Attendance Management Plan (Updated 12.05.2026)

At Ferndale Te Ahu we focus on supporting our students and our whānau so that our students are in attendance at school. When students are in attendance they have the opportunity to learn and accelerate their progress. Through doing this we support our students to '*Reach their Potential*' and be '*The Best They Can Be*'. When working with ākonga and whānau around attendance issues Ferndale Te Ahu School and Staff endeavour to take a mana enhancing approach that is culturally safe and appropriate.

Attendance and Engagement Challenges

- The majority of absences in T1 2026 are justified (M,J,U) - 77%
  - The largest percentage of justified absences are due to illness or medical reasons
  - Year 11 students had the highest proportion of justified absences, with 88% of their absences being for justified reasons.
  - Unknown students had the highest proportion of justified absences, with 100% of their absences being for justified reasons.
  - Male students had the highest proportion of justified absences, with 79% of their absences being for justified reasons.
- A smaller percentage of absences in T1 2026 are unjustified (E,T,G) - 21%
  - A large percentage of unjustified absences across years are recorded as (?) unknown (Temporary) or (T) Unexplained/ Trivial
  - Year 2 students had the highest proportion of unjustified absences, with 34% of their absences being for unjustified reasons.
  - Asian students had the highest proportion of unjustified absences, with 43% of their absences being for unjustified reasons.
  - Female students had the highest proportion of unjustified absences, with 23% of their absences being for unjustified reasons.

Board Attendance Objective

- Kaimahi and Leadership use a range of strategies and supports to lift ākonga attendance and reduce absence.

Target:	• Reduce unjustified absences including accepted but unjustified absences and unexplained/trivial absences • Reduce chronic absence rate

Actions to support REGULAR SCHOOL ATTENDANCE

Requirement/Aim	Action	When	Who
To ensure whānau awareness of importance of attendance	Include a statement in our welcome pack for enrolling students and whānau	Given to whānau as part of enrollment	Ākonga Liaison
	Email whānau to share the message of the importance of student attendance and expectations of communication with school regarding child's attendance. Share attendance policy	Beginning of each term	Principal
	Engage students in learning that is relevant and presented in ways that engage	Each day	Classroom teachers/ support staff

	students including learning goals in IEP/ITP/GLP, individual learning goals and other learning .		
To ensure correct coding of absence	Provide PLD on absence, correct coding and making notes for unjustified absence	Term 1 annually	Ākonga Liaison, AP
	Teacher/admin to use correct codes and make notes on Hero for unjustified absence	Daily	Classroom teachers/admin
	Ākonga Liaison checks on attendance coding	2-3 times per term	Ākonga Liaison
Other actions (ongoing)	● Discuss and analyse attendance data from Hero and Every Day Matters and identify and implement next steps required. ● Report to Board on attendance ● Analyse students attendance data in relation to student achievement -. Identify patterns and implement next steps as required. ● Review and evaluate attendance management plan ● Identify appropriate PLD opportunities for staff to support reduction in unjustifiable absences ● Keep a school database of interventions that have been successful and interventions that have been unsuccessful with analysis information	Each Term Each Term Mid and end of year Mid year and end of year When needed When needed	Ākonga Liaison, Senior Leadership, Principal

UNEXPLAINED absences			
Requirement/Aim	Action	When	Who
Identify why a student is absent by the end of each week	Contact the parent/caregiver by: ● Phone call ● Text ● Email	● 9.30am on day ● Continued contact throughout day ● Identified by the end of the week	Receptionist
	If unable to contact parents/caregivers mark T for Truant	● End of the day	Receptionist
	Ensure have up to date contact information for parents/caregivers	● Beginning of the year and mid-year send information to parents/caregivers to update. ● Regularly advise teachers to advise admin and update Hero with change of details - as relevant.	Receptionist

	Email whānau to encourage them to advise school of students absence and reason ahead of time	Beginning of each term	Ākonga Liaison
	Review policy on coding of absence and familiarise staff with any changes	Beginning of each year	Board/Principal
	Monitor teacher/admin consistency of coding	Termly review/discussion in Staff Meetings	Ākonga Liaison/ Admin staff
	Identify any trends in student absence through analysis of data	Termly review of data	Principal/Ākonga Liaison

