



Feilding High School Attendance Management Plan

Strategic Priorities

At Feilding High School, we believe that regular attendance is foundational to student success, wellbeing, and lifelong learning. Every day at school is an opportunity for our students to grow academically, socially, and emotionally. Consistent attendance enables students to engage fully in their learning, build strong relationships, and develop the resilience and skills needed to thrive in and beyond school.

We are committed to supporting every student to attend school regularly and punctually. Our strategic goal is to ensure that at least 80% of our students are attending school 90% of the Term or more, in alignment with the national attendance target. This means students should be absent no more than one day per fortnight to maintain continuity in their learning and development.

Feilding High School's approach to attendance is guided by our values of Respect, Responsibility, and Resilience. These values underpin our Attendance Management Plan, which includes proactive monitoring, early intervention, and collaborative support with whānau and community partners. We aim to create a school culture where every student feels safe, valued, and motivated to attend and succeed.

Our goal is not just to improve attendance statistics, but to foster a learning environment where every student is present, engaged, and empowered to reach their full potential.

Feilding High School is committed to significantly improving student attendance, moving from a **current regular attendance rate of 41.16%** to the national target of 80%. To reach this goal by 2030, we aim to **increase regular attendance by approximately 5% per year**, ensuring steady and measurable progress over the next five years. These targets will be embedded into the school's strategic planning, with the 2026 Annual Implementation Plan reflecting attendance priorities to maximise impact and accountability.

Attendance Expectations

Feilding High School actively promotes regular attendance through clear, consistent communication with students and whānau. We believe that every day at school matters and that strong attendance habits are built through shared understanding, encouragement, and partnership.

Attendance expectations are communicated through:

- Conversations at enrolment and parent-teacher interviews
- Inclusion in the enrolment pack and school policies
- Regular updates via the school website, parent portal, and social media
- Attendance reminders and updates in newsletters and termly communication

- Assemblies, group time, and classroom discussions led by teachers
- School reports and emails to families before returning from holidays
- Phone calls and hui with families when needed
- Visual reminders such as posters and signage around the school
- Recognition initiatives such as attendance awards, house competitions, and student-led videos
- Student voice initiatives including surveys and attendance champions

All staff play an active role in reinforcing attendance expectations and supporting students to be present and engaged. Our goal is to create a school culture where attendance is visible, valued, and celebrated.

Parent/Whānau Responsibilities:

Whānau have legal obligations under the Education and Training Act 2020 to ensure their children attend school. At Feilding High School, we expect parents and caregivers to:

- Ensure their child attends school every day it is open for instruction, unless there is a justified reason such as illness.
- Notify the school as early as possible if their child will be late or absent, and provide appropriate documentation when required.
- Arrange appointments, holidays, or other commitments outside of school hours or during term breaks.
- Reinforce positive attendance habits and the value of education at home.
- Maintain open and proactive communication with the school regarding any attendance concerns or barriers.
- Engage with the school and any support services offered to address attendance issues.
- Follow the school's Attendance Management Plan and related policies and procedures.
- Understand that persistent unjustified absences may result in referral to Attendance Services or further action under the Education and Training Act.

Feilding High School values strong partnerships with whānau and encourages collaborative efforts to support every student's regular attendance and success.

Office Responsibilities

- Checking emails, phone messages, and the attendance system each morning for absence notifications.
- Sending a daily absence summary to relevant staff.
- Recording attendance accurately and monitoring for any coding errors.
- Contacting whānau to confirm reasons for absence and documenting responses.
- Referring unresolved or concerning cases to Year Level Deans.

Teacher Responsibilities

- Taking the roll within the first 15 minutes of each period.

- Checking the absence email sent from the office daily.
- Updating attendance records if a student arrives after the roll has been taken.
- Reporting any unexplained absences to the office and relevant staff.
- Escalate attendance issues as needed
- Developing support plans

Year Level Dean Responsibilities

- Following up on student lateness and recurring absences.
- Responding to queries from teachers regarding unexplained absences.
- Supporting whānau engagement and offering school-based support where needed.
- Communicating updates and outcomes to the Principal and relevant staff.
- Escalating chronic or concerning attendance cases to the Principal for further action.

