Pukekohe High School

Attendance Policy and Procedures

2026

PUKEKOHE HIGH SCHOOL ATTENDANCE POLICY and PROCEDURES

Aligned with the STAR Framework

Rationale

Regular attendance is essential for student success. Pukekohe High School is committed to ensuring that all students attend school regularly and punctually, in alignment with the Ministry of Education's Stepped Attendance Response (STAR) framework and our school values: Puumautanga (Excellence), Aarahitanga (Leadership), Manaakitanga (Care), and Kotahitanga (Unity).

Policy Statement

Pukekohe High School will:

Promote a culture where attendance is valued and expected.

Monitor attendance daily using Ministry-approved systems.

Respond to absences in a timely, proportionate, and supportive manner.

Collaborate with students, whānau, and external agencies to address barriers to attendance.

Implement a STAR-aligned Attendance Management Plan by Term 1, 2026.

Attendance Expectations

At Pukekohe High School, our attendance procedures ensure students are accounted for during school hours and activities as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Pukekohe High School attend school when it is open (Education and Training Act, s 36).

Pukekohe High School records and monitors attendance using set attendance procedures. We have annual targets for student attendance, and work with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and staffing entitlements. We keep our attendance registers for seven years from the date of last entry.

Parents/guardians must notify the school of any absence on the day it occurs.

The school will use electronic attendance registers and Ministry-approved codes.

STAR-Aligned Response Thresholds

| Days Absent (per term-not consecutive) | School Response

Kai Haapai, Attendance Team |
|---|---|
| Up to 5 days | Contact home to discuss reasons and reinforce expectations. |
| 6–10 days | Meeting with akonga and whānau to identify barriers and develop a support plan. |
| 11–15 days | Escalated intervention involving pastoral team and external support services. |
| 15+ days | Referral to Ministry of Education; legal action may be considered if support is declined. |

School hours and supervision

Pukekohe High School staff comply with our schedule and release students at set times. For information about supervision outside of school hours, see Before and After School Supervision.

Students are not allowed to leave school during school hours unless permission is requested by parents/caregivers and given by the school. The student must sign out at the attendance office.

Year 13 students with scheduled study periods during Periods 1 and 5 are permitted to arrive at school before Period 2 and are allowed to depart at the conclusion of lunchtime.

If a student is ill or injured at the school or a school-related activity and needs to be taken elsewhere (e.g. home or a medical facility), we follow our procedures for Managing Injuries and Illness.

RESPONSIBILITY

Students: Commitment to Learning and Community

These expectations outline the commitment required of all students for a positive, productive, and culturally responsive learning environment:

Pūmautanga - Attendance and Punctuality: Students must attend school daily and arrive on time for all commitments. Consistent attendance is critical for academic success.

Communication of Absences: Unavoidable absences must be promptly communicated by students/caregivers to the school for accurate record-keeping and support. Unexplained absences will be followed up.

Active Engagement and Upholding Expectations: Students must actively engage in all learning opportunities, demonstrating curiosity and critical thinking. They must consistently uphold classroom expectations, including respecting others, being prepared, following instructions, and contributing positively.

Adherence to the Student Learning Culture Framework: Students must understand and consistently follow the school's Student Learning Culture Framework, which defines the values, behaviours, and attitudes for high-level learning, personal growth, and a respectful community both inside and outside the classroom.

Whānau: Commitment to Attendance and Punctuality

The active partnership of whānau is crucial for a student's educational success through consistent attendance and punctuality.

Support regular attendance and punctuality (Kotahitanga, Manaakitanga)

Kotahitanga (Unity): Work with the school to prioritise education and ensure the student is prepared.

Manaakitanga (Care, Respect): Show care for the student's future by ensuring daily, on-time attendance, an act of respect for learning.

Daily Routine: Establish consistent morning and evening routines for adequate rest and timely school departure.

Respond to school communications and participate in STAR interventions

Open Communication: Promptly respond to school communications regarding attendance, absences, or tardiness.

STAR Interventions: Fully participate in STAR (Support, Targeted Assistance, and Response) meetings and programmes to address root causes of non-attendance.

Work with the school to remove barriers to attendance

Identify Barriers: Identify home or personal barriers (e.g., transport, health, family issues).

Collaborative Problem Solving: Work transparently with school staff (e.g., Attendance Officer, Guidance Counsellor) to develop strategies and access resources to eliminate these obstacles.

Teachers

Attention to attendance protocols and the deliberate practice of Manaakitanga and Kotahitanga, teachers ensure that every student has the optimal conditions for consistent engagement and successful learning.

