

Cloverlea School

Attendance Management Plan



Approved by BoT

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Overarching Attendance Objectives and Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our LEGENDs. Attending school every day supports our tamariki to build strong foundations for their learning. To be successful in learning, our LEGENDs need to feel safe at kura and have a strong sense of belonging. Regular school attendance enables this because LEGENDs:

- become familiar with consistent routines at kura
- get regular chances for whakawhanaungatanga with other LEGENDs, their kaiako and other Cloverlea School staff.

Regular positive social interaction and building strong relationships with others is vital for social development. Regular attendance also promotes academic and cultural success as tamariki are able to consistently build on their learning.

The 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 Cloverlea School, our 2026 school vision: ***'For our LEGENDs to progress through our localised curriculum, with learning opportunities that are Te Tiriti centred, while supporting language development, encouraging problem solving and increasing attendance through engagement in learning.'*** underpins our approach to attendance - every LEGEND attending and engaged at kura, having every opportunity to succeed in their learning. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every LEGEND can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan Term 3 Attendance 2025 (from Every Day Matters)	
Kairangi Attendance (90%+)	Moderate Attendance (70-79%)
48%	13%
Good Attendance (80-89%)	Concerning Attendance (<70%)
28%	10%

NOTE: In some cases, the MOE has rounded these results to the nearest percentage point to simplify the presentation of results. As a result, some totals may not add up to 100%.

What would Success Look Like?

Success would look like an increase in Kairangi Attendance and Good Attendance. We will focus this year's attendance target on achieving a drop in Concerning Attendance and those LEGENDs moving to Moderate Attendance and an increase in Good Attendance from LEGENDs currently with Moderate Attendance.

We are aware that during the winter terms, of term 2 and term 3, illness and other factors outside of LEGENDs control do impact our attendance. During these terms, the chances of our Kairangi Attendance numbers improving are less likely. During terms 2 and 3, success would look like a larger percentage of absences being justified and explained.

Annual Target	
Kairangi Attendance (90%+)	Good Attendance (80-89%)
48% <u>48%</u>	28% ↑5% <u>33%</u>
Moderate Attendance (70-79%)	Concerning Attendance (<70%)
13% ↓5% <u>13%</u>	10% ↓5% <u>5%</u>

Rationale for 5% Increase

In Term 1, 2025 our Kairangi attendance was 59.2% so we will work hard to increase that even further for term 1 2026 as well as in term 4. We know that sickness over the winter months impacts our LEGENDs' attendance significantly and, for many, poverty and illness and other factors that come with poverty, are barriers that are challenging to overcome. We are therefore setting a target to move at least 5% (13 children) from Moderate Attendance to Good Attendance and 5% from Concerning Attendance to Moderate Attendance. This would essentially bring our attendance data to 33% Good Attendance, 18% Moderate Attendance and 5% Concerning attendance.