Assistant Principal Responsibilities

- Monitoring weekly attendance data for patterns, anomalies, and areas of concern.
- Reporting regularly to the Principal on attendance trends, emerging concerns, and patterns requiring further intervention or support.
- Ensuring attendance codes are recorded accurately and that there are no unknown absences.
- Following up on all unknown absences to ensure they are resolved and documented.
- Following up on truant codes where no whānau contact has been made.
- Ensuring adherence to STAR thresholds and Ministry guidelines.

Principal Responsibilities

- Developing and implementing a Stepped Attendance Response aligned with STAR thresholds to support student attendance.
- Ensuring student absences are investigated, responded to, and actions recorded in accordance with the thresholds.
- Ensuring all students, whānau, and staff understand the processes and procedures that support regular attendance.
- Reporting attendance data to the School Board, including analysis of trends, barriers, and interventions.

Board Responsibilities

The Feilding High School Board is responsible for taking all reasonable steps to ensure that students attend school when it is open for instruction.

To meet this responsibility, the Board will:

- Commit to supporting students to return to regular attendance.

- Maintain clear processes and procedures aligned with a Stepped Attendance Response, using data to identify and support students with attendance concerns.
- Ensure all absences are accurately recorded and responded to in a timely and appropriate manner.
- Monitor attendance effectively, identifying patterns and barriers to attendance, and working to address them.
- Publish this Attendance Management Plan on the school's website to ensure transparency and community engagement.

Procedures/supporting Documentation

Attendance Management Procedure - Stepped Attendance Response (See below)

Monitoring

The Principal will maintain oversight of daily attendance data to ensure timely identification of attendance issues and support early intervention.

The School Board will receive attendance reporting, which will include:

- Analysis of attendance data and emerging trends.
- Identification of barriers to attendance and areas of concern.
- Insights from the Ministry of Education's Every Day Matters report to inform strategic planning and review.

Legislative compliance/ Legislation

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 Feilding High School 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.

Reviewed: November 2025	Next review: November 2026
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Attendance Management Procedures

Students with less than 5 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	In School attendance team	Follow-up all absences to confirm reason for absence. No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Group Teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child	Snapshot Report	Assistant Principal	Attendance Summary for year-to date included in snapshot Report which is sent home each term.
Between 0-4 days absence all absences will be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the pastoral care team at their weekly meetings.			
Students with more than 5 days absence (5-9 days)			
Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days send email to parent Phone contact to be used if this is not the first time student has met the threshold	Year Level Dean	Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against student record. Follow-up to be within 2 schools days of meeting the threshold. Record all actions taken to address non-attendance.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Year Level Dean	Discuss with student - student to follow up with appropriate subject teachers.

			Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to remove barriers	Contact pastoral care team if barriers identified that the school could assist with	Year Level Dean	Parents and student provided access to additional resources. Record all actions taken to address non-attendance.
Investigate and analyse the causes of absenteeism, identify emerging patterns, and pinpoint students at risk of becoming chronically absent to ensure timely and appropriate support is provided.	Escalate to the Senior Leader in charge of attendance, arrange meeting including parents and student to discuss issues and concerns, and develop an Individual Attendance Plan, monitor progress	Year Level Dean	Take appropriate actions relevant to the situation. Record all actions taken to address non-attendance.
For students that have progressed from having higher absences, we will provide feedback on the positive improvement on their attendance to both student and whānau. If there is no action taken due to individual circumstance- we will record this against student record.			

Students with more than 10 days absence (10-15 days)

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	School leadership, and/or In School attendance team	Record actions taken in Kamer. If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Year Level Dean and Assistant Principal	Consider who is needed at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan.	Year Level Dean and Assistant Principal	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request guidance and support from Attendance Service or other agencies as needed for concerning absences	Discuss with pastoral team what further supports could be put in place	Year Level Dean and Assistant Principal	

Continue monitoring concerning absences (discussed above), identify emerging patterns, and pinpoint students at risk of becoming chronically absent to ensure timely and appropriate support is provided.	Review the Individual Attendance Plan and adjust it based on what is not working. Engage any other appropriate support agencies to assist the student and their whānau in returning to regular attendance.	Assistant Principal	Take appropriate actions relevant to the situation. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- we will still record this against student record.
Students with more than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email	School leadership	Record all actions taken to address non-attendance.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Year Level Dean and Assistant Principal	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	Pastoral care team decision	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Pastoral care team	Support plan in place. Continue monitoring and recording the actions taken to reintegrate student.