

## **Carmel College Attendance Management Plan 2026**

### **Purpose:**

This Attendance Management plan sets out Carmel College's strategy and process for identifying, responding to, and reducing student absences, in accordance with sections 137A–137D of the Education and Training Act. Our focus is on supporting Year 7-13 students and whānau to ensure consistent engagement in learning.

### **Why is this needed?**

Consistent, regular attendance is directly linked to student engagement, academic success and positive social relationships. Carmel College is committed to promoting regular attendance through a proactive, supportive, and holistic approach. Grounded in our Catholic character, we provide robust teaching and learning programmes that engage and challenge students, alongside strong pastoral supports that address individual barriers to attendance. By working together towards regular attendance with students, whānau, and support services, we ensure that every student has the opportunity to reach their full potential.

### **Legislation and Supporting Documents:**

Under the **Education and Training Act 2020**, attendance at school is both a legal requirement and a key responsibility shared between the school and parents/whānau:

- **Section 35:** Students aged six to sixteen must be enrolled at school.
- **Section 36:** Once enrolled, students are required to attend school regularly unless an approved exemption is granted by the school and the Ministry of Education. Boards of Trustees must take all reasonable steps to ensure enrolled students attend school when it is open.
- **Section 244:** Parents and guardians have a legal obligation to ensure their children attend school.

Under the **Education and Training Amendment Bill 2025 – Attendance Management (Sections 137A–137D)** Attendance management plans must be in schools before Term 1 2026. Plans support compliance by outlining processes to monitor attendance, identify and address patterns of non-attendance early, and provide targeted pastoral and academic support.

- **Section 137A:** Every school board must have an attendance management plan. The plan must outline a strategy to identify and respond to student absences and support regular attendance.

- **Section 137 B:** Boards must consider guidelines on school attendance management issued by the Secretary when preparing the plan.
- **Section 137 C:** Boards must review the plan in accordance with relevant regulations. Following review, boards must either readopt the existing plan or adopt a new or amended plan.
- **Section 137 D:** Boards must assure that plans are publicly accessible on an internet site maintained by or on behalf of the board.

