Peachgrove Intermediate School

Attendance Management Plan

2026

Purpose

The aim of this Attendance Management Plan (AMP) is to improve student attendance at **Peachgrove Intermediate School** by providing clear pathways to identify and address absences.

This plan sets out:

- a clear process to identify and respond to student absences at **Peachgrove Intermediate School**.
- strategies or interventions which will be used at **Peachgrove Intermediate School** at different attendance 'thresholds' (based on numbers of days absent in a term), including who is responsible and what actions will be taken.
- More information can be found on the [Ministry of Education AMP page](#)
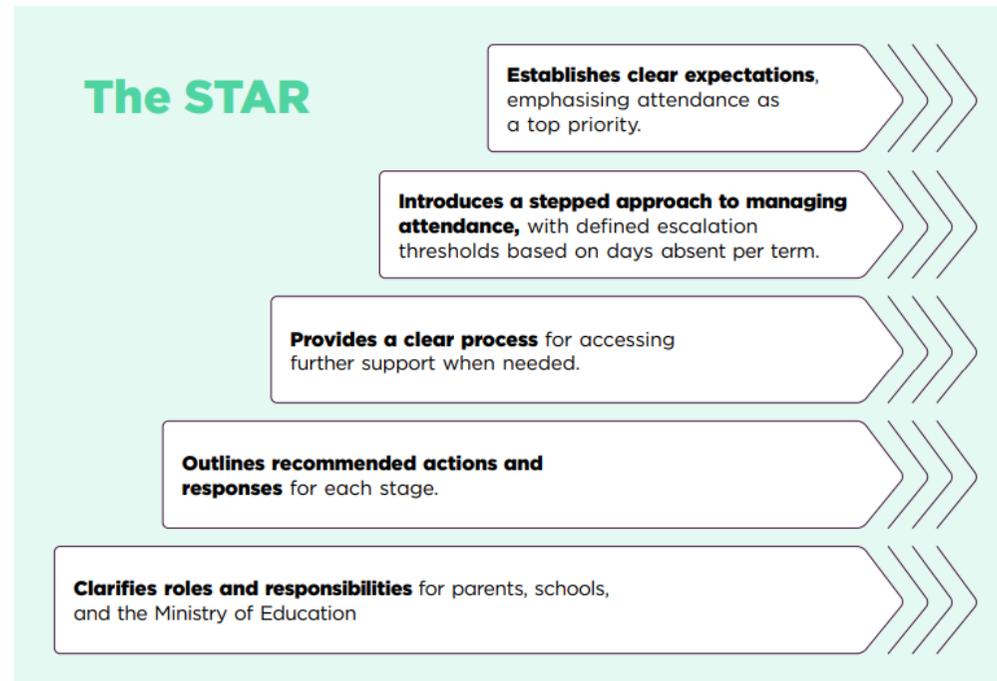
Peachgrove Intermediate School board is required to:

- develop and implement an Attendance Management Plan including publishing it online by the start of Term 1, 2026.
- periodically review their AMP.
- have regard to attendance guidelines from the Ministry of Education when developing your plan, such as **The Stepped Attendance Response (STAR)** outlined below.

The STAR sets the direction so that no student will be left to accumulate absences without an appropriate response to return them to regular attendance.

It also tells us what should happen when students do not attend school. It sets clear expectations that school attendance is a priority, and that:

- parents will participate in the supports offered, and work with the school, the Ministry and other agencies where required, to return children to regular attendance
- schools and the Ministry of Education will take action when student absence is a concern
- students will understand why attendance is important, and that their parents, teachers and leaders will support them to be at school and learning.

The STAR

Establishes clear expectations, emphasising attendance as a top priority.

Introduces a stepped approach to managing attendance, with defined escalation thresholds based on days absent per term.

Provides a clear process for accessing further support when needed.

Outlines recommended actions and responses for each stage.

