

Attendance Management Plan 2026

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Overarching Objectives

Regular attendance rates have declined in New Zealand over the last decade. The Government has made it a priority to lift attendance in schools, with the goal of 80% of students attending 90% of the time by 2030. Lifting school attendance will allow all learners opportunities to learn and to connect with others, setting the foundation for future success.

WHS Strategic Priorities

In line with the government's target of 80% of students regularly attending school by 2030:

We were at:

52%

Regular attendance in 2025

Our school has a target of:

57%

Regular attendance in 2026

"Regular attendance" means attending more than 90% of a term, or 9 days in a fortnight

WHS Supporting Documents

WHS Annual Plan 2025

The [2025 annual plan](#) had an engagement target to improve regular student attendance by 5% through promoting and embedding The Waiheke Way into the everyday lives of our staff and students. Final data showed a 3% increase.

2025 data - Every Day Matters

Rationale for Prioritising Attendance

The Education Review Office (ERO) has conducted extensive research on this topic, and the findings are clear:

- **Attendance affects achievement:** The evidence shows that attendance is directly related to how well learners achieve. The more learners attend, the higher their achievement, and the more NCEA credits they gain (ERO)
- **No safe level of absence:** There is no safe level of non-attendance. Even missing just two days a term is linked to lower achievement (ERO)
- **Impact on wellbeing:** More frequent non-attendance is associated with worsened wellbeing outcomes, including schoolwork-related anxiety, decreased sense of belonging, fewer friendships with peers, exposure to bullying, and feeling like teachers are being unfair (ERO)
- **Lost learning:** Every day a student misses means lost opportunities to learn. This can create gaps in their knowledge that are difficult to fill.
- **Social and emotional development:** School is not just about academics. It's also where students develop social skills, build relationships, and learn to be part of a community.
- **Long-term outcomes:** Good attendance is linked to positive outcomes like better health, higher incomes, and greater job stability. (Ministry of Education)

New Zealand-Specific Concerns

Unfortunately, New Zealand's attendance rates are a concern:

- Our attendance levels are worse than in other comparable countries and are continuing to fall. In 2022, secondary school regular attendance fell to 37 percent (ERO)
- Young people in New Zealand are attending less now than in the past decade (University of Auckland)

The Link Between Attendance and NCEA (New Zealand)

National data shows that the connection between attendance and NCEA success is strong. Research indicates that

- Students who attend school 100% of the time achieve, on average, 13 to 15 more credits in NCEA than do students who attend 90% of the time
- Each additional half-day of absence from school is associated with a consistent reduction in the number of NCEA credits students subsequently attain (Ministry of Education)
- Students with lower attendance rates are more likely to fail to gain an NCEA qualification before leaving school.

The Link Between Attendance and NCEA (Waiheke High School)

Data from our school over the past three years supports national data, showing a strong connection between attendance and NCEA success:

Year 11 (NCEA Level 1)

- **85%** chance of passing Level 1 if student attendance is between 90 - 100%
- **72%** chance of passing Level 1 if student attendance is between 80 - 90%
- **36%** chance of passing Level 1 if student attendance is below 80%

Year 12 (NCEA Level 2)

- **86%** chance of passing Level 2 if student attendance is between 90 - 100%
- **79%** chance of passing Level 2 if student attendance is between 80 - 90%
- **45%** chance of passing Level 2 if student attendance is below 80%

Year 13 (NCEA Level 3)

- **83%** chance of passing Level 3 if student attendance is between 90 - 100%
- **88%** chance of passing Level 3 if student attendance is between 80 - 90%
- **63%** chance of passing Level 3 if student attendance is below 80%

Attendance Percentage Tables

%	Per two weeks	Per term	Year	Total lessons missed (hours)	Total lessons missed per subject
100%					
95%	½ day 	2 ½ days 	2 weeks 	50 hours 	10 (2 days) 
90%	1 day 	1 week 	1 month 	100 hours 	20 hours (4 days) 
80%	2 days 	2 weeks 	2 months 	200 hours 	40 hours (almost 2 weeks) 
70%	3 days 	3 weeks 	3 months 	300 hours 	60 hours 
50%	5 days 	5 weeks 	5 months 	500 hours 	100 hours (3 ½ weeks) 

Board Responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website.

Principal Responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Whānau Responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.

School Responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child.

