

Elim Christian College Henderson | Attendance Plan | 2026

Purpose	Board Responsibilities	Principal Responsibilities
Regular attendance is essential for student learning, wellbeing, and connection to their school community. This Attendance Management Plan outlines how we identify, respond to, and support student absence in line with the Ministry's Stepped Attendance Response (STAR).	<ul style="list-style-type: none"> ❖ Lift regular attendance to 80% by the end of 2026 ❖ Reduce unexplained absences each term ❖ Ensure consistent, timely follow-up of all absences ❖ Strengthen whānau engagement around attendance ❖ Remove barriers to attendance through pastoral support 	<ul style="list-style-type: none"> ❖ Implement STAR-aligned procedures at all thresholds ❖ Ensure daily accuracy of attendance registers ❖ Investigate all unexplained absences promptly ❖ Ensure Individual Attendance Plans are developed when required ❖ Report termly attendance trends to the Board ❖ Ensure all staff and whānau understand attendance processes

Whānau Responsibilities	School Responsibilities	Monitoring & Reporting	STAR Absence Thresholds
<ul style="list-style-type: none"> ❖ Ensure child(ren) attend every day they are able ❖ Notify the school of absence as soon as possible ❖ Work with the school to identify and reduce barriers to attendance ❖ Support their child(ren) to return to regular attendance when needed ❖ Engage in meetings and Individual Attendance Plans when required 	<ul style="list-style-type: none"> ❖ Teachers record attendance twice daily in KAMAR ❖ Admin team contacts whānau by 10am for unexplained absences ❖ All actions and follow-up recorded in KAMAR ❖ Pastoral team monitors patterns weekly ❖ Leadership team escalates concerns as needed 	<ul style="list-style-type: none"> ❖ Daily identification of unexplained absences ❖ Weekly attendance review by leadership teams ❖ Termly attendance reporting to the Board ❖ Annual review of attendance targets ❖ Three-year review cycle for the AMP 	<p>The school responds to absence at the following Ministry-defined thresholds:</p> <ul style="list-style-type: none"> ● 0-4 days in a term: Universal monitoring and whānau communication ● 5-9 days in a term: Teacher contact, catch-up support, early barrier identification ● 10-14 days in a term: Formal whānau meeting and Individual Attendance Plan ● 15+ days in a term: Leadership involvement, multi-agency support, reintegration planning

Strategy	Details	Who's responsible?	How will we know this has been successful?
Promotion around the importance of regular attendance	<ul style="list-style-type: none"> ● Principal's updates ● Assembly messaging ● Regular item in our Newsletters ● Automated Attendance letters ● Regular Whānau leader review with homeroom teachers ● Agenda item at Whānau hui and fono 	<ul style="list-style-type: none"> ● Principal ● Senior Leadership Team ● Admin team ● Team leaders ● Classroom teachers 	<ol style="list-style-type: none"> 1. Team Leaders and Senior Leadership will have a clear picture of attendance patterns 2. The most significant barriers will be identified and targeted in messaging 3. Overall improvement in attendance rates
Early identification of attendance concerns using KAMAR data	<ul style="list-style-type: none"> ● Use KAMAR attendance and absence reports to identify consecutive absences, total absences per term, and attendance percentages weekly ● Attendance concerns followed up early through relational contact with whānau 	<ul style="list-style-type: none"> ● Admin team ● Teachers (early check-ins 3+ days consecutive) 	<ol style="list-style-type: none"> 1. Attendance patterns are identified earlier rather than at crisis points 2. Teachers and leaders have a clear picture of students approaching STAR thresholds 3. Increased early whānau engagement at 3-5 days absence 4. Fewer students escalating unnecessarily into higher STAR thresholds
Review of attendance procedures to align with Stepped attendance response guidelines	<ul style="list-style-type: none"> ● Creation of automated attendance letters ● Clear consistent practice in implementation of procedures 	<ul style="list-style-type: none"> ● Principal to create letters and system ● Admin team, senior leaders and team leaders to meet to ensure consistent understanding and practice with procedure 	<ol style="list-style-type: none"> 1. Patterns in attendance identified 2. Individual students attendance monitored and STAR thresholds identified 3. Letters sent to whānau as required
Identified parties (TL, SLT or teacher) to meet with whānau as required to discuss barriers to regular attendance	<ul style="list-style-type: none"> ● As outlined in STAR, meetings to occur at 11 and 16 (days) to identify and address barriers to attendance ● Patterns of barriers to be considered at leadership hui and at Board level where appropriate 	<ul style="list-style-type: none"> ● Leadership Team 	<ol style="list-style-type: none"> 1. Barriers to attendance will be identified and strategies to address these developed 2. Individual Attendance Plans developed whenever required
Celebration of excellent attendance	<ul style="list-style-type: none"> ● Principal's updates ● Assembly awards ● Certificate ceremonies ● Atrium Noticeboard House Promotion 	<ul style="list-style-type: none"> ● Team Leaders ● Classroom teachers ● Principal 	<ol style="list-style-type: none"> 1. Students in Junior Years will value attendance for the certificate and acknowledgement 2. Students in Senior Years will have developed an internal understanding of the importance of attendance