



ATTENDANCE HANDBOOK

Our Vision

Empowered Learners that Thrive

“Growing great people through learning, belonging, and excellence.”

At Lynmore School, our vision is to grow empowered learners—children who are confident in who they are, connected to their culture and community, and equipped with the skills to thrive in an ever-changing world.

Our Values

Guided by our core values—**Pono (Integrity), Maia (Courage), Māui (Curiosity), and Aroha (Empathy)**—we create a learning environment where every child feels valued, challenged, and inspired to be the best version of themselves.

We believe learning should be:

- **Deeply rooted in identity and place**, honouring *Te Ao Māori* and the unique histories of our Rotorua rohe.
- **Driven by curiosity, creativity, and collaboration**, preparing ākonga to be resilient, future-ready citizens.
- **Nurtured through strong partnerships**, where ākonga, whānau, kaiako, iwi and the wider community learn and grow together.

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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

This document outlines the Attendance Management Plan for Lynmore School. This plan is designed to be a living document, reflecting our commitment to ensuring every student attends school regularly and engages in their learning. It aligns with the Ministry of Education's requirements for mandatory Attendance Management Plans and the Stepped Attendance Response (STAR) framework.

Our guiding principles are:

- **Whānau Partnership:** We believe that strong, trusting relationships with our students, their families, and the wider community are the foundation of good attendance.
- **Early Intervention:** We will act promptly and compassionately when a student's attendance begins to decline, addressing barriers before they become chronic issues.
- **Community Collaboration:** We will work with local agencies, community groups, and the Ministry of Education to provide holistic support for our students and their families.
- **Celebration:** We will celebrate and acknowledge good and improved attendance to reinforce its importance and value.

Attendance Procedures

Role	Responsibility
Board of Trustees Principal	<ul style="list-style-type: none"> ● Oversee the implementation and regular review of. ● Ensure the plan is published on the school's website. ● Set an annual attendance target for the school.
Principal / Senior Leadership	<ul style="list-style-type: none"> ● Lead the implementation of the plan and provide professional development for staff. ● Monitor school-wide attendance data and trends. ● Act as the primary contact for chronic absence cases. ● Liaise with the Ministry of Education Attendance Service and other support agencies.
Team Leaders	<ul style="list-style-type: none"> ● Act as the primary contact for moderate absence cases. ● Lead the implementation of the plan and provide on-going support for staff.
Teachers	<ul style="list-style-type: none"> ● Record attendance accurately at the start of each morning and afternoon session. ● Build strong relationships with students and whānau. ● Act as the first point of contact for students with irregular absences. ● Follow up all absences and record data.
Administration Staff	<ul style="list-style-type: none"> ● Record and update absence notifications daily. ● Contact parents/caregivers on the first day of an unexplained absence. ● Maintain accurate contact details for all students.
Whānau/Caregivers	<ul style="list-style-type: none"> ● Ensure their child attends school every day, unless they are unwell. ● Notify the school promptly of any absence. ● Work in partnership with the school to address any attendance concerns.

Attendance Procedures

Teachers

DAILY

- Accurately mark the roll in every class.
- Follow up on unexplained absences promptly.

WEEKLY

- Monitor attendance patterns and refer concerns to Team Leaders
- Celebrate consistent attendance in class with 'Connected learners'.

REGULARLY

- Communicate with whānau about attendance patterns, both good and concerning.
- Support catch-up learning for returning students.

Team Leaders

DAILY

- Monitor flagged students and intervene immediately.

WEEKLY

- Review attendance data for all mentor classes.
- Support Teacher and contact/email whānau for students <90%.

SLT

DAILY

- Support roll compliance.

WEEKLY

- Meet with Team Leaders about interventions and referrals.

REGULARLY

- Lead responses to chronic absence.
- Refer students to the Attendance Service after 20+ days of absence.

Attendance Thresholds and Responses

- **Green Zone ($\geq 90\%$)** – Teacher affirms attendance, teacher celebrates, minimal intervention required.
- **Yellow Zone (80–89%)** – Teacher/Team Leader contacts whānau, may introduce an attendance plan.
- **Orange Zone (70–79%)** – Team Leader meets with students and whānau. Plan created with SLT support.
- **Red Zone ($< 70\%$)** – SLT leads intensive intervention. External agencies involved where needed.

Discretion example: if a student has covid and is absent for 5 days, do they immediately move to the yellow zone? If discretion is used, a suggestion would be to name the person(s) with whom the discretion lies

ATTENDANCE MANAGEMENT PLAN: FLOW DIAGRAM

	GREEN: 90% attendance (5 days per term)	YELLOW: 80% attendance (10 days per term)	ORANGE: 70% (15 days per term)	RED: Less than 70%
Step 1	DAILY: T MARKS ROLL			
Step 2	DAILY: A sends absence messages at 10.00am daily and follows up non-attendance with the student the next attending day.			
Step 3	DAILY: T follows up with parents regarding non-attendance.			
Step 4	WEEKLY: Celebration for all students attending. T sends a digital attendance certificate via SMS indicating attendance %.			
Step 5		TUE – T discussed weekly attendance data THUR attendance hui – patterns identified. T advises TL who supports T to contact home and log comms.		
Step 6			TUE – TL refers to SLT WEEKLY: SLT/TL hui to develop personalised attendance plan	
Step 7			Letter developed and loaded on SMS In-school request for barrier and counselling support	
Step 8				SLT refers to part-time counsellor, attendance service or interagency support. Taken off roll after 21 days.

