



# Napier Boys' High School

*Te Kura Tamatāne ki Ahuriri*

## Napier Boys' High School: Attendance Management Plan

|                                      |                          |
|--------------------------------------|--------------------------|
| <b>Board Approval Date</b>           | To be confirmed by Board |
| <b>Effective Implementation Date</b> | Term 1, 2026             |
| <b>Next Scheduled Review</b>         | Term 3, 2026             |

### 1.0 Introduction and Strategic Context

This Attendance Management Plan establishes a clear, consistent, and structured framework for managing student attendance at Napier Boys' High School. As a formal requirement from the Ministry of Education, this plan will be fully implemented from Term 1, 2026. It is founded on the principle that regular attendance is inextricably linked to student welfare, engagement, and educational achievement. By being present at school, students have the opportunity to learn, build connections with their peers and teachers, and develop the foundational skills necessary for future success.

Napier Boys' High School is committed to supporting the national goal of lifting school attendance. Our overarching strategic objective is aligned with the Government's target: **to achieve 80% of students attending school for more than 90% of the term (regular attendance) by 2030**. This plan outlines the specific policies, daily procedures, and tiered interventions we will employ to identify barriers, respond to absences early and effectively, and work collaboratively with students and their whānau to achieve this goal.

This document details the legal foundations and shared responsibilities that underpin our approach to attendance management.

## 2.0 Legal Framework and Key Responsibilities

This section outlines the legal obligations that govern school attendance in New Zealand and clarifies the specific roles and responsibilities of all key stakeholders. A shared understanding of these duties is essential for creating a supportive school community where regular attendance is a priority for everyone.

Under the *Education and Training Act 2020*, Napier Boys' High School and its community have the following legal obligations:

- The School Board must take all reasonable steps to ensure that all students enrolled at the school attend whenever it is open (s 36).
- It is compulsory for students aged six to sixteen to be enrolled at and attend a registered school (s 35).
- Parents and guardians have a legal obligation to ensure their children attend school regularly (s 244).

### Stakeholder Responsibilities

To meet these obligations, a collaborative effort is required. The following roles and responsibilities have been defined to ensure a consistent and practical approach.

- **The School Board**
  - Approves this Attendance Management Plan.
  - Ensures the school is adequately resourced to implement the plan effectively.
  - Receives regular reports from school leadership on attendance data and plan effectiveness.
- **School Leadership (Headmaster and Senior Leadership Team - SLT)**
  - Oversee the overall implementation and day-to-day operation of this plan.
  - Provides assurance to the Board that attendance is being correctly recorded, monitored, and followed up.
  - Leads the response to the most concerning cases of absence and engages with external agencies.
- **House Deans and Tutor Teachers**
  - Act as the primary point of contact for students and their whānau.

- Conduct the day-to-day monitoring of attendance for their assigned students.
- Carry out initial follow-up communications and interventions as outlined in the Stepped Attendance Response (STAR) framework.
- Escalate persistent or concerning attendance issues to the appropriate Dean or SLT member.
- **Attendance Team/Whanau Liaison and Office Staff**
  - Conduct daily monitoring of the Student Management System for unexplained absences.
  - Serve as the first point of contact with parents/whānau to verify reasons for absence on the day.
  - Ensure attendance records are accurately updated in a timely manner.
- **Classroom Teachers**
  - Ensure accurate attendance data is available by following attendance procedures
  - Supports students who are absent to catch up on missed learning opportunities
  - Support reintegration plans for students
- **Students**
  - Attend school regularly and punctually for all timetabled classes.
  - Engage positively with the support strategies and plans put in place to help improve their attendance.
- **Parents/Guardians (Whānau)**
  - Ensure their child attends school every day it is open, unless a justified reason for absence exists.
  - Notify the school office of any absence as soon as possible.
  - Arrange appointments, holidays, and other activities outside of school hours wherever possible.
  - Work collaboratively with the school to address any attendance concerns and engage with support plans.

