



## Bell Block School Te Kura o Mangati Attendance Management Plan

Approval	19 February 2026	Published on	School Website
Effective Date	2 February 2026	Review Date	

### Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Bell Block School our school motto of “Kaha i nga wa katoa - Our best always” underpins our approach to attendance - every tamaiti striving to their potential. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamaiti can strive to be the best they can be. Our school continues to positively promote attendance for both individuals and at a class level.

#### What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

### Historical Data informing our Attendance Management Plan

All Akonga		Regular/ Good Attendance	Worrying/ Irregular Attendance	Concerning/ Moderate Attendance	Very Concerning/ Chronic Attendance
2024 Actual	Term 1	72%	21%	5%	2%
	Term 2	69%	22%	6%	3%
	Term 3	62%	25%	9%	4%
	Term 4	75%	15%	5%	4%
2025 Actual	Term 1	76%	17%	4%	3%
	Term 2	73%	21%	5%	2%
	Term 3	63%	25%	8%	4%
	Term 4	78%	16%	4%	3%
2026 Target	Term 1	76% (+4%)	13% (-4%)		
	Term 2	73% (+4%)	17% (-4%)		
	Term 3	67% (+4%)	21% (-4%)		
	Term 4	82% (+4%)	12% (-4%)		

**Annual Target: Whole School**

Rationale for 4% increase: Our whole school attendance improved between 1-4% each term from 2024 to 2025. We are therefore setting an aspirational target to move at least 4% or an additional 18 students from Worrying/Irregular Attendance to Regular/Good Attendance.

We aim to increase Regular Attendance by 4% every year until 2030, which would be higher than the government target of 80% of children attending 90% of the time by 2030.

Māori Akonga		Regular/Good Attendance	Worrying/ Irregular Attendance	Concerning/Moderate Attendance	Very Concerning/Chronic Attendance
2024 Actual	Term 1	62%	28%	9%	1%
	Term 2	49%	27%	16%	7%
	Term 3	45%	28%	18%	7%
	Term 4	64%	20%	9%	7%
2025 Actual	Term 1	60%	27%	5%	7%

	Term 2	68%	21%	9%	2%
	Term 3	58%	31%	6%	6%
	Term 4	71%	19%	4%	6%
2026 Target	Term 1	66% (+6%)	21% (-6%)		
	Term 2	74% (+6%)	15% (-6%)		
	Term 3	64% (+6%)	25% (-6%)		
	Term 4	79% (+6%)	13% (-6%)		

Rationale for 6% increase: Our Māori Student termly attendance change was between -2% to +19% from 2024 to 2025 but sits lower than the whole school percentage. We are therefore setting an aspirational target to move at least 6% from Worrying/Irregular Attendance to Regular/Good Attendance. This target is set to reduce the attendance inequity of our Māori learners compared to our whole school data.

As with the whole school, if we can get our Māori learners to 70% in 2026, we would be on track to surpass the government target of 80% of tamariki attending 90% of the time by 2030.

### Roles and Responsibilities

Attendance is the responsibility of the whole school community. Schools (boards, principals, and individual teachers), along with parents and caregivers, are responsible for making sure students attend school regularly.

Person / Role	Responsibility / Authority
School Board	<ul style="list-style-type: none"> <li>● Sets the school's strategic direction and targets (including attendance)</li> <li>● Monitors the achievement of school strategy and targets</li> <li>● Must take all reasonable steps to ensure the regular attendance of students enrolled in the school</li> <li>● Must develop an Attendance Management Policy</li> <li>● May appoint an Attendance Officer</li> <li>● Must support the Principal in matters of attendance, where required</li> </ul>
Principal	<ul style="list-style-type: none"> <li>● Implementation of the school's strategy and targets</li> <li>● Resourcing and supporting regular attendance</li> <li>● Supporting School Leaders and Teachers to manage patterns of attendance that are of a concern</li> <li>● Working with staff, parents/caregivers and where required the Attendance Service to improve student attendance</li> <li>● Regular attendance reporting to the Board</li> </ul>

