Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government's target is that 80% of students will be regularly attending school by 2030.

Our school currently has 63% regular attendance and aims to increase it to 68% by the end of 2026.

Board responsibilities

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' 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

· recording all absences and responding accordingly

· 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.

Principal responsibilities

The principal is responsible for:

· developing and implementing a stepped attendance response aligned with the thresholds to support student attendance

· ensure that student absence is investigated, responded to and actions taken are recorded and 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.

Procedures/supporting documentation

Attendance Management Procedure - Stepped Attendance Response (STAR)- see below

Monitoring

The principal will continue to report daily attendance data.

The board will receive termly attendance reporting, including information from the Every Day Matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

Education and Training Act 2020

Education Attendance rules

Education Attendance Management Plan regulations (yet to be passed)

Reviewed: February 2026	Next review: November 2028

Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and address concerns about student attendance.

We have a stepped attendance response to identify students and offer appropriate interventions at the thresholds to support their return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff, and, where necessary, an external agency to improve student attendance.

Parent/Whānau responsibilities

- ·   ensure students attend every day they are able
- ·   reinforce good attendance habits
- ·   open communication with the school
- ·   follow the school's attendance management plan and associated attendance policies and procedures.

School responsibilities

- ·   