These roles are designed to be interconnected, forming a clear pathway for support. Tutor Teachers provide the foundational daily monitoring, Deans offer the first level of targeted pastoral intervention, and the Senior Leadership Team provides strategic oversight and access to intensive, multi-agency support, ensuring a cohesive response at every stage of the STAR framework. These responsibilities form the foundation for the operational procedures detailed in the following sections.

### 3.0 Attendance Recording and Daily Procedures

Accurate, consistent, and timely attendance recording is the cornerstone of effective attendance management. It allows us to ensure student safety, identify emerging patterns of concern, and fulfil our daily reporting obligations to the Ministry of Education. This section details the official codes and daily processes Napier Boys' High School uses to maintain its attendance register.

#### 3.1 Ministry of Education Attendance Codes

Effective Term 1, 2025, Napier Boys' High School is required to use the official Ministry of Education attendance codes to record student presence and absence. These codes are categorised to distinguish between presence, justified absence, and unjustified absence.

| Code     | Description   | Category |
|----------|---|----------|
| <b>P</b> | <b>Present</b> in class.  | Presence |
| <b>L</b> | <b>Late to class</b> (as defined by school policy).   | Presence |
| <b>A</b> | Present in a Ministry-approved <b>Alternative provision</b> .   | Presence |
| <b>V</b> | Present for an examination or <b>Unsupervised exam study</b> on-site.   | Presence |
| <b>N</b> | <b>Present but out of class</b> for an on-site school activity (e.g., assembly, school photos), internal appointment (e.g., with a counsellor or Dean), time in the sickbay, or temporary removal from class.   | Presence |
| <b>Q</b> | Present in <b>Board approved offsite learning</b> (e.g., school trip, work experience). This code applies where learning is approved by the school board under Section 53 of the Education and Training Act 2020.   | Presence |
| <b>D</b> | Student is present but temporarily attending an <b>Approved external appointment</b> which is unable to be scheduled outside of school hours (e.g., doctor, dentist, medical specialist) or is participating in court proceedings. This does not apply to personal appointments such as haircuts or shopping. | Presence |

|          |  |                        |
|----------|--|------------------------|
| <b>M</b> | Absent due to <b>Illness / Medical</b> reasons, including mental health.   | Justified<br>Absence   |
| <b>J</b> | Absent for a reason that is <b>Explained and approved</b> by the principal, such as family emergencies, bereavement, representing in significant national/cultural events not organised by the school, or accompanying parents on overseas diplomatic/military postings. | Justified<br>Absence   |
| <b>U</b> | Absent due to being formally <b>Stood down or suspended</b> . This code applies for the period of the stand-down or suspension, <i>excluding</i> the day it was imposed.   | Justified<br>Absence   |
| <b>X</b> | Absent for <b>Exam leave</b> (off-site study).   | Justified<br>Absence   |
| <b>?</b> | <b>Unknown reason</b> (temporary code, must be updated).   | Unjustified<br>Absence |
| <b>T</b> | <b>Truant</b> (absent without parent/caregiver permission).  | Unjustified<br>Absence |
| <b>G</b> | Absent due to a <b>Holiday during term time</b> .  | Unjustified<br>Absence |
| <b>E</b> | Absent for a reason that is <b>Explained but not approved</b> by the principal.  | Unjustified<br>Absence |

### 3.2 School Policy on Discretionary Codes

While the attendance codes are standardised, the school has discretion over the application of certain codes. The following policies clarify their use at Napier High School:

- **L - Late to class:** A student is marked 'Late' if they arrive more than 10 minutes after the scheduled start of a class without a valid reason. Students arriving late must ensure they are marked in by the class teacher.
- **J - Explained and approved:** The Headmaster has the discretion to approve absences for specific justified reasons, such as family emergencies, bereavement, or participation in significant cultural or national sporting events not organised by the school.

