

Cockle Bay Primary School

Attendance Management Plan (AMP)



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Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our students. At Cockle Bay School, we believe that attending school every day builds strong foundations for learning and social development. Regular attendance also promotes achievement success, as students are able to consistently build on their learning.

- **National Target:** 80% of students attending school at least 90% of the time. This means that tamariki should be absent for no more than one day a fortnight or no more than five days absent per term to ensure that they can have continued success at school.
- **School Target:** We aim to meet the national benchmarks by fostering a school culture where "every day counts" and disruptions to learning are actively minimised.

Board Responsibilities

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 attend when it is open for instruction (Education and Training Act 2020 s36).

The Board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website

Principal Responsibilities

The Principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance

- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- report to the Board on any trends, barriers to attendance and interventions being used to support student attendance
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

Procedures/supporting documentation

Attendance Management Procedure - Stepped Attendance Response (STAR) - see below

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative Compliance / Legislation

Cockle Bay School operates under the following legislative framework to ensure all students receive their entitlement to education.

- **Education and Training Act 2020:** Adherence to Section 35 (Compulsory enrollment) and Section 36 (Duty to ensure students attend school)
- **Privacy Act 2020:** Ensuring that all student attendance data is collected, stored, and shared in accordance with privacy principles
- **Education Attendance rules:** Including utilising the Ministry of Education's standardised attendance codes to ensure consistent and accurate reporting
- **Auditing:** Maintaining records for a period of seven years as per Ministry of Education requirements for school roll audits
- **Education (School Attendance) Regulations 2024**

Review Schedule

Updated: January 2026	Annual Review: Term 1 2027	Next Full Review: Term 1 2029
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Cockle Bay Primary School: Stepped Attendance Response (STAR) Procedures

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What would success look like?

Success is defined by a shared commitment between our school and community to uphold a culture where every student feels a deep sense of connection and belonging. By ensuring effective communication and prioritising daily attendance, we aim to see an increase in our Regular Attendance (see Fig.1) metrics across the school.

Four **Student Attendance Categories** have been developed to help schools understand how frequently each student attends. These categories give you a way to monitor the progress you are making in supporting students to attend regularly.

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

Fig 1. Everyday Matters Report. Student attendance categories.

While we support all students, our focus for growth will be those with Worrying and Concerning Attendance (see Fig. 2). By proactively supporting the students and their families in this category, we believe we can facilitate the most impactful shift toward consistent engagement, ensuring that more of our students are present to build the foundations of their learning.



Fig. 2: Stepped Attendance Response (STAR). Student attendance categories

Parents/Caregivers Responsibilities

Parents and caregivers play the most significant role in ensuring students are at school and ready to learn. Parents and Caregivers have legal obligations to ensure their children attend school (Education and Training Act, s244). We expect families to:

- Ensure students attend school punctually every day the school is open, unless there is a justified reason (e.g., illness)
- Notify the school office of any absence or lateness as early as possible on the morning of the absence, providing a clear reason
- Reinforce positive attendance habits and value education at home
- Plan family holidays and elective activities outside of term time to minimise impact on learning
- Work with relevant staff to manage attendance concerns

School Responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

School Procedures

Principal Responsibilities

The principal will appoint staff and delegate duties, so as to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students.

Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the wider leadership team/SLT termly to review outcomes and effectiveness of these interventions

Teacher Responsibilities

1. Roll to be taken by the Classroom Teacher BEFORE 9.00am.
2. Any student who arrives late to school (after 8:45am) is to report to the office to register that they are late on the Vistab system.
3. Should a student arrive in class after the register has been taken, ask if they have reported to the Office. If they haven't, they MUST report to the Office.
4. Afternoon roll must be taken BEFORE 1.45pm.
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, i.e., tangi, appointment, holiday, please add a note to their attendance to inform the Office.

Office Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on eTap from 9.00am.
3. Any children marked with a ? are then followed up by the Office staff.
 - a. A text is sent out to all children who are marked with an ?
 - b. When replies are received, the Office staff update the absence with the appropriate code.
 - c. If no reply is received, the child is marked as T (Truant).
4. The Office Manager will check the afternoon roll from 1.50pm.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in the student management system.

School Stepped Attendance Response Activities

Cockle Bay School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with students, parents and staff are responsible for reminding our community of these expectations.

Cockle Bay School implements a **Stepped Attendance Response (STAR)** to manage and support attendance. Below is our stepped attendance response for responding to individual student absence.

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
Family	Family	Family	Family
<ul style="list-style-type: none"> • Ensure student attends punctually every day they are able • 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 review meetings
School	School	School	School
<ul style="list-style-type: none"> • Communicate with parents and caregivers about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to parents and caregivers on attendance and lateness of students 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence or lateness and impact on learning (classroom teacher makes initial contact) • Support student to catch up missed learning where required • Identify and minimise barriers for attendance 	<ul style="list-style-type: none"> • Contact parents to highlight concerns and impact on learning (SLT contact as appropriate) • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement an individual support plan, as appropriate 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response (Principal contact) • Request support from Attendance Service or other agencies as needed • Participate in multi agency response

Review and Analysis

At Cockle Bay School, we will review our Attendance Management Plan (AMP) annually and use the Ministry provided template every three years to complete a full review including community consultation. ([Reviewing our school's Attendance Management Plan](#))

Each annual review will evaluate our school's current practices using page three of the guide.

Annual and triennial reviews will inform what's working well and what may need to change.