

Attendance Management Plan 2026

Hamilton SDA School

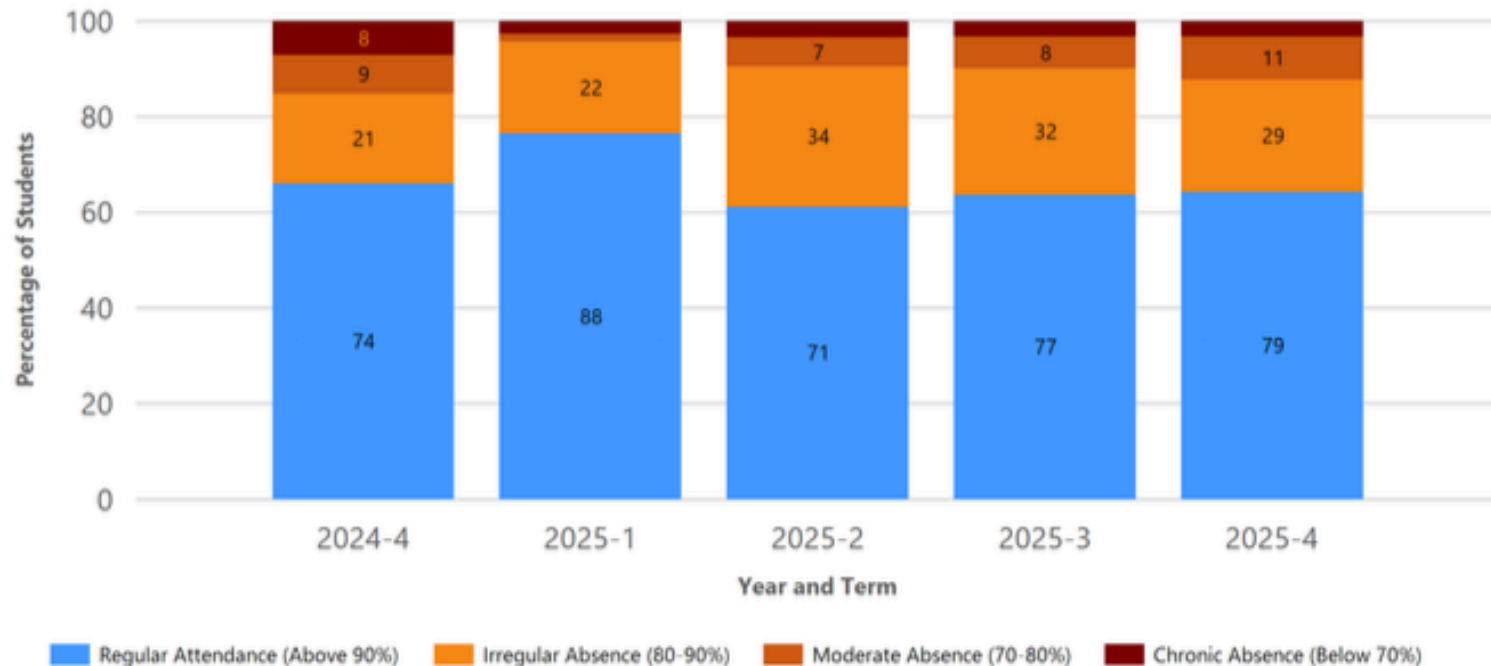
At HamSDA, our attendance procedures ensure students are accounted for during school hours and activities as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

Current Attendance Data - 2025 (National Averages):