- **E - Explained but not approved:** Absences for reasons such as celebrating birthdays, shopping, non-approved extra-curricular activities, or caring for siblings will be recorded as explained but not approved. Holidays taken during term time are coded 'G'.
- **Q - Board approved offsite learning:** This code is used when students are engaged in official, school-organised learning activities that take place off-site. Examples include school camps, kapa haka events, course-related field trips, and approved work experience placements.

### 3.3 Normal Attendance Operation

A prompt and consistent follow-up process for all unexplained absences is critical for student safety and accountability. This robust daily recording system provides the data needed for the long-term monitoring and intervention framework.

| Normal operations   |  |   |  |
|---|--|---|--|
| Activities  | Practice   | Responsible Person  | Notes & Actions  |
| <b>Set expectations, procedures around attendance. This includes follow-up steps the school will take when a student is absent.</b> | Communicate the attendance processes with parents and students   | SLT<br>Deans<br>Tutor/Classroom teachers  | Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents<br><br>Attendance features including updates on data in communications to school community<br><br>Expectations for student attendance and steps that will be taken to address attendance included in enrolment processes. |
| <b>Accurate attendance entered in Student Management System (SMS) KAMAR</b>   | Teaching staff, tutors and whanau liaison ensure accurate and timely attendance data entered into KAMAR                  | <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Tutor Teacher</li> </ul> | Teaching staff complete attendance on KAMAR in first 20 minutes of the lesson  |
| <b>Maintain contact details</b>   | <ul style="list-style-type: none"> <li>• Communicate with parents</li> <li>• Update KAMAR records as required</li> </ul> | <ul style="list-style-type: none"> <li>• Administration team</li> </ul>                         | <ul style="list-style-type: none"> <li>• Termly check of KAMAR records</li> <li>• Regular check of details changes through Parent Portal</li> <li>• Any change in details passed through to the administration team</li> </ul>   |

|   |   |  |   |
|---|---|--|---|
| <b>Following up absences daily</b>  | <p>Use NBHS Daily Follow up procedures to quickly identify and follow up on all student absences</p> <p>Follow-up daily with parents any unexplained absences</p>   | <ul style="list-style-type: none"> <li>• Whanau Liaison</li> <li>• Tutor Teacher</li> <li>• Dean</li> <li>• Classroom Teacher</li> </ul> | <p>Consequences in place for attendance issues</p> <p>Timely communication with home</p> <p>Triangulation within pastoral team to ensure students are being followed up</p> |
| <b>Minimise disruptions to the school day and week</b>                          | <p>School boards and school leadership prioritize school hours to be for learning</p>   | <p>School leadership team</p>  |   |
| <b>Assess history of new students</b>   | <p>When enrolling, identify any issues or trends in attendance history.</p>   | <p>Assistant Principal (new students during year or not in year 9)</p>   | <p>Contact with previous school part of enrolment process</p>   |
| <b>Report to parents/caregivers their student's attendance</b>                  | <p>Attendance data is available through Schoolbridge</p> <p>Attendance data is included in NBHS weekly Engagement Reports</p>   | <ul style="list-style-type: none"> <li>• Senior Leadership</li> </ul>  |   |
| <b>Provide students with regular updates on their own individual attendance</b> | <p>Acknowledgement of good and improved attendance</p> <p>Early intervention with communication to home</p>   | <ul style="list-style-type: none"> <li>• Tutor Teachers</li> <li>• Deans</li> <li>• Senior Leadership</li> </ul>                         | <p>Tutors discuss attendance with students at tutor time</p> <p>Promotion at Tutor Time, House Assemblies and School Assemblies about importance of good attendance</p>     |
| <b>Ensure NZSS Student Attendance Eligibility requirements are met</b>          | <p>The student attends the School regularly and has a satisfactory attendance record, as certified by the Principal. For the purposes of this clause, satisfactory attendance record means the student has attended their school in the School Year of the Sanctioned Event for at least 80% of their full time School Programme and has not been absent for more than fourteen (14) days in a School Term.</p> | <ul style="list-style-type: none"> <li>• Director of Sport</li> <li>• Sports Coaches</li> <li>• Senior Leadership</li> </ul>             | <p>Ensure students and parents are aware of rules and are clearly communicated with when students get close to threshold</p>  |