Assistant Principal/ Principal	<ul style="list-style-type: none"> <li>● Responsible for maintaining an overview of attendance</li> <li>● Tracking and analysing patterns of attendance and absence</li> <li>● Working with staff, parents, caregivers and, where required, the Attendance Service to improve student attendance</li> <li>● Responsible for Transition Back to School Plans</li> </ul>
Team Leaders	<ul style="list-style-type: none"> <li>● Active follow up with parents and caregivers where attendance is not regular (&lt;90%)</li> <li>● Working with parents and caregivers to identify attendance issues, before the student's attendance falls below 90%, and putting in place plans and support to maintain an acceptable level of regular attendance</li> </ul>
Classroom Teacher	<ul style="list-style-type: none"> <li>● Recording attendance in the SMS system in line with Ministry requirements and school policy</li> <li>● Tracking and analysing patterns of attendance and absence for students in their class</li> <li>● Providing reporting and monitoring to Team Leaders / Assistant Principal about class patterns of attendance</li> <li>● Following up (daily) with parents/caregivers who have not provided an absence notification</li> <li>● Following up with parents/caregivers about any pattern of non-attendance, even where justified, i.e. on-going sickness, lateness</li> </ul>
Relief Teacher	<ul style="list-style-type: none"> <li>● Completion of paper roll and submission to Administrators</li> </ul>
Administrator / Attendance Officer	<ul style="list-style-type: none"> <li>● Ensuring the SMS is accurately completed on a daily basis</li> <li>● Uploading attendance from relief teachers</li> <li>● Notifying caregivers via eTAP if their child is absent and requesting an explanation</li> <li>● Follow up with staff where SMS is not completed as required</li> <li>● Supporting teachers with daily follow-ups for non-notified absence</li> <li>● Reporting and analysis for Assistant Principal/ Principal</li> <li>● School wide attendance communications, i.e., school handbook, newsletter, enrolment packs</li> </ul>
Parents / Caregivers	<ul style="list-style-type: none"> <li>● Ensuring students attend school when the school is open for instruction.</li> <li>● Communication where a student is not able to attend school</li> </ul>
Attendance Service	<ul style="list-style-type: none"> <li>● Follow up and intervention where a student has missed 10 half days of school in a term</li> </ul>

### Monitoring and Reporting

#### Daily

The Attendance Officer will monitor the SMS attendance alerts which are emailed to their inbox twice per day and escalate as required.

#### Weekly

The Attendance Officer will analyse attendance reports which highlight Regular, Irregular, Moderate and Chronic attendance, and identify absence patterns, students whose attendance should be closely monitored and those who require escalation.

**Fortnightly**

The Assistant Principal/Principal will review the school’s attendance data together with the Attendance Officer and, where there is concern, will discuss it with the relevant classroom teacher, with a view to agreeing on a strategy to deal with the concern.

**Termly**

The Attendance Officer and Assistant Principal/Principal will analyse the data in terms of gender, ethnicity, year levels, classroom and codes and will draw to the attention of the Principal any attendance patterns. Where appropriate, strategies for action will be suggested to the Principal.

**Twice Yearly**

At the end of Terms 1 and 3 the Assistant Principal/Principal will provide a detailed statistical analysis to the Principal for reporting to the Board.

**Annually**

Informed by the previous reporting, the school Board shall review the attendance rates and efficacy of any strategies and intervention to inform future planning.

Stepped Attendance Response	
<b>Regular/Good Attendance</b> (Daily)	Where a student’s absence has not been notified to the school, the Administrator will first contact the parent/caregiver by text. Where contact is received the SMS code will be recorded accordingly. Where contact is not received, this shall be notified, on the same day to the Classroom Teacher. The Classroom Teacher shall follow up with the parent or caregiver.
<b>Regular/Good Attendance</b> (3 days unjustified absence in a term)	Where a student has three days of unjustified absence the teacher shall first speak to the student about their absence to understand the reasons. Where a satisfactory explanation is given the SMS code may be changed (if required). Where the student is unable to provide an explanation to the satisfaction of the teacher the parent or caregiver shall be contacted.
<b>Worrying/Irregular Attendance</b> (5 days unjustified absence in a term)	If a student has five days of unjustified absence in the course of a school term, the classroom teacher will contact the parent/caregiver to discuss the concern. If there is no improvement (i.e. the student has one further day of unjustified absence), the Classroom Teacher will contact the Attendance Officer who will contact the parent/caregiver to discuss the concern. Following the discussion (telephone or face to face) the Attendance Officer will send to the parent / caregiver the first attendance

	<p>letter. The attendance letter shall detail the absences of concern and provide to the parents and caregivers detailed information about the student's attendance / absence. The Principal and Deputy Principal will be notified by the Attendance Officer that this step has been taken. Following receipt of the letter the <b>Assistant Principal/Principal</b> shall follow up and work with the parent / caregiver regarding the necessary support and intervention that can support the student back into school.</p>
<p><b>Concerning/Moderate Attendance</b> (10 days unjustified in a term)</p>	<p>If there is no sustained improvement the Attendance Officer will send the second attendance letter to the parents/caregivers via the SMS advising that the student is being referred to the Attendance Service. The Attendance Officer will complete a referral via AS-CMS.</p>
<p><b>Very Concerning /Chronic Attendance</b> (15 days unjustified in a term)</p>	<p>Further responses may include;</p> <ul style="list-style-type: none"> <li>● Contact parents to inform of escalated response.</li> <li>● Request support from Attendance Service or other agencies as needed.</li> <li>● Participate in multi-agency response</li> <li>● Maintain implementation and monitoring support plan</li> <li>● Undertake school-led prosecution, or request MOE led prosecution, when considered appropriate if supports are offered and not taken up</li> <li>● Unenroll if student will not be returning to school</li> </ul>

### **Communicating with Whānau**

Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to Stepped Attendance Response, our kura may use the Ministry of Education resource [Communicating with parents about attendance](#) to support communication with whānau and if required, escalation of attendance concerns.