



## **Boulcott School Attendance Management Plan**

### *Partnering with whānau for Regular Attendance*

#### **Our Philosophy**

At Boulcott School, we believe that regular attendance is fundamental to a child's learning, well-being, and sense of belonging. Our approach to attendance management is centered on **manaakitanga** (care and hospitality), **whanaungatanga** (relationships and connections), and **ako** (reciprocal learning), fostering a supportive environment where every child feels valued and eager to attend school. We are committed to working in partnership with whānau to ensure all tamariki are present, punctual, and engaged in their learning journey.

In our kura, we have clear procedures for recording and monitoring attendance and we work to identify and follow up on any attendance concerns. We have a variety of ways to encourage excellent attendance through identifying and reducing barriers and regular promotion of attendance expectations in communication to tamariki and whānau. Kaiako are expected to play a role in promoting regular attendance every day.

The [Attendance Management Plan \(AMP\) in Hero](#) provides a centralised system (Group > Insights > Attendance) to monitor, track, and manage student attendance against specific, configurable thresholds, aligning with 2025 Ministry of Education (MoE) requirements.

## **School Hours**

Monday - Friday 8.55am - 3.00pm

Children are welcome in classrooms from 8.30am, and we encourage children and their whānau to be at school prior to 8.55am so tamariki can meet with their friends, play, connect with their teachers and settle into the day, ready for learning.

SKIDS before and after school care operates daily. Email them for further information: [boulcott@skids.co.nz](mailto:boulcott@skids.co.nz)

## **Lateness and leaving early**

### **Lateness**

Regular lateness can build up over time and affect learning progress, a sense of belonging and confidence. Whānau are encouraged to support their child to arrive at school on time. If tamariki arrive after 8.55am they need to sign in at the school office on the Vistab system. They will be marked as L (Late) on the roll.

### **Leaving Early**

For safety reasons, students must follow the correct procedures when leaving school during the day. Parents or guardians must sign their child out in person at the office. This goes through Vis Tab into the HERO attendance records. No child is permitted to leave without signing out at the office first.

### **Appointments**

When a child is collected for an appointment during the day, it is important that a parent or guardian signs them out using Vis Tab. If returning to school afterwards, the child needs to be signed back in.

## **Reporting an absence**

Whānau are required to communicate with the school if their child can not attend school, along with a reason for their absence.

Whānau can:

- Call the school office on (04) 5663058
- Email [info@boulcott.school.nz](mailto:info@boulcott.school.nz)
- Report the absence on the HERO app
- Through the school website: [www.boulcott.school.nz](http://www.boulcott.school.nz)

## **Attendance Processes and Follow up Procedures**

Each school day is split into two half days. Teachers will take the attendance roll twice daily digitally at the start of the day and after lunch at 1.55pm. Relievers take a paper roll which is taken to the office.

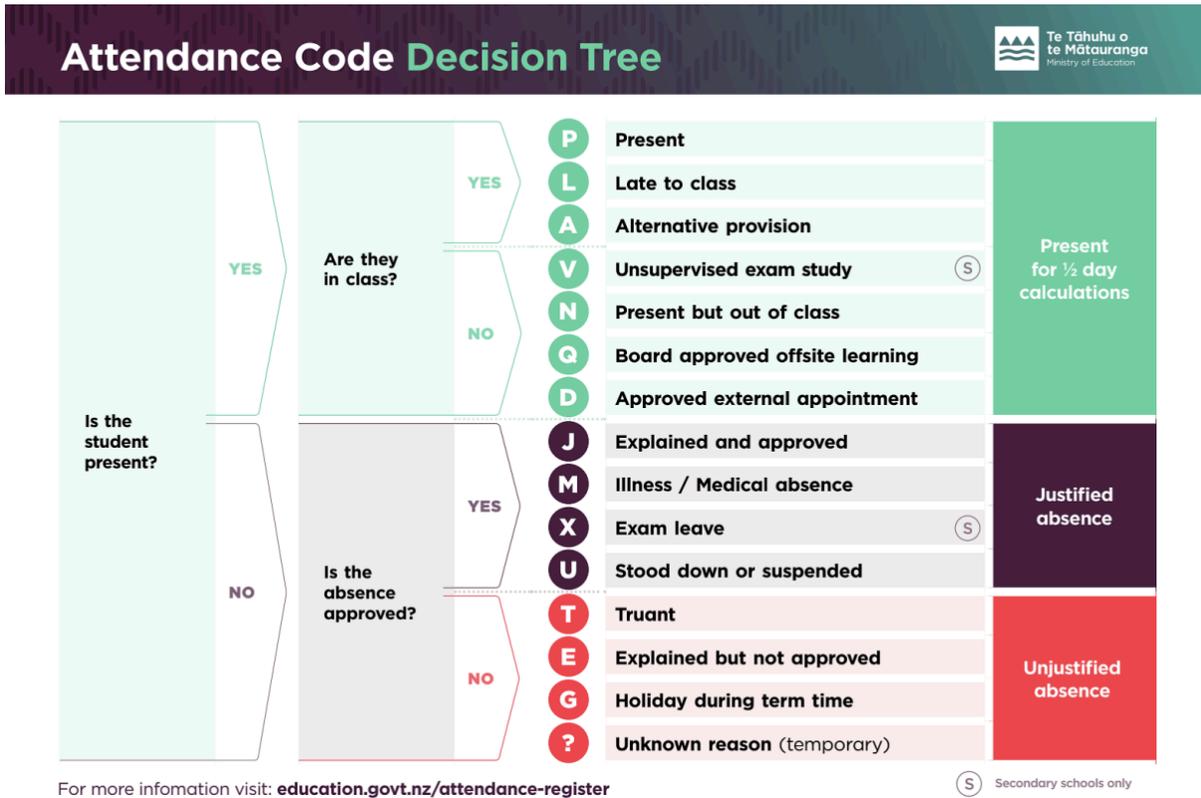
The office monitors rolls and makes contact through text messages, email or phone calls to whānau of students who have not communicated with the school to explain an absence. The reason for the absence is sought, and recorded on HERO.