|   |  |   |  |
|---|--|---|--|
| <b>Escalate attendance issues as needed</b> | Seek more support as needed<br>Develop support plans<br>Involve other services, consider referral to Attendance Services | <ul style="list-style-type: none"> <li>All staff as appropriate.</li> </ul> | Staff are encouraged to escalate issues according to these procedures. |
|---|--|---|--|

#### 4.0 Monitoring and Intervention: The Stepped Attendance Response (STAR) Framework

Napier Boys' High School has adopted the Ministry of Education's **Stepped Attendance Response (STAR)** framework as the foundation for our intervention strategy. The STAR framework is a proactive, tiered approach that enables us to identify and respond to concerning patterns of absence with escalating levels of support. This framework is fully integrated with our school's existing pastoral care structure, leveraging the roles of Classroom Teachers, Tutor Teachers, Deans, and the Senior Leadership Team to provide targeted and timely interventions.

### School Stepped Attendance Response Activities

Below is the Napier Boys' High School stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. A key component of any response is the triangulation between school, home and student.

| <b>Students with less than 5 days absence per term</b>  |  |  |   |
|---|--|--|---|
| <b>Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence.</b> |  |  |   |
| <b>Activities</b>   | <b>Practice</b>  | <b>Responsible Person</b>  | <b>Notes &amp; Actions</b>  |
| Identify all student absences   | <ul style="list-style-type: none"> <li>Communicate with parents/caregivers</li> <li>Tutors follow up absences at tutor time</li> <li>Deans follow up absences weekly</li> </ul>          | <ul style="list-style-type: none"> <li>Whanau Liaison</li> <li>Tutor Teacher</li> <li>Dean</li> <li>Classroom Teacher</li> </ul> | <ul style="list-style-type: none"> <li>Tutor and classroom teachers pass on relevant information regarding absences</li> <li>Follow up all absences to confirm the reason for the absence</li> <li>Accurate attendance taken each lesson via KAMAR</li> </ul> |
| Provide students with regular updates on their own attendance   | <ul style="list-style-type: none"> <li>Provide regular reporting via online portals and classroom discussions</li> <li>Celebrating success of regular and improved attendance</li> </ul> | <ul style="list-style-type: none"> <li>Tutor Teacher</li> </ul>  | <ul style="list-style-type: none"> <li>Celebrate good attendance</li> </ul>   |

|  |  |   |  |
|--|--|---|--|
| Report regularly to parents on attendance of their child | <ul style="list-style-type: none"> <li>Provide weekly attendance updates via the weekly engagement report</li> </ul> | <ul style="list-style-type: none"> <li>Assistant Principal</li> </ul> |  |
|--|--|---|--|

### Students with less than 10 days absence (5-9 days) per term

- Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.
- For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.
- If there is no action taken due to individual circumstance- record this against student record.

| Activities  | Practice  | Responsible Person  | Notes & Actions   |
|---|---|---|---|
| Contact parents expressing concern about attendance and impact on learning                          | After 7 days where appropriate email to parent (use template).                      | Assistant Principal   | Record actions taken in Kamar.<br><br>If there is no action taken due to individual circumstances, record this against student records.<br><br>Follow-up to be within 2 school days of meeting the threshold. |
| Support students to catch up missed learning where required   | Teams used to provide students with opportunity to catch up on missed work          | <ul style="list-style-type: none"> <li>Classroom teacher</li> </ul>                         | Check no internal assessments missed. (Yr11-13)   |
| Use in-school resources as appropriate to<br><br>Remove barriers e.g. counsellor, uniform, bus pass | Contact pastoral care team if barriers identified that the school could assist with | <ul style="list-style-type: none"> <li>Tutor teacher</li> <li>Pastoral care team</li> </ul> | Parents and students provided access to additional resources.<br><br>Consider bus pass, uniform, counsellor/ nurse appointments   |

