



Mayfield
PRIMARY SCHOOL

Attendance Management Plan 2026

Every Day Counts!

When your child comes to school every day, they learn, make friends, and feel like they belong. Let's work together to make sure every ākonga attends school regularly.

Our whole-school attendance target for 2026 is for 60% of our students to attend school 90% of the time or more. This aligns with the government's national target of 80% of students attending school 90% of the time by 2030. **In Term 4, we were at 41%, which shows there is significant work to be done.**

Our Values & Attendance

Value

Meaning

Whanaungatanga
(Relationships)

We build strong connections with students and whānau.

Manawaroa (Resilience)

We support students to overcome challenges and come to school.

Takohanga (Responsibility)

We all take responsibility for being at school on time.

Whakaute (Respect)

Respect yourself, others, and learning – including being present.

Attendance Management Plan: Mayfield Primary School

Strategic Priorities

- **Regular Attendance Target:** Achieve the government target of 80% of students present for more than 90% of the term by 2030.
- **Educational Excellence:** Ensure every student can achieve their highest educational standard in a physically and emotionally safe environment.
- **Equity:** Achieve equitable outcomes for Māori and Pasifika students while reflecting local tikanga, mātauranga, and te ao Māori in school plans.
- **Wellbeing (Hauora):** Nurture staff and students by building resilience and integrating the Whare Tapa Whā framework into weekly plans.

Mayfield Primary School's Attendance Management Plan supports our Strategic Plan priority of equity, excellence, wellbeing, and strong partnerships with whānau and community.

Our attendance priorities are to:

- Improve overall student attendance so that all ākonga attend regularly (90%+).
- Reduce persistent and chronic absence through early, relational, and culturally responsive support.
- Strengthen home-school partnerships, recognising the vital role of whānau, aiga, and community.
- Ensure students feel safe, valued, and connected, promoting a strong sense of belonging.
- Use attendance data to inform decision-making and target support effectively.

Board Responsibilities

- Monitoring & Reporting: Review termly attendance reports provided by the Principal and analyze progress against strategic targets.
- Data-Driven Governance: Receive and review comprehensive student achievement and attendance data to direct budgeting and targets to identified areas of need.
- Cultural Responsiveness: Review the effectiveness of Pasifika-responsive and whānau-centred approaches annually.
- Annual Review: Conduct an annual review of the Attendance Management Plan to ensure ongoing effectiveness.

Principal Responsibilities - the Principal will:

- Lead implementation of the Attendance Management Plan and STAR procedures.
- Ensure attendance expectations are clearly communicated to staff and whānau.
- Maintain systems for accurate attendance data collection.
- Identify attendance concerns early and initiate timely responses.
- Engage with whānau using relational and culturally appropriate approaches.
- Coordinate support from Attendance Services and community agencies.
- Report attendance data, actions, and outcomes to the Board.
- Reporting: Provide the Board with detailed termly reports on attendance patterns and updates on students receiving targeted support.
- Operational Oversight: Manage the day-to-day implementation of the Stepped Attendance Response (STAR) procedures and delegate follow-up actions to appropriate staff.
- Documentation: Ensure all attendance-related actions and communications are thoroughly documented.

Procedures/Supporting Documentation

- Stepped Attendance Response (STAR): (See detailed procedure below).
- Supporting Policies: Strategic Plan 2024-2026, Whare Tapa Whā Wellbeing Framework, and "Every Day Matters" reporting.

Monitoring

- Termly Analysis: Use the Ministry of Education's "Every Day Matters" reports to track categories: Regular (>90%), Irregular (80-90%), Moderate (70-80%), and Chronic (<70%).
- Specific Metrics: Monitor arriving-on-time rates (currently 84% regularly on time) and analyze attendance by day of the week (e.g., Wednesday typically highest at 88%, Friday lowest at 78%).
- Internal Systems: Record attendance twice daily and follow up on unexplained or unjustified absences.

