



CNC Attendance Plan

1. Purpose

At Christchurch North College (CNC), we acknowledge that regular attendance is a key factor in student achievement, wellbeing, and future success. Our approach prioritises early intervention, strong relationships with whānau, identification of barriers, and tailored support for each learner. This policy aligns with the Ministry of Education's STAR Framework (Support, Track, Act, Respond) and reflects our commitment to both individual growth and collective responsibility.

2. Attendance Goals

School Wide Goals

- Term by term and annual school targets aiming for 90%+ average attendance.
- Visual tracking to celebrate progress and build collective ownership.

Individual Student Goals

- Termly attendance plans for students with attendance below 90%.
- Personalised, whānau informed goals co-designed with staff and our onsite therapist.

3. Tiered Attendance Response – Based on STAR Framework

Support

- Build strong, respectful relationships with students and their whānau.
- Identify Hauora, social, and home factors influencing attendance.
- Engage support networks including the kaiārahi, deans, therapist, and external services.

Track

- Daily attendance monitoring using MoE codes.
- Weekly internal reporting to detect early signs of disengagement.
- Transparent, visual progress tracking for students and whānau.

Act

- Initiate early intervention for students below 90%.
- Co-design attendance plans with input from whānau and onsite therapist.
- Identify in-school and external barriers to engagement.

Respond

- Use formal interventions for students under 80% attendance.



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- Escalate to Attendance Services where appropriate.
- Review and adapt plans in partnership with students, whānau, and the CNC team.

4. Whānau Engagement and Partnership

- Hui with whānau for students at risk of disengagement.
- Regular communication and collaborative planning with families.
- Provide education and tools for whānau on:
 - Supporting sleep, routines, and self-management.
 - Reducing excessive screen time.
 - Understanding how habits form (see “90-Day Model” below).
 - Access to community and agency supports.

5. Barrier Identification – Internal and External

CNC will establish clear processes to identify and respond to attendance barriers:

- Internal: Learning support needs, classroom climate, peer relationships, bullying.
- External: Financial stress, housing instability, transport, mental health, cultural disconnect.
- Process: Information from teacher observations, pastoral notes, hui, therapist assessments.

6. Holiday and Term-Time Interventions

To reduce disengagement:

- Conduct pre term and holiday check ins with students who have <80% attendance.
- Provide connection events or pastoral catch-ups during breaks.
- Create transition plans to support returning or re-engaging students.
- CNC Holiday Program

7. 90-Day Attendance Habit Model

Forming new habits takes time. We promote the idea that 90 days of regular attendance creates new learning and behavioural pathways.

Attendance Rate	Weeks to Reach 90 Days
5 days/week	18 weeks
4 days/week	22.5 weeks
3 days/week	30 weeks



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Key Message to Students and Whānau:

"Attend 4+ days a week , and in under 5 months, school will feel easier and more normal. Build the habit now!"

This is reinforced with visual graphs showing student attendance trends and progress, similar to models used by schools like Burnside High.

8. Therapist and Wellbeing Integration

The CNC onsite therapist plays a key role in the attendance strategy:

- Collaborates on all plans for students under 80%.
- Supports students with anxiety, disengagement, or trauma-related barriers.
- Provides advice to staff and contributes to school wide wellbeing strategies.

9. Parent Education and Support

We aim to educate, not just inform our parent community. CNC will share tools, links, and practical advice on how whānau can support attendance.

Key Guidelines:

- Device time:
 - 5–12 years: Less than 2 hours/day
 - 13–15 years: Up to 3 hours/day[KidsHealth NZ – Screen Time](#)
- Sleep:
 - 5–13 years: 9–11 hours/night
 - 14–18 years: 8–10 hours/night[Health NZ – Sleep Guidelines](#)
- Self-management skills:
 - Ages 9–13: Make bed, lunch, pack bag, tidy room.
 - Ages 13–18: Household chores, organise school materials, meal prep.[Triple P NZ – Chores by Age](#)

10. Review and Continuous Improvement

- Review Dates: Attendance strategy and data reviewed each term.
- Plans for individual students will be updated at key points or after major changes.
- Staff are encouraged to remain adaptable and responsive to student needs and circumstances.



11. Visual Resources and Communication Tools

- Infographics and student-friendly graphs to show progress (e.g. monthly attendance outlines).
- Posters promoting the 90-Day Habit Goal displayed around school.
- Whānau receive easy to understand attendance reports termly.

12. Summary of Key Recommendations Based on STAR Comparison

Area	Action for CNC
Goals	Set term-by-term goals for individuals and school.
Tiered Framework	Adopt STAR's stepped response approach.
Whānau Involvement	Deepen partnerships, plan together.
Therapist Input	Standardise therapist involvement under 80%.
Timing	Add proactive holiday/pre-term interventions.
Review Process	Embed termly reviews and flexible planning.