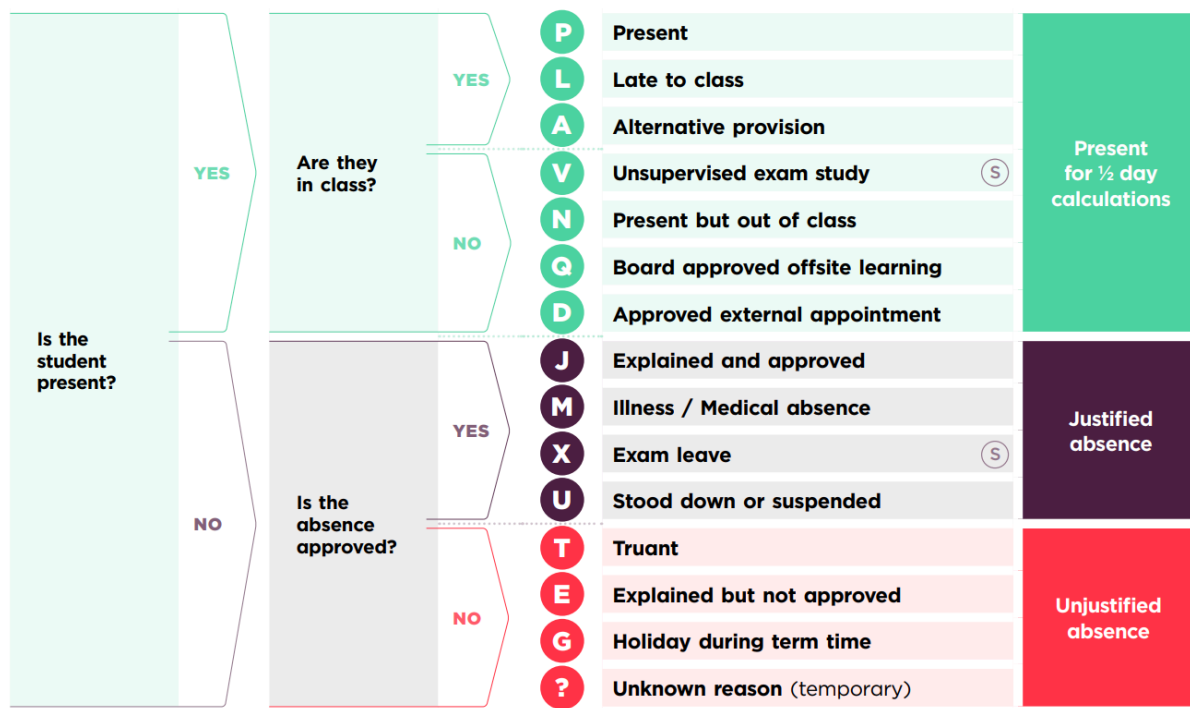
## Attendance Management Goals

Carmel College's attendance target is for 80% of our students to be present for more than 90% of the time. This aligns with the government's regular attendance target, which is to be achieved by 2030.

In Term 3 of 2025, our regular attendance rate was **56%** meaning that 602 of our students missed **fewer than** 5 days of school in our term, attending 90% of the term.

## Definitions:

At Carmel College, we follow Ministry of Education guidelines and use specific codes when recording attendance and absences onto KAMAR. Absences can be either justified (e.g., for medical reasons) or unjustified (e.g., for holiday during term time or other reasons).



\* Holidays during term time are considered unjustified absences.

**Q Code- Board approved offsite learning.**

[This procedure](#) outlines the criteria for Board approval for the use of attendance code “Q” for student participation in regional, national, or international competitions. It applies to requests for leave of up to 10 school days for activities in sport, music, dance, or drama.

**Attendance Officer and Attendance Services**

Carmel College may refer students with extended or persistent absences to Attendance Services.

Under the Education and Training Act (s 48), the board may appoint an attendance officer who has authority to follow up absences with students and their parents/caregivers directly. Carmel College Attendance Officer is : Yvette Smith

**Aligning Carmel STAR ( Stepped Attendance Response) and Everyday Matters wording:**

CARMEL STAR	Everyday Matters
Good (less than 5 days absence in a term)	Regular (over 90% attendance; absent fewer than 5 days per term)
Worrying (up to 10 days absence in a term)	Irregular (81% - 90% attendance; absent between 5 and 9 days per term)
Concerning (up to 15 days absence in a term)	Moderate (71% - 80% attendance; absent between 10 and 14.5 days per term)
Very Concerning (15 days or more of absence in a term)	Chronic (70% or less attendance; absent for 15 days or more per term)

**Roles and Responsibilities:**

Roles	Responsibilities
Carmel College Board of Trustees	Take all reasonable steps to ensure that Carmel College’s students attend the school when it is open for instruction.  Commit to support students to return to regular attendance.  Ensure that the school attendance management plan: <ul style="list-style-type: none"><li>establishes clear processes and procedures that support a Stepped Attendance Response</li></ul>

