

HILLTOP SCHOOL

ATTENDANCE MANAGEMENT

PLAN



"This Attendance Management Plan will be reviewed annually by the Senior Leadership Team and Board of Trustees, and made publicly available on the school website in compliance with Ministry of Education requirements (effective Term 1, 2026)."

Our Vision

At Hilltop School, we believe that **everyday counts** — consistent attendance enables every learner to grow in knowledge (*akoranga*), strengthen connections (*whakawhanaungatanga*), and thrive in wellbeing (*hauora*).

Our Values

Our approach to attendance reflects the Hilltop School values that shape our culture of care and excellence:

- **Aroha (Kindness):** We create a welcoming environment where every learner feels valued and supported to attend and engage.
- **Whakaute (Respect):** We value learning and one another by being present, prepared, and positive participants in the school community.
- **Mana (Integrity):** We take pride in attending regularly, showing commitment and honesty in our learning journey.
- **Kawenga (Responsibility):** We recognise that attending school each day is a shared responsibility, supporting both personal success and collective growth.

Our Commitment

We are committed to ensuring all Tamariki attend regularly, feel a strong sense of belonging, and experiences success through effort. Attendance is a shared responsibility between students, whānau, staff, and our wider community. Together, we honour the importance of connection to people, place and purpose in learning.

Strategic Alignment

Our Attendance Vision supports Hilltop School's Strategic Plan by:

- Strengthening **Connection** through positive relationships with whānau, teachers, and peers.
- Enhancing **Culture** through shared values and a sense of belonging.
- Supporting **Curriculum** by maximising learning time and enabling students to succeed through consistent effort.

Outcome

*Through partnership with whānau, Hilltop School aspires for every student to attend regularly, engage fully, and flourish as confident, connected, lifelong learners — grounded in the values of **Aroha, Whakaute, Mana, and Kawenga**.*

School-wide Attendance Goal;

- *Achieve 80% of students attending school 90% or more of the term (regular attendance).*
- *Reduce unjustified absences by 50% from 2024 levels.*

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Legal Obligation

36 Students of registered schools required to attend whenever schools are open

- (1) *Except as provided in this Act, a student is required to attend a registered school whenever it is open if the student—
(a) is required to be enrolled at a registered school;
(b) is aged 5 years and is enrolled at a registered school.*
- (2) *A board or sponsor must take all reasonable steps to ensure that the school's students attend the school when it is open.*
- (3) *For the purposes of this section, a student attends a school on any day if, on the day, —
(a) it has been open for instruction for 4 hours or more; and
(b) the student has been present for 4 hours or more when it was open for instruction.*

Rationale

*Regular attendance is essential to student success and wellbeing at **Hilltop School**. When ākongā are consistently present, they are more likely to feel connected to their peers, teachers, and learning environment—key elements that strengthen both academic achievement and personal growth.*

*National and school data clearly show that low attendance directly impacts student learning outcomes. Supporting attendance is therefore a shared responsibility between school, whānau, and ākongā, reflecting our commitment to the values of **Aroha (Kindness)**, **Whakaute (Respect)**, **Mana (Integrity)**, and **Kawenga (Responsibility)**.*

*Hilltop School is committed to a proactive and coordinated approach to attendance through the **Stepped Attendance Response Plan**. This approach focuses on early identification, timely intervention, and strong relationships with whānau to ensure that all students attend school regularly and have equitable access to learning opportunities.*

Accurate and timely attendance marking is both a professional and legal requirement. Attendance data provides valuable insights that support decision-making, identify trends, and ensure accountability to the Ministry of Education.

By working together as a learning community, we aim to maintain attendance above 80% for all learners, ensuring every student at Hilltop School has the opportunity to succeed through regular, meaningful engagement in learning.

