



Growing Together For Success

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Attendance at Tūtira Ashgrove School

Every Day Matters – Kia Noho Tahi Tātou

At Tūtira Ashgrove School we believe learning grows from connection, belonging, and relationships. Our name *Tūtira* reminds us that we are strongest when we stand together.

When students attend school regularly they build friendships, stay connected to their learning, and feel part of our school community. Every day at school is another opportunity for our tamariki to learn, grow, and thrive.

Our 2026 Goal

Our goal is for 65% of our students to attend school regularly (90% or more of the time) by the end of 2026.

This is an important step toward the national goal of 80% regular attendance by 2030.

Why Attendance Matters

Regular attendance helps students:

- Build strong friendships and relationships
- Stay connected with their learning
- Develop confidence and resilience
- Achieve their full potential

Even a few days away from school can make learning more challenging, as important learning and connections can be missed.

Our Current Attendance Picture

In 2025 our attendance data showed some important patterns:

- Term 1: 52% regular attendance
- Term 2: 41% (winter illnesses had an impact)

- Term 3: 37% (a seasonal dip)
- Term 4: 45% (a strong improvement from 2024)

One positive highlight is that our students are excellent at arriving on time, with 98% punctuality. However, some students move into the “irregular attendance” category due to extended holidays during term time.

How We Support Attendance

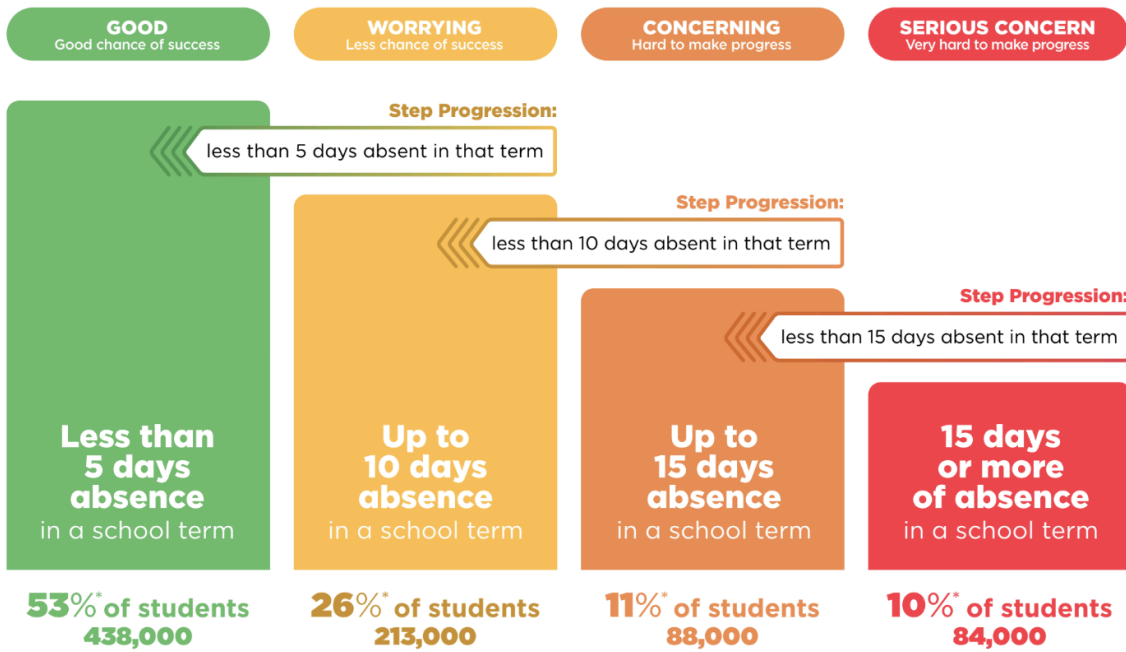
We know that sometimes barriers to attendance arise. Our approach is always supportive and relationship-focused.

Stepped Attendance Response – STAR

Responding to all absences



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



* These approximate numbers of students are based on the numbers of students in the regular attendance categories in Term 2 2024.

Stepped Attendance Response – STAR

Responding to all absences

The Stepped Attendance Response (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 actions taken will be tailored to the reasons for absence, for example a student with a chronic illness will require tailored supports for their education.

The activities include considering prosecution for absences if appropriate support is offered and not taken up.

Day-to-day operations

Schools:

- Assess attendance history of new students and share attendance history when students move between schools.
- Survey students and parents to support effective teaching practice and engagement
- School Leadership and Boards actively minimise disruptions to the school day and week e.g. use callback days, parent teacher meetings held after school
- Support students to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate.

