



Putāruru College

Raising aspirations through people, place and pathways.

Strategic Priorities:

Regular school attendance is important because it supports students' learning, wellbeing, and long-term success.

When students attend school regularly, they have consistent access to teaching, learning activities, and support. This helps them build knowledge step by step, develop key skills, and keep up with the curriculum. Missing school often creates gaps in learning that can be difficult to catch up on, which may affect confidence and achievement.

The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has 35% (for the 2025 academic year) regular attendance and a target of lifting regular attendance to 45% by the end of 2026.

Student Categories	Students with	Equivalent to
Regular attendance	Over 90% attendance	Missing fewer than 5 days across a term
Irregular attendance	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 a term
Chronic absence	70% attendance and less	Absent for 15 days or more across a school term

Board Responsibilities:

The School Board has a strategic governance role in ensuring high levels of student attendance and engagement across the school. The Board is responsible for setting clear expectations, monitoring attendance trends, and ensuring systems are in place to support regular attendance for all students.

Specifically, the School Board will:

- Set strategic direction by approving an Attendance Management Plan that aligns with Ministry of Education requirements, school values, and community expectations.

- Ensure compliance with relevant legislation and national attendance regulations, including the Education and Training Act 2020.
- Monitor attendance data regularly through principal reports, identifying patterns, disparities, and areas of concern (e.g. persistent or chronic absence).
- Resource attendance initiatives by ensuring appropriate staffing, pastoral support, and resourcing are available to support students and whānau facing attendance barriers.
- Support equitable outcomes by ensuring attendance strategies consider wellbeing, inclusion, cultural responsiveness, and the needs of vulnerable learners.
- Hold leadership accountable by reviewing the effectiveness of attendance strategies and seeking assurance that early intervention and follow-up processes are in place.
- Engage with the community by supporting positive partnerships with parents, whānau, iwi, and external agencies to promote the importance of regular attendance.
- Review and evaluate the Attendance Management Plan annually, using evidence and data to inform improvements and ongoing strategic decisions.

Principal Responsibilities:

The Principal has overall responsibility for the operational leadership and implementation of the school's Attendance Management Plan. This includes ensuring effective systems, procedures, and practices are in place to promote regular attendance and to address barriers to engagement in a timely and supportive manner.

Specifically, the Principal will:

- Implement the Attendance Management Plan as approved by the School Board and ensure it aligns with Ministry of Education requirements and school policies.
- Establish and maintain effective attendance systems, including accurate daily roll-taking, monitoring, recording, and follow-up of absences.
- Analyse attendance data regularly to identify trends, patterns, and students at risk of chronic absence, and use this data to inform targeted interventions.
- Ensure early intervention by putting in place clear procedures for responding to unexplained absences, frequent absences, or declining attendance.
- Lead a coordinated pastoral response, ensuring Pou Ārahi, Attendance support, teachers, and support services work collaboratively to support student attendance and wellbeing.
- Engage with parents and whānau in a timely, respectful, and solution-focused manner to address attendance concerns and remove barriers to regular attendance.
- Access external support where appropriate, including Attendance Services, social agencies, health services, and other community supports.
- Ensure staff are trained and supported to understand attendance expectations, procedures, and their role in promoting student engagement.
- Report regularly to the School Board on attendance data, interventions, and progress towards attendance goals.
- Promote a positive school culture where attendance is valued, students feel safe and supported, and learning is engaging and inclusive.
- Review and evaluate attendance practices to ensure they are effective, equitable, and responsive to student and community needs.

Procedures/supporting documentation: (Includes Stepped Attendance response here) - Whanau, parent, student, school responsibilities and procedures)

Stepped Attendance Response:

Regular attendance is essential for learning, wellbeing, and success. We recognise that challenges can affect attendance, so we have annual targets and clear processes to monitor and support students. Our school works closely with students and whānau, providing interventions such as pastoral support,

learning adjustments, and wellbeing check-ins. Guided by Te Ao Māori principles—whanaungatanga (strong relationships), manaakitanga (care and support), and whakamana (empowering students)—we aim to ensure every learner feels connected, engaged, and supported to succeed.

Parent/Whānau Responsibilities:

- Ensure children attend school every day, on time, and ready to learn.
- Communicate promptly with the school regarding absences and provide reasons (e.g., illness, appointments).
- Support the school's efforts to improve attendance, including participating in meetings or interventions if required.
- Help students develop routines and habits that prioritise regular attendance.
- Collaborate with school staff to remove barriers to learning, including health, wellbeing, or transport issues.
- Encourage positive engagement with learning, reinforcing the value of education at home.
- Respond to school communications regarding attendance in a timely and respectful manner.

Student Responsibilities:

- Attend school every day, arrive on time, and be prepared for learning.
- Take responsibility for communicating with teachers if absences occur.
- Follow school rules and expectations that support attendance and engagement.
- Participate actively in class and school activities to maintain a sense of belonging.
- Seek support from teachers, deans, or pastoral staff if facing challenges affecting attendance.
- Develop personal habits that support regular attendance, such as organisation and time management.