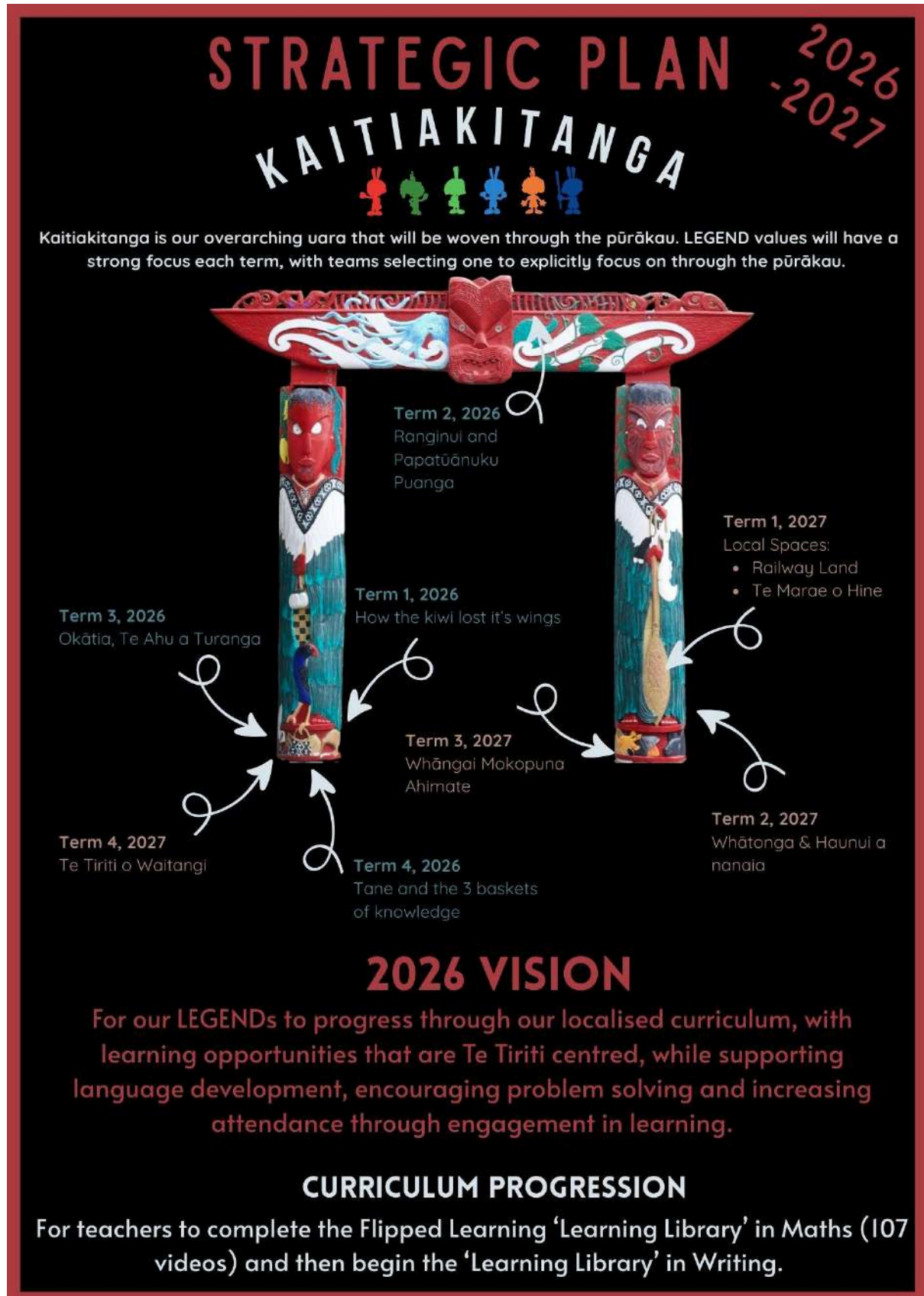
We aim to increase attendance as much as we can to ensure our LEGENDs can be present and engaged at kura, while showing manaakitanga to LEGENDs and their whānau when outside factors are making attendance a challenge.

Ākonga Māori Attendance

We also aim to increase attendance for our Māori learners. In term 3 2025, 47/119 (39%) Ākonga Māori had Kairangi Attendance and 31/119 (26%) and Māori students had Good Attendance. 19/119 (16%). Ākonga Māori had Moderate attendance and 22/119 (18%) showed concerning attendance. A focus on decreasing the number of Moderate Attendances upwards into Good Attendance enables our Māori learners to be present and engaged at kura more regularly. A decrease to at least 20% would be an initial target (4 LEGENDs).

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:



Attendance Policy

Cloverlea School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Cloverlea School attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

Further supporting information can be found in our School Docs Attendance Procedures

Attendance Management Procedures

Attendance Expectations

We regularly communicate with our tamariki and whānau about attendance expectations, consisting of:

- Communication in the weekly Pānui, Facebook page, Seesaw and Skool Loop
- Korero at Learning Conferences
- Korero on enrolment through Little Legends
- Facebook reminders

- Phone calls with whānau when needed

Kaiako Responsibilities

1. Morning Roll must be taken by the Kaiako in the akomanga, through HERO, BEFORE 9.05am.
2. Any ākonga who arrives late to school is to report to the office to register that they are late on the Vistab system.
3. Should a ākonga arrive in class after the register has been taken, ask if they have reported to the Office. If they haven't, they MUST report to the Office.
4. Afternoon roll must be taken by the Kaiako in the akomanga, through HERO, BEFORE 1.50pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance through the Roll on HERO to inform the Office but still mark as a ?.

Ngā Kiripaepae Responsibilities

1. Ngā Kiripaepae, Office Administrators, check the texts and emails and take phone calls of absences in the morning.
2. The Ngā Kiripaepae check all classes' attendance on HERO from 9.05am.
3. Any children marked with a ? are then followed up by the Ngā Kiripaepae:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Ngā Kiripaepae updates the absence with the appropriate code
 - c. If no reply is received, the child is marked as Truant
 - d. Ngā Kiripaepae will check the afternoon rolls from 1.50pm and follow up any unknown ?

Whānau Responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- Notify the kura as soon as possible if their ākonga is going to be late or absent. Absences should be submitted to the office before kura starts at 8:55am (by text message, email, the Skool Loop app or phone call)).
- Arrange appointments or trips outside of kura hours or during school holidays where possible.
- Be honest with us so we can support them as best we can to improve their LEGEND's attendance.
- Work with us (kura) to manage attendance concerns.