Students with less than 5 days UNJUSTIFIED absence within a term		
Requirement/Aim	Actions	Who
Identify students with less than 5 days of unjustified absence within a term.	• Encourage child to attend school every day they are able. • Ensure school has accurate contact details. • Inform school when child will be/ is absent from school • Respond to school efforts to follow up about unexplained absence	**Parents/Guardians/Caregivers**
	• Record attendance accurately • Identify when a student has an unexplained absence. • Contact families to explain any unexplained absence and update student attendance records accordingly	**Ferndale Te Ahu** Teachers/ Office Team Teachers/ Office Team Office Team/ Teachers Office Team/ Teachers

Students with up to 10 days UNJUSTIFIED absence within a term		
Requirement/Aim	Action	Who
Identify students with up to 10 days of unjustified absence within a term	• Attend to Hero alerts generated when a student has had 5 days or more of unjustified absence (over the term).	Ākonga Liaison

To reduce or eliminate unjustified absence for students with up to 10 days of unjustified absence within a term	● Review student's attendance record to identify reasons for absence. ● Discuss absences with classroom teacher if required. ● Contact the parent/caregiver by:email, Seesaw or letter to advise them of the unjustified absences and offer support **(Step 1)** ● Notify the classroom teacher that communication with whanau has been initiated. ● Keep records of all actions taken in Hero	Ākonga Liaison

Students with up to 15 days of UNJUSTIFIED absences within a term		
Requirement/Aim	Action	Who
To identify students with up to 15 days of unjustified absences within a term To reduce or eliminate unjustified absence for students with up to 15 days of unjustified absences within a term	● Attend to Hero alerts generated when a student has had 10 or more days of unjustified absence (over the term). ● Refer to attendance data to 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) ○ 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	Ākonga Liaison / Classroom teacher
	Identify supports for **students** ● The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whānau 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 alternative approaches ● The student has difficulty with their peers - identify, plan and implement a program to repair student relationships	Classroom Teacher, Ākonga Liaison, Psychologist, Pastoral care team Can be supported by Therapists Learning Leader, Senior Leadership, Psychologist
	Identify supports for **whānau** ● 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 SESTA ● External agency support	Relevant school staff including Classroom Teacher, Ākonga Liaison, Pastoral care team Senior Leadership, Principal etc GP/Paediatrician External Agencies eg EGL, OT, Explore etc

	When an intervention is in place ● Record information of intervention in Hero and include the following: ○ The interventions used ○ For whom ○ The level of success reducing students absence ○ Length of time to reduce absences ○ Key learnings / insights ● Regularly review intervention to determine success or otherwise ○ Identify which interventions result in prompt and productive responses ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whānau their experience of interventions ● If intervention is successful continue intervention for as long as required ● If intervention is unsuccessful or there is slow progress ○ Advise Principal ○ Communicate with whānau ○ Revisit plan of intervention and adapt as required ● Complete any graduated transition/ attendance docs as required	Classroom teacher, Ākonga Liaison, Pastoral care team

Students with 15 days or more of UNJUSTIFIED absence within a term		
Requirement/Aim	Action	Who
Identify students with 15 days or more of unjustified absence within a term.	● Attend to Hero alerts generated when a student has had 15 or more days of unjustified absence (over the term). ● Refer to attendance data to 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) ○ Discuss the number of absences ○ Clarify reason for absence ○ Discuss and review support plan implemented in previous step (see below for possible options) ○ Identify possible follow up actions ● Keep records of all actions taken in Hero	Ākonga Liaison / Classroom teacher
To eliminate/ reduce unjustified absences for students with 15 days or more of unjustified absence within a term.	Identify supports for **students** ● The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whānau 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,	Classroom Teacher, Ākonga Liaison, Psychologist, Pastoral care team Can be supported by Therapists Learning Leader, Senior Leadership, Psychologist