School responsibilities:

- Monitor Attendance: Maintain accurate daily roll marking and track student attendance regularly.
- Identify At-Risk Students: Use data to identify patterns of absence and students who may be at risk of chronic non-attendance.
- Early Intervention: Contact parents/whānau promptly to address unexplained or frequent absences.

- Provide Support: Implement interventions such as pastoral support, learning adjustments, mentoring, or wellbeing check-ins to help students attend regularly.
- Collaborate with Whānau: Work closely with parents and whānau to understand barriers and develop strategies to improve attendance.
- Engage with External Agencies: Refer to Attendance Services, social agencies, or health providers when additional support is needed.
- Promote Positive School Culture: Encourage a safe, inclusive, and engaging learning environment that supports regular attendance.
- Report and Review: Regularly report attendance data to school leadership and the Board, and review strategies to ensure effectiveness.
- Cultural Responsiveness: Apply Te Ao Māori principles—whanaungatanga, manaakitanga, and whakamana—to attendance practices and interventions.
- Compliance: Ensure attendance management aligns with Ministry of Education guidelines and national regulations.

School Stepped Attendance Response Activities:

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. Keep making contact with parents as soon as possible to provide support and strategies.

Pastoral team meets weekly, any attendance data related questions please ask Vanessa (Truancy support).

Day to day operations			
Activities	Practice	Responsible person	Notes and Actions
Communicate with parents.	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents.</p>	Whānau teacher Principal School Board	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Mark rolls asap.	Mark rolls asap to identify truancy and patterns.	All teachers with a class in front of them.	Mark rolls accordingly, if students are not physically there it is a ?.
Provide students with regular updates on their own attendance.	SS to print out weekly attendance, whānau teachers to follow this up individually.	SS- print out weekly, put in cubby holes for whānau teachers to pick up. Whānau teacher - discuss with students during a long whānau time, change ? to (for example T) if needed.	The aim is to change all the ? to something, this will ensure correct data for the pastoral team to access.
Minimise disruption to the school day and week.	School Board and SLT prioritise school hours to be for learning.	SLT	

Assess history of new students.	When enrolling, identify issues or trends in attendance history.	RRo, COo	
Escalate attendance issues as needed. Develop support plans. Involve other services in need.	Seek more support as needed.	All staff as appropriate.	Escalate issues according to PC processes. If in question, talk to COo.

Students with less than 5 days absence: Regular attendance.			
Activities	Practice	Responsible person	Notes and actions
Communicate with parents/caregivers.	Identify all student absences.	Student services.	Follow up all absences to confirm the reason for ?.
Provide students with regular updates on their own attendance.	Classroom discussions during whānau time.	Whānau teacher.	

Students with absence 5-9 days: Irregular attendance			
Activities	Practice	Responsible Person	Notes and actions
Contact parents/caregivers to discuss concerns.	Make contact with home, add conversation to kamar.	Whānau or subject teacher to contact home.	Add notes, conversation to kamar and let Pou Ārahi know.
Support students to catch up on missed work.	Identify missed learning objectives and consider notes or activities to bring students back up to speed.	Subject teacher.	
Use in school resources as appropriate to remove barriers example: counsellor, pastoral team, nurse, uniform, bus pass etc.	Contact COo or Pou Ārahi to support in removing barriers.	Whānau teacher, Pou Ārahi, COo.	Parents and students provided access to additional resources. Consider any help if needed.

Students with less than 15 days absence: Moderate absence			
Activities	Practice	Responsible person	Notes and Actions
Contact parents to escalate concerns.	Further contact with parents/caregivers.	Pou Ārahi and Vanessa (Truancy support)	Record actions taken into Kamar.
Meeting with parent/ caregiver and student to analyse reasons for absence.	Arrange a meeting.	Pastoral team, Vanessa, COo, whānau teacher if possible.	Consider who is needed for this meeting.
Develop and implement a support plan for this young person.	Hold everyone accountable for their part of this plan.	Whoever has to be involved.	Take action quickly where expectations aren't being met.
Use in-school resources as appropriate to remove barriers and request support as needed.	Discuss with the pastoral team what further support is available.	Whoever has to be involved.	

Students with greater than 15 days absence: Chronic			
Activities	Practice	Responsible Person	Notes and Actions
Contact parents to escalate concerns.	Further escalating email/ phone call.	Vanessa (Truancy support), SLT, SS	Add conversation, next steps to kamar.
Hold a meeting with parent/ caregiver and student.	Arrange promptly.	Vanessa, SLT, and whoever needs to attend this meeting.	Plan to return students to regular attendance.
Request support from other agencies if needed.	Refer to MoE, and other agencies who might be involved.	Vanessa, SLT, SS	Before referral check all previous actions like support is in place. Resources and support will continue to be provided as appropriate. Reintegration plan in place to return students to regular attendance.
Maintain implementation and monitoring of support plans.	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met.	Vanessa, SLT	Support plan in place. Continue monitoring. Steps taken to reintegrate student.

School Procedure:

[Link](#)

Monitoring:

See link for school procedure

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Attendance Rules - Ministry of Education](#)