Attendance Team

Raising attendance is a whole school partnership between staff, students, and parents. All classroom teachers, whānau teachers, Deans and Senior Leaders have specific roles in raising attendance at Waiheke High School.

The following staff members have specific roles for attendance at Waiheke High School

Name	Responsibility
School Board	Oversight of AMP
Cameron Flude (FLU)	Principal. Oversight of AMP
Rebecca Cunningham-Rose (ROS)	DP with responsibility for attendance
Jane Scorey (SCO)	Student Engagement Liaison
Dolly Elliott (ELL)	Administrative updates in KAMAR
Deans	Targeted support
Senior Lead Team	Supports Deans
Classroom Teachers	Record accurate attendance in a timely manner
Whānau Teachers	Monitor attendance and ensure accurate records are maintained.. Follow up on question marks. Contact home/teacher and amend any question marks.

Attendance Policy

Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff and an external agency to improve our levels of student attendance.

Summary of School Procedures

- The principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register (Kamar) and the follow-up procedures for non-attending students.
- Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate, up-to-date attendance information.
- Classroom teachers are responsible for recording student attendance in their class each period
- Whānau teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attend to other attendance issues during whānau time. All actions will be documented on Kamar.
- Deans and Senior leaders are responsible for monitoring student attendance for their house, ensuring that whānau are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations. All actions will be documented on Kamar.
- The pastoral team will promote positive attendance through rewards, prizes and acknowledgement. Research around good attendance habits will be shared with students and whānau via the school newsletter.
- Whānau will be contacted daily via text if a student is absent without notification
- Whānau will receive student attendance data via weekly emails and termly updates, and have access to the parent portal data at any time.
- Outside agencies will be used as appropriate to support attendance.
- Students will be identified using the STAR thresholds. Follow-up response actions will be tailored to the reasons for absence.
- Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT termly to review outcomes and effectiveness of these interventions

Full details of the staff procedures can be found in the staff Drive.

The Stepped Attendance Response (STAR) outlines actions that can be taken at any threshold. This is at the discretion of the Principal.

All actions taken to respond to absences will be recorded in Kamer. The pastoral care team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact Rebecca Cunningham-Rose.

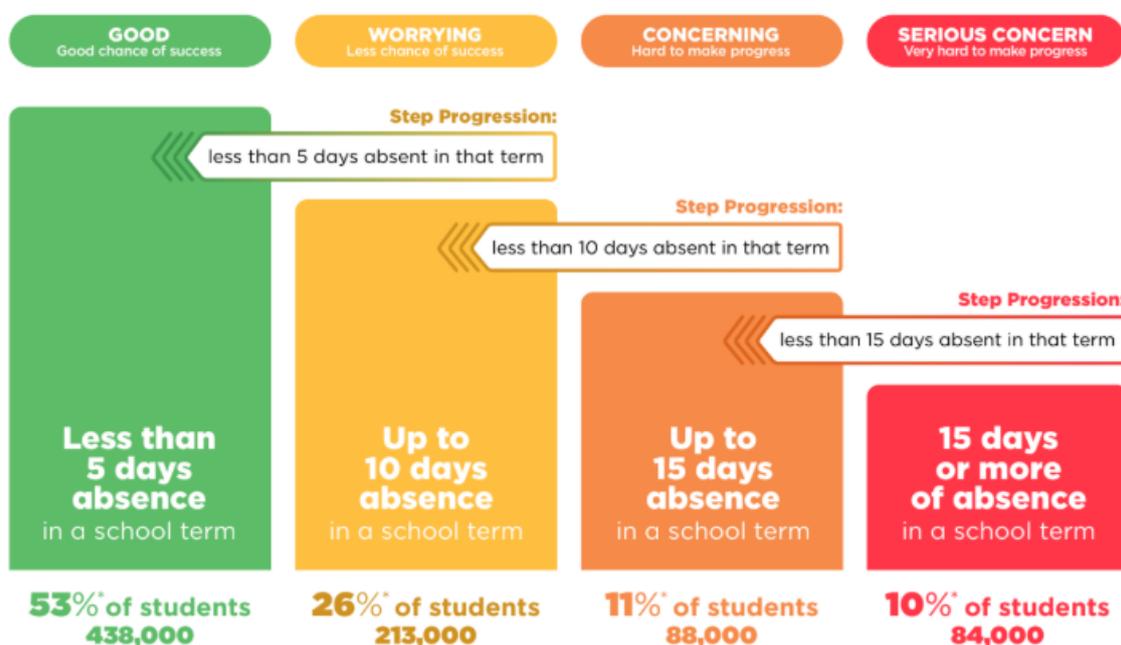
Stepped Attendance Response (STAR)

