



## HUTT INTERNATIONAL BOYS' SCHOOL

### Attendance Management Policy & supporting STAR procedures

**Reviewed:** January 2026 | **Next Review:** January 2028

#### 1. Strategic Priorities & Goals

Our primary objective is to foster a culture where every student is present and engaged.

- **Regular Attendance:** Target > 80% of students attend > 90% of the time.
- **Punctuality:** > 90% of students on time to class 90% of the time.
- **Engagement:** Reduce single-class and Tutor Group truancy through targeted, follow-up.
- **Communication:** Clearly communicate to parents the impact of term-time family holidays and personal appointments (eg. Driving lessons/tests) on learning.

#### 2. Attendance Expectations

- **Students:** Must attend all timetabled classes, be punctual, and remain for the duration.
- **Families:** Ensure personal appointments (e.g., driving tests) are made outside of school hours where possible. Family holidays during term time are generally not accepted as valid reasons for absence.
- **Teachers:** Rolls must be taken within the first 5 minutes of every class as a standard school routine. All unmarked rolls are followed up with teachers by the Office, with SLT notification.

### 3. Roles and Responsibilities

Group	Responsibilities
<b>School Board</b>	<p>Responsible for taking all reasonable steps to ensure that the students attend school when it is open for instruction. The Board will comply with the provisions in the legislation in relation to student attendance by:</p> <ul style="list-style-type: none"> <li>• Having a commitment to support students return to regular attendance</li> <li>• Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students</li> <li>• Recording all absences, and responding accordingly</li> <li>• Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance publishing this attendance management plan on the school website</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance</li> <li>• Ensure that student absence is investigated, responded to and actions taken recorded aligned with the thresholds</li> <li>• Ensure all students, whānau and staff understand the processes and procedures that support student attendance</li> <li>• Report to the Board on any trends, barriers to attendance and interventions being used to support student attendance.</li> </ul>
<b>Pastoral Team / Housemasters</b>	<ul style="list-style-type: none"> <li>• Fortnightly meetings to discuss caseloads; identify barriers (wellbeing, family, peer relationships).</li> </ul>
<b>Tutor / Class Teachers</b>	<ul style="list-style-type: none"> <li>• Accurate roll marking; first point of contact for catch-up work; identifying early patterns of concern.</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Execute daily text/email reminders and follow-up phone calls</li> </ul>
<b>Parent/Whānau</b>	<ul style="list-style-type: none"> <li>• Ensure students attend every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Open communication with the school</li> <li>• Follow the School's Attendance Management Plan and associated attendance policies and procedures</li> </ul>

#### 4. Daily Attendance Protocols

- **Roll Marking:** Staff take rolls within the first 5 minutes of every period. Unmarked rolls are followed up by the Office with SLT notification.
- **Late Arrivals: \* Period 1:** All students must report to the Office for a Late Pass.
  - **Juniors:** Late arrivals noted in the formbook.
  - **Seniors:** Must report to the Office for a Late Pass.
- **Lateness and Single Class Absence:** 1–3 absences trigger a Housemaster (HM) meeting; 4+ absences trigger an SLT/Whānau meeting.

#### 5. Identifying Barriers & Support

Housemasters and the Pastoral Team are responsible for investigating underlying causes of non-attendance, with the focus on early awareness and early intervention. These include:

- **Wellbeing** concerns.
- **Curriculum issues** or lack of engagement in specific subjects.
- **Peer relationships** or social barriers.

#### 6. Monitoring & Reporting

- **Daily:** Automated texts/emails for unexplained absences.
- **Weekly:** Summaries provided to Housemasters.
- **Fortnightly:** Housemasters meet with DP Ops to discuss caseloads.
- **Termly:** Attendance data presented to the School Board and communicated to the community via newsletters.



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### Stepped Attendance Response Procedure

- The HIBS Stepped Attendance Response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take the necessary action to address non-attendance.
- Year level dean and Guidance Counsellor meet with DP every fortnight to discuss issues.
- Engagement Mentor, Guidance Counsellor meet with DP every second Monday to discuss caseloads.
- Pastoral Team and SLT meet twice per term to review our Attendance Response procedures.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website, school community meetings or other communication methods to set expectations and provide guidance to parents</p>	<p>Tutor teacher</p> <p>Pastoral Team</p> <p>SLT – DP Pastoral Care</p> <p>School board</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms &amp; meetings.</p> <p>Use parent group meetings to share attendance expectations.</p>
Following up absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p>	<p>Administration team</p>	<p>Text based reminder to be sent from 10.15am for all unexplained absences.</p> <p>Follow-up phone calls will happen 11.00am</p>

	Follow-up daily with parents any unexplained absences.		
Minimise disruptions to the school day and week	School board and school leadership prioritise school hours to be for learning	SLT	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Pastoral Team / Deputy Principal	Use our Enrolment interviews with whanau and contributing school visits.  External agency meetings are used in the case of some students.
Escalate attendance issues as needed  Develop support plans  Involve other services, consider referral to Attendance Services	Seek more support as needed	Pastoral Team / Deputy Principal	Staff are encouraged to escalate issues according to these procedures.