	plan and implement alternative approaches ● The student has difficulty with their peers - identify, plan and implement a program to repair student relationships	
	Identify supports for **whānau** ● 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 SESTA ● External agency support ● Local Ministry of Education Te Mahau ● Possible referral to Attendance services	Relevant school staff including Classroom Teacher, Ākonga Liaison, Pastoral care team Senior Leadership, Principal etc GP/Paediatrician External Agencies eg EGL, OT, Explore etc
	When an intervention is in place ● Record information of intervention in Hero and include the following: ○ The interventions used ○ For whom ○ The level of success reducing students absence ○ Length of time to reduce absences ○ Key learnings / insights ● Regularly review intervention to determine success or otherwise ○ Identify which interventions result in prompt and productive responses ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whānau their experience of interventions ● If intervention is successful continue intervention for as long as required ● If intervention is unsuccessful or there is slow progress ○ Advise Principal ○ Communicate with whānau ○ Revisit plan of intervention and adapt as required ○ Contact the Regional Ministry of Education Te Mahau for further support ● Complete any graduated transition/attendance docs as required	Classroom teacher, Ākonga Liaison, Pastoral care team
If trends in unjustifiable absences resume	● Analyse data to gain understanding ● Engage in process with students and whānau again to identify barriers and supports ● Create a plan and implement the agreed plan	Classroom teacher, Ākonga Liaison, Principal

Up to 5 days consecutive MEDICAL absence or 8 days of non consecutive MEDICAL absence within a term		
Requirement/Aim	Actions	Who
Identify students with less than 5 days of unjustified absence within a term.	• Engaging with health agencies where relevant in order to improve the health of their child • Communicate openly with school regarding periods of medical absence. • In periods of consecutive absence provide a medical certificate when requested	Parents/Guardians/Caregivers
To eliminate/ reduce medical absences for students with less than 5 days of unjustified absence within a term.	• Identify when a student has had up to 5 days consecutive medical absence or 8 days of non consecutive medical absence • Contact whānau via phone call to check in about the health of the student and check they are connected with relevant health agencies. • Provide support as required • Invite further discussion and problem solving with whānau	Office Team/Teachers/ Office Team Office Team/ Teachers Teachers/Ākonga Liaison Office Team/ Teachers

Students with up to and including 15 days of MEDICAL absence within a term		
Requirement/Aim	Action	Who
Identify students with up to and including 15 days of medical absence within a term	• Engaging with health agencies where relevant in order to improve the health of their child • Communicate openly with school regarding periods of medical absence. • In periods of consecutive absence provide a medical certificate when requested	Parents/Guardians/Caregivers
To eliminate/ reduce medical absences for students with up to and including 15 days of medical absence within a term	• Identify when a student has had up to and including 15 days of medical absence • Contact whānau via phone call to check in about the health of the student and check they are connected with relevant health agencies. • Provide support as required • Invite further discussion and problem solving with whānau including possible options for accessing education while not at school. • Contact and consult with external agencies where relevant - e.g MOE	Office Team, Classroom Teacher, Ākonga Liaison, Psychologist, Pastoral care team Can be supported by Therapists Learning Leader, Senior Leadership, Psychologist

Students with 16 days or more of MEDICAL absence within a term		
Requirement/Aim	Action	Who
Identify students with 16 days or more of medical absence within a term.	• Engaging with health agencies where relevant in order to improve the health of their child • Communicate openly with school regarding periods of medical absence. • In periods of consecutive absence provide a medical certificate when requested	Parents/Guardians/Caregivers
To eliminate/ reduce medical absences for students with 16 days or more of medical absence within a term.	• Identify when a student has had 16 days or more of medical absence • Contact whanau to investigate next steps to support education. • Formulate an education support plan with whanau where relevant • Contact and consult with external agencies where relevant e.g. MOE • Unenroll if student will not be returning to school • Explore possible options to code attendance in the future.	Office Team, Classroom Teacher, Ākonga Liaison, Psychologist, Pastoral care team Can be supported by Therapists Learning Leader, Senior Leadership, Psychologist

Approved by Ferndale Te Ahu Board: 7th September, 2026

Reviewed: Term 2, 2026	Next Review: Term 2, 2027