This is a significantly time-consuming operation, so parents are reminded regularly through school communication systems to report absences. This way, we are sure children are safe in a timely manner.

Following communication via text, email and phone calls, If the office does not receive a response from whānau, the student is marked as T (Truant).

# Attendance Codes

We follow Ministry of Education guidelines and use specific codes when recording attendance and absences into HERO. Absences can either be justified (e.g., for medical reasons) or unjustified (e.g., for an unapproved holiday or other reasons).



## Attendance Goals

In alignment with The Ministry of Education’s attendance goal, Boulcott School aims to ensure 80% of students attend school 90% of the time.

## Stepped Attendance Response

Attendance is closely monitored and categorised into three Tier levels containing four subgroups.

Our plan follows a stepped response, moving from universal monitoring and proactive

support to targeted interventions and, if necessary, intensive external support. The AMP (Attendance Management Plan) section on HERO indicates the attendance thresholds, and alerts key staff to this data.

As a school and leadership team we receive automatic alerts from our school management system (HERO) when a student is absent for more than 5 plus days in a term. These absences may be either justified or unjustified. Once a notification has been received we follow the below response plan. This plan is inline with the Ministry of Education's, 'Stepped Attendance Response' (STAR). For more information please follow this link [Stepped Attendance Response – STAR](#)

# 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



## **Tier 1: Universal Monitoring & Proactive Measures (All Students)**

This tier focuses on creating a positive school culture that encourages attendance and implements robust daily monitoring. This includes regular and moderate attendance categories.

**Regular attendance:** students with over 90% attendance. Students missing fewer than five days of school in a standard 10-week term.

This tier identifies emerging attendance issues early and provides responsive, school-based support in partnership with whānau.

**Moderate attendance:** students with more than 80% and up to 89% attendance. Students missing 5-9.5 days of a standard term.

**Response:** For **moderate attendance** a message will be sent or a face-to-face discussion will be held with whānau, highlighting the attendance concern and inviting whānau to discuss any issues. This is done on a case by case basis. These students are then monitored to ensure there is an improvement in attendance.

## **Tier 2: Early Intervention & School-Based Support (Emerging Concerns )**

**Irregular attendance:** students with more than 70% and up to 79% attendance. Students missing 10-14.5 days of a standard term.

**Response:** For **irregular attendance**, in addition to the first message, whānau will be phoned with the intention of co-constructing a collaborative support plan to improve attendance.

## **Tier 3: Intensive Support & External Referral (Persistent Issues)**

This tier is for persistent, ongoing attendance issues that have not improved despite the school's comprehensive Tier 2 interventions and collaborative planning.

**Chronic and concerning attendance:** students attend 69% of the time or less. Students missing 15 or more days of school in a standard term.

**Response:** In cases of **chronic and concerning absence**, we always attempt to contact whānau, by phone in order to find out more information and invite them to a hui to problem-solve collaboratively. If families are uncontactable or do not engage with us, we then refer the case to outside agencies to improve attendance. In the case of Boulcott School this will be Attendance Services [Attendance services - Ministry of Education](#)

## Roles and Responsibilities

- **Principal/SLT:** Overall oversight, policy implementation, resource allocation and high-level decision-making. Regularly communicate the importance of regular attendance and punctuality to all whānau through the newsletter, HERO posts, community events, school website, enrolment packs. Engagement with whānau can be facilitated on the new Attendance page via the caregiver app.
- **SENCo:** Co-ordinates support for students with identified needs, liaises with whānau to identify and eliminate barriers for complex cases and facilitates referrals to external agencies. SENCo ensures responses and steps taken to support improved engagement are recorded on HERO. SENCo Co-ordinates and develops collaborative solution-focused hui and plans with teaching teams and whānau.
- **Team Leaders:** Support teachers to have conversations with families, and initiate contact with whānau. Encourage teachers to share attendance data and concerns regularly with the team, fostering collective responsibility for monitoring and seeking solutions for support. They may use the letter template on HERO to communicate the need for a hui.
- **Class Teachers:** Twice-daily roll marking, initial whānau contact, communication of concerns, participation in planning hui with families. Pro-actively discuss the importance of attendance during parent interviews.
- **Office Team:** Daily attendance data entry, initial absence follow-up, monitoring unexplained absences and providing support for sign-in/out systems. Inform SLT

at office hui of any on-going concerns they are becoming aware of, e.g. regular lateness, frequent early pick ups, or patterns of absence without viable explanation. Seek reasons for absences and record on HERO.

- **Whānau:** Informing the school of absences/lateness/early collection, partnering with the school to address attendance barriers.
- **Office and Leadership Teams:** These teams have administration rights on HERO and receive alerts around attendance thresholds, then students of concern in these categories can be discussed in Office and Leadership Team hui.

## **Review and Evaluation**

This Attendance Management Plan will be reviewed annually by the Principal and Board of Trustees to ensure its effectiveness, alignment with Ministry of Education guidelines, and responsiveness to the needs of our school community.