Roles and Attendance Procedures

Teacher	<p>DAILY</p> <ul style="list-style-type: none"> Accurately mark the roll in every class. (P) present or (?)absent <p>REGULARLY</p> <ul style="list-style-type: none"> Manage and provide for distance learning for students learning offsite -BOT approved. Support catch-up learning for returning students.
Office Admin	<p>DAILY</p> <ul style="list-style-type: none"> Office applies codes to (?) according to explanation. If absence is unexplained, text parents/guardians requesting explanation (x2). If contact has been unsuccessful, the office will phone the parent/guardian. If contact remains unsuccessful, change (?) to (T). <p>WEEKLY</p> <ul style="list-style-type: none"> Follow up on (T) codes, by phoning parents/guardians to request an explanation.
Attendance Officer (AO)	<p>DAILY</p> <ul style="list-style-type: none"> Send '5 day notice' for 5 days of unjustified attendance within a term. <p>WEEKLY</p> <ul style="list-style-type: none"> Meet with DP to discuss attendance patterns of ākonga whose attendance aligns to the yellow, orange and red steps of the Attendance Management Plan. Send 'First Formal Notification' (through HERO template) to parents/guardians.
DEPUTY PRINCIPAL (DP)	<p>WEEKLY</p> <ul style="list-style-type: none"> Phone parent/guardian of ākonga with attendance code remaining as (T). Red Zone (>30% HERO auto groups) – Monitor and make contact with parents/guardians when ākonga absent. Enact and support Achievement Improvement Plan. Provide Weekly hui with the In School Attendance Team, sharing attendance data generated by HERO, discuss AIP, actions taken and next steps. Identify/celebrate students with good/ improved attendance. <p>REGULARLY</p> <ul style="list-style-type: none"> Conduct home visits and escalate concerns to external services.
SENCO	<p>REGULARLY</p> <ul style="list-style-type: none"> Part of SLT Team – provide access to learning support as required.
Principal	<p>AS REQUIRED</p> <ul style="list-style-type: none"> Send Warning Notice to parents/guardians of ākonga at the red step of the Attendance Management Plan who have been referred to external agencies and after utilising the supports provided by the agencies, there has been no improvement in attendance.

Attendance Thresholds and Responses

- *Green Zone ($\geq 90\%$) – Teacher affirms and celebrates attendance, minimal intervention required.*
- *Yellow Zone (80–89%/>10% auto group) – Attendance Officer sends **First Formal Notification** through HERO (on behalf of Deputy Principal), parent/guardian **conversation** requested. May introduce an attendance plan.*
- *Orange Zone (70–79%/>20% auto group) – Attendance Officer sends **Escalated Formal Notification** through HERO) (on behalf of Deputy Principal), parent/guardian **hui** requested. Attendance plan introduced.*
- *Red Zone (<70%/>30% auto group) – SLT leads intensive intervention. External agencies involved where needed. **Warning Notice** may be sent to parent/guardian*

HILLTOP SCHOOL ATTENDANCE MANAGEMENT PLAN: FLOW DIAGRAM

	GREEN: 90% attendance (up to 5 days per term)	YELLOW: 80% attendance (up to 10 days per term)	ORANGE: 70% (up to 15 days per term)	RED: Less than 70%
Step 1	DAILY (by 9:15) <ul style="list-style-type: none"> Teacher marks roll 9 - 9:15 on HERO or Paper. Paper rolls sent to office. Codes – (P) Present (?) Absent 			
Step 2	DAILY (by 10:00) <ul style="list-style-type: none"> Office applies codes to (?) according to parent/guardian explanation. If absence is unexplained, text parents/guardians to request and explanation. If, after 2 texts, contact has been unsuccessful, the office will phone the parent/guardian. 			
Step 3	DAILY (by 3:00) <ul style="list-style-type: none"> (?) at the end of the day are changed to (T). Update if/when explanation provided. 			
Step 4	WEEKLY: <ul style="list-style-type: none"> AO creates list of (T) for Deputy Principal to phone parents/guardians. 			
Step 5		DAILY <ul style="list-style-type: none"> Attendance officer sends '5 day notice's' through HERO template. 		
Step 6		WEEKLY <ul style="list-style-type: none"> ISAT – discuss >10% <i>auto group</i> AO creates list of ākongā for weekly hui with DP AO sends 'First Formal Notification'. 		
Step 7			WEEKLY <ul style="list-style-type: none"> ISAT – discuss >20% <i>auto group</i> DP sends 'Escalated Formal Notice'. SLT team discussion around supports and barriers for each case as needed. 	
Step 8				<ul style="list-style-type: none"> SLT meets to discuss >30% <i>auto group</i>, supports and barriers. External agencies involved. Principal may send 'Warning Notice'.