**Students with less than 15 days absence per term**

**Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.**

**If there is no action taken due to individual circumstances, record this against student record.**

| Activities  | Practice  | Responsible Person  | Notes & Actions  |
|---|---|---|--|
| Contact parent to escalate concerns   | Further contact with parents<br>Phone call required for escalation.   | <ul style="list-style-type: none"> <li>• House Dean</li> <li>• School leadership, and/or</li> <li>• Whanau Liaison</li> </ul> | Record actions taken in Kamer.<br><br>If there is no action taken due to individual circumstances, record this against student record. |
| Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence         | Arrange meetings for parents and student.   | <ul style="list-style-type: none"> <li>• Dean</li> <li>• Whanau Liaison</li> <li>• School Counsellors</li> </ul>              | Consider who is needed at this meeting.  |
| Develop and implement a support plan tailored to the reasons and circumstances around the child's absence | Hold everyone accountable for their part in the plan.   | <ul style="list-style-type: none"> <li>• Tutor Teacher</li> <li>• Dean</li> </ul>   | Communication to both tutor and classroom teachers<br><br>Act quickly where expectations aren't being met                              |
| Use in-school resources as appropriate to remove barriers and request support from as needed              | Discuss with pastoral team what further supports are available  | Tutor teacher<br><br>Dean<br><br>Assistant Principal  | Parents and students provided access to additional resources.  |
| Students representing the school in sport or cultural activities are monitored                            | Director of Sport notifies coaches/managers when students reach 10 days absent<br><br>Coaches/managers contact students and parents concern about absenteeism | Director Sport  | Comply with NZSS Sport Policy  |

## Students with greater than 15 days absence per term

- **Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance.**
- **If there is no action taken due to individual circumstance- record this against student record.**

| Activities   | Practice  | Responsible Person   | Notes & Actions   |
|--|---|--|---|
| Contact parent to escalate concerns  | Phone call home or Whanau Liaison home visit to organize meeting time with parents and student.<br><br>Analyse reasons for absence.       | <ul style="list-style-type: none"> <li>• Whanau Liaison</li> <li>• House Dean</li> <li>• Assistant Principals</li> </ul>                                     | <p>Other agencies may be involved in this meeting if appropriate</p> <p>Plan to return student to regular attendance</p> <p>Reintegration plan in place to return student to regular attendance</p>   |
| Request support from Attendance Service or other agencies as needed/required<br><br>Participate in multi-agency response | Refer to Ministry of Education attendance services or other agencies<br><br>Support access to services and collaborating with specialists | <ul style="list-style-type: none"> <li>• Whanau Liaison</li> <li>• House Deans</li> <li>• Assistant Principal</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Before referral check all previous actions like support plan are in place.</li> <li>• Resources and supports will continue to be provided as appropriate</li> </ul>  |
| Maintain implementation and monitoring of support plan   | Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met                         | <ul style="list-style-type: none"> <li>• Whanau Liaison</li> <li>• Pastoral care team</li> <li>• Assistant Principal</li> <li>• Deputy Headmaster</li> </ul> | <ul style="list-style-type: none"> <li>• Support plan in place</li> <li>• Continue monitoring</li> <li>• Steps taken to reintegrate student</li> <li>• Plan is communicated clearly to classroom teachers and tutors</li> <li>• Alternative educational pathways (e.g., Ignite, NCHS) will be considered if appropriate for the student's needs.</li> <li>• School-led prosecution, or a request for Ministry-led prosecution, will only be considered as a last resort when all support options have been offered and have not been engaged with.</li> </ul> |