	<ul style="list-style-type: none"> <li>• uses data-based thresholds to identify students who require follow-up and support.</li> <li>• complies with Ministry regulations and guidelines</li> <li>• contains an effective method for identifying patterns and barriers to student attendance</li> <li>• allows for accurate recording of student absences.</li> </ul> <p>Review and readopt/update the plan as required.</p> <p>Publish the attendance management plan on the school's website.</p>
Whānau/Caregivers	<ul style="list-style-type: none"> <li>• ensure students attend every day they are able to.</li> <li>• reinforce good attendance habits and attitudes.</li> <li>• maintain open communication with Carmel College staff.</li> <li>• follow our attendance management plan and associated policies and procedures.</li> <li>• engage in supports offered at all thresholds.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• arrive at school and classes on time each day</li> <li>• attend all timetabled classes and remain on school grounds unless there is a legitimate reason and student is formally signed out.</li> <li>• year 13 students must sign in and out when arriving/ leaving school for non-contact time as per school procedure.</li> <li>• communicate early with deans and teachers if barriers to attendance are experienced.</li> <li>• follow procedures for planned absences for representative and self- interest leave.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• the Principal will delegate duties so as to manage the recording of electronic student attendance, register and the follow-up procedures for non-attending students.</li> </ul>
Deputy Principal-Pastoral Care with delegated responsibility for Attendance matters.	<ul style="list-style-type: none"> <li>• develop and implement a stepped attendance response aligned with the Ministry thresholds to support student attendance</li> <li>• ensure that student absence is investigated, responded to and appropriate actions are taken that align with the response framework.</li> <li>• lead the implementation of the plan and provide professional development for staff.</li> <li>• monitor school-wide attendance data and trends.</li> <li>• act as the primary contact for chronic absence</li> </ul>

	<ul style="list-style-type: none"> <li>cases.</li> <li>Liaise with the Ministry of Education Attendance Service and other support agencies.</li> <li></li> </ul>
Deans	<ul style="list-style-type: none"> <li>monitor student attendance for their respective House group.</li> <li>liaise with Atawhai teachers and students around unexplained absences and attendance concerns</li> <li>notify Deputy Principal Pastoral Care of serious student attendance concerns</li> <li>implement interventions and back to school support plans as required and in line with Carmel College's STAR thresholds.</li> </ul>
Subject Teachers	<ul style="list-style-type: none"> <li>accurately enter attendance in KAMAR at the beginning of each period.</li> <li>accurately record student lateness to each period beyond Period 1.</li> <li>communicate attendance irregularities or concerns to House Deans and/or non-teaching staff with attendance responsibilities.</li> </ul>
Atawhai Teachers	<ul style="list-style-type: none"> <li>accurately enter attendance in KAMAR at the beginning of Atawhai class and House-based events.</li> <li>act as a first point of contact for students with unexplained absences.</li> <li>communicate attendance concerns and patterns of non-attendance to House Deans.</li> <li>communicate with parents and whanau regarding attendance as appropriate.</li> <li>Record all attendance communication on KAMAR.</li> </ul>
Non-teaching Staff with Responsibilities Associated with Attendance	<ul style="list-style-type: none"> <li>check and update attendance information throughout the day.</li> <li>actively follow up on unexplained absences, monitor for changes or trends in student attendance, and coordinate with relevant staff (e.g., classroom teachers, deans) as needed.</li> <li>include attendance data in student Term reports.</li> <li>provide data for attendance tracking to Deputy Principal -Pastoral Care.</li> </ul>

### **Recording Attendance:**

Carmel College maintains accurate, Ministry of Education compliant attendance records through use of the **Schoolbridge App** and the **KAMAR** student management system. Absences are reported through the Schoolbridge App and are manually uploaded into KAMAR and are coded

correctly according to Ministry guidelines at regular intervals throughout the day by the Attendance Officer.

All Carmel College attendance records are securely stored within KAMAR and used to track trends, identify attendance concerns and support early interventions. Attendance data is provided to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024.

### **Unplanned Absences:**

Parents and whānau are expected to:

- report student absences via **Schoolbridge** before the start of the school day.
- provide the reason for absence, the expected duration and any other relevant supporting information.

Teachers are expected to:

- enter attendance electronically at the beginning of each period into KAMAR or submit a manual roll to the office if unable to enter attendance through KAMAR.

Any discrepancies between the teacher- marked KAMAR roll and the Schoolbridge absence notifications are flagged for follow-up by the Attendance officer.

If a student is absent without notification by 10:15 a.m., KAMAR automatically generates a text message to parents and whānau informing them that their daughter has been marked absent and requesting confirmation of her whereabouts.

