



## Hukarere Girls' College Attendance Management Plan

**Approval:** Approved by the members of Hukarere Board of Trustees 23rd January 2026

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**Effective date:** 01 January 2026

**Review date:** October 2026

Next formal review to be undertaken by the Board in line with the school's policy review schedule.

### Attendance Policy

Hukarere Girls' College is transitioning towards the new attendance model and attendance management plan required by the Ministry of Education. This policy has been updated to meet the new requirements before term 1, 2026.

At Hukarere Girls' College, our attendance procedures ensure kōhine are accounted for during school hours and activities, as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help kōhine achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), kōhine aged 6 to 16 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 the Ministry of Education. The board takes all reasonable steps to ensure all kōhine enrolled at Hukarere Girls' College attend school when it is open (Education and Training Act, s 36).

Hukarere Girls' College records and monitors attendance in accordance with established procedures. We have annual targets for student attendance and work with kōhine, parents and caregivers, staff, and external agencies, where necessary, to improve attendance. We share our attendance information with the Ministry of Education. We keep our attendance registers for seven years from the date of the last entry.

The principal assures the board that student absences are correctly recorded, monitored, and followed up on, and that actions taken in response to absences are recorded and reported.

## Attendance Objectives and Strategic Priorities

Our kōhine need to be attending school as much as possible to receive a full education. We want our kōhine to be fully functioning adult members of society, and being at kura each day makes this possible. Each day they are away makes this more challenging. For their learning and well-being, we work to maximise attendance.

Our strategic goals are achieving excellence as Māori Mihingare kōhine. An attendance strategy is a key action for achieving our goals this year. Our measure is that the data will show an 8-percentage-point increase in 'Regular Attendance' over the previous year, each term.

### 2025 Attendance:

	Term One	Term Two	Term Three	Term Four
<b>Regular attendance</b>	12 %	41 %	58 %	61 %
<b>Irregular attendance</b>	14 %	20 %	31 %	22 %
<b>Moderate absences</b>	20 %	9 %	4 %	6 %
<b>Chronic absences</b>	54 %	30 %	7 %	11%

Based on this target for improvement, the **2026 Regular Attendance Goals** are;

**Term One:** 69 %

**Term Two:** 77 %

**Term Three:** 85 %

**Term Four:** 93 %

**Additionally, we aim to;**

**Increase Regular Attendance:** Ultimately, aiming for a 90%+ attendance rate for all kōhine.

**Reduce Chronic Absence:** Move kōhine out of the "Chronic Absence" category (below 80% attendance).

**STAR Implementation:** Use the STAR framework to identify at-risk kōhine early and apply culturally responsive interventions.

**Whānau Engagement:** Provide equitable support across diverse backgrounds and ensure inclusive strategies.

### ***Process for recording attendance***

Teachers complete the roll on Kamar during Te Hāpai Ō, and teachers will mark the roll at the beginning of each period of the day.

If rolls aren't completed within 10 minutes of the period, KAMAR is set up to send an automated reminder to the Kaiako. Our administrator then checks these and also follows this up with an email and/or kōrero where necessary.

Our Administrator reviews kōhine marked as unknown and reconciles them with messages from whānau and the hostel.

The Student Management System (SMS) automatically sends a text message to whānau at 9.00 am when a kōhine is marked absent, ensuring timely notification, early follow-up, and shared responsibility for attendance in line with Ministry of Education attendance expectations.

Those who are not explained are contacted by the Te Hāpai Ō kaiako, and the school roll is marked accordingly.

Ongoing sickness for more than three days requires a medical certificate.

Ongoing unjustified absences are followed up with letters and phone calls.

In cases of chronic absence, the Tumuaki will request a whānau hui and report the case to an external attendance service provider. Escalation occurs in line with the Stepped Attendance Response (STAR) framework.

### **Use of Thresholds**

We use the Stepped Attendance Response (STAR) thresholds for the number of days a student is absent in a term to identify concerning absence or patterns of absence that require a response.

Our response is guided by the

We use the Ministry of Education's communication templates to guide our communications at different thresholds. [Communicating with parents about attendance](#)

When individual attendance plans are required to support ākonga, we use the Ministry of Education template. [Individual Attendance Plans](#)

At Hukarere Girls' College, we follow the Ministry of Education's Stepped Attendance Response to support our kōhine in attending school regularly and engaging fully in learning. Attendance is monitored closely, and responses are strengthened as concerns increase, ensuring early support and timely intervention. [Stepped attendance response – STAR - Ministry of Education](#)

# Stepped Attendance Response – STAR

## Responding to all absence

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



Stepped Attendance	Person/s Responsible
<b>Good Attendance</b>	Attendance is monitored by <b>Te Hāpai Ō kaiako</b> , who reinforce positive attendance expectations and maintain regular communication with kōhine.
<b>Worrying Attendance</b>	When attendance patterns begin to cause concern, <b>Te Hāpai Ō kaiako</b> provide additional support and <b>advises the Dean</b> , so early barriers can be identified and addressed with whānau.
<b>Concerning Attendance</b>	If attendance does not improve, the <b>Dean intervenes</b> and <b>advises Senior Leadership (SLT)</b> . Targeted strategies are put in place to support the student and address ongoing attendance barriers.
<b>Very Concerning Attendance</b>	For sustained or serious attendance concerns, the <b>Tūmuaki and SLT intervene</b> . This may include whānau hui, individual attendance plans, and engagement with external attendance services, in line with Ministry of Education expectations.

This stepped approach ensures attendance concerns are responded to early, proportionately, and collaboratively, with the wellbeing and success of our kōhine at the centre of all decisions.

## **Identifying and Responding to Attendance Barriers**

Twice termly, the tumuaki leads discussions with staff to identify attendance patterns and barriers.

Where possible barriers are minimised and problem-solved with whānau.

Te Hāpai ō Kaiako are responsible for reporting to the Dean any attendance concerns and patterns of non-attendance.

Attendance data is reviewed to identify patterns across cohorts, year levels, and boarding and day kōhine, to inform targeted responses.

## **Monitoring and Measuring Progress**

The principal is the senior leader responsible for improving school attendance.

SLT and staff have timely discussions about coding decisions as they arise.

The Dean and SLT will review progress and results at the end of each term. This information will be shared with all staff. As a staff collective, we will work together to develop ideas to improve attendance and support each other. This will form the basis of the next steps for the following term.

The principal will report attendance data twice termly to the Board of Trustees.

The principal will provide a termly attendance report to the Board of Trustees based on analyses of data, trends, and narratives from 'Everyday Matters'.

Review of the Attendance Management Plan

This policy will be updated to meet the new requirements before term 1, 2026.

**Review date:** October 2026.