The STAR sets expectations for school, student, parent/guardian, Ministry of Education and broader system responses to student absence. It provides a series of activities that should be considered when students meet absence thresholds. The STAR and supports for using it, including this, are available on the Ministry of Education's website: Stepped Attendance Response (STAR).

Waiheke High School phased STAR into the attendance strategy in Term 1, 2025 and embedded STAR into the new Attendance Management Plan (AMP) from Term 2, 2025. This has been reviewed for implementation in 2026.

The stepped response for schools, parents and whānau, and for the Ministry of Education can be found here: <https://www.education.govt.nz/stepped-attendance-response-star>

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.



Stepped Attendance Response

Waiheke High School follows the steps outlined by the STAR (below) to ensure that actions are taken for day to day absences and escalating absences.

GOOD (Good chance of success): Less than 5 days absence in a school term
<ul style="list-style-type: none">• Clear communication to parents on attendance expectations on enrolment, at the start of the school year, and each term (emails, assemblies, newsletter)• Communicate to parents what steps the school will take in the event their child is absent from school (website, AMP, email, newsletter)• Communicate good attendance habits to students and parents (newsletter)• Monitor attendance (School App, weekly emails, KAMAR)• Communicate to parents about every absence (Text, KAMAR portal, weekly emails)• Maintain contact details of parents (KAMAR)• Provide students with regular updates on their own attendance (Portal, emails)• Report regularly to parents on the attendance of their child (Portal, emails, reports)• Support students getting to school (Pastoral care)• Use school-level approaches to promote a good social and learning environment• Celebrate positive attendance (rewards, trips, certificates, emails, postcards)
WORRYING (Less chance of success): Up to 10 days absence in a school term
<ul style="list-style-type: none">• Send formal notification and contact whānau to discuss reasons for absence (Phone call, KAMAR letter 1)• Support students to catch up on missed learning where required• Use in-school resources as appropriate to remove barriers, e.g. counsellor, 2nd hand uniform shop, PB4L, assisted transport
CONCERNING (Hard to make progress): Up to 15 days absence in a school term
<ul style="list-style-type: none">• Send escalated formal notification to whānau (KAMAR letter 2)• Hold a meeting to analyse reasons for absence and to collaborate on a support plan• Develop and implement a plan tailored to the reasons and circumstances around the child's absence• Use in-school resources as appropriate to remove barriers and request support from the Ministry or other agencies as needed
SERIOUS CONCERN (Less chance of success): 15 days or more of absence in a term
<ul style="list-style-type: none">• Send a warning notice and make contact to arrange a meeting with parents• Escalate to a multi-agency response• Participate in a multi-agency response• Implement and monitor the attendance improvement plan• Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up.• Unenrol students who will not be returning to school

Day to Day Operations

Activities	Practice	Person in Charge	Notes & Actions
Monitor attendance in class	<p>Enter attendance promptly and accurately in Kamar within the first 30 minutes of every lesson (good practice is within the first 10 minutes)</p> <p>Update attendance if a student arrives late to class</p>	<p>Classroom Teacher</p> <p>Head of Faculty</p> <p>Student engagement liaison</p>	<p>Follow the lateness and truancy guide for teachers</p> <p>Heads of Faculty to follow up with their staff who do not complete attendance promptly or accurately</p> <p>Student engagement liaison to forward on concerns around inaccurate marking</p>
Communicate with parents	<p>Set expectations, procedures, and the follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, and the website to set expectations and provide guidance to parents</p> <p>Termly attendance features, including updates on data in newsletters.</p>	<p>Principal</p> <p>SLT</p> <p>Administration team</p>	<p>Clear communication about good attendance habits and the benefits of high attendance via newsletters and assemblies</p> <p>Expectations and guidance for parents are published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance are included in enrolment forms.</p>
Maintain contact with parents	Update contact details in Kamar	Administration team	School App contact form; Update KAMAR
<p>Monitor daily attendance</p> <p>Follow up on absences daily</p>	<p>Use procedures to identify student absences and quickly communicate these to parents</p> <p>Follow up daily with parents on any unexplained absences</p>	<p>Student engagement liaison</p> <p>Administration team</p> <p>Whānau Teacher</p>	<p>Update KAMAR attendance every morning</p> <p>Daily text reminder to be sent from 10 am for all unexplained absences.</p> <p>Whānau teachers to call home or email if there are unexplained absences that week</p>

Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School Board/ SLT	Check the calendar regularly
Celebrate positive attendance	Rewards in assemblies and prize givings Organise trips and events	Principal SLT /Deans	End of term prize draw, attendance certificates, postcards and emails home Rainbows End, Camps, Balls and Proms
Assess the history of new students	Identify issues or trends in attendance history when enrolling new students	Dean	Raise expectations in our induction days Contact the previous school to request attendance records
Escalate attendance issues as needed	Seek more support as needed	All staff, as appropriate	Whānau teachers to work closely with their Deans and the relevant SLT member. Teachers to work closely with their HOF Contact Rebecca Cunningham-Rose for more details if required
Use school-level approaches to promote positive social and learning environments	Utilise trauma-informed practices, restorative practices and PB4L Survey students and parents to support effective teaching practice and engagement	All staff SCT, HOFs and Pedagogy team	Seek appropriate PLD opportunities for staff relevant to their roles in school Regular pedagogical reviews, faculty reviews, and student voice
Support students getting to school	Communicate to parents the supports available to assist them in getting their children to school	Principal SLT	Provide this information in the enrolment information and on the website, and in termly emails
Support students to catch up on missed work where required	Identify missed learning objectives and provide time to catch up Set alternative activities (worksheets or online learning) for students who cannot be at school for legitimate health reasons	Classroom Teacher SLT	Provide notes or activities to bring students up to speed Provide supervised catch-up time during lunch times 3 x a week (SLT to facilitate)

GOOD: Students with less than 5 days of absence in one term

Activities	Practice	Responsible Person	Notes & Actions
<p>Communicate with parents/caregivers</p> <p>Maintain contact details</p>	<p>Use procedures to identify student absences and quickly communicate these to parents</p> <p>Follow up daily with parents on any unexplained absences</p>	<p>Attendance team</p> <p>Whānau Teacher</p>	<p>Daily text sent by the attendance team when students are absent without prior notification. Follow up on any absences to confirm reasons and allocate the correct code</p> <p>Whānau teacher to follow up on any remaining absences to confirm the reason for absence (email or phone call)</p>
<p>Provide students with regular updates on their own attendance</p>	<p>Provide regular reporting via online portals and classroom discussions</p> <p>Create a culture where attendance patterns are monitored, concerns are discussed and communicated with whānau, students and Deans</p> <p>Deans to monitor and support whānau teachers. Print attendance sheets and follow up with any whānau teachers not completing the attendance tracking</p>	<p>Whānau Teacher</p> <p>Dean</p>	<p>Updates are sent to students via daily email</p> <p>Students can access data via the Kamar portal and My Mahi</p> <p>Proactive discussions and tracking in whānau time</p> <p>Address any question marks in attendance. Update or contact home.</p> <p>Actively discuss the positive impact that attendance has on learning</p>
<p>Report regularly to parents on the attendance of their child</p>	<p>Providing weekly attendance information to parents via email</p> <p>Attendance email sent at the end of every term</p>	<p>KNI</p>	<p>Updates sent to students through weekly email (Monday morning at 10 am)</p> <p>Whānau have access to the parent portal</p>

Between 0-4 days of absence, all absences need to be followed up on to ensure the correct code is recorded against the absence. This is via initial contact from the student engagement liaison and follow-up by the whānau teachers. Deans will monitor, track and support.

Deans, SLT and the student engagement liaison will meet fortnightly. Any students already on the attendance list from the previous term will be identified by the pastoral care team at this meeting.