Unexplained absences that remain unresolved, are marked T(truant) by the end of the school day.

If a student does not arrive at school after attendance is expected or goes missing during the school day (including from an EOTC event), Carmel College will first look to errors in attendance recording. If necessary, Carmel College will follow up with parents, whānau and/or emergency contacts. We may also follow our Missing Student Procedure as is set out in SchoolDocs.

### **Planned Absences:**

#### **Leave Request during Term Time**

Parents and whānau are expected to:

- request self-interest leave via the form in the Schoolbridge App at least 4 weeks ahead of time.
- provide the reason for the planned absence, the expected duration and any other relevant supporting information.
- Holidays during term time are considered to be unjustified absence.

#### **Representative Leave**

Students are expected to:

- request representative leave via the form in the Schoolbridge App at least 4 week ahead of time.
- In circumstances where the student has been notified of the event less than 4 weeks before it takes place, the form should be submitted as soon as possible after receiving confirmation of the event.
- provide an accompanying letter from the organisation as evidence of the absence requirements.
- Assessment arrangements from Years 11-13 must be completed on the form for each subject. The form is then submitted to the Deputy Principal with pastoral care responsibilities for approval.

#### Late Arrivals:

Students arriving late to school must sign in at the office using the vis tab system or by signing the late sheet if vis tab system is unavailable.

Office support staff will issue a **Late Slip** to the student, which they must take to their classroom teacher as proof of checking in at the school office.

If a student arrives after 9:20 a.m., they will be marked absent for Period 1 and all subsequent periods until they are recorded as late in the period of their arrival. The office support staff will update the attendance in KAMAR accordingly.

#### Early Departures and Appointments:

Parents and whānau are expected to:

- give prior notification of an early departure or an appointment via the Schoolbridge App.
- provide the reason for absence, the time of departure or expected duration of any absence during the school day, and any other relevant supporting information.
- report in person to the main office to sign out the student.

Office support staff are expected to:

- verify the person's identity, before releasing the student, if the person collecting the student is unfamiliar to office support staff.
- record the student departure or appointment accurately in KAMAR.

#### Identifying Concerns and Monitoring Attendance Data:

- The Board of Trustees receives a termly attendance report- including information provided by the Every Day Matters report. Included will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.
- Attendance data is reviewed weekly by the Deputy Principal for Pastoral Care and relevant staff to identify students in the Irregular and Moderate absence categories.
- Patterns of unexplained absences are flagged by KAMAR reporting to House Deans and the Deputy Principal- Pastoral Care for follow-up action.

- Data is entered into the Weekly Traffic Light spreadsheet for follow up action by Atawhai teachers, classroom teachers, House Deans, Deputy Principal of Pastoral Care as appropriate to the context.
- All staff are expected to communicate any attendance concerns to House Deans.
- Carmel College aligns its attendance follow up with the Ministry of Education's Stepped Attendance Response (STAR) framework to ensure a consistent supportive approach to lifting student attendance. This approach uses progressively escalating interventions depending on the type and frequency of student absence. Any action may be taken at any threshold.

### **Review:**

This attendance management plan will be formally reviewed annually by the Carmel College Board of Trustees and leadership team to ensure its effectiveness and alignment with current regulations and best practices. The plan may be adjusted in response to any changes in legislation, Ministry of Education guidance, school-specific attendance data trends, or identified areas for improvement.

### **Communicating Attendance Expectations:**

Carmel College will communicate attendance expectations through:

- school newsletters and website
- school enrolment information
- attendance information included in student Term Reports
- direct communication between parents and school staff

### **STAR Response:**

Carmel College will follow a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at thresholds to support students to return to regular attendance.

