

Churton Park School Attendance Management Plan

Version: 1.0

Date Approved by Board: 1/12/2025

Next Review Date: Term 1, 2029 (Reviewed at least once every three years)

1. Attendance Targets and Strategic Goals

Focus Area	Target	Rationale
Attendance Target	Achieve 80% Regular Attendance (attending 90% or more of the time) by the end of the 2026 academic year.	Aligns with the Government's national attendance goal and ensures maximum student opportunity and well-being.
Strategic Goal	To embed a culture where every student, staff member, and whānau understands that 'Every Day Matters' for student success, belonging, and achievement.	Supports the school's core values of Manaakitanga (care and respect) and Eke Panuku (success).

2. Board Statement and Absence Response

The Churton Park School Board of Trustees is committed to taking all reasonable steps to ensure students attend school when it is open for instruction.

The Board will ensure the school:

- Investigates the reason for every absence.
- Responds to absences in line with this Attendance Management Plan (AMP) and the Stepped Attendance Response (STAR) model.
- Records all actions taken in relation to addressing non-attendance.

3. Process to Identify and Respond to Student Absences

Churton Park School uses a Stepped Attendance Response (STAR) model to identify and respond to student absences, moving from universal support to targeted, intensive intervention

based on cumulative days absent per term.

Attendance Threshold	Intervention Stage	Strategy, Action or Interventions
1-3 Days Absent (Per Term)	Universal/Informal (Good Attendance)	Daily Process: Office staff contact whānau immediately if a reason for absence is not provided by 9:30 am.
4-8 Days Absent (Per Term)	Stepped Response 1: Monitoring (Some Absences)	Informal Check-in: Home Teacher makes an informal verbal/email check-in with whānau to understand the reasons and offer support. Office begins tracking for patterns.
9-15 Days Absent (Per Term)	Stepped Response 2: Early Intervention (Many Absences)	Leadership Intervention: Principal/DP contacts whānau to arrange a meeting. Develop a Support Plan with the whānau to identify and address specific barriers.
15+ Days Absent (Per Term)	Stepped Response 3: Intensive Support (Chronic Absences)	Agency Referral: Hold a formal meeting with whānau to review the Support Plan. Refer to the Ministry of Education Attendance Service or relevant external agencies (e.g., Oranga Tamariki, health services) for collaborative, intensive support.

4. Identifying and Responding to Attendance Barriers

The school will actively identify and respond to underlying causes of absence by:

- Whānau Voice: Ensuring early conversations (Steps 1 & 2) are conducted with Manaakitanga (respect and care) to understand the *why* behind the absence (e.g., grief, poverty, transport, health).
- Collaboration: Working with the school (including the School Counsellor) to help facilitate

access to support services for social or emotional barriers.

- Flexibility: Adapting the learning programme or school day (where appropriate and necessary) to support the student's reintegration and sense of belonging.
- Record Keeping: Using the School Management System (SMS) to record and analyse absence codes and patterns to identify systemic barriers (e.g., all absences occur on Fridays).

5. Monitoring, Measurement, and Review

Element	Process	Responsibility
Monitoring Progress	Principal reports termly to the Board against the 80% Regular Attendance target and provides a breakdown of absence reasons.	Principal / Board of Trustees
Measuring Success	Board annually assesses the impact of the AMP using ERO (Education Review Office) attendance definitions and data from the SMS.	Board of Trustees
Reviewing the Plan	The AMP will be formally reviewed by the Board at least once every three years, and following any major regulatory changes or significant sustained shift in school attendance data.	Board of Trustees / Principal