KEY:
 ISAT = In-school Attendance Team
 AO= Attendance Officer
 SLT=Senior Leadership Team

Code Group	Sub-Group	Code	Examples
Present	On-site	P – Present	In class and present
		L – Late to class	Late to class and present
		V – Unsupervised exam study	Unsupervised exam study (ON-SITE)
	Off-site	D – Approved external appointment	If a student cannot attend an appointment out of hours e.g. <ul style="list-style-type: none"> • Medical appointments (doctor, dentist), • specialist appointments • appointments with other professionals (e.g., counsellor, social worker).
		Q – Board approved offsite learning	<ul style="list-style-type: none"> • Marae duties/Tangihana • Approved Cultural / Arts/ Sports event (ski team training/Maunga Madness) • Performing / Playing / participating in approved regional or national school event • Overseas - committed to an approved learning plan. • School Approved Wellbeing plan/Graduated Plan or flexible learning plan = Q on days off • Attending an offsite programme for One Plan
A – Alternative provision	<ul style="list-style-type: none"> • Students present at <ul style="list-style-type: none"> ◦ Alternative Education ◦ Health school 		
Absent	Justified Absences	M – Illness / Medical absence	<ul style="list-style-type: none"> • Absent due to illness (includes health-related e.g. anxiety)
		J – Explained and approved	<ul style="list-style-type: none"> • Family arrangement • Overseas holiday (no work or commitment to work)
		U – Stood down or suspended	<ul style="list-style-type: none"> • Stood down or suspended
	Unjustified Absences	T – Truant	<ul style="list-style-type: none"> • Student is absent without explanation
		E – Explained but not approved	<ul style="list-style-type: none"> • Absent without justifiable reason e.g. <ul style="list-style-type: none"> ◦ Didn't come to school because of sports day ◦ Went to watch siblings school production
		G – Holiday during term time	<ul style="list-style-type: none"> • Holiday taken (no work or commitment to work).
		? – Unknown reason (temporary)	<ul style="list-style-type: none"> • This is a TEMPORARY code. This will be updated once the reason is specified.



Hilltop School Attendance Management Plan

Communication – Monitoring -- Support – Reporting – Teaching and Modelling

For students with less than 5 days absence in a school term - 90% + attendance

Goal - To maintain and reinforce regular attendance patterns,

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible?
<p><u>Communication</u></p> <p><i>Clear communication to parents/guardians on attendance expectations on enrolment, at the start of school year, and each term</i></p> <p><i>Communicate to parents/guardians what steps the school will take in the event their child is absent from school</i></p>	<p><i>Include information on attendance requirements with enrolment form, to go out with new students</i></p> <p><i>Remind all parents/guardians of attendance protocols at beginning of year and each term via the school newsletter.</i></p> <p><i>Explain to parents/guardians the codes used to record attendance of each student at enrolment and the expectations and methods for informing the school of absences.</i></p>	<p><i>Enrolment form and School Newsletter - introduce attendance team and outline protocols</i></p> <p><i>Attendance letters to update parents/guardians of rates and requirements</i></p> <p><i>Attendance codes on display</i></p>	<p><i>SLT</i></p> <p><i>ISAT</i></p> <p><i>DP</i></p>

