attendance Policy and Procedures aligned with the STAR - <a href="#">Stepped Attendance Response</a> )	Deputy Principal (Attendance) / Attendance Officer / Principal	<ul style="list-style-type: none"> <li>Shared understanding of attendance expectations and legal responsibilities</li> <li>Reduced unexplained absences</li> <li>Improved whānau engagement</li> </ul>	<ul style="list-style-type: none"> <li>At enrolment and transitions</li> <li>Start of each school year</li> <li>Termly pānui/newsletter reminders</li> <li>Ongoing as concerns arise</li> </ul>	School website  Enrolment pack  Pānui / newsletters  Attendance Policy and Procedures
<b>Provide timely, accurate attendance information to parents/caregivers</b>	Attendance Officer (SS Office) / KAMAR automated systems / Whānau Kaitiaki	<ul style="list-style-type: none"> <li>Parents promptly informed of absences and lateness</li> <li>Faster resolution of unexplained absences</li> </ul>	<ul style="list-style-type: none"> <li>Daily: Early Notification texts/emails (Absence Manager)</li> </ul>	KAMAR (Absence Manager, Portal)  P.A.R.O.T.

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		Improved accuracy of attendance data	<ul style="list-style-type: none"> <li>Daily: automated student missed-period emails</li> <li>Weekly: P.A.R.O.T. attendance summaries</li> <li>Ongoing Whānau Kaitiaki follow-up</li> </ul>	Standard email/text templates
<b>Act early to follow up absences and emerging attendance patterns</b>	Attendance Officer / Whānau Kaitiaki / Kaiāwhina / DP (Attendance)	<ul style="list-style-type: none"> <li>Attendance issues addressed before becoming entrenched</li> <li>Reduced truancy and persistent absence</li> <li>Improved student engagement and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Same day follow-up where possible</li> <li>Within 24 hours for unresolved absences</li> <li>Absence codes resolved within 5 school days</li> </ul>	Attendance Procedures  Daily absence reports  KAMAR pastoral (attendance)  KAMAR attendance manager and reports.
<b>Escalate attendance concerns using the STAR framework, including support plans and referrals</b>  <b>Including:</b>	Whānau Kaitiaki / Kaiāwhina / DP (Attendance) / SLT	<ul style="list-style-type: none"> <li>Consistent, proportionate responses</li> <li>Individual barriers identified and addressed</li> <li>Sustained improvement in attendance for priority learners</li> <li>Shared understanding of barriers</li> </ul>	<ul style="list-style-type: none"> <li>Triggered when STAR thresholds are reached</li> <li>Attendance Support Plans reviewed fortnightly</li> <li>Formal reviews at least once per term</li> </ul>	STAR framework  Attendance Case Management protocols  CAPS / Attendance Services

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<b>Strengthen whānau partnership approaches for persistent or complex attendance issues</b>		<ul style="list-style-type: none"> <li>• Co-constructed attendance plans</li> <li>• Improved trust and engagement over time</li> </ul>		
<b>Ensure clear role understanding and accountability within the attendance system</b>	Deputy Principal (Attendance) / Kaiāwhina / SLT	<ul style="list-style-type: none"> <li>• Staff clarity about attendance responsibilities</li> <li>• Reduced duplication or gaps in follow-up</li> <li>• Improved consistency across Rōpū and Whānau</li> </ul>	<ul style="list-style-type: none"> <li>• Start of each year</li> <li>• Induction of new staff</li> <li>• Reviewed annually or as roles change</li> </ul>	Attendance Policy and Procedures STAR role guides Staff briefings Pastoral network Hui
<b>Provide protected time and clear workflows for the Attendance Officer role</b>	Principal / Deputy Principal (Attendance) / Attendance Officer	<ul style="list-style-type: none"> <li>• Attendance tasks completed consistently</li> <li>• Improved follow-up rates and documentation</li> <li>• Sustainable workload</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Reviewed each term through check-ins and self-review</li> </ul>	Attendance Officer role description Attendance calendar Workspace and ICT support
<b>Use standardised systems and templates to support efficient attendance follow-up</b>	Attendance Officer / DP (Attendance)	<ul style="list-style-type: none"> <li>• Reduced administrative burden</li> <li>• Timely and consistent communication with whānau</li> <li>• Improved data integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Daily use</li> <li>• Reviewed termly for effectiveness</li> </ul>	KAMAR templates Email and letter templates STAR documentation