Attendance Category	Response
<b>Good Attendance</b>  <b>Less than 5 days absence in a school term</b>  <b>Good chance of learning success</b>	<b>Acknowledgment of good attendance habits in Atawhai class and on Term report.</b>  <b>Atawhai teachers/ deans to follow up on individual periods of unexplained absence</b>
<b>Worrying Attendance</b>  <b>Up to 10 days absence in a school term</b>	<b>Parent/ whānau notified of worrying attendance</b>  <b>Dean support engaged</b>  <b>Additional in-school resources accessed</b>



<b>Less chance of learning success</b>	<b>as appropriate to remove barriers to attendance.</b>
<b>Concerning Attendance</b>  <b>Up to 15 days absence in a school term</b>  <b>Hard to make learning progress</b>	<b>Parent/ whānau formally notified by letter of concerning attendance.</b>  <b>Request for Parent/ whānau meeting with House Dean to collaborate on a support plan.</b>  <b>Develop and implement back to regular attendance plan, tailored to individual student circumstances.</b>  <b>Support may be requested from Ministry or other agencies such as Attendance Services to remove barriers to attendance.</b>
<b>Very Concerning Attendance</b>  <b>15 days or more of absence in a school term</b> <b>Very hard to make learning progress</b>	<b>Parent/ whānau formally notified by letter of concerning attendance and escalated response.</b>  <b>Parent/ whānau meeting with Deputy Principal- Pastoral Care and House Dean.</b>  <b>Refer to Attendance Services and external agencies as appropriate to remove barriers to attendance.</b>  <b>Implement and monitor improvement support plan.</b>

### **Attendance and Education Outside the Classroom**

Students who are enrolled in dual-enrolment programmes such as Northern Health School, or who are taking part in tailored alternative learning programmes ( Attendance Code A ) , are expected to prioritise their learning within these programmes as part of their individual support plan. Because these interventions are designed to address significant academic, health, or engagement needs, students may not participate in school camps, trips, or extra-curricular activities during the course of their dual enrolment or alternative programme. This ensures their learning remains the focus, maintains the integrity of the intervention, and supports the student's successful progress and reintegration into full-time schooling. In some circumstances, an exception may be approved by the school in consultation with the programme provider.

### **Attendance and Participation in Extra- curricular Activities**

As part of Carmel College's commitment to supporting strong engagement in learning, participation in extracurricular activities is dependent on maintaining satisfactory attendance. This includes involvement in sports teams, cultural groups, clubs, leadership opportunities, and school events.

### **Attendance Requirement**

- Students need to maintain at least 80% attendance for the year to be able to participate in extracurricular activities.
- From 2026, eligibility for all secondary school sport is subject to national requirements set by School Sport NZ and supported by the Ministry of Education. Schools must verify that a student has a satisfactory attendance record ( 80% annual attendance) before they can represent the school in any secondary sports competition or event. Attendance concerns may result in a student being unable to participate in sporting events.

### **Eligibility for Dispensation**

Students who fall below the 80% attendance requirement may apply for a dispensation. A dispensation may be considered when the student can demonstrate:

- Improved attendance over four consecutive weeks, reaching at least 90% attendance during that period.
- Valid reasons for earlier absences (e.g., medical needs, wellbeing concerns, or family emergencies).
- A student has a collaborative action plan or an individualised education plan.
- A commitment to maintaining regular and reliable attendance.
- Dispensation decisions are made at the discretion of the Principal who may delegate this decision to the Deputy Principal with responsibility for attendance .
- Students granted a dispensation must then maintain at least 90% attendance for the duration of the activity, season, or event period.

### **Ongoing Monitoring**

- Students whose attendance improves to above 80% are then able to participate in extra-curricular activities; however, they must continue to show consistent attendance to remain involved in extracurricular activities.
- Attendance will be monitored weekly for students who are participating under a dispensation.

### **Withdrawal of Dispensation**

- If a student's attendance drops below 90% after a dispensation has been granted, the dispensation will be withdrawn immediately, and the student will lose the ability to participate in extracurricular activities for the remainder of that activity period, unless

otherwise determined by the Principal.