KEY:

SLT = Senior Leadership Team
TL = Team Leader

T = Teacher

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)
		N – Present but out of class	<ul style="list-style-type: none"> • Internal appointment • On-site school-based activity e.g. cultural / sporting events like Sports Day. • Temporary removal from class • Prefect meeting • Time in sickbay
	Off-site	D – Approved external appointment	<p>If a student cannot attend an appointment out of hours e.g.</p> <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"> • Tangihanga • Cultural / Arts/ Sports event • Performing / Playing / participating in a regional or national school event • Overseas BUT committing to a learning program. • Wellbeing plan or flexible learning plan = Q on days off • Attending an offsite program for IEP • Rostering home for group or year levels. NOTE: work needs to be available

Code Group	Sub-Group	Code	Examples
		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. Students refuse to commit to a study or learning program.
		? – Unknown reason (temporary)	<ul style="list-style-type: none"> This is a TEMPORARY code. This will be updated once the reason is specified.



Lynmore Primary 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	How we do it...	Who is responsible
<p><u>Communication</u></p> <p><i>Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term</i></p> <p>Communicate to parents what steps the school will take in the event their child is absent from school</p>	<p><i>Include a newsletter on attendance requirements with enrolment packs, to go out with new students and to remind all students of attendance protocols at beginning of year and each term</i></p> <p><i>Explain to parents the codes used to record attendance of each student at enrolment.</i></p>	<p><i>Attendance Newsletter introduces attendance team and outlines protocols</i></p> <p><i>Attendance letters to update parents of rates and requirements</i></p> <p><i>Attendance codes on display</i></p>	<p>SLT</p>
<p><u>Monitoring</u></p> <p><i>Monitor attendance</i></p>	<p><i>The roll is marked by the teacher between 8.50 and 9.00 (Morning) and between 1.00pm and 1.15pm (Afternoon)</i></p> <p><i>Weekly data is collated and shared, on a google sheet in Drive, with and Team Leaders. Weekly full staff hui on Friday morning to corroborate data and explain code changes in attendance records.</i></p> <p><i>In the morning teachers identify students absent the day before and have a conversation around the cause of the absence.</i></p>	<p><u>Whare-Ako or Cohort Attendance 2026 spreadsheet</u></p> <p><i>SLT/Team Leaders generate the data in 2026.</i></p>	<p>Teacher</p> <p>SLT/Team Leaders</p>

<p><i>Support students to catch up missed learning where required</i></p>	<p><i>relationships with students. Provide work for students to complete ahead of absence if it is a planned absence. Use Google Classroom to document lesson resources.</i></p>	<p><i>Relational Pedagogy</i></p>	
<p><u>Teaching and modelling</u></p> <p><i>Use school level PC4L approaches to promote good social and learning environment</i></p>	<p><i>Award Connected learners for weekly attendance. Identify students with good attendance and students whose attendance has improved.</i></p>	<p><i>Public recognition</i></p>	<p><i>Teacher & Team Leader.</i></p>



Lynmore Primary 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	How we do it...	Who is responsible
<p><u>Communication</u></p> <p><i>Send formal notification and contact parent/ guardian to discuss reasons for absence</i></p>	<p><i>At the weekly team hui, the teacher identifies the pattern of more than 1- 2 days a fortnight absent.</i></p> <p><i>The teacher generates a letter to parents with Team Leader support to plan for the student to return to school.</i></p> <p><i>Teacher records contact home in SMS.</i></p>	<p><i>Weekly Team Hui patterns are identified</i></p> <p><i>Advised Team Leader and recorded in Students of Concern google doc (attendance)</i></p> <p><i>Team leader to check to see if absence has been explained and if not ring home and make a plan regarding attendance. Plan is to be logged on SMS.</i></p>	<p><i>Teacher</i> <i>Team Leader</i></p>
<p><i>Communicate to parents what steps the school will take in the event their child is absent from school</i></p>	<p><i>Contact whānau via Absence Message or phone call home</i></p>	<p><i>SMS Absence Message</i></p> <p><i>Weekly attendance Report home</i></p> <p><i>Formal letter home</i></p>	<p><i>Teacher</i> <i>Team Leader</i></p>
<p><u>Monitoring</u></p> <p><i>Monitor attendance</i></p>	<p><i>SMS flags students who have been absent 3 days and then 5 days</i></p>	<p><i>Teacher uses this to: discuss the week's attendance on Tuesday</i></p> <p><i>Generates discussion at Admin Hui on Friday</i></p>	<p><i>Teacher</i> <i>Team Leader</i></p>
<p><i>Communicate to parents about every absence</i></p>	<p><i>Monitor contact details of parents are up to date</i></p>	<p><i>Team Leader monitors WhareAko/Cohort attendance</i></p>	

