

# Macleans College: Attendance Improvement Plan 2026

## 1.0 Introduction and Strategic Context

Regular student attendance is a critical prerequisite for academic achievement, student well-being, and positive post-school outcomes.

The Ministry of Education defines "**Regular Attendance**" for statistical purposes as a student attending 90% or more of available half-days in a term.

National Target (New Zealand Government)	Macleans College Target
80% of students achieving regular attendance by 2030.	85% of students achieving regular attendance by Term 4, 2030.

## 2.0 Analysis of the Attendance Landscape (2020-2025)

### Long-Term Attendance Trends

Regular attendance typically peaks in Term 1 before declining through the middle of the year and often reaching its lowest point in Term 3 or 4.

This predictable decline necessitates proactive engagement campaigns and heightened monitoring beginning in Term 2 to mitigate the usual mid-year slump.

Year-Term	Regular Attendance (Good) >90%	Irregular Absence (Worrying) 80-90 %	% Moderate Absence (Concerning) 70-80 %	% Chronic Absence (Very Concerning) <70%
2024-3	71%	20%	5%	4%
2024-4	70%	18%	8%	5%
2025-1	85%	11%	3%	1%
2025-2	75%	18%	5%	2%
2025-3	75%	18%	5%	2%

This recent data shows a positive trajectory, with regular attendance improving from **71% in Term 3 2024 to 75% in Term 3 2025**. This indicates that current strategies are having an impact, while also highlighting the opportunity for further gains.

**2.0 Demographic Analysis: Identifying Priority Student Groups**

Averages can mask significant variations within the student population. The following analysis disaggregates the most recent data (Term 3, 2025) to identify specific cohorts requiring targeted support.

**2.1 Analysis by Year Level**

Attendance patterns vary significantly across year levels, with a clear trend of declining attendance as students progress into their senior years. This makes senior student engagement a key area of focus for the college.

Year Level	% Regular Attendance	% Chronic Absence
Year 9	83%	<1%
Year 10	78%	2%
Year 11	73%	1%
Year 12	72%	1%
<b>Year 13</b>	<b>67%</b>	<b>4%</b>

The data shows a distinct and progressive decline in regular attendance from Year 9 through to Year 13. **Year 13 students** exhibit the lowest rate of regular attendance (67%) and, critically, the highest rate of chronic absence (4%)—double the school-wide average.

## 2.2 Analysis by Ethnicity

The data reveals a persistent and significant attendance disparity among different ethnic groups at the college. Addressing this equity gap is a strategic imperative.

Ethnicity	% Regular Attendance	% Irregular Absence	% Moderate Absence	% Chronic Absence
<b>Māori</b>	<b>54%</b>	<b>24%</b>	<b>8%</b>	<b>14%</b>
<b>Pacific</b>	<b>56%</b>	<b>25%</b>	<b>11%</b>	<b>8%</b>
Asian	81%	16%	3%	<1%
MELAA	60%	26%	10%	4%
Other	81%	12%	6%	0%
European/Pākehā	67%	25%	6%	1%

This analysis explicitly identifies **Māori and Pacific students** as priority groups facing the most significant barriers to regular attendance. The rate of chronic absence for Māori students (14%) is seven times the school-wide average of 2%, while the rate for Pacific students (8%) is four times the average.

These disparities demand a focused and culturally responsive approach. While the chronic absence rates for Māori and Pacific students are the most urgent priority, it is also notable that regular attendance for European/Pākehā students (67%) is significantly below that of Asian (81%) and Other (81%) cohorts, indicating a wider challenge in engagement beyond the priority groups.

**NB: Actual totals as small so percentages can appear exaggerated**

## 2.3 Analysis by Gender

While minor variations exist between genders, the data from Term 3, 2025 indicates that gender is not a primary driver of attendance disparity at Macleans College. Male students recorded a slightly higher regular attendance rate (76%) compared to female students (73%).

## 2.4 Primary Reasons for Student Absence

Understanding the drivers of non-attendance is crucial for developing effective interventions. The data from Term 3, 2025 provides a clear breakdown of the most common reasons for absence.

1. (M) Illness / Medical Absence: 75%
2. (?) Unknown (Temporary): 7%
3. (E) Accepted (but unjustified): eg: It's my birthday 6%
4. (G) Holiday: 5%
5. (J) Explained and Approved: 4%

While illness is understandably the largest single factor, **unjustified absences** collectively represent a significant and addressable portion of non-attendance.

