

BULLS SCHOOL

To create collaborative, connected and active lifelong learners
in an innovative community school environment.

Attendance Management Plan

1. Purpose

This Attendance Management Plan sets out Bulls School's approach to identifying and responding to student absences. The plan supports improved engagement, equity, and wellbeing for all students, and aligns with the Ministry of Education's Stepped Attendance Response (STAR).

Why is attendance important?

We believe regular attendance is critical to student wellbeing and achievement. Our school promotes a culture where attendance is valued, monitored and supported through strong relationships, clear communication, and proactive interventions. Regular attendance has a big impact: the more often children attend school, the better they do at school, the happier they are, and the better they are set up for life.

***Bulls School Attendance Targets** - By the end of 2026, 80% of students are attending 70%+ of the time (Link in to Annual Implementation Plan?)*

Bulls School uses the *Stepped Attendance Response (STAR)* to guide when and how we respond to absences.



If your child attends school regularly you can expect:	If your child has some absences you can expect:	If your child has many absences you can expect:	If your child has a lot of absences, you can expect:
<p>We will stay in regular contact with you about your child's attendance.</p> <p>We will follow up to find out the reason when they aren't at school.</p>	<p>We will work with you to identify any barriers to attendance.</p> <p>We may provide support to help them catch up and stay on track (e.g online learning or learning packs).</p>	<p>We will work with you to develop a plan to support their attendance and learning.</p> <p>We may seek support of the Attendance Service or other agencies to remove barriers to attendance.</p>	<p>We will continue to work with you to implement the plan to support their attendance and learning.</p> <p>We will seek support of the Attendance Service or other agencies to support their return to school. This may include removing your child from our roll if absences are > 20 consecutive days.</p>

2. Roles and Responsibilities

Attendance Officer	Monitor eTAP weekly, follow up on unexplained absences, communicate with caregivers, maintain accurate records, liaise with teaching staff and Tumuaki, coordinate referrals to Te Puna Kaiherenga Whanau Kaimahi - Attendance Officer in consultation with the SENCO and Tumaki.
Classroom Teachers	Accurately mark rolls on eTAP with the new Ministry Codes by 9:10am and then in the afternoon by 1:50pm .
Office Staff	Make phone calls to whānau of students who have not shown up to class to find out the reason why. Enter reliever's class list into Etap with the new Ministry Codes.
Relievers	Mark a printed class list both in the morning and afternoon and hand in to the office.
Tumuaki	Approve extended leave, support the Attendance Officer to manage serious attendance concerns, oversee referrals to Te Puna Kaiherenga initiated by the Attendance Officer.
Caregivers	Notify school of absences or their child being late via phone, app, email prior to the beginning of the school day

Lateness: Being late can have a negative impact: students who frequently arrive after class has started often miss important instructions, disrupt the learning environment, and struggle to catch up. **When a student is late more than six times in a term**, the school will make contact and send out a formal email to caregivers outlining the pattern of lateness, its impact on learning, and expectations for improvement.

Early Pick-up Procedure: When a student is being picked up **early**, the parent or caregiver must sign the student out at the office.

3. Bulls School - Stepped Response to Absence (STAR - Aligned)

Level	Definition	Action
1	0-4 days absent per term	Monitor; no action if justified Celebrate through class and school-wide recognition
2	5-9 days absent per term	Classroom teacher to 'check in' with the child. Attendance officer to make phone contact with whānau to understand the reason for absences. Letter 1 with attendance data attached sent.
3	10-14 days absent per term	Attendance officer to organise a time for a hui with student, whānau and possibly including SENCO and Tumuaki to develop a plan to support. A formal attendance improvement plan is created, with clear goals and check-ins. Letter 2 sent out.
4	15+ days or more of absent	The situation escalated. Letter 3 sent out and referral made to Attendance Service. The school continues to work closely with the Attendance Service and whānau.

4. Classifying absences - Justified and Unjustified

At Bulls School we classify absences according to the Ministry of Education attendance codes.

Justified absences are:

- Explained and approved - family emergencies, bereavement, representing in national/cultural events, approved exemptions
- Illness or medical absence (after 3 days a **medical certificate** is requested)
- Stand down or suspension


Unjustified absences are:

- Truant - No explanation is given
- Holiday during Term time
- Absences that do not fit within school policy, e.g not wanting to attend a sporting event, stayed up too late last night

5. Review and Publication

- This plan will be reviewed annually by SLT and the board, or earlier if required by changes to Ministry regulations.

The plan will be published on the school website by the end of Term 4, 2025.

Approval:	Date: <i>School Board signature:</i> 	Published on:	https://www.bulls.school.nz
Effective Date:	<i>Date: Term 4 2025</i>	Review Date:	<i>Date: Term 4 2026</i>