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<b>Build capability through targeted support and development for attendance-related roles</b>	Deputy Principal (Attendance) / Kaiāwhina / Principal	<ul style="list-style-type: none"> <li>Increased confidence and efficiency in attendance work</li> <li>Improved quality of communication and documentation</li> <li>Reduced escalation due to process issues</li> </ul>	<ul style="list-style-type: none"> <li>As needs are identified</li> <li>Reviewed as part of appraisal, PGC and self-review as appropriate</li> </ul>	Coaching and mentoring System training Internal expertise
<b>Use attendance data to provide baseline and target data, including assessing attendance history on enrolment and during school transitions</b>	Enrolment Officer / Attendance Officer  Kaiāwhina / DP (Attendance)	<ul style="list-style-type: none"> <li>Early identification of attendance risk</li> <li>Timely supports established on entry</li> <li>Improved continuity of care</li> </ul>	<ul style="list-style-type: none"> <li>At enrolment or transfer</li> <li>Review within first 2–4 weeks of enrolment</li> </ul>	Student Management System (KAMAR) Transition records
<b>Use attendance data to inform workload, resourcing, and process refinement</b>	Deputy Principal (Attendance) / Principal	<ul style="list-style-type: none"> <li>Decisions based on evidence rather than perception</li> <li>Clear understanding of scale and impact of attendance issues</li> <li>Well-justified resourcing decisions</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Formal analysis end of Terms 1 and 3</li> </ul>	KAMAR dashboards STAR reports Attendance summaries
<b>Maintain school-wide prevention strategies that support attendance</b>	All staff / DP (Attendance) / DP (Calendar Events) / Principal	<ul style="list-style-type: none"> <li>Strong attendance culture</li> <li>Reduced in-school barriers to attendance</li> <li>Consistent routines and learning time protected</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Reviewed each term</li> </ul>	School timetable and calendar processes PB4L-SW framework

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<b>Align participation in optional activities with attendance expectations</b>	Principal / Deputy Principal (Attendance) / SLT	<ul style="list-style-type: none"> <li>• Clear, fair expectations for participation</li> <li>• Attendance expectations reinforced through incentives</li> <li>• Increased motivation to maintain regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed annually</li> <li>• Applied consistently across the year</li> </ul>	Attendance thresholds Activity guidelines
<b>Implement attendance incentives that recognise both achievement of targets and improvement</b>	School Leadership / Kaiāwhina / Whānau Kaitiaki	<ul style="list-style-type: none"> <li>• Positive reinforcement of regular attendance</li> <li>• Improved motivation across groups</li> <li>• Clear link between effort, improvement, and recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Termly recognition cycles – set growth targets, communicate incentives and goals</li> <li>• Reviewed annually</li> </ul>	Attendance data Recognition and reward frameworks
<b>Implement school-wide programmes that support engagement and wellbeing</b>	School Leadership / All staff	<ul style="list-style-type: none"> <li>• Increased student belonging and engagement</li> <li>• Reduced disengagement-related absences</li> <li>• Improved wellbeing outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Reviewed annually</li> </ul>	PB4L-SW Wellbeing supports Guidance and pastoral services
<b>Monitor consistency and fidelity of attendance processes and STAR implementation</b>	Deputy Principal (Attendance) / SLT	<ul style="list-style-type: none"> <li>• Consistent application of attendance procedures</li> <li>• Early identification of drift or inconsistency</li> <li>• Increased confidence in system effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Termly spot-checks and walkthroughs</li> <li>• Annual AMP review</li> </ul>	STAR process checks Attendance records and case reviews