WORRYING: Students with less than 10 days of absence (5-9 days) in one term

Activities	Practice	Responsible Person	Notes & Actions
<p>Contact whānau to discuss reasons for absence and impact on learning.</p> <p>Send formal notification where necessary.</p>	<p>After 5 days, the whānau teacher will send an email to the whānau within 2 school days of meeting the threshold (use STAR Letter 1 template in Kamar)</p> <p>Phone contact to be used if this is not the first term that the student has met the threshold</p>	<p>Whānau Teacher - action to be prompted and supervised by Dean</p> <p>(cc student engagement officer, SLT and Dean)</p>	<p>The 5-day threshold is identified in Kamar via messages.</p> <p>Record actions taken in Kamer.</p> <p>Keep a record in Kamar if no action is taken due to individual circumstances</p>
<p>Support students to catch up on missed work where required</p>	<p>Identify missed learning objectives and provide time to catch up</p> <p>Set alternative activities (worksheets or online learning) for students who cannot be at school for legitimate reasons</p>	<p>Classroom Teacher</p> <p>SLT</p>	<p>Provide notes or activities to bring students up to speed</p> <p>Provide supervised catch-up time during lunch times 3 x a week (facilitated by SLT)</p> <p>Check no internal assessments are missed</p>
<p>Use in-school resources as appropriate to remove barriers, e.g. counsellor, uniform, bus pass</p>	<p>Contact the Deans and the Student Support team if there are barriers identified that the school could assist with (food, transport etc.)</p> <p>Make parents aware of additional resources that are available to them</p>	<p>Deans and SLT</p> <p>Student Support Team</p>	<p>Whānau and students are provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments</p> <p>Create an Individual Attendance Plan</p> <p>Complete a formal referral for chronic attendance to Attendance Services if attendance slips below 70% overall</p>

Between 5-9 days of absence, investigate the reasons for this absence. If a pattern emerges across the year, consider actions listed at higher thresholds. Record all actions taken to address non-attendance.

Provide positive reinforcement to students and whānau when attendance improves (verbally or via a positive letter).

Keep a record in Kamar if no action is taken due to individual circumstances

CONCERNING: Students with less than 15 days of absence in one term

Activities	Practice	Responsible Person	Notes & Actions
<p>Contact whānau again to escalate concerns</p> <p>Send formal notification where necessary.</p>	<p>Dean to make further contact with whānau</p> <p>After 10 days, the Dean will send an email to whānau within 2 school days of meeting the threshold (use STAR Letter 2 template in Kamar)</p> <p>Call home if this is not the first term that the student has met the threshold</p>	<p>Dean</p> <p>(cc student engagement officer, SLT and whānau teacher into this communication)</p>	<p>The 10-day threshold is identified in Kamar via messages.</p> <p>Record actions taken in Kamar, including every time an attempt is made to contact home and/or arrange a meeting</p> <p>Keep a record in Kamar if no action is taken due to individual circumstances</p>
<p>Hold a meeting with whānau and the student to analyse reasons for absence and collaborate on a support plan</p> <p>Develop and implement a support plan tailored to the child's absence</p>	<p>Arrange a meeting including parents and the student</p> <p>Create an Individual Attendance Plan (IAP). Hold everyone accountable for their part in the plan.</p>	<p>Dean and whānau teacher</p> <p>(cc student engagement liaison and teachers)</p>	<p>Record actions taken in Kamar.</p> <p>Take action quickly to follow up on barriers or issues affecting attendance</p> <p>Email the plan to the relevant teachers and the student engagement liaison</p>
<p>Use in-school resources as appropriate to remove barriers and request support from the Ministry of Education or other agencies as needed</p>	<p>Engage with the Ministry of Education services or other agencies to find out about options for support</p>	<p>Student engagement liaison and SLT</p>	<p>Complete a referral to the local attendance service provider if attendance slips below 70% overall (chronic attendance)</p>

Between 10-14 days of absence, investigate the reasons for this absence. If there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non-attendance.

Provide positive reinforcement to students and whānau when attendance improves (verbally or via a positive letter).