<p>Monitoring</p> <p><i>Monitor attendance</i></p> <p><i>Communicate to parents/guardians about every absence</i></p> <p><i>Maintain contact details of parents</i></p>	<p><i>Mark the roll between 9:00 and 9:10 a.m.</i></p> <p><i>Mark students present, and use '?' for any who are absent.</i></p> <p><i>Update records using the correct code once the reason for absence is confirmed.</i></p> <p><i>If an absence is unexplained, text parents/caregivers to request an explanation. If after 2 texts, contact has been unsuccessful, the attendance officer will phone the parent/caregiver.</i></p> <p><i>Unexplained absences are recorded as 'T' (Truant) for the day and updated if an explanation is later provided.</i></p> <p><i>Data is sorted using the auto group function within HERO (SMS) and discussed at a weekly attendance team meeting.</i></p> <p><i>Students who require closer monitoring are identified and added to In School Attendance Team Management document.</i></p> <p><i>Gather details at enrolment.</i></p> <p><i>Check details at Whanau Hui at the beginning of each school year.</i></p> <p><i>Check in on a regular basis when parents visit and notes any updates.</i></p> <p><i>Check details at Mid-Year Whanau Hui</i></p>	<p><i>HERO (SMS)/Paper Roll</i></p> <p><i>The In-school Attendance Team generates the data using HERO</i></p>	<p><i>Teachers</i></p> <p><i>Teachers</i></p> <p><i>Office Admin</i></p> <p><i>Office Admin</i></p> <p><i>Office Admin</i></p> <p><i>ISAT</i></p> <p><i>ISAT</i></p> <p><i>Office Admin</i></p> <p><i>Teacher</i></p> <p><i>Office Admin</i></p> <p><i>Teacher</i></p>
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<p><u>Reporting</u></p> <p><i>Provide students with regular updates on their own attendance</i></p> <p><i>Report regularly to parents/guardians on attendance of their child</i></p>	<p><i>Include in the newsletter (termly) instructions for parents on how to access their child's attendance information.</i></p> <p><i>Once HERO functionality is enhanced, begin sending termly updates on ākongā attendance and their placement within the traffic light attendance system.</i></p> <p><i>Include information on attendance in ākongā reports, Term 2 and Term 4</i></p>	<p><i>Attendance section in school newsletter.</i></p> <p><i>HERO templates aligned with "Communicating with parents about attendance - Information for school leaders"</i></p> <p><i>HERO -reporting</i></p>	<p><i>DP</i></p> <p><i>AO</i></p> <p><i>DP</i></p>
<p><u>Support</u></p> <p><i>Support students to catch up missed learning where required</i></p>	<p><i>Teachers build strong relationships with students.</i></p> <p><i>Provide work for students to complete ahead of absence if it is a planned absence. (Distance learning protocols and supports)</i></p>	<p><i>Culturally Relevant and Relational Pedagogy</i></p>	<p><i>Teacher</i></p>
<p><u>Teaching and modelling</u></p> <p><i>Use a range of approaches to recognise and promote good and improved attendance.</i></p>	<p><i>Celebrate good and improved attendance.</i></p>	<p><i>Public recognition</i></p>	<p><i>DP</i></p>