Teachers are responsible for both administrative and pastoral duties to ensure student well-being and academic success.

A. Accurate Attendance Recording and Monitoring

Daily Protocol: Teachers must accurately and promptly record attendance in the School Management System (SMS) at the start of every class for statutory reporting and intervention.

Proactive Monitoring (STAR System): Teachers must monitor absence patterns and escalate concerns through the structured STAR system

Step 1 (Up to 5 Days Absent): Initial Whānau Contact to confirm validity, express concern, and reinforce attendance expectations.
Step 2 (Approx. 10 Days Absent): Formal Whānau and Student Hui/Meeting to identify underlying barriers and collaboratively develop a short-term attendance improvement plan.
Step 3 (15+ Days Absent - Chronic): Formal Escalation to Senior Leadership Team (SLT) and the designated Attendance Service for serious, multi-agency intervention.

B. Cultivating an Inclusive and Engaging Learning Environment

Teachers must create a school culture that prioritises attendance by fostering belonging and purpose

Manaakitanga (Care): Actively practice care by welcoming students, demonstrating empathy, and establishing a safe, respectful, non-judgemental space.

Kotahitanga (Unity): Promote collective responsibility by encouraging collaboration, valuing diverse cultures, and building a supportive team environment to increase motivation to attend.

School Leadership: Fostering Attendance and Success

Effective school leadership is vital for whole-school improvement, especially in attendance and engagement. Leaders must strategically oversee and implement systems to ensure students are present, engaged, and ready to learn.

Strategic Oversight of Attendance and STAR

Leaders must oversee the entire attendance ecosystem, ensuring accurate system functioning, data integrity, and daily monitoring. They must champion the STAR framework (School Tracking, Analysis, and Response), integrating it fully from data input to intervention. Adequate resource allocation (staff, technology, materials) is essential for robust monitoring and the STAR process.

Data-Driven Analysis and Interventions

Leadership must conduct rigorous, ongoing analysis of attendance data, identifying trends, at-risk cohorts, and root causes (e.g., transport, health, behaviour). Based on this data, they must coordinate a multi-tiered system of support (MTSS)

Tier 1 (Universal): School-wide promotion and rewards.
Tier 2 (Targeted): Specific, timely interventions (e.g., mentoring) for "at-risk" students.
Tier 3 (Intensive): Individualized plans involving external agencies for chronic non-attendance.

Regular, data-focused reviews are necessary to adapt strategies based on outcomes.

Staff Capacity Building

It is a core leadership duty to ensure all staff receive comprehensive, ongoing training on the STAR framework mechanics and evidence-based attendance strategies. Training must build a shared philosophical understanding that links attendance to academic success, focusing on trauma-informed, culturally responsive engagement and strong whānau relationships. Clear expectations and feedback ensure consistent implementation.

Communication and Community Engagement

Leadership must clearly and consistently communicate high attendance expectations to all stakeholders (students, staff, whānau) as a foundation for success. This requires proactive, positive engagement with whānau, including prompt communication, offering support, and seeking partnership in resolving barriers through accessible and culturally respectful methods.appropriate.

Student Voice and Ownership: Ensuring that communication with students is transparent and empowers them to take personal ownership of their attendance, linking presence in class directly to their personal learning goals and future aspirations.

Principal

The principal is responsible for:

Developing and implementing a step-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.

Promote a culture of attendance through visible leadership (Ārahitanga), and through Mana Ako the student Learning Culture Framework.

Board of Trustees

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 to 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

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.

Support Strategies for Families

1. Communication and Engagement

   Regular updates on attendance expectations via newsletters, social media, and whānau hui.

   Culturally responsive communication tailored to family needs.

   Clear guidance on how to report absences and seek support.

2. Practical Assistance

   Help with transport arrangements (e.g., bus passes).

   Access to uniform and stationery support through school and community partnerships.

   Referrals to social services for housing, food, or financial hardship.

3. Pastoral and Academic Support

   Attendance mentoring through the pastoral care team.

   Flexible learning plans for students with health or family challenges.

   Access to counselling and wellbeing services.

4. Whānau Collaboration

   Attendance action plans co-designed with families.

   Home visits by attendance officers or pastoral staff when appropriate.

   Inclusion of whānau voice in attendance reviews and planning.

5. Recognition and Incentives

   Positive reinforcement through attendance awards and recognition events.

   Class-based attendance challenges and incentives.

   Acknowledgement of improved attendance in school reports and assemblies.