Term 1, 2025 (65.9%)	Term 2, 2025 (58.4%)
<div data-bbox="296 586 848 959"> <p>Term 1 Summary</p> <p>How many students regularly attended school this term?</p> <p>77% Compared to 75% in Term 1, 2024</p> <p>Regular Attendance</p> <ul style="list-style-type: none"> Irregular Absence 19% Compared to 18% in Term 1, 2024 Moderate Absence 2% Compared to 5% in Term 1, 2024 Chronic Absence 3% Compared to 2% in Term 1, 2024 <p>What were the main reasons given for absence this term?</p> <ol style="list-style-type: none"> (M) Illness / Medical Absence 58% (G) Holiday 22% (E) Accepted (but unjustified) 13% (J) Explained and Approved 4% (T) Unexplained / Trivial 2% <p>How many students were on time to class?</p> <p>55% of students were on time to class <small>Definition of lateness depends on school attendance policy.</small></p> </div>	<div data-bbox="1253 586 1806 959"> <p>Term 2 Summary</p> <p>How many students regularly attended school this term?</p> <p>61% Compared to 76% in Term 2, 2024</p> <p>Regular Attendance</p> <ul style="list-style-type: none"> Irregular Absence 29% Compared to 16% in Term 2, 2024 Moderate Absence 6% Compared to 6% in Term 2, 2024 Chronic Absence 3% Compared to 3% in Term 2, 2024 <p>What were the main reasons given for absence this term?</p> <ol style="list-style-type: none"> (M) Illness / Medical Absence 68% (E) Accepted (but unjustified) 13% (G) Holiday 12% (J) Explained and Approved 4% (T) Unexplained / Trivial 3% <p>How many students were on time to class?</p> <p>67% of students were on time to class <small>Definition of lateness depends on school attendance policy.</small></p> </div>
Term 3, 2025 (52.7%)	Term 4, 2025 (57.3%)
<div data-bbox="296 1065 848 1438"> <p>Term 3 Summary</p> <p>How many students regularly attended school this term?</p> <p>64% Compared to 55% in Term 3, 2024</p> <p>Regular Attendance</p> <ul style="list-style-type: none"> Irregular Absence 26% Compared to 29% in Term 3, 2024 Moderate Absence 7% Compared to 6% in Term 3, 2024 Chronic Absence 3% Compared to 10% in Term 3, 2024 <p>What were the main reasons given for absence this term?</p> <ol style="list-style-type: none"> (M) Illness / Medical Absence 65% (E) Accepted (but unjustified) 13% (G) Holiday 11% (J) Explained and Approved 9% (T) Unexplained / Trivial 1% <p>How many students were on time to class?</p> <p>85% of students are arriving on-time regularly (i.e. over 90% of the time)</p> </div>	<div data-bbox="1253 1065 1806 1438"> <p>Term 4 Summary</p> <p>How many students regularly attended school this term?</p> <p>64% Compared to 66% in Term 4, 2024</p> <p>Regular Attendance</p> <ul style="list-style-type: none"> Irregular Absence 24% Compared to 19% in Term 4, 2024 Moderate Absence 9% Compared to 8% in Term 4, 2024 Chronic Absence 3% Compared to 7% in Term 4, 2024 <p>What were the main reasons given for absence this term?</p> <ol style="list-style-type: none"> (M) Illness / Medical Absence 40% (G) Holiday 25% (E) Accepted (but unjustified) 22% (J) Explained and Approved 9% (T) Unexplained / Trivial 3% <p>How many students were on time to class?</p> <p>88% of students are arriving on-time regularly (i.e. over 90% of the time)</p> </div>

How have your student attendance categories changed over the last 5 terms?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



Attendance groups:

Regular attendance: When a student attends for more than 90% of the time (half-days in a term) and is absent for less than 5 days across a term.

Irregular absence: When a student's attendance is more than 80% and up to 90% of the time (half-days in a term), and is absent for 5-9 days across a term.

Moderate absence: When a student attends more than 70% and up to 80% of the time (half-days in a term) and is absent for 10-14 days across a term.

Chronic absence: When a student attends 70% or less of the time (half-days in a term) and is absent for 15 or more days across a term.

Context: Analysis of 2025 Attendance Data

Currently, HamSDA is above the national average but a little way off meeting the Ministry of Education's target of 90% of students attending school regularly. Schools in the Hamilton area also have a high rate of irregular and chronic absences.

Annual Attendance:

Attendance rates throughout the 2025 year at HamSDA continues to follow an upwards trend. Trivial and unexplained absences have decreased over the last three years, however, there has been an increase in absences due to family holidays. The number of students with chronic absence has decreased. Our Moderate and Chronic absence rates fluctuated between 5 and 12%. Our Irregular absence accounts for nearly a quarter of all absences.

Unjustified Attendance:

Over the past year (2025), nearly half of unjustified absences fell under "Holiday".

Weekly Attendance:

At HamSDA, a clear pattern in weekly attendance has been identified, with Fridays consistently recording the lowest attendance rates and Wednesdays typically showing the highest attendance across the school week.

Procedures to support attendance

We adhere to a set of comprehensive procedures at HamSDA to support and manage student attendance. These protocols have been strategically developed following an analysis of:

- Our school's attendance data trends over the past two years.
- Reporting guidelines from the Ministry of Education's Every Day Matters initiative.
- Guidance provided by the Stepped Attendance Response (STAR) framework.
- The findings from our recent school-wide attendance self-review utilized the Ministry of Education Reference Guide.