Legislative Compliance

This plan aligns with:

- Education and Training Act 2020.
- Education (Attendance) Rules.
- Education Attendance Management Plan regulations (once enacted).
- Ministry of Education Attendance Guidance.

Attendance Management Procedure – Stepped Attendance Response (STAR)

Overarching Statement: "Every Day Counts! When your child comes to school every day, they learn, make friends, and feel like they belong. Let's work together to make sure every ākonga attends school regularly".

Parent/Whānau Responsibilities:

- Ensure children attend school every day they are able.
- Notify the school promptly via call or message if a child is absent due to illness.
- Talk with teachers if the child struggles to attend and join in creating a support plan if needed.
- Engage in open communication with the school.
- Support shared plans to improve regular attendance.
- Update contact information regularly.

We honour cultural, community, and family commitments and work respectfully with families to balance these alongside attendance expectations.

School Responsibilities:

- Whanaungatanga: Build strong connections with students and whānau to support attendance.
- Manawaroa: Support students to overcome challenges that prevent them from coming to school.
- Safety & Inclusion: Provide a safe environment that celebrates cultural diversity and caters to diverse needs through special education and ESOL programmes.
 - Maintain accurate attendance records.
 - Communicate regularly and respectfully with whānau using Pasifika and Māori-informed approaches.
 - Identify attendance concerns early and respond proactively.

- Provide pastoral, academic, and wellbeing support.
- Offer culturally responsive practices that reflect the identities of our learners.
- Follow STAR procedures consistently and fairly.
- Refer to Attendance Services when needed while continuing school support.

School Procedures:

Daily Actions				Weekly Actions	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Teachers mark roll before 9.15am And before 2pm	A.O (attendance officer) checks all rolls schoolwide Check if notes have been added by the teacher.	A.O contacts parent; phone/txt/email via SMS- reason for absence.	A.O amends attendance via SMS once reason is given. <i>By 3.15pm all students should have a code on SMS. Teachers follow up.</i>	Orange/Red absences are noted via class tracking sheets, teacher contacts A.O via email.	The principal monitors weekly attendance ie: patterns and trends.
Consistent T code for students will be referred to Hāpai Tūhono (attendance services), via office staff.					
Teachers should email the Attendance Officer (Teia) office@mayfieldauckland.school.nz when a student has exceeded 10 days absent in total (code E), then AO will make a referral. If you are not sure, please check with the principal.					

- Step 1 – Universal Support (90–85%): Classroom teacher discussions with students, positive reinforcement, and informal whānau communication.
- Step 2 – Emerging Concern (85–80%): Team leader or senior leader contact with whānau; talanoa/hui to identify barriers; short-term monitoring.
- Step 3 – Moderate Concern (80–70%): Senior leadership meeting with whānau; development of a collaborative Individual Attendance Plan (IAP); referral to community support.
- Step 4 – Chronic Absence (Below 70%): Referral to Ministry of Education Attendance Services; ongoing collaboration with external agencies.

School Values (Attendance Alignment)

At Mayfield Primary School, our values guide behaviour, relationships, and community engagement. These values support attendance expectations and are embedded across school life, including how we communicate with whānau and support students.

Our core values are:

- Whanaungatanga (Relationships) – We build meaningful connections and collaborative partnerships with learners and their families.
- Manawarua (Resilience) – We encourage persistence, strength of character, and the courage to attend school even when challenges arise.
- Takohanga (Responsibility) – We take responsibility for attendance, learning behaviours, and being present.
- Whakaute (Respect) – We show respect for self, others, and the learning environment – including the responsibility to be present and engaged.

These values are lived daily and directly support our school's relational, strengths-based approach to attendance. Every day counts! Learning, friendships, and opportunities happen when your child is at school.

Reviewed: 14 January 2026

Next Review: 1 March 2026 (alignment with Strategic Plan submission)