Monitoring and Review

Attendance data will be reviewed weekly by SLT in charge of Attendance and the principal and reported weekly to the Pastoral Team.

The Attendance Management Plan will be reviewed annually and updated in line with Ministry regulations.

The school will participate in Ministry-led hui and multi-agency forums to support attendance.

Legal Compliance

This policy complies with:

Education and Training Act 2020

School Attendance Rules 2025

Education (School Attendance) Regulations 2024

Ministry of Education STAR Framework

LATE TO SCHOOL PROCEDURE

Purpose

To support punctuality and reinforce the importance of regular attendance, the following procedures will be implemented for students who arrive late to school.

Lateness Thresholds (Per Term)

0 Days Late - Commendable
Up to 5 days late – Noted
6–10 days late – Cause for Concern
11–15 days late – Significant Concern
More than 15 days late – Grave Concern

Procedural Steps

Recording Lateness

All instances of lateness in the morning will be recorded in KAMAR by staff.

Kaihāpai Whānau Leaders Responsibilities

Monitor student lateness regularly.

Upon reaching 5 days late, contact parents/caregivers to inform them of the concern.

Advise parents/caregivers of the consequences should lateness continue (i.e., reaching 10 days).

If a student reaches 10 days late, refer the case to the Pou Tuaarongo

Pou Tuarongo (Dean) Responsibilities

Contact parents/care givers.

Arrange a parent/caregiver meeting to discuss the issue.

Communicate the next steps should the student reach 15 days late.

Assign the student to Pou Tuarongo daily report.

If the student exceeds 15 days late, refer the matter to the Pou Kaiaawha(SLT)

Pou Kaiaawha (SLT) Responsibilities

Review the case and consult with the Principal /Tumuaki to determine the next appropriate steps, which may include further intervention or disciplinary action.

LATE TO SCHOOL FLOWCHART

0 -5 Days

The Kaihaapai is responsible for monitoring attendance.
Students must be informed of further disciplinary action if they are late for more than five days.

5 Days

Kaihaapai contact whānau (family/extended family).
Advise the whānau of the importance of punctuality.
Identify any underlying factors.

6-10 Days

Pou Tuarongo contact whanau (family/extended family)
whanau meeting
Strategies for lateness
Close monitoring - daily report
Kaihaapai inform Pou Tuarongo at 10 days - refer to Pou Kaiaawha

11-15 Days

Pou Kaiaawha and whanau meeting
Review monitoring and strategies for lateness
Roopu Tautoko intervention
Pou Kaiaawha report

15 and Over

Pou Kaiaawha consult with Tumuaki
Further disciplinary action

School Lateness

Being on time for school is important for learning and showing responsibility. Sometimes, things happen that make it impossible to be on time. This document explains good reasons for being late to school and what to do if you are delayed.

Medical Reasons

Sudden Illness or Injury: If you suddenly feel very sick, get hurt, or a family member needs immediate medical attention. We might ask for a note from a doctor or parent for longer or repeated absences.

Scheduled Medical Appointments: Doctor, dental, or therapy appointments that can't be scheduled outside of school hours. Try to give your teachers and the office advance notice, and we might ask for proof of the appointment.

Emergency Dental Work: A bad toothache or other urgent dental problem that needs immediate care.

Transportation Problems

Bus Delays: If your school bus or public transportation is delayed due to mechanical issues, accidents, or bad weather. Check for updates from the bus company or transportation authority.

Traffic Accidents/Road Closures: Major accidents or unexpected road closures on your way to school that significantly slow down travel. You can check traffic alerts or news reports.

Vehicle Breakdown: Your car or bike suddenly breaks down on the way to school. This doesn't include regular maintenance.

Bad Weather: Extreme weather like heavy snow, floods, or icy conditions that make it unsafe or impossible to travel. Check official weather warnings.

Unexpected Home/Family Issues

Childcare/Younger Sibling Emergencies: If you are responsible for a younger sibling and there's an unexpected problem with their care (e.g., their caregiver is suddenly unavailable, or they get sick).

Home Emergencies: Urgent and serious problems at home like a burst pipe, a small fire, or a significant security issue that needs immediate attention.

Bereavement: If you are attending a funeral or dealing with the immediate aftermath of a close family member's death.

Court Appearances/Jury Duty

If you are required to go to court or serve jury duty, it conflicts with school hours. You'll need official paperwork from the court.

