



Attendance and Engagement Management Plan 2026

At Patricia Avenue School we focus on supporting our students and our whaanau so that our students are in attendance at school. When students regularly attend, they have the opportunity to learn and progress. Through proactive whaanau partnership, we support students to be engaged and included and have the best opportunities for positive, long-term achievement. When working with aakonga and whaanau around attendance matters, Patricia Avenue School and staff endeavour to take a mana enhancing approach that is culturally safe, supportive and respectful of individual circumstances.

	Student Categories	Student with	Equivalent to	T1 2025	T2 2025	T3 2025	T4 2025
	Regular Attendance	Over 90%	Missing fewer than 5 days across a term	47%	45%	38%	43%
	Irregular Absence	More than 80% up to 90%	Absent for 5 to 9 days across a term	22%	19%	21%	19%
	Moderate Absence	More than 70% up to 80%	Absent for 10 to 14.5 days across a term	14%	7%	18%	11%
	Chronic Absence	70% attendance or less	Absent for 15 days or more across a term	17%	29%	23%	26%

Attendance and Engagement Challenges

- The majority of absences are justified
 - The largest percentage of justified absences are due to illness or medical reasons. At Patricia Avenue School there are a small number of identified students with long term health issues and subsequent high levels of justified absence. We have a small number of students with ongoing anxiety and/or behavioural challenges and have planned, part time attendance agreed to with whaanau.
- A small percentage of absences are unjustified
 - A large percentage of unjustified absences across years are recorded as (?) unknown (Temporary) or (T) Unexplained/ Trivial

Main Reasons for Absence 2025

Terms	Regular Attendance	Reasons for absence: Illness/Medical	Reason for absence: Justified (Explained and approved)	Reason for absence: unexplained/trivial	Reason for absence: Accepted but unjustified	other
Term 1	47%	36%	34%	15%	7%	5% (unknown/ temporary)
Term 2	45%	49%	27%	13%	9%	2% (holiday)
Term 3	38%	51%	23%	15%	9%	2% (holiday)
Term 4	43%	36%	36%	16%	9%	3%

2026 Success Statement

Kaimahi and Leadership use a range of strategies and supports to lift student attendance and reduce unjustified absence from February 2026

Target:

- Reduce unjustified absences including accepted but unjustified absences and unexplained/trivial absences
- Reduce chronic absence rate

Actions to support INCREASED ATTENDANCE

Requirement/Aim	Action	When	Who
To ensure whānau awareness of importance of attendance	Setting and Reinforcing Expectations Include a statement in our Parent information booklet for enrolling students and whānau. Regularly share the message of the importance of student attendance and expectations of communication with school regarding child's attendance.	<ul style="list-style-type: none"> ○ At enrolment ○ At the beginning of each year ○ Throughout the year 	Senior leadership team
	Engage students in learning that is relevant, meaningful, personalised and fun.	Each day	Classroom teachers/ support staff
	Share attendance plan on website.	Beginning of 2026	Admin

To ensure correct coding of absence	<p>Ensure consistent and correct use use of coding</p> <ul style="list-style-type: none"> ○ P: Present ○ L: Late (after 9.30 but before 11.00am) ○ J: Justified absence ○ E: Unjustified absence ○ T: No information received ○ M: Long-term Medical ○ Q: Reduced hours or home support ○ ? Temporary unknown absence 	Term 1 annually and as required	Senior Leadership Team
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UNEXPLAINED absences			
Requirement/Aim	Action	When	Who
Identify why a student is absent by the end of each week	<p>Contact the parent/caregiver by their preferred/best communication:</p> <ul style="list-style-type: none"> ☒ Phone call ☒ Text ☒ Email ☒ Skool-loop or Hero 	<ul style="list-style-type: none"> ☒ At (by) lunchtime if no absence notification has been received ☒ Identified by the end of the week 	Classroom teacher
	<p>If unable to contact parents/caregivers mark T for Truant. Review T codes by the end of the week (if additional information has been shared)</p>	<ul style="list-style-type: none"> ● By 2.30pm ● End of week review 	Classroom Teacher
	<p>Ensure have up to date contact information for parents/caregivers</p>	<ul style="list-style-type: none"> ● Beginning of the year and ongoing. ● Regularly remind staff to advise admin and update Hero with change of details - as relevant. 	Admin, Classroom Teacher and Team Leaders
	<p>Identify any trends in student absence through analysis of data</p>	Termly review of data	Principal/Leadership Team