Recording Attendance	Personnel
<p>Every day a child is away, by 9:15 am, parents are expected to notify the school and provide a clear reason for absence. Saying a child is “not at school today” will not be accepted as an explanation and will be recorded as truant.</p> <p>Notifying the school can be done by:</p> <ul style="list-style-type: none"> ● Recording an absence via the Skool Loop app ● Emailing: office@hamsda.school.nz ● Texting: 027 236 3148 ● Calling: 07 856 4417 	<p>Whānau: <i>Parents/Caregivers</i></p> <p>Robyn Head <i>Office Manager</i></p>
<p>(Figure C: Supporting Teachers - Internal Flowchart)</p> <ol style="list-style-type: none"> 1. Every day, classroom roles are marked on ETap by 9:15 am and 2:00 pm. 2. Non-school staff use paper rolls and send these to the office. The office then records the paper roll on ETap 3. For every student away, the teacher uses the ? code. 4. Only office staff can use other codes- this is to ensure accuracy and consistency. 	<p>Teachers</p> <p>Robyn Head <i>Office Manager</i></p>
<ol style="list-style-type: none"> 1. The school monitors daily attendance by checking on any students with a ?. 2. Using parent/caregiver notifications, the correct code is recorded. By 9:20 am, any ? codes still in place are followed up by a absence text. 3. If this is not responded to, a follow-up call from the school cell may be made. If no explanation message is received, a T (truant) code will be recorded until a parent notification is received to say otherwise. <i>Please refer to the tables in Figure A Attendance Codes and Explanations for further detail.</i> 	<p>Robyn Head <i>Office Manager</i></p>

Monitoring Attendance	Personnel
<p style="text-align: center;">Unjustified Absence (See Figure B Star Attendance Flow chart):</p> <p>If a student is absent for more than 5 unjustified days in a term, the school will consider carrying out an intervention following the STAR plan:</p> <ul style="list-style-type: none"> ● Send a formal notification and contact the parent/guardian to discuss the reasons for the absences ● Support students to catch up on missed learning where required. ● Use in-school resources as appropriate to remove barriers, e.g. provide food, or counselling with school staff, address support strategies for parents and teachers for school refusal. <p>If unjustified absence continues for 10 days in a term, the school will:</p> <ul style="list-style-type: none"> ● Send escalated formal notification to parents ● Hold a meeting to diagnose the reason for absence and to collaborate on a support plan ● Develop and implement a plan tailored to the diagnosis and circumstances around the child's absence ● Use in-school resources as appropriate to remove barriers and request support from the Ministry or other agencies as needed. <p>If unjustified absence continues for 15 days in a term, the school will:</p> <ul style="list-style-type: none"> ● Send a warning notice and make contact to arrange a meeting with parents/caregivers ● Escalate to a multi-agency response ● Implement and monitor the improvement plan <p>When unjustified attendance of 5 days or more persists in subsequent terms, the school will determine at which level of STAR to intervene and seek collaboration with parents/caregivers, depending on the circumstances.</p>	<p style="text-align: center;">Whānau Office Manager SENCO Principal</p>
<p style="text-align: center;">Justified Absence:</p> <p>Where justified absence is longer than five consecutive days for illness, the school will request a doctor's certificate.</p>	<p style="text-align: center;">Principal</p>

Attendance Policy and Communications:

Twice a year, parents and caregivers are reported to about their child's attendance for the year so far in their school reports.

Reporting to the Board:

The "Everyday Matters" report is made available to the board each term. Additionally, an attendance update is noted in the principal's report to the board each month.

Intervention actions are decided upon receipt of Reports. Intervention actions are initiated to support students experiencing chronic absence, if necessary. Clear attendance expectations are made for students involved in school-level interventions.

Attendance policy:

Parents and caregivers have ongoing access to the school-wide attendance policies on School Docs. They're invited to provide feedback about these policies as part of the Board review process. Parent/caregiver communications. Information about school-wide expectations, procedures, data, and reminders about attendance is frequently communicated to parents/caregivers/whānau through:

- School newsletters and Skool Loop notices
- The whānau handbook- updated yearly and given to parents upon enrolment
- Parent-teacher interviews

Figure A: Attendance Codes & Explanations:

Present Codes			
(P)	(L)	(Q)	(D)
The student is present in class	The student has arrived at school after 9:05 am and is in class.	The student is off-site on board-approved activities: School-organised trips, including camps	<p>The student is off-site at a short-term appointment: Medical appointment- eg Medical, Dentist, physio Appointment with a social worker, counsellor, or psychologist Meeting with government agencies Court proceedings Principal-approved learning specialists</p> <p style="text-align: center;">(N)</p> <p>The student is present but out of class (Extra-Curricular activities)</p> <p style="text-align: center;">(A)</p> <p>The student is attending alternative provisions e.g. Dual enrolment,</p>
Absence Codes			
Justified Absence Codes			
(J)	(M)	(X)	(U)
<p>Explained Family emergencies Bereavement Extreme weather conditions/road closures Competing in non-school events at a regional or national level (not board-approved) requires prior leave to be sought from the principal. Important cultural events, such as citizenship ceremonies, require prior leave to be sought from the principal.</p>	Short illness, injury, or medical event; the student is unable to self-regulate or co-regulate.	Sitting an exam that cannot be arranged out of school hours (eg ballet or music exams)	The student is absent due to a formal stand-down or suspension.

Unjustified Absence Codes

(T)	(E)	(G)	(?)
<p>The parent or caregiver supplies no reason, or “xx is not at school today”</p>	<p>An explanation has been provided for the student’s absence, but it does not meet the school’s attendance policy. Examples include:</p> <ul style="list-style-type: none"> ● Personal grooming ● Visiting family or friends ● Student is avoidably tired- eg after holidays, late nights ● The student is avoiding school-arranged events such as sports days or special days Birthday celebrations ● The parent is sick ● Parent is working away from home Persistent and unaddressed school refusal Attending private coaching, lessons or outside of school activities (e.g dance or swimming lessons) 	<p>The student is on holiday- domestically or internationally.</p>	<p>The temporary code is used when a student’s absence is unexplained—replaced by the appropriate code or T after attempts by the school to reach the parent/caregiver have failed.</p>

Figure B: STAR Attendance Flowchart (Whānau)

STAR Attendance Flowchart



KEY POINTS:

- Regular attendance is crucial for your child's learning and well-being.
- Open communication with the school is essential.
- Early intervention helps prevent prolonged absences.
- Support is available; don't hesitate to seek assistance

Figure C: Internal Attendance Flow Chart (Supporting Teachers with process)



Attendance Flow Chart 2026

Goal: 85% Attendance (Regular Attendance is >90%).

Daily Monitoring

EVERY SINGLE DAY

Kaiako:

- **Register:** Take the roll accurately in the SMS (HERO) by the designated times.
- **Direct:** If a student arrives late, ensure they have signed in at the office via Vistab/Office Manager.
- **Engage:** Welcome students and foster a sense of belonging to encourage daily attendance.

Office Administrator:

- **Identify:** Follow up on any student marked with a '?' (Unknown) starting from 9:15 AM.
- **Call:** Call all students who are marked with "?"
- **Follow Up:** Send a text to whānau for unexplained absences. If no reply, code as "T" (Truant).



Worrying (<5 Days Absent/Term)

Goal: Early intervention to prevent further absence.

Kaiako:

- **Identify:** Students who have been away for 2 days or more (Less than 5)
- **Contact:** Kaiako to make contact with whānau – phone call, email, text message
- **Support:** Establish consistent routines and discuss the importance of attendance with their child
- **Document:** Document contact made via "Pastoral Care" tab in HERO for the child.
- **Notify:** Notify the Tumuaki of action taken

Tumuaki:

- **Contact:** Contact Whānau directly
- **Notify/Inform:** Email/Send a letter outlining attendance data



Concerning (10 Days Absent/Term)

Goal: Collaborative problem-solving to remove barriers.

Timeframe: Promptly upon reaching 10 days of absence.

Tumuaki & SENCO:

- **Hui:** The Tumuaki organises a Whānau Hui involving the parent, child, and SENCO.
- **Plan:** Develop a formal plan to support the student. This may include a referral to a navigator or external support services.
- **Collaborate:** Identify specific issues (e.g., transport, health) and agree on solutions together.
- **Support:** Access external services may be provided.



Concerning (15+ Days Absent/Term)

Goal: Intensive intervention and external escalation.

Timeframe: Ongoing monitoring until attendance stabilises.

Tumuaki & Board

- **Escalate:** The Tumuaki escalates the attendance issue to the Ministry of Education.
- **Legal Action:** Consideration of legal action/prosecution if support is declined without a valid reason.
- **Reporting:** The Principal provides termly reports to the School Board analysing trends and narrative data.