School-Approved Special Circumstances

Individual Timetable/Special Programs: Lateness due to a student's participation in a school-approved individual timetable, specific academic program, or co-curricular activity that legitimately requires a delayed start to the school day. A school-issued late pass or prior arrangement with relevant staff will be required.

Important Things to Remember

Tell Us Right Away: No matter why you're late, you should tell your teacher or the school office as soon as you know you'll be late. Explain why and when you expect to arrive.

Evidence: For some reasons (like doctor's appointments or court dates), we might ask for a note or document to confirm why you were late.

How Often: Even if you have good reasons, being late often can still be a problem for your learning and school schedule. We might need to talk about it.

Our Decision: School staff will decide if a reason for being late is acceptable, especially for unusual situations.

This policy helps us understand that life happens while also making sure everyone gets to school on time and ready to learn. By communicating clearly, we can all show respect and responsibility

TRUANCY PROCEDURE

Purpose

To ensure all students attend school regularly and to respond promptly and effectively to patterns of non-attendance, in line with the Ministry of Education's STAR framework and PHS values: Puumautanga, Aarahitanga, Manaakitanga, Kotahitanga.

1. Early Identification & Monitoring (Tier 1 – Universal Support)

Daily Attendance Checks using KAMAR

Automated Notifications sent to whānau for unexplained absences.

Weekly Attendance Reports distributed and reviewed by Kaihaapai, and Pou Tuarongo, Attendance Officers.

Threshold Trigger: 3–5 days of absence (unjustified or unexplained) in a term.

After 5 days of absence, Kaihaapai notify/refer to Pou Tuarongo

Action:

Whānau contacted by Kaihaapai.

Student check-in with Kaihaapai or Pou Tuarongo

Attendance expectations reinforced using school values.

2. Targeted Support (Tier 2 – Early Intervention)

Threshold Trigger: 6–10 days absent in a term.

Action:

1st FAS Referal (Attendance Officer)

Attendance concern letter sent home.

Hui with student, whānau, Pou Tuarongo, and Attendance Officer.

Develop a Mini Attendance Plan with goals and support.

Referral to Guidance Counsellor or Learning Support if needed.

Monitor weekly and review after 2 weeks.

3. Intensive Support (Tier 3 – Escalated Response)

Threshold Trigger: 11–15 days absent in a term.

Action:

Formal Attendance Plan initiated (aligned with STAR).

2nd FAS Referral

Tailored interventions (counselling, timetable adjustments).

Roopu Tautoko involvement

LSC involvement

Attendance contract signed by student and whānau.

Weekly monitoring and support check-ins.

4. Legal & System-Level Response

Threshold Trigger: 16+ days absent in a term, with no improvement despite support.

Action:

3rd FAS Referral (Consult with Tumuaki and aligned Pou Kaiaawha)

Continued support offered to whānau to re-engage student.

Removal from school Role

5. Review & Reporting

Attendance data reviewed termly by SLT.

Attendance Management Plan published online.

Feedback gathered from whānau and students to improve processes.

Values Integration

Puumautanga: Students are expected to show commitment to learning by attending regularly.

Aarahitanga: Staff lead with care and consistency in supporting attendance.

Manaakitanga: Whānau are treated with respect and offered support.

Kotahitanga: Collaboration across school, whānau, and agencies to ensure student success.

TRUACY FLOW CHART

0-5 days

Whānau contacted by Kaihaapai.
Student check-in with Kaihaapai or Pou Tuarongo
Attendance expectations reinforced using school values.

6-10 Days

1st FAS Referal (Attendance Officer)
Attendance concern letter sent home.
Hui with student, whānau, Pou Tuarongo, and Attendance Officer.
Develop a Mini Attendance Plan with goals and support.
Referral to Guidance Counsellor or Learning Support if needed.
Monitor weekly and review after 2 weeks.

11-15 Days

Formal Attendance Plan initiated (aligned with STAR).
2nd FAS Referral
Tailored interventions (counselling, timetable adjustments).
Roopu Tautoko involvement
LSC involvement
Attendance contract signed by student and whānau.
Weekly monitoring and support check-ins.

16+ Days

3rd FAS Referral (Consult with Tumuaki and aligned Pou Kaiaawha)
Continued support offered to whānau to re-engage student.
Removal from school Role

IN – SCHOOL TRUANCY PROCEDURE

Purpose

To identify, respond to, and reduce instances of in-school truancy (students being on-site but not attending timetabled classes), while promoting accountability, wellbeing, and engagement.

Step 1: Identification

Teachers mark attendance in KAMAR within the first 10 minutes of each period.