Students with 5 - 9 days UNJUSTIFIED absence within a term		
Requirement/Aim	Action	Who
Identify learners with 5 or more full days unjustified absence in a term	<ul style="list-style-type: none"> ● Check Hero to identify students who have been unjustifiably absent for 5 or more days (over the term). ● Advise Principal and classroom teacher if any student has reached 5 days of unjustified absence. ● Adjust Hero notifications to align with this policy (at 10 half days). 	Team Leaders To be included in weekly Leadership Team meetings.
To reduce or eliminate unjustified absence	<ul style="list-style-type: none"> ∅ Check in with the parent/caregiver in writing through a supportive template email or letter to bring the number of unjustified absences to their attention and offer support (copy in classroom teacher) ∅ Record actions taken in Hero 	Team Leaders

Actions to support students who have 10 or more days of UNJUSTIFIED absences within a term		
Requirement/Aim	Action	Who
To reduce or eliminate unjustified absence for students who have 10 or more days of unjustified absence within a term	<ul style="list-style-type: none"> ∅ Identify why a student is absent: ∅ Discuss possible reasons with classroom teacher ∅ Contact the parent/caregiver for a verbal conversation (phone call, face to face meeting) <ul style="list-style-type: none"> ∅ Discuss the number of absences ∅ Clarify reason for absence ∅ Discuss and identify possible supports (see below for possible options) ∅ Identify possible follow up actions ∅ Keep records of all actions taken in Hero 	Team Leaders in consultation with Classroom Teachers
	<p>Identify supports for students</p> <ul style="list-style-type: none"> ● The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whaanau to GP/Paediatrician) ● The program is not engaging - identify, plan and implement a program that will be engaging to the student ● The student has difficulty with teaching style or delivery of lessons - identify, plan and implement a program that will be engaging to the student 	Classroom Teacher, Team Leaders, Therapy Team/Specialists, Home outreach teacher Hawaiiiki Roa

	<ul style="list-style-type: none"> ● The student has difficulty with their peers - identify, plan and implement a program that will be engaging to the student 	
	<p>Identify supports for whaanau</p> <ul style="list-style-type: none"> ● The student has anxiety about coming to school - discuss support from GP / Paediatrician / School team ● Difficulties with transport - identify possible ways to resolve transport issue - eg school transport ● External agency support such as Hawaiiiki Roa (Attendance Service Support) CCS Disability Action, Explore, etc ● Local Ministry of Education Te Mahau 	<p>Relevant school staff including Classroom Teacher, Senior Leadership, Principal, Hawaiiiki Roa, External Support Services/Agencies-</p>
	<p>When an intervention is in place</p> <ul style="list-style-type: none"> ● Record information of intervention in Hero and include the following: <ul style="list-style-type: none"> ○ The interventions used ○ For whom ○ The level of success reducing students' absence ○ Length of time to reduce absences ○ Key learnings / insights ● Regularly updates in weekly Leadership Team meetings ● Regularly review intervention to determine success or otherwise <ul style="list-style-type: none"> ○ Identify which interventions result in prompt and productive responses ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whaanau their experience of interventions ● If intervention is successful continue intervention for as long as required ● If intervention is unsuccessful or there is slow progress <ul style="list-style-type: none"> ○ Bring to Leadership Team Meeting ○ Advise Principal ○ Communicate with whaanau ○ Revisit plan of intervention and adapt as required ○ Contact the Regional Ministry of Education Te Mahau for further support 	<p>Team Leaders</p>
	<p>If trends in unjustifiable absences resume</p> <ul style="list-style-type: none"> ● Analyse data to gain understanding ● Engage in process with students and whaanau again to identify barriers and supports ● Contact the Regional Ministry of Education Te Mahau for further support ● Create a plan and implement the agreed plan 	<p>Classroom teacher, Team Leaders, Principal</p>

	<p>Other actions (ongoing)</p> <ul style="list-style-type: none">● Each term discuss and analyse attendance data from Hero and Every Day Matters● Provide appropriate PLD opportunities for staff to support reduction in unjustifiable absences (increasing student engagement and partnership building with whaanau)● Keep a record on HERO of interventions that have been successful and interventions that have been unsuccessful● Report to Board on attendance● Review and evaluate attendance management plan mid-year and end of year in 2026, and then annually.	<p>Principal, Team Leaders, Board</p>
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