Partnership with Whānau

Ongoing whakawhanaungatanga helps us develop positive, open relationships with whānau. This enables us to have open communication with whānau about attendance expectations and concerns. The relationships we develop with LEGENDs, whānau and our wider community are critical to lift attendance.

Monitoring Practices

Every week, the Deputy Principal will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- follow up with phone calls/ letters to whānau according to the STAR thresholds

Attendance patterns and concerns will be discussed at Leadership Hui every fortnight. The Principal will:

- report attendance data twice termly to the School Board
- provide a termly attendance report to the School Board showing the analysis of data, trends, and narratives
- adhere to the STAR thresholds
- review the plan termly after considering the Every Day Matters Report

Every day, the Deputy Principal will:

- send an email to Attendance Services for any LEGENDs who are absent and are currently engaged with their service.

Every day, the attendance data is automatically sent through to the MOE from HERO.

Partnership with Other Agencies

At Cloverlea, we work closely with other agencies who can support our LEGENDs and their whānau with factors impacting on attendance. We strive to develop positive, open relationships with outside agencies and we also work to bridge the gap between whānau and outside agencies, using the relationships we have with whānau, by supporting alongside them in hui, interventions etc or connecting whānau with the right agencies. Agencies we may work with include the MOE staff, Attendance Services, Rock On, Te Whatu Ora, GPs etc

Absence Thresholds in Reaction to the Stepped Attendance Response (STAR)

Kairangi Attendance (90%+) - Less than 5 Days Absence in a term

Whānau

Whānau will encourage kairangi attendance habits and do their best to ensure their LEGEND attends school regularly during term time.

- Positively reinforce regular attendance with their children
- Open communication with kura
- Follow school attendance process
- Notify school of any absences
- Ensure LEGEND attends every day they are able

School

School encourages kairangi attendance habits. Support will be given to encourage kairangi attendance habits. The school will follow our attendance management plan and policies. This will be achieved by:

- Encouraging / supporting regular attendance at school
- Report attendance data to whānau through LEGEND in Action seesaw posts each term
- Maintain a consistent routine for attendance (notification, signing in, expectations)
- Communicate with whānau about every absence
- Maintain contact details of whānau

- Use Ministry approved well-being or transitional plans, or health schools where appropriate

Good Attendance (80-89%) - Up to 10 Days Absence in a term

Whānau

Whānau will engage constructively with the school to enable their child to return more regularly to school

- Engage with school services if appropriate e.g. RTLB
- Engage positively in supports offered
- Return LEGEND to regular attendance
- Contact kura to discuss reasons for absence and impact on learning
- Support LEGEND to catch up on missed learning where required
- After 3 consecutive days of absence due to medical reasons, provide a medical certificate if requested.

School

Kura will make an effort to return the child to regular attendance. After 6 days absent over a term, one of the DPs will contact whānau to discuss absences, offer support and check in as well as to share the STAR process. From there, Kura will:

- Record the date and key information from kōrero on HERO under Pastoral Care
- Monitor for explained and justified reasons
- Monitoring on ROCK ON if absences not explained or justified
- Support LEGEND to catch up missed learning where required
- Engage with support services e.g. RTLB or other external support agencies if applicable

Moderate Attendance (70-79%) - 10- 14 Days Absence in a term (and if absences continue over two terms)

Whānau

Whānau will engage constructively with formal notification and attend a meeting with the school to develop an attendance and engagement support plan.

- Constructively take part in developing an attendance and engagement plan

- Return LEGEND to regular attendance
- Implement strategies at home

School

School will make every effort to ensure LEGENDs can return to regular attendance. Unless absences are justified and an anomaly:

- Whānau will be notified by letter (sent via whichever communication system they engage with - email or Seesaw), advising them of 10 days of absence over a term (attendance letter 1 or 2 depending on previous letters sent) and requesting a meeting.
- Letter will be uploaded to HERO under Pastoral Care.
- If this is letter 2, including attendance patterns over other terms.
- Letter will be followed up by a phone call to schedule a meeting if the whānau does not make contact within a week.
- A referral may be made to ROCK ON services.
- A meeting will be organised with the whānau to discuss reasons for absence and to collaborate on a support plan.
- After meeting, develop an attendance and engagement support plan (may include multi agencies) and share this with whānau and agencies involved.
- Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed
- Continue to monitor absences
- Continue monitoring plan through follow up meetings until attendance meets goal

Concerning Attendance (<70%) - 15 Days + absence in a term or 10 Days absence in multiple terms

Whānau

Whānau will engage constructively with notification that their LEGEND has been absent for a significant amount of time. Whānau will meet with the school and review the plan that is currently in place.

- Action the attendance and engagement support plan in place

- Attend regular meetings
- Return student to regular attendance

School

School will make every effort to support regular attendance. A meeting will be organised with the whānau to discuss reasons. A variety of agencies may be engaged to support whānau.