Attendance Officer runs a truancy report after Period 2 and Period 4 to identify students marked absent but present on-site.

Duty Staff and Deans monitor known truancy hotspots (e.g., toilets, field, tuck shop, car park).

Step 2: Initial Response

Truant students are approached respectfully by staff and asked to return to class.

If non-compliant or repeat offender

Escort/Report student to Pou Taahu (HOF) (follow Departmental procedures)

Log student name in Kamar under Pastorals

Step 3: Investigation (this step is taken after the HOF department procedures have been exhausted)

Attendance Officer or Pou Tuarongo (Dean) contacts Pou Taahu (HOF) to confirm absence.

Reason for absence.

Any well-being concerns or barriers to attendance.

BR4L approach used: Restorative questioning, not punitive.

Step 4: Intervention

Depending on frequency and reason:

First-time or low-level truancy

Warning and restorative conversation.

Class re-entry plan discussed.

Parent/caregiver notified via email or text.

Repeat truancy (2+ times/week)

Pou Tuarongo referral.

Parent meeting arranged.

Attendance contract initiated.

Mentoring or counselling offered.

Persistent truancy - Pou Kaiaawha (SLT) involvement.

Individualised Attendance Plan developed.

Possible internal referral to:

Learning Support, Youth Worker, Social Worker

Attendance Service and Roopu Tautoko

Removal from Roll

Step 5: Monitoring & Follow-Up

Weekly review of truancy data.

Students on attendance plans monitored by Pou Tuarongo (Deans).

Positive attendance reinforced via:

Mana Rewards/ Whānau recognition

Documentation

All truancy incidents logged in KAMAR.

Notes include:

Date/time/ Period missed/ Reason given

Actions taken

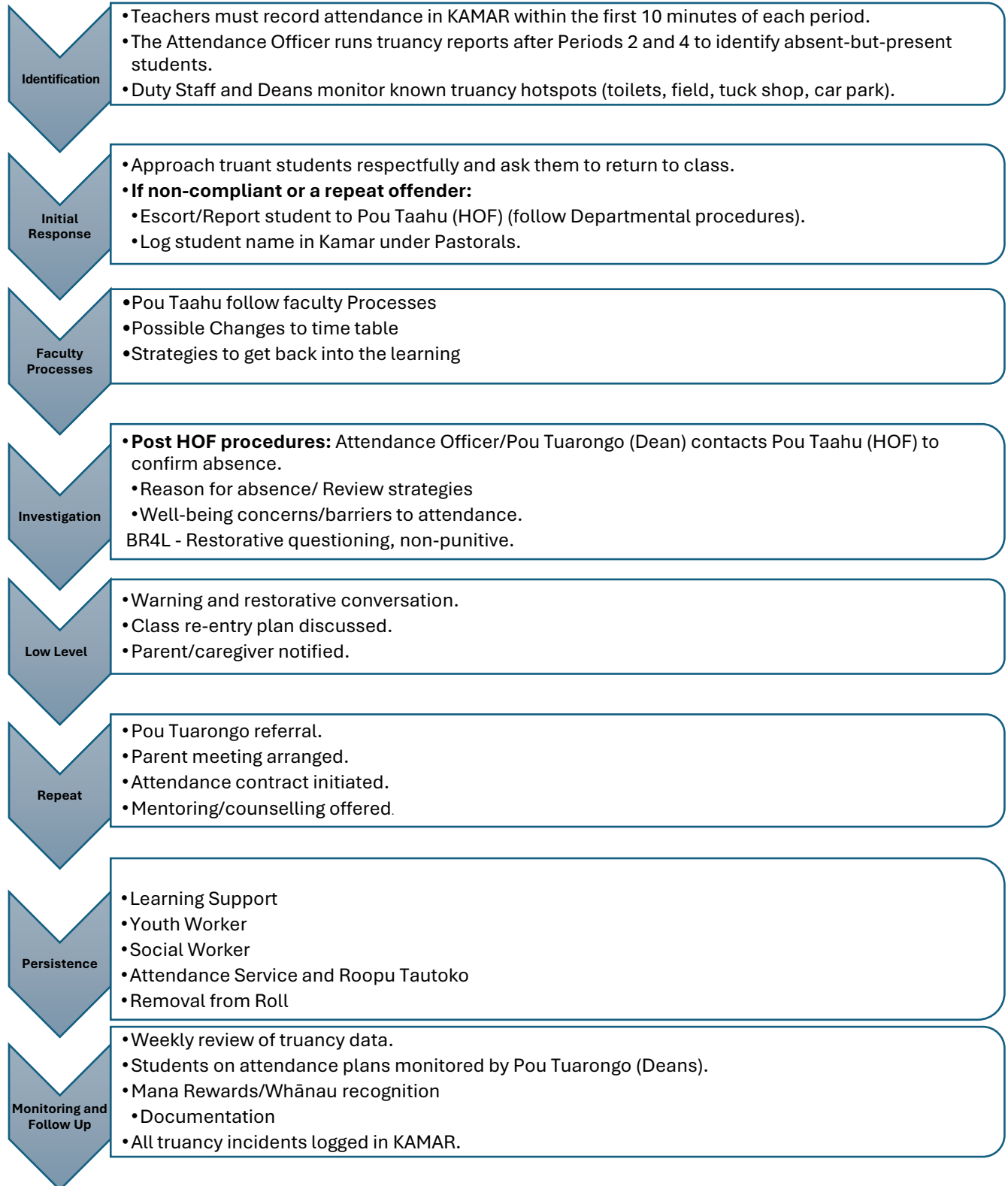## Alignment with School Values

Puumautanga – Encouraging excellence through consistent attendance.

Aarahitanga – Empowering students to lead themselves responsibly.

Manaakitanga – Supporting students with care and understanding.

Kotahitanga – Working together with whānau and staff to improve outcomes.

IN- SCHOOL TRUANCY PROCEDURE

Identification
- Teachers must record attendance in KAMAR within the first 10 minutes of each period.
- The Attendance Officer runs truancy reports after Periods 2 and 4 to identify absent-but-present students.
- Duty Staff and Deans monitor known truancy hotspots (toilets, field, tuck shop, car park).

Initial Response
- Approach truant students respectfully and ask them to return to class.
- **If non-compliant or a repeat offender:**
  - Escort/Report student to Pou Taahu (HOF) (follow Departmental procedures).
  - Log student name in Kamar under Pastorals.

Faculty Processes
- Pou Taahu follow faculty Processes
- Possible Changes to time table
- Strategies to get back into the learning

Investigation
- **Post HOF procedures:** Attendance Officer/Pou Tuarongo (Dean) contacts Pou Taahu (HOF) to confirm absence.
  - Reason for absence/ Review strategies
  - Well-being concerns/barriers to attendance.
- BR4L - Restorative questioning, non-punitive.

Low Level
- Warning and restorative conversation.
- Class re-entry plan discussed.
- Parent/caregiver notified.

Repeat
- Pou Tuarongo referral.
- Parent meeting arranged.
- Attendance contract initiated.
- Mentoring/counselling offered.

Persistence
- Learning Support
- Youth Worker
- Social Worker
- Attendance Service and Roopu Tautoko
- Removal from Roll

Monitoring and Follow Up
- Weekly review of truancy data.
- Students on attendance plans monitored by Pou Tuarongo (Deans).
- Mana Rewards/Whānau recognition
  - Documentation
- All truancy incidents logged in KAMAR.

Pukekohe High School Attendance Policy 2026

MEDICAL ABSENCES PROCEDURE

1. Notification of Absence

Whānau Responsibility: Parents/caregivers must notify the school before 9:00 AM on the day of the absence via:

Phone call to the attendance office

Email to the attendance officer

2. Documentation Requirements

Short-term Absence (1–2 days)

Verbal or written explanation from whānau is sufficient.

Extended Absence (3+ days)

Medical certificate required.

If unavailable, a signed note from a parent/caregiver explaining the nature of the illness may be accepted at the discretion of the dean.

3. Recording and Monitoring

Attendance officer logs the absence in KAMAR.

Pou Tuarongo monitors patterns of medical absences and follow up if

Absences are frequent or prolonged.

No documentation is provided.

The Attendance Officer monitors attendance data for emerging patterns and promptly notifies the relevant Pou Tuarongo of any concerns

There are concerns about student wellbeing or engagement.

4. Academic Catch-Up

Students are responsible for catching up on the missed work.

Teachers will:

Upload resources to Teams.

Provide reasonable support upon return.

Deans may coordinate additional support for students with extended absences.

LSC support required

5. Return to School

Students must check in with their form teacher or dean upon return.

If the absence was due to a serious illness or injury, a reintegration plan may be developed (e.g., reduced timetable, learning support).

6. Special Considerations

For chronic medical conditions, a health plan may be developed in consultation with:

School nurse

Whānau

External health professionals

Learning Support Co-Ordinator