Absences coded as **"Unknown," "Accepted," and "Holiday" together account for 18% of all time absent.**

The high percentage of "Unknown" absences, in particular, points to a clear need for improved data capture and follow-up processes to ensure all absences are explained promptly.

## 2.4 On-Time Attendance Performance

Data from Term 3, 2025, shows that on-time attendance is an area of exceptional strength for the college. A remarkable **100% of students arrived on-time regularly** (defined as over 90% of the time).

### **3.0 Strategic Priorities for 2026**

The key findings from this analysis—the significant equity gap for Māori and Pacific students, the decline in senior school attendance, and the volume of unjustified absences—directly inform the strategic priorities that follow.

The preceding analysis of attendance data points to three clear, high-impact areas where targeted effort will yield the greatest improvement in overall attendance rates and ensure equitable outcomes for all students. These priorities will guide the allocation of resources and the development of specific initiatives for the 2026 academic year.

#### **Priority 1: Closing the Attendance Equity Gap**

The data reveals that the most significant attendance disparity at Macleans College exists for our Māori and Pacific ākonga. With chronic absence rates for Māori at 14% and Pacific students at 8%—seven and four times the school-wide average of 2% respectively (see Table 2.2.2)—it is clear that these students and their whānau face unique and substantial barriers. Achieving equity in attendance by addressing these barriers is not only a statistical goal but a fundamental commitment to our school's values.

#### **Priority 2: Strengthening Senior School Engagement and Attendance**

There is a consistent and concerning trend of declining attendance in Years 11, 12, and 13. With regular attendance dropping to just 67% for Year 13 students, as detailed in Table 2.2.1, this issue poses a direct threat to NCEA attainment, readiness for tertiary education, and successful transitions into post-secondary pathways. Re-engaging our senior students and reinforcing the importance of daily attendance is critical to their academic success.

#### **Priority 3: Reducing Unjustified Absences Through Proactive Communication and Improved Data Processes**

As highlighted in Section 2.3, unjustified absences—particularly those coded as "Holiday," "Accepted (but unjustified)," and "Unknown"—collectively account for a significant 18% of time lost from learning. This indicates a need to reinforce

school policy and expectations with the parent community. Furthermore, the high rate of "Unknown" absences highlights an opportunity to refine internal data management processes to ensure every absence is accounted for swiftly and accurately.

#### **4.0 The 2026 Attendance Improvement Strategy and Action Plan**

The following action plan provides a detailed roadmap of the specific strategies and initiatives Macleans College will implement to address these three core priorities.

This section outlines the specific actions, policies, and initiatives that Macleans College will implement in 2026 to drive attendance improvement. The strategy combines universal best practices for all students with targeted interventions aligned with our strategic priorities. The entire framework is structured around the Ministry of Education's tiered **Stepped Attendance Response (STAR)** model to ensure a consistent, escalating level of support.

##### Tiered Intervention Framework (STAR Model)

Our day-to-day response procedures are aligned with the four STAR tiers, ensuring that interventions are timely and appropriate to the level of concern.

#### **4.1 Tier 1: GOOD (Less than 5 days absence per term) - Universal Support**

- Action: Daily attendance monitoring and recording. Responsibility: Form Teacher.
- Action: Proactive communication on attendance expectations via assemblies, newsletters, and social media. Responsibility: Principal, Senior Leadership Team (SLT).
- Action: Positive reinforcement, including the termly '100-for-100' prize draw. Responsibility: House Leaders.
- Action: Automated weekly attendance records sent to parents/caregivers. Responsibility: School Administration.

#### **4.2 Tier 2: WORRYING (5-10 days absence per term) - Early Intervention**

- Action: Follow-up emails and phone calls to parent/caregiver; a supportive discussion with the student upon their return to identify any barriers and reiterate attendance expectations. Responsibility: Form Teacher, House Leader.
- Action: Issuance of a formal letter to parent/caregiver from House Leader. Responsibility: House Leader.
- Action: SLT member for the respective year level is informed. Responsibility: House Leader.