Maintain contact details of parents		data	
<u>Reporting</u> Provide students with regular updates on their own attendance Report regularly to parents on attendance of their child	SLT use red and green arrows to track weekly attendance rates Check and Connect Hui	track attendance rates using AVATARS as a visual way of reporting	SLT at Admin hui Friday
<u>Support</u> Support students to catch up missed learning where required	Use of Google classroom or additional bookwork to enable students to catch up on missed work Teacher supports additional catch up	Ensure students have access to Google classroom or additional books work	Teacher
<u>Teaching and modelling</u> Use in-school resources as appropriate to remove barriers e.g. counsellor, 2nd hand uniform shop, PC4L Team	Provide access to uniform, stationery to reduce barriers	Teacher/Team Leader to request SLT support for uniform, Kai or stationery for students in need	SLT Principal



Lynmore Primary 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
<u>Communication</u> <i>Send escalated formal notification to parents</i> <i>Hold meeting to analyse reasons for absence and to collaborate on a support plan</i> <i>Develop and implement a plan tailored to the reasons and circumstances around the child's absence</i>	<i>Letter of concern sent inviting whānau to be part of solution</i> <i>Team Leaders/SLT discussion at fortnightly Hui</i> <i>Plan is developed</i>	<i>Team Leader discusses this at Leaders hui</i> <i>SLT person is assigned</i> <i>All communications are handled by SLT until attendance improves to the next level.</i> <i>Hui held and plan developed and monitored</i>	<i>Team Leader</i> <i>SLT</i> <i>SLT supported by Part-time Counsellor or Principal for complex cases</i> <i>SLT/Principal</i>
<u>Monitoring</u> <i>Monitor attendance</i> <i>Communicate to parents about every absence</i> <i>Maintain contact details of parents</i>	<i>Discussion at Leaders Hui</i> <i>Absence Message text or phone call home by Office & Teacher</i>	<i>Team Leader check to see if absence has been explained by and if not, refer to SLT</i> <i>Team Leader message or refers to SLT to make phone calls</i>	<i>Team Leader</i> <i>SLT</i>
<u>Reporting</u> <i>Provide students with regular</i>	<i>SLT Updates are done</i>	<i>track attendance rates using</i>	<i>Team Leader</i>

<p><i>updates on their own attendance</i></p> <p><i>Report regularly to parents on attendance of their child</i></p>	<p><i>bi-weekly to show attendance rates</i></p> <p><i>Check and Connect Reporting</i></p>	<p><i>AVATARS as a visual way of reporting at Admin Hui bi-weekly</i></p>	<p><i>SLT</i></p>
<p><u>Support</u></p> <p><i>Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed</i></p>	<p><i>Uniform, Kai, Stationery provided to remove barriers</i></p>	<p><i>Team Leader / SLT request to Principal for uniform, kai or stationery for students in need</i></p>	<p><i>SLT Principal</i></p>
<p><u>Teaching and modelling</u></p> <p><i>Use in-school resources as appropriate to remove barriers e.g. counselor, PC4L</i></p>	<p><i>Uniform, Kai, Stationery provided to remove barriers</i> <i>Access to counselling support</i></p>	<p><i>Team Leader/SLT team make referrals</i> <i>Guidance Network</i></p>	<p><i>SLT Principal</i></p>



Lynmore Primary 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
<u>Communication</u> <i>Send warning notice and make contact to arrange meeting with parents</i>	<i>Home visit to inform whānau of next steps</i>	<i>SLT delivers letter explaining next steps</i>	<i>SLT</i>
<u>Monitoring</u> <i>Implement and monitor improvement plan</i> <i>When criteria are met, follow prescribed processes to un-enrol the student</i>	<i>Team Leader, SLT, Part-time Counsellor with complex cases</i> <i>After 21 days student is taken off roll and NENs</i>	<i>Referral to Guidance Network Student Support Co-ordinator consults SLT Wellbeing and then takes student off the roll</i>	<i>Team Leader supported by SLT and/or Part-time Counsellor for complex cases</i>
<u>Reporting</u> <i>Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up</i>	<i>Refer students to Interagency Hui - MoE are part of this and Police</i>	<i>Run Interagency hui when required to develop a pathway for intervention</i>	<i>SLT</i>
<u>Support</u> <i>Escalate to multi-agency response</i> <i>Participate in multi-agency response</i>	<i>Refer students to Interagency</i>	<i>SLT runs Interagency Hui when required with representations from MoE, OT, local social support agencies, Police, Youth Justice</i>	<i>SLT</i>

APPENDIX: Include links here to all other relevant documentation:

- [Strategic Plan](#)
- [Annual Implementation Plan](#)
- [Attendance Policy](#)

(Optional)

- [Resources \(rewards, certificates etc\)](#)
- [Contact list \(external agencies\)](#)
- [Communicating with parents about attendance.pdf](#) (links to standard letters could be added here)

OTHER RESOURCES YOU MAY WISH TO USE:

[*Blank STAR template.pdf*](#)

[*STAR Individual Attendance Plans \(Information for School Leaders\) - FINAL.pdf*](#)

[*Implementing the STAR*](#)