Hilltop School Attendance Management Plan

Communication – Monitoring – Support – Reporting – Teaching and Modelling

For students with up to 10 days absence in a school term - 80% attendance

Goal -To restore student's attendance to above 90%

Activities	What we do (A description of the school's actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p>Contact parents/guardians about emerging absence patterns, outlining school attendance expectations and next steps if ākongā remain in a traffic light attendance category.</p>	<p>From week 1 of Term 1</p> <p>Send '5 day notice' for 5 days of unjustified attendance within a term. (Start including justified days when HERO functionality becomes available.)</p> <p>From week 5 of Term 1</p> <ul style="list-style-type: none"> Identify ākongā with concerning patterns of attendance, <90% attendance. Send first formal notification to parents/guardians. Include 'information for whānau', explaining expectations and processes. 	<p>HERO 5 day unjustified 'Attendance Intervention' alert. Complete notification template and send to parents/guardians. Record details in 'Attendance Intervention' section on HERO.</p> <p>Use HERO to identify ākongā, through HERO 'Absent >10%' auto group function and send first formal notification to parents/guardians using HERO template.</p>	<p>AO</p> <p>ISAT</p>
<p><u>Monitoring</u></p> <p>Monitor attendance</p> <p>Communicate to parents ongoing patterns of attendance</p> <ul style="list-style-type: none"> Improvement made? Continued patterns of attendance? 	<p>From week 1 of Term 1</p> <ul style="list-style-type: none"> Monitor daily attendance to identify ākongā who have 5 or more unjustified absences within a term. (Start including justified days when HERO functionality becomes available.) <p>From week 5 of Term 1</p> <ul style="list-style-type: none"> Track attendance of ākongā who have had <90% attendance. Monitor for improved patterns of attendance. 	<p>HERO 5 day unjustified 'Attendance Intervention' alert.</p> <p>Weekly Attendance Hui – discuss patterns and communicate with parents to share improvements/challenges</p>	<p>AO</p> <p>ISAT</p>

<ul style="list-style-type: none"> Escalated absences? <p>Maintain contact details of parents</p>	<p>Update contact details</p>	<p>When in contact with parents/guardians, check that the school has correct details</p>	<p>Office Admin</p>
<p>Reporting</p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to parents on attendance of their child</p>	<p>Include in the newsletter (termly) instructions for parents/guardians on how to access their child's attendance information.</p> <p>Once HERO functionality is enhanced, begin sending regular updates on ākongā attendance and their placement within the traffic light attendance system.</p> <p>Include information on attendance in ākongā reports, Term 2 and Term 4</p>	<p>Attendance section in school newsletter.</p> <p>HERO templates aligned with "Communicating with parents about attendance -Information for school leaders"</p>	<p>AO</p> <p>AO</p>
<p>Support</p> <p>Support students to catch up missed learning where required</p>	<p>Teachers build strong relationships with students.</p> <p>Provide work for students to complete ahead of absence if it is a planned absence. (Distance learning protocols and supports)</p>	<p>Culturally Relevant and Relational Pedagogy</p>	<p>ISAT</p>
<p>Teaching and modelling</p> <p>Use in-school resources such as Mana Ake, SENCO, LSC, Youth mentor, Heart fund as appropriate to remove barriers</p>	<p>Triage to identify barriers.</p>	<p>Resource appropriately</p>	<p>ISAT/SENCO</p>



Hilltop School Attendance Management Plan

Communication – Monitoring -- Support – Reporting – Teaching and Modelling

For students with up to 15 days absence in a school term - 70% attendance

Goal - to re-engage students and increase attendance.

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p><i>Contact parent to escalate concerns.</i></p> <p><i>Hold meeting to analyse reasons for absence and to collaborate on a support plan</i></p> <p><i>Develop and implement a plan tailored to the reasons and circumstances around the child's absence</i></p>	<p><i>Send escalated formal notification to parents/guardians inviting them to be part of the solution.</i></p> <p><i>In School Attendance Team hold Attendance Hui.</i></p> <p><i>Improved Attendance Plan (IAP) is developed.</i></p>	<p><i>Use HERO to identify ākonga, through HERO 'Absent >20%' auto group function and send escalated formal notification to parents using HERO template</i></p>	<p><i>DP</i></p> <p><i>ISAT</i></p>
<p><u>Monitoring</u></p> <p><i>Monitor attendance.</i></p> <p><i>Implement and monitor Improved Attendance Plan (IAP)</i></p> <p><i>Communicate to parents about every absence.</i></p> <p><i>Maintain contact details of parents/guardians.</i></p>	<p><i>Weekly hui to discuss attendance patterns and the outcomes of the IAP</i></p> <p><i>Update contact details</i></p>	<p><i>Use HERO to track patterns of attendance, looking specifically for improvements.</i></p> <p><i>When considering patterns, review the IAP to identify where the plan is having a positive impact and where changes may need to be made.</i></p> <p><i>Further engagement with Learning Support may be required</i></p> <p><i>When in contact with parents/guardians, check that the school has correct details</i></p>	<p><i>ISAT</i></p> <p><i>DP</i></p> <p><i>DP/SENCO</i></p> <p><i>Office Admin</i></p>