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STAR stage	Attendance / absence guide	Communication and response
<b>Step 1 – Regular attendance</b>	<b>91–100%</b> (fewer than 5 days absent per term)	Attendance is acknowledged and reinforced through reporting, assemblies, certificates, and school-wide messaging. Expectations are communicated at enrolment and reinforced through pānui and the school website. Rōpū / Whānau Kaitiaki maintain routine mentoring kōrero with students.
<b>Step 2 – Worrying attendance</b>	<b>81–90%</b> (5–9 days absent per term)	Whānau are informed of their child's attendance rate. Rōpū / Whānau Kaitiaki initiate a constructive conversation with students and whānau to identify early barriers and agree on short-term attendance goals. A brief Attendance & Engagement Plan (1–2 weeks) may be used. Daily alerts for unexplained absences continue and improvements are acknowledged.
<b>Step 3 – Concerning attendance</b>	<b>71–80%</b> (10–14 days absent per term)	Whānau are formally advised of continued low attendance and a meeting is requested. An Individualised Attendance Support Plan is developed, outlining barriers, supports, and review points. Referrals to in-school supports and/or external agencies are made as appropriate. A formal letter or email summarises concerns and agreed actions.
<b>Step 4 – Seriously concerning attendance</b>	<b>Below 70%</b> (15+ days absent per term)	Whānau are clearly informed that attendance is of serious concern. SLT coordinate intensive, time-bound support, including multi-agency involvement where appropriate (e.g. Attendance Services/CAPS). Formal written communication outlines expectations, supports, and potential next steps. Home visits may be used. Legal processes are considered only as a last resort, within a support-first approach.

Reference: [Updated Stepped Attendance Response - STAR.pdf](#) (copied below)

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## Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a school term	15 days or more of absence in a school term
<p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Ensure student attends every day they are able</li> <li>Reinforce good attendance habits</li> <li>Support other parents to reinforce good attendance habits</li> <li>Open communication with school</li> <li>Follow school attendance management plan and associated policies and processes</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>Communicate with parents about every absence</li> <li>Maintain contact details of parents</li> <li>Provide student with regular updates on their own attendance</li> <li>Report regularly to parents on attendance of their child</li> <li>Support student:                             <ul style="list-style-type: none"> <li>attending school</li> <li>to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate</li> <li>to access other education pathways where appropriate</li> </ul> </li> </ul>	<p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Contact school to discuss reasons for absence and impact on learning</li> <li>Support student to catch up on missed learning</li> <li>Engage in supports offered</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>Contact parents to discuss reasons for absence and impact on learning</li> <li>Support student to catch up missed learning where required</li> <li>Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L</li> </ul>	<p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan</li> <li>Implement strategies at home</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>Contact parents to escalate concerns</li> <li>Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</li> <li>Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed</li> </ul>	<p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Engage in support plan</li> <li>Participate in regular meetings</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>Contact parents to inform of escalated response</li> <li>Request support from Attendance Service or other agencies as needed</li> <li>Participate in multi-agency response</li> <li>Maintain implementation and monitoring of support plan</li> <li>Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up</li> <li>Unenroll if student will not be returning to school</li> </ul>
<p><b>Ministry of Education</b></p> <p><b>Attendance Service</b></p> <ul style="list-style-type: none"> <li>Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:                             <ul style="list-style-type: none"> <li>agreeing changes to be made,</li> <li>addressing some unmet basic needs impacting on attendance, and</li> <li>referring students to other services as necessary</li> </ul> </li> <li>Collaborate with schools so that                             <ul style="list-style-type: none"> <li>they remain engaged as plans are developed and implemented, and</li> <li>they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn</li> </ul> </li> </ul> <p><b>Regional and National teams</b></p> <ul style="list-style-type: none"> <li>Facilitate involvement of other agencies</li> <li>Support schools to access other education pathways for a student where appropriate</li> <li>Consider system-wide initiatives for high-risk attendance</li> <li>Reprioritise regional support resources to where most needed/effective</li> <li>Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>			