Ministry of Education:

- Convene termly meetings for leaders from local schools and relevant agencies to discuss students with serious attendance concerns where a multi-agency response is required
- Prepares templated materials for schools to adapt and use to promote or respond to attendance
- Provide attendance data reports for individual schools and Kāhui Ako
- Provide schools with a regularly updated list of agencies that schools can work with to support students
- Contract supports and services that are effective at returning students to regular attendance (e.g. Attendance Service)

Less than 5 days absence in a school term

PARENTS/GUARDIANS

- Ensure student attends every day they are able
- Reinforce good attendance habits
- Support other parents to reinforce good attendance habits
- Open communication with school
- Follow school attendance management plan and associated policies and processes

SCHOOLS

- Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term
- Communicate to parents what steps the school will take in the event their child is absent from school
- Communicate good attendance habits to students and parents
- Monitor attendance
- Communicate to parents about every absence
- Maintain contact details of parents
- Provide students with regular updates on their own attendance
- Report regularly to parents on attendance of their child
- Support students getting to school
- Use school level approaches to promote good social and learning environment

MINISTRY OF EDUCATION

- Monitor that schools have their attendance policy and attendance management plan on website and it is reviewed as required
- Monitor aggregate data and attendance patterns to identify challenges and opportunities at regional and national levels
- Maintain regular contact with schools and support policy development and interventions/supports
- Support schools to be inclusive and safe

53% of students. 438,000

Up to 10 days absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Contact school to discuss reasons for absence
- Support student to catch up on missed learning
- Engage in supports offered

SCHOOLS

- Send formal notification and contact parent/guardian to discuss reasons for absence
- Support students to catch up missed learning where required
- Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform shop, PB4L

MINISTRY OF EDUCATION

- Support school with formal notification where required

Plus
previous
responses



26% of students. 213,000

Stepped Attendance Response – STAR

Responding to all absences

Up to 15 days absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Attend meeting at the school to analyse reasons for absence and to collaborate on a support plan
- Implement strategies at home

SCHOOLS

- Send escalated formal notification to parents
- Hold 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 Ministry or other agencies as needed

MINISTRY OF EDUCATION

- Identify schools with a significant proportion of students at amber level and offer additional support
- Facilitate multi-agency response and support school to implement and monitor improvement plan
- Promote resources and services to support schools to return students to regular attendance
- Identify and respond to localised barriers
- Monitor regional interventions
- Facilitate involvement of other agencies.
- Reprioritise regional support resources to where most needed/effective
- Develop new initiatives/policies if needed
- Support parent/guardian and school to resolve conflict if needed

11% of students. 88,000

Plus
previous
responses



15 days or more absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Engage in improvement plan
- Participate in regular meetings

SCHOOLS

- Send warning notice and make contact to arrange meeting with parents
- Escalate to multi-agency response
- Participate in multi-agency response
- Implement and monitor 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

MINISTRY OF EDUCATION

- Identify schools with a significant proportion of students at red level and offer additional support
- Facilitate multi-agency response and support school to implement and monitor improvement plan
- Provide direct support to parents where required
- Coordinate regional response where required
- Consider system-wide initiatives for high-risk attendance
- Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools
- Work with the Attendance Service to re-enrol students who are not enrolled

10% of students. 84,000

Plus
previous
responses



Version 1: January 2025

We follow a stepped support process:

Step 1 - Early Support

If a student has more than 5 days of absence, the Deputy Principal will check in with whānau to see if any support is needed.

Step 2 - Targeted Support

If absences reach around 10 days, the Deputy Principal may connect with the family to develop an Attendance Support Plan.

Step 3 - Extra Support

If absences reach 15 days or more, the school leadership team may work with external attendance services to ensure the right support is in place.

Our focus is always on removing barriers and helping students return to regular attendance.

Communicating Absences

If your child is going to be away, please let us know through the HERO app before 9:00am.

Each morning our office team follows up any unexplained absences to make sure students are safe and accounted for.

Term Time Holidays

We understand that family experiences are important. However, holidays during school time can have a significant impact on learning continuity.

For example, missing five days each term can add up to over a full year of learning lost by the end of Year 8.

Where possible, we strongly encourage whānau to plan holidays during school holiday periods.

Working Together

Attendance is a partnership between school and whānau. By working together we can ensure our tamariki are present, connected, and thriving.

If you ever need support with attendance, please reach out. We are here to help.

Our Commitment

At Tūtira Ashgrove School we are committed to ensuring that:

Every student is present

Every student feels connected

Every student has the opportunity to succeed

Because at the heart of it all:

Attendance matters because our students matter.

Ngā mihi



Leon Van't Veen

Tumuaki

Tūtira Ashgrove School