



Western Springs College | Ngā Puna O Waiōrea Attendance Management Plan (AMP)

Date of Approval: [Monday 23 February 2026, Term 1 2026]

Effective Date: Term 1, 2026

Next Scheduled Review: Term 3, 2026 (or immediately following final MoE regulation release)

Prepared By: The Attendance Management Team

1. Context and Rationale

Western Springs College | Ngā Puna O Waiōrea (WSCW) recognises that regular attendance is the single most important factor for student success, wellbeing, and achievement of educational potential.

This plan fulfills the legislative requirement for all state and state-integrated schools to implement an Attendance Management Plan by **Term 1, 2026**, having regard to the Ministry of Education's **Stepped Attendance Response (STAR)** framework.

Our Goal and Targets

The Government's target is for 80% of students to attend school regularly (more than 90% of the time) by 2030. To achieve this, WSCW must aspire to reach an average daily attendance rate of **above 94%**.

Target Metric	Baseline (Term 3, YTD Data Estimate)	Goal (Term 1, 2026)	Long-Term Goal (2030)
Regular Attendance (>90%)	Approx. 50% of students	Increase by 5% (to 55%)	80% of students
Daily Attendance Rate	[To be updated based on Term 4 data]	94%	95%+

2. Roles and Responsibilities

Lifting attendance is a collective responsibility involving students, whānau, staff, and the Board of Trustees.

Stakeholder	Key Responsibilities
Board of Trustees	Approve the AMP and ensure its effective implementation and resourcing. Take all reasonable steps to ensure enrolled students attend regularly.
Principal / Senior Leadership Team (SLT)	Oversee the daily implementation of the AMP. DP with responsibility for Attendance sends daily attendance reports to Heads of House (HoH) and alerts HOH/ AD of any unusual attendance patterns to be followed up immediately. Authorise referrals to the Ministry of Education Attendance Service. Talk to all new enrolments and give them the attendance pamphlet. Provide regular updates for the community via the newsletter and for the BOT through the Management Report.
Heads of House (HoH)/ Academic Directors	Monitor daily attendance reports. Lead follow-up procedures with students and whānau and whānau teachers for Irregular and Moderate attendance concerns.

	Put students who need more support on an attendance report. Follow up on all absences that are unexplained . Refer students to SLT for outside agency attendance support.
Whānau Teachers (Karakia/Period 1)	Mark attendance accurately within the first 10 minutes of class (or at Karakia for NPOW). Follow up on T (truant codes) in whānau time. Follow up on all student attendance, including justified absences and 2x lates (NPOW process).
Attendance Officers (WSC and NPOW)	Implement daily follow-up procedures (text/email/phone/home visit). Act as a key liaison between the school and whānau to identify barriers. Manage data and communication flow. Organise weekly email to all whānau
Families/Caregivers/ Whānau	Ensure children attend school on time every day. Notify the school by phone or email for any absences or appointments. Actively engage with the school to address attendance barriers.
Students	Take responsibility for attending school on time every day. Communicate reasons for absence to Whānau teachers and Heads of House.

3. Procedures for Recording and Monitoring Attendance

WSCW employs a rigorous, daily system to ensure accountability and timely response.

3.1. Daily Attendance Procedure

1. **Recording:** Classroom teachers mark attendance within the first 10 minutes of every class. Waiōrea also marks attendance at Karakia.
2. **Lates Policy:** The warning bell rings at 8:50 am, with Period 1 starting at 9:00 am.
 - The Principal (Mr. Davis) conducts a programme to affirm the importance of on-time arrival, addressing late students

directly.

- **NPOW Process:** If students have **3 x lates**, the Whānau teacher follows up and issues a school service to Waiōrea.
 - Springs issues a lunchtime detention/school service for 3 x lates in one week
3. **Real-Time Data Upload:** Attendance data is updated every day and sent to the Ministry of Education in the afternoon for the Education Counts dashboard.
 4. **Monitoring:** The school office and Attendance Officers monitor absence patterns using the Student Management System. Parents/caregivers can monitor their child’s attendance via the parent portal.

3.2. Follow-Up on Absences (Initial Contact)

Timeframe	Action	Responsibility
Period 1 Absence	Automated text message alert goes home to parents/caregivers.	Attendance Officer/Office Staff
Period 2 Unexplained	Communication from the relevant Attendance Officer (text/email/phone call/home visit)	Attendance Officer
Period 3/Whānau & Period 4 Unexplained	Automated text message alert goes home to parents/caregivers.	Attendance Officer
Daily and Weekly	The staff member with attendance oversight sends a detailed attendance report (including lates) to all HoH and SLT.	Attendance Oversight Staff
Teachers Roll - Every Period	Follow up with teachers who may have forgotten to complete their roll	Attendance Officer

3.3 Recognising positive attendance patterns:

- Certificates for strong attendance (90+ %) at house assemblies each term
- Certificates for improved attendance
- House Attendance Cup

4. Stepped Attendance Response (STAR) Thresholds

This section outlines the escalating, tailored response WSCW will take based on the student's number of **unjustified or unexplained** full days absent in a **school term**.