Keep a record in Kamar if no action is taken due to individual circumstances

SERIOUS CONCERN: Students with greater than 15 days of absence in one term

Activities	Practice	Responsible Person	Notes & Actions
<p>Contact whānau again to escalate concerns</p> <p>Send formal warning notification where necessary.</p>	<p>House SLT to make further contact with whānau</p> <p>After 15 days, SLT will send an email to whānau within 2 school days of meeting the threshold (use STAR Letter 3 template in Kamar)</p> <p>Call home if this is not the first term that the student has met the threshold</p>	<p>SLT member</p> <p>(cc student engagement liaison, Dean and whānau teacher into this communication)</p>	<p>The 15-day threshold is identified in Kamar via messages.</p> <p>Record actions taken in Kamer, including every time an attempt is made to contact home and/or arrange a meeting</p> <p>Keep a record in Kamar if no action is taken due to individual circumstances</p> <p>Complete a formal referral to the local attendance service provider if attendance slips below 70% overall</p>
<p>Hold a meeting with whānau and the student (where appropriate) to analyse reasons for absence.</p> <p>Maintain implementation and monitoring of the support plan</p>	<p>Arrange for a second whānau meeting promptly. Consider who will be in attendance.</p> <p>Revisit the Individual Attendance Plan (IAP). Hold everyone accountable for their part in the plan, and take action quickly where expectations are not being met</p>	<p>SLT member, Dean and whānau teacher</p>	<p>Record actions taken in Kamer.</p> <p>Support plan in place - take action quickly to address issues affecting attendance</p> <p>Email the updated plan to the relevant teachers and the student engagement officer. Steps taken to reintegrate the student positively back into class.</p>
<p>Request support from the Attendance Service or other agencies as needed</p> <p>Participate in a multi-agency response</p>	<p>Refer to the Ministry of Education attendance services or other agencies</p> <p>Support access to services and collaborate with specialists</p>	<p>SLT member, Dean (cc whānau teacher)</p>	<p>Before referral, check that all previous actions in the IAP are in place</p> <p>Resources and supports will continue to be provided as appropriate</p> <p>Put a reintegration plan in place to return the student to regular attendance</p>

Refer to the Principal if no improvement is made	The principal and student engagement liaison will visit the whānau at home if there is no response to a meeting Send STAR Letter 4 via the Police if there is still no response	Principal and student engagement liaison (cc student engagement liaison, Dean and whānau teacher into this communication)	Record actions taken in Kāmer, including every time an attempt is made to contact home and/or arrange a meeting Include Deans, SLT and whānau teacher in all further actions taken
Refer to the Ministry of Education to consider action, including prosecution, when supports are offered and not taken up	Engage with the Ministry of Education to discuss options available and the required steps to take	Principal, student engagement liaison Board Chair	Record actions taken in Kāmer Include Deans, SLT and whānau teacher in all further actions taken
When the criteria are met, follow the prescribed process to enrol the student	Update ENROL as soon as the school is made aware that a student will not be returning	Principal, student engagement liaison Board Chair	Complete a non-enrolled notification and share information with other agencies Record actions taken in Kāmer Include Deans, SLT and whānau teacher in all further actions taken

Over 15 days of absence, investigate the reasons for this absence and refer to the SLT team and student engagement liaison for further actions. Record all actions taken to address non-attendance.

Keep a record in Kāmer if no action is taken due to individual circumstances

Attendance Board Reports

The School Board will receive termly attendance reporting, including information provided by the Every Day Matters report. Included in this report will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Principal Oversight

The principal will maintain reporting of daily attendance data. He will be responsible for ensuring that procedures are followed and that responses to absenteeism are effective.

SLT Oversight

Rebecca Cunningham-Rose is the Deputy Principal with oversight of the Attendance Management Plan. This includes review and monitoring.

House SLT (Deputy Principals and Assistant Principals) are responsible for working with their Deans to ensure that processes are being followed and communicated within their house. Data will be reviewed every fortnight in an attendance meeting. House SLT are also responsible for sending STAR letter 3.

Overall Staff Responsibility

All staff are responsible for attendance at Waiheke High School. A detailed explanation of the specific attendance process, flow charts and PB4L positive attendance drives can be found on the staff drive.

Daily Classroom Teacher Attendance - HOF

Heads of Faculty are responsible for monitoring that processes are being followed regarding attendance marking. This includes tracking and following up on teachers who are not marking attendance promptly or accurately on Kamar. This will be followed up by the SLT line manager in cases where there is no improvement.

Whānau Teacher Attendance - Dean

Deans are responsible for monitoring that processes are being followed around home contact and tracking of attendance data. This includes following up on ?

The house SLT member will be responsible for following this up in cases where there is no action taken by whānau teachers. Deans are also responsible for sending STAR letters 1 and 2.

Annual Review

Attendance procedures will be reviewed annually as part of the annual attendance review. Data and staff feedback will be used to assist with this review.