<p>Reporting</p> <p><i>Provide students with regular updates on their own attendance</i></p> <p><i>Report regularly to parents on attendance of their child</i></p>	<p><i>Incorporate reporting component in follow up hui when reviewing progress against IAP goals.</i></p>	<p><i>Attendance section in school newsletter.</i></p> <p><i>HERO templates aligned with "Communicating with parents about attendance -Information for school leaders"</i></p>	<p><i>DP</i></p> <p><i>AO</i></p>
<p>Support</p> <p><i>Support ākonga to catch up missed learning where required</i></p> <p><i>Support ākonga to attend school.</i></p>	<p><i>Teachers build strong relationships with students.</i></p> <p><i>Provide work for students to complete ahead of absence if it is a planned absence. (Distance learning protocols and supports)</i></p> <p><i>Identify barriers to attendance.</i></p>	<p><i>Culturally Relevant and Relational Pedagogy.</i></p> <p><i>Communicate with parents/guardians to identify possible barriers.</i></p> <p><i>Access Well-being fund to minimise/remove impact of barriers.</i></p>	<p><i>Teachers</i></p> <p><i>DP/SENCO</i></p> <p><i>DP</i></p>
<p>Teaching and modelling</p> <p><i>Use in-school resources such as Mana Ake, SENCO, LSC, Youth mentor, Heart fund as appropriate to remove barriers</i></p>	<p><i>Triage to identify barriers.</i></p>	<p><i>Resource appropriately</i></p>	<p><i>ISAT/SENCO</i></p>



Hilltop School Attendance Management Plan

Communication – Monitoring -- Support – Reporting – Teaching and Modelling

For students with up to 15 or more days absence in a school term - LESS THAN 70% attendance

Goal- Intensive intervention to overcome complex barriers.

Activities	What we do (A description of the school's actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p>Provide warning parents and make contact to arrange meeting.</p>	<p>Send warning notice and make contact to arrange meeting with parents/guardians.</p> <p>Home visit to inform whānau of next steps.</p>	<p>Use HERO to identify ākongā, through HERO 'Absent >30%' auto group function and send warning notice to parents/guardians using HERO template.</p> <p>In-school Attendance team delivers letter explaining next steps.</p>	ISAT
<p><u>Monitoring</u></p> <p>Implement and monitor Improved Attendance Plan (IAP)</p> <p>When criteria are met, follow prescribed processes to un-enrol the student</p>	<p>Refer to attendance services</p> <p>Engage in multi-agency response</p> <p>After 21 days of absence. – remove from roll and activate supports.</p> <p>If ākongā has left the school, and there is a chance that they may not 'arrive' at another school - 'NET' by activating instant notification on ENROL.</p>	<p>ASA Referral – access to attendance services</p> <p>ENROL – unenrolment</p> <p>Attendance services - notify</p>	<p>DP</p> <p>Office Admin</p> <p>DP</p>
<p><u>Reporting</u></p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to parents on attendance of their child</p>	<p>Incorporate reporting component in follow up hui when reviewing progress against IAP goals.</p>	<p>Attendance section in school newsletter.</p> <p>HERO templates aligned with "Communicating with parents about attendance -Information for school leaders"</p>	<p>DP</p> <p>AO</p>

<p><u>Support</u></p> <p><i>Escalate to multi-agency response</i></p> <p><i>Participate in multi-agency response</i></p>	<p><i>Refer students to Interagency</i></p>	<p><i>Complete ASA/RTLB referral and or funding applications (IRF?)</i></p> <p><i>Communicate with Attendance Services</i></p>	<p><i>DP/SENCO</i></p> <p><i>DP</i></p>
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