Clarifies roles and responsibilities for parents, schools, and the Ministry of Education

Peachgrove Intermediate School Stepped Attendance Response

Activities included in the STAR	What this may look like in practice	Who within your school might be responsible	Note any actions your school may need to incorporate these activities
▼ **For students with less than 5 days absence** in a school term			
• Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term	Letter confirming enrolment to include reference to attendance expectations Term newsletters to home to have expectation of attendance and reference to Attendance Management Plan. School Facebook to be updated once a term about the success against our school goal for attendance, reinforcing expectations and provide guidance to parents	Staff member	
• Communicate to parents what steps the school will take in the event their child is absent from school	Publish Attendance Management Plan on the school website on web site. Publish a basic flow diagram showing various steps and outcomes	Staff member	Establish an attendance tab on the school website

Communicate good attendance habits to students and parents	Regular tips about good habits published on school Facebook, website under attendance tab and in school newsletter Each class to regularly update their whanau through google classroom / dojos about good habits within the class.	Staff member	
Monitor attendance	Each class to establish a process to acknowledge good attendance on a regularly basic	Staff member	
• Communicate to parents about every absence	Students to be followed up on arrival back and conversations to be held with whanau about impact of non attendance	Staff member	
Maintain contact details of parents	Have procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents	Staff member	Daily through text Seek verification that enrolment contacts are still correct
• Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Staff member	Check portals in SMS and set up caregiver portal access
• Report regularly to parents on attendance of their child	Provide weekly, or term reports through school communication methods including classroom google classroom / dojo	Staff member	Parental portals Notify parents about how to access parental portal
• Support students getting to school	Communicate to parents the supports available to assist them to get their children to school	Staff member	Ensure that identified issues are addressed and pathways created
• Use school level approaches to promote good social and learning environment	Utilise trauma informed practices or PB4L and regular PLD opportunities	Staff member	

Activities included in the STAR	What this may look like in practice	Who within your school might be responsible	Note any actions your school may need to incorporate these activities
▼ For students with up to 10 days absence in a school term			
• Send formal notification and contact parent/ guardian to discuss reasons for absence	Utilise templates and resources provided by the Ministry of Education and school. Class teacher/team leader to make referral for IAS support to be engaged	IAS	School request for IAS support
• Support students to catch up missed learning where required	Identify missed learning objectives and providing notes or activities to bring student back up to speed	Staff member	
• Use in-school resources as appropriate to remove barriers e.g. 2nd hand uniform shop, PB4L	Make parents and students aware of additional resources and support to access them	Staff member	
▼ For students with up to 15 days absence in a school term			
Send escalated formal notification to parents	Utilise templates and resources provided by the Ministry of Education	Staff member / IAS support	Access IAS portal
• Hold meeting to analyse reasons for absence and to collaborate on a support plan	Utilise templates and resources provided by the Ministry of Education	Staff member / IAS support	Analyse student attendance to date including number of days missed and identify patterns
• Develop and implement a plan tailored to the reasons and circumstances around the child's absence	Collaborate and design an IBP for the individual student create a pathway forward to address the attendance concerns	Staff member	
• Use in-school resources as appropriate to remove barriers and request support from	Engage with the Ministry of Education attendance services to find out about	Staff member	

Ministry or other agencies as needed	options for support		

| Activities included in the STAR	What this may look like in practice	Who within your school might be responsible	Note any actions your school may need to incorporate these activities
▼ **For students with 15 days or more absence** in a school term			
• Send warning notice and make contact to arrange meeting with parents	Utilise templates and resources provided by the Ministry of Education	Staff member support from IAS / LSC	
• Escalate to multi-agency response • Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	Staff member support from IAS / LSC	
• Implement and monitor improvement plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Staff member	
• Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up	Engage with Ministry of Education to discuss options available and required steps to take.	Staff member	
• When criteria is met, follow prescribed processes to un enrol the student	Update ENROL as soon as school is made aware a student will not be returning and complete a non-enrolled notification Share information with other agencies	Staff member	

Summary of our Attendance Management Plan

In line with the government's target of 80% of students regularly attending school by 2030:

Our school has a target of

We're currently at

50 **%**

← **42** **%**
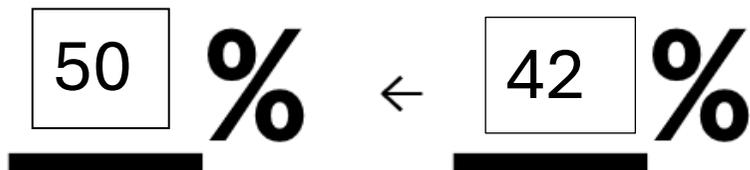
Regular attendance[1]

by Term 3, 2026 Year 8

Regular attendance

Term 3, 2025 Year 7

This target is set out in our school's **Strategic Plan/Annual Implementation Plan.**

