



Buckland School



Attendance Management Plan

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Purpose	The purpose of this plan is to promote regular attendance and active engagement in learning for all ākonga, recognising that consistent attendance is essential for academic achievement, wellbeing, and future success. This plan seeks to proactively identify and address barriers to attendance, provide timely and appropriate support, and strengthen collaboration with whānau to find sustainable solutions.
Tiered Response System Te Pūnaha Urupare	
Tier 1 – Universal Supports (All Students)  	- Attendance is monitored daily by classroom teachers and the school attendance officers. - Any un-notified absence will be followed up each day by the school attendance officers. - Our School Values emphasise the importance of responsibility and resilience including punctuality and being present. - Attendance reminders are shared regularly in newsletters and assemblies. - Whānau contact by kaiako or Senior Management or a reminder letter is sent. - Term attendance certificates are given to celebrate high attendance. - Sharing of attendance and setting of goals at class level. - Students who do not maintain an attendance rate of 85% or higher may not be eligible to represent the school in events or leadership roles.
Tier 2 – Targeted Early Intervention (Up to 10 days absence in a school term) 	- Whānau attendance check-in meetings are held with a member of the Senior Leadership team and whānau to explore ongoing issues. Identify patterns or barriers such as transport, anxiety, illness, uniform, or food insecurity. - Referrals to the SENCO or LSC are made where wellbeing or mental health concerns are present. - Short-term incentives or attendance plans are developed to motivate and re-engage students.
Tier 3 – Intensive Support (more than 15 days absent in a term) 	- Whānau contact by senior management. - An Individual Attendance Plan (IAP) is developed in collaboration with the student, whānau, and relevant support agencies. - Case management involving the SENCO, Learning Support Coordinator (LSC) and RTLB to provide tailored interventions. - Involve external social agencies where appropriate (e.g., Oranga Tamariki, Te Kura, MSD) to address wider needs. - Flexibility in timetable, curriculum, or transition planning to support student re-engagement. - Ongoing review of progress and strategies to maintain or rebuild attendance.

Communication and Partnership	• Attendance expectations are explained at enrolment and school whānau hui. • Termly summaries and follow-up letters are sent to whānau with less than 85% attendance. • Whānau hui and support meetings use culturally responsive practice. • Students are invited to share their voice and co-develop attendance solutions.
Monitoring and Review	• The senior leadership team reviews weekly attendance reports to identify trends and concerns. • Case reviews for all students with less than 85% attendance- next steps or interventions. • Meetings held with Franklin Attendance Service (FAS) to coordinate support. • Term reports to the School Board, including trends by gender, ethnicity, and year level. • Termly review of attendance strategies, effectiveness, and progress towards targets.