- Whānau will be notified by letter, advising them of 15 days of absence over a term (sent via whichever communication system they engage with - email or Seesaw), advising them of 15 days of absence over a term (attendance letter 3). Notify them of the escalated response and request another meeting.
- Letter will be uploaded to HERO under Pastoral Care.
- Letter will be followed up by a phone call to schedule a meeting if the whānau does not make contact within a week.
- Attendance and engagement plan in place
- ROCK-on support
- Collaborative Problem Solving
- Continue to monitor absences
- Request support from Attendance Services
- Participate in multi-agency response (e.g. Family Group Conference)
- Unenroll if student will not be returning to school

Appendix 1: Attendance Letter 1 (10 Days Absent)

Attendance Letter 2 (if a previous letter has been sent-
previous term's attendance data and interventions so far also
included if letter 2)



Date _____

Address
Palmerston North

Tēnā koe/kōrua _____

I'm getting in touch to talk about [LEGEND's name] attendance. We've noticed he/she has been absent for [number of days absent] days this term, and his/her attendance hasn't improved as much as we'd hoped since our kōrero on [date].

Insert Attendance Data Circles

(green = present, light green = late, red = unjustified absence, orange = justified absence)

We know that regular attendance at kura helps our LEGENDs feel connected, confident, and successful in their learning. We also understand that there can be challenges, and we're here to work with you to find solutions that support [LEGEND's name] to be at kura more consistently.

Let's meet to create a plan that helps get [LEGEND's name] attendance back on track so he/she can get the most out of his/her learning. Please get in touch with me (either through Seesaw, email or by calling/texting the office) so we can arrange a time to develop this plan otherwise I will give you a call within the next week if I haven't heard from you.

Ngā mihi

Mia Broughan

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Appendix 2: Attendance and Engagement Support Plan



CLOVERLEA SCHOOL - MASTER ATTENDANCE AND ENGAGEMENT SUPPORT PLAN		
Date:	LEGEND:	Room:
Staff:	Whānau:	Others:
Current Attendance Data - prior to attendance and engagement support plan		
Background Information and LEGEND Voice:		
Strengths / Interests of LEGEND:		
LEGEND Voice Coming to kura is important to me because: My favourite thing about being at kura is: Who I can talk to at kura if I need support: Who I can talk to at home if I need support:		
Barriers to Attendance: In-School Barriers: Things at kura that make it harder for LEGEND to attend: External Barriers: Things outside of kura that make it harder for LEGEND to attend:		
Attendance Goal:		
Brainstorm - Possible Supports/ Actions - what might help improve attendance?		

ACTIONS TOWARDS GOAL	MONITORING (who will monitor actions)	EXPECTED OUTCOMES
LEGEND:		
Whānau:		
School:		
Other Agencies:		

REVIEW OF PLAN		
Date:		
Progress Towards Goal		
Review of Actions:		
Attendance Data - since support plan was actioned		
Next Steps (could update or create new action plan below if needed)		

ATTENDANCE AND ENGAGEMENT MEETING MINUTES
Date of Hui: Present: Minutes Follow Up/ Review Hui Date:
Date of Hui: Present: Minutes Follow Up/ Review Hui Date:
Date of Hui: Present: Minutes

Follow Up/ Review Hui Date:

Appendix 3: Attendance Letter 3 - 15 Days in a term or 10 days over multiple terms



Date

Address

Palmerston North

Tēnā koe/kōrua _____

This is to inform you that [LEGEND's name] has not had regular attendance at Cloverlea School.

Insert Attendance Data Circles

(green = present, light green = late, red = unjustified absence, orange = justified absence)

[give brief details as to absences]

This letter is to inform you of your legal obligation to ensure that [LEGEND's name] attends school whenever it is open and request that [LEGEND's name] returns to regular school attendance immediately.

School staff have engaged with you on the occasions listed below, to discuss these ongoing absences and attempt to get [LEGEND's name] attendance back on track.

- phone call/date
- email/letter, date
- email/letter, date
- details of meeting, date
- details of meeting, date

The school has also involved [external agencies involved] to support [LEGEND's name] to return to regular attendance. This has not resulted in the improvement of [LEGEND's name] attendance at school.

Section 36 of the Education and Training Act requires a student to attend the registered school at which they are enrolled whenever it is open, while section 244 provides that a parent of that student commits an offence if they do not attend as required by section 36. If there are insufficient improvements by [date], the board will consider the appropriate next steps available, which may include a referral to the Ministry of Education to consider prosecution for irregular attendance under section 244 of the Education and Training Act 2020.

Please contact [school leader name] as soon as possible with any questions you may have.

Ngā mihi

Mia Broughan

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