### Students with less than 5 days absence

Activities	Practice	Responsible Person	Notes & Actions
Provide students with daily updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Class Teacher (accurate marking the roll)	Updates sent to students and parents through weekly BEST Grades.
Provide parents with daily updates on their son's attendance	Provide weekly notes on attendance to parents via portal and email	Class Teacher (accurate marking the roll)	Updates sent to students and parents through weekly BEST Grades.
Communicate with parents/caregivers  Maintain contact details	Identify all student absences  Communicate these to parents	Tutor Teacher  Attendance Team	Follow-up all absences to confirm reason for absence.  No action taken unless unjustified then responsibility of Attendance Team.

**Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. This is completed by Tutor Teacher and SLT (pastoral care).**

### Students with less than 10 days absence (5-9 days)

Activities	Practice	Responsible Person	Notes & Actions
Provide students with daily updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Class Teacher (accurate marking the roll)	Updates sent to students and parents through weekly BEST Grades.

Provide parents with daily updates on their son's attendance	Provide weekly notes on attendance to parents via portal and email	Class Teacher (accurate marking the roll)	Updates sent to students and parents through weekly BEST Grades.
Contact parents / guardians to discuss reasons for absence and impact on learning	After 5 days contact is made with parents / guardians (call or email)	Tutor Teacher  (Any concerns of next steps discussion options with year level dean)	Record actions taken in KAMAR.  If there is no action taken due to individual circumstance - record this against student record.  Follow-up to be within 2 school days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed.  Encourage students to use online learning platform (Google Classroom)	Class Teacher  Tutor Teacher	Discuss with student in form time - student to follow up with appropriate subject teachers.  Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to remove barriers e.g. uniform, bus pass	Contact Pastoral Team if barriers identified that the school could assist with	Tutor Teacher / Pastoral Team	Parents and student provided access to additional resources.  Consider bus pass; uniform; device; food; counsellor pointments.
<p><b>Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance in KAMAR.</b></p> <p><b>For students who have attendance improvements provide feedback to both student and whānau.</b></p>			

<b>Students with less than 15 days absence (10-14 days)</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to escalate concerns	Further contact with parent  Email and/or phone call as required for escalation.	Attendance Team  SLT	Record actions taken in KAMAR
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Attendance Team  SLT	Consider who is needed at this meeting.

Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan. This may include outside agencies (Youth Mentor organisations or MOE Attendance services)	Attendance Team SLT	Take action quickly where expectations are not being met.
Use in-school resources as appropriate to remove barriers e.g. uniform, bus pass	Contact Pastoral Team if barriers identified that the school could assist with	Tutor Teacher / Pastoral Team	Parents and student provided access to additional resources.  Consider bus pass; uniform; device; food; counsellor or nurse appointments.
<p><b>Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.</b></p> <p><b>For students who have attendance improvements provide feedback to both student and whānau.</b></p>			
<b>Students with greater than 15 days absence (chronic absence)</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to escalate concerns	Further contact with parent  Email and/or phone call as required for escalation.	SLT	Record actions taken in KAMAR
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	SLT	Consider who is needed at this meeting.

Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan. This may include outside agencies (Youth Mentor organisations)	SLT	Take action quickly where expectations are not being met.
Request support from Attendance Service or other agencies as needed  Participate in multi-agency response	Refer to Ministry of Education Attendance services.  Support access to services and collaborating with specialists	SLT	Before referral check all previous actions like support plan are in place.  Resources and supports will continue to be provided as appropriate  Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations are not being met	SLT	Support plan in place  Continue monitoring  Steps taken to reintegrate student
Use in-school resources as appropriate to remove barriers e.g. uniform, bus pass	Contact Pastoral Team if barriers identified that the school could assist with	Tutor Teacher / Pastoral Team	Parents and student provided access to additional resources.  Consider bus pass; uniform; device; food; counsellor or nurse appointments.
<p><b>Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance.</b></p> <p><b>For students who have attendance improvements provide feedback to both student and whānau.</b></p>			



# ATTENDANCE PROCESS



## Roll Check

Roll check by classroom teachers (5-10 mins after class starts)

**STEP 1**



## Daily Attendance Notification

Daily attendance notifications (text / email) sent to all caregivers of absent students in P1 & 2

**STEP 2**



## Weekly Attendance Check

Pastoral Team complete a weekly attendance check

**STEP 3**



## Worrying & Concerning Attendance

Pastoral team monitors and manages chronic attendance issues

**STEP 4**

**Chronic Attendance - SLT monitors and manages, use of external agencies**