The Board understands that the MoE defines **Regular Attendance** as **more than 90%** (0-4 days absent per term). **Irregular attendance** is defined as 5 or more full days of unjustified absence in a term, or two half days per fortnight.

Absence Threshold (per term)	Attendance Level	School Response/Intervention	Agency Escalation
0-4 Days	Regular Attendance	Maintain a strong attendance culture. Positive acknowledgment (House/Assembly acknowledgement). Regular reporting on attendance via parent portal/reports.	N/A
5-10 Days	Irregular Attendance	1. HoH/Whānau Teacher Follow-Up: HoH or Whānau teacher contacts parent/caregiver via letter	N/A

		<p>or email to determine reasons for absence and set clear expectations.</p> <p>2. Internal Support Plan: If barriers are identified, develop an informal internal support plan (e.g., Learning Support check-ins, mentoring).</p>	
11-15 Days	Moderate Attendance	<p>1. Formal Meeting: Required meeting with parent/caregiver, student, HoH, and/or Attendance Officer to analyse reasons for absence and collaborate on a formal Attendance Support Plan.</p> <p>2. In-School Resources: Implement tailored plans using in-school resources (e.g., guidance counsellor, Learning Support Team).</p>	Attendance Service referral considered if barriers require external resources or support is not engaged with.
15+ Days	Chronic Absence	<p>1. Escalated Formal Notification: Deputy Principal sends a formal notification letter to parents/caregivers.</p> <p>2. Multi-Agency Meeting: Required meeting with SLT/DP, parent/caregiver, student, and Attendance Officer. External agencies (e.g., Attendance Service, Oranga Tamariki, Tupuranga) may be asked to attend.</p> <p>3. Prosecution Consideration: If appropriate</p>	Mandatory referral to Ministry of Education Attendance Service (Tupuranga Attendance Services) for ongoing support.

		support is offered and not taken up, legal action (prosecution of parents) will be considered as a last resort, as per MoE guidance.	
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5. Late-to-School Response

The school is committed to affirming the importance of on-time arrival.

Lates in a Fortnight	Response	Responsibility
1st Late	Verbal affirmation/reminder from Principal/DP at the lates desk.	SLT/DP
2nd Late (NPOW)	Whānau Teacher follow-up and issuing of school service.	Whānau Teacher (Waiōrea)
3rd Late	HoH contact with parent/caregiver to discuss barriers to punctuality.	Head of House
Persistent Lates	Intervention escalated to Irregular Attendance Threshold (5-10 days equivalent) for formal follow-up if it is impacting total attendance time. Meeting with HOH/Attendance Officer/monitor with a report/attendance contract.	Attendance Officer/HoH

6. Specific initiatives for 2026:

Travel costs and staff release and transport costs for our kura Māori	<p>Support home visits and school pick ups for the Attendance officer in Waiōrea and targeted transport support where applicable for junior students with chronic attendance patterns.</p> <p>Waiōrea sending the automated weekly attendance reports home (via Parot) has made a significant impact on overall engagement in 2025. We have found that through consistent follow-ups with our "irregular" attending students either in their punctuality or attendance, regular checks-ins, sign-offs and ongoing korero - we have observed a significant improvement in their engagement and overall attendance.</p> <p>Next year the hope is that we strengthen engagement across the board - between whānau kaiako, students and home - and see our participation and achievement percentages increase in all areas.</p>
Small group rōpu	Targeted mentoring groups that cover a weekly mentoring session run by someone suitable for Juniors in Springs with chronic attendance patterns- we have trialled this this year with some MOE support and this has made a big difference for this small group of Pacific and Māori taura in the kura auraki. Could include school pick ups where appropriate.
Full school attendance incentives	Incentivising attendance for different scales at school - Whanau class prizes/House Cup for attendance

7. Review and Continuous Improvement

This plan will be formally reviewed in **Term 3, 2026** to ensure alignment with all final Education (School Attendance) Regulations, which are expected to be confirmed later in 2025.

Monitoring:

- Attendance data will be reviewed weekly by HoH and SLT.
- The Board will receive a full attendance report at the end of each term.
- Effectiveness will be measured by tracking the percentage of students meeting the **Regular Attendance** target (>90%).

Feedback:

- Staff and students are encouraged to provide feedback to the HoH and DP on the effectiveness of the plan's procedures.
- The annual plan review will include consultation with students, whānau, and external partners.