#### **4.3 Tier 3: CONCERNING (11-15 days absence per term) - Escalated Support**

- Action: Direct contact and meeting arranged with parent/caregiver by SLT. Responsibility: SLT (Year Level Dean).
- Action: Student Advisory and Support (SAS) department is engaged. Responsibility: SLT.
- Action: Formal warning notice sent to parent/caregiver, endorsed by the Principal. Responsibility: SLT, Principal.
- Action: Decision on home visit and contact with Attendance Services to prepare for further action. Responsibility: House Leader, SLT.

#### **4.4 Tier 4: VERY CONCERNING**

(15+ days absence per term) - Intensive Multi-Agency Response

- Action: Formal notification and meeting with parent/caregiver, endorsed by the Principal. Responsibility: SLT, Principal.
- Action: Formal referral to Ministry of Education Attendance Services. Responsibility: SLT.
- Action: If required, raising a possible prosecution with Attendance.Prosecutions@education.govt.nz. Responsibility: SLT.

## **5.0 Targeted Initiatives for Strategic Priorities**

In addition to the tiered framework, the following initiatives will be implemented to address the key priorities identified in our data analysis.

### **5.1 Enhancing Engagement for Māori and Pacific Ākonga. Lead by Ms Tuialili**

- Propose the development of a targeted engagement plan to identify and address specific barriers to attendance for Māori and Pacific students and their whānau. This plan should include proactive outreach and partnership building.

### **5.2 Bolstering Senior School Attendance. Lead by Level DPs**

- Propose a review of policies related to senior students, including monitoring the use of exam leave codes (e.g., 'X', 'V').
- Mandate clear communication from Deans and teachers to Years 11-13 students and parents regarding the direct impact of attendance on NCEA credits and final qualifications.

### **5.3 Minimizing Unjustified Absence and Improving Data Accuracy. :Lead by Mr Goodyer.**

- Formalize the procedure for following up on 'Unknown (?)' absences, requiring Subject Teachers to check codes daily and Form Teachers to resolve them within 48 hours via parent contact.
- Develop and deploy a school-wide communication campaign at the start of each term clarifying the policy on term-time holidays and explaining why they are coded as unjustified absence ('G').

The success of this comprehensive action plan will be determined by a robust system of monitoring and continuous improvement.

## **6.0 Monitoring, Reporting, and Continuous Improvement**

A commitment to robust monitoring and reporting is essential for the success of this plan. These processes provide the necessary mechanisms to track progress against our goals, ensure accountability across the school, and allow for the agile adjustment of strategies in response to emerging trends.

## 6.1 Key Performance Indicators (KPIs) for 2026

Our progress will be measured against the following clear and measurable KPIs, which are directly aligned with our strategic priorities:

- **Overall Regular Attendance:** Achieve and maintain a school-wide regular attendance rate of  $\geq 80\%$  in each term.
- **Equity Gap Reduction:** Reduce the gap in regular attendance rates between Māori/Pacific students and the school-wide average.
- **Senior Attendance Uplift:** Increase the regular attendance rate for Year 11, 12, and 13 students.
- **Data Accuracy:** Reduce the percentage of time absent coded as 'Unknown (?)' each term.
- **Chronic Absence Reduction:** Decrease the overall percentage of students in the 'Chronic Absence' category.

## 6.2 Reporting Cadence and Accountability Structure

A structured reporting schedule will ensure that attendance data is consistently reviewed and acted upon at all levels of the school.

Frequency	Activity	Lead Responsibility	Audience
Weekly	Review of attendance data for all students, with a focus on anomalies and those crossing STAR thresholds.	House Leaders	Form Teachers
Bi-Weekly	Formal attendance discussion and review of students of concern.	Senior Management Team	House Leaders
Monthly	Report on school-wide attendance progress and trends.	Principal	Senior Leadership Team, Board of Trustees

<b>Termly</b>	Analysis and presentation of the official Ministry of Education "Every Day Matters" report.	Principal / SLT	Board of Trustees
<b>Annually</b>	Comprehensive review of this Attendance Improvement Plan, assessing performance against KPIs and refreshing priorities for the following year.	Principal / SLT	Board of Trustees

Improving student attendance is a collective responsibility shared by students, staff, parents, and the wider community. Macleans College is fully committed to this goal. This strategic plan provides the essential framework for a coordinated, data-informed, and sustained effort to ensure that every student has the opportunity to attend, engage, and succeed.

Approved (by Board) Signature: \_\_\_\_\_



Name: \_\_\_\_\_

R. S. WILKIE

Date: \_\_\_\_\_

17/10/26.