Our **Attendance Policy** sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
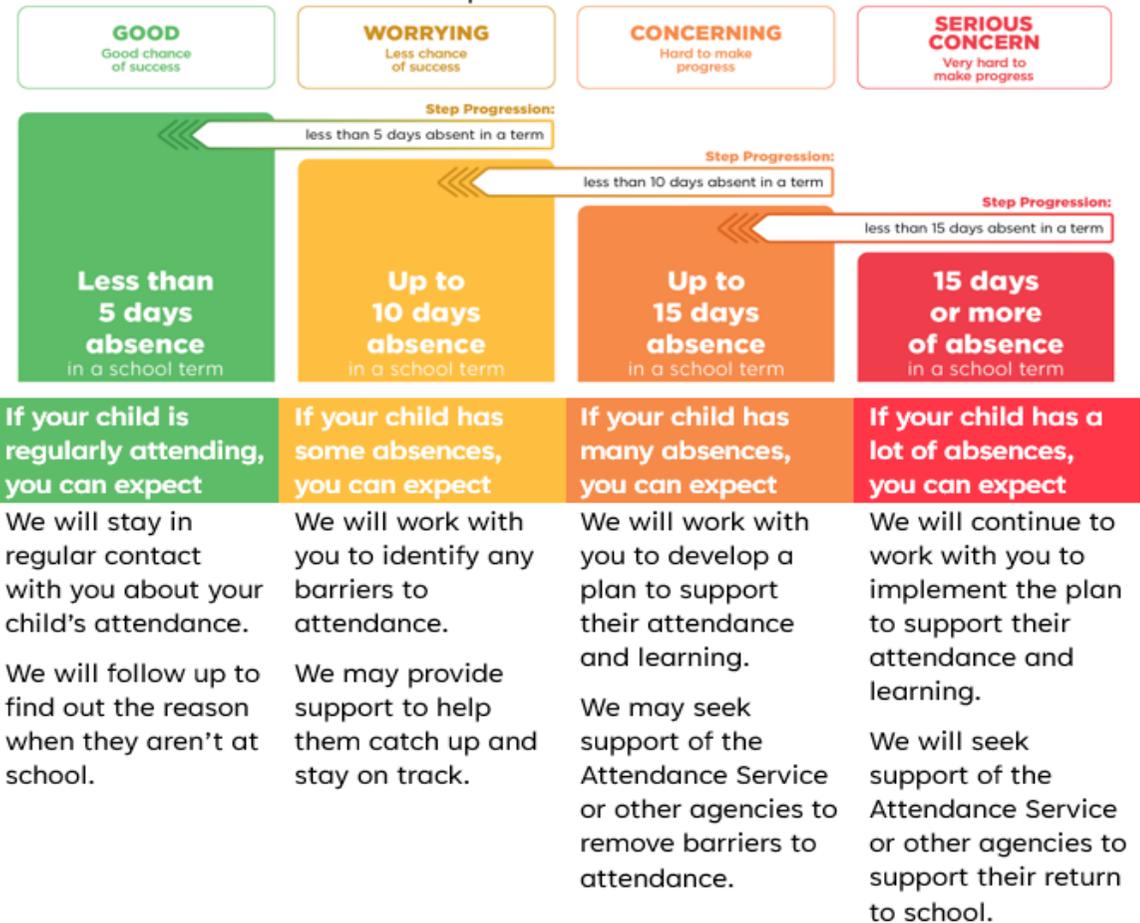- Our expectations of students, parents and our school staff

Our **Attendance Procedures** set out

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences

Our school's **monitoring and assurance process** sets out

- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

Our school uses the Stepped Attendance Response (STAR) to guide when and how we respond to absences.

GOOD	WORRYING	CONCERNING	SERIOUS CONCERN
Good chance of success	Less chance of success	Hard to make progress	Very hard to make progress

Step Progression: less than 5 days absent in a term

Step Progression: less than 10 days absent in a term

Step Progression: less than 15 days absent in a term

Less than 5 days absence in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a school term	15 days or more of absence in a school term
If your child is regularly attending, you can expect	**If your child has some absences, you can expect**	**If your child has many absences, you can expect**	**If your child has a lot of absences, you can expect**
We will stay in regular contact with you about your child's attendance. We will follow up to find out the reason when they aren't at school.	We will work with you to identify any barriers to attendance. We may provide support to help them catch up and stay on track.	We will work with you to develop a plan to support their attendance and learning. We may seek support of the Attendance Service or other agencies to remove barriers to attendance.	We will continue to work with you to implement the plan to support their attendance and learning. We will seek support of the Attendance Service or other agencies to support their return to school.

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[1] "Regular attendance" means attending more than 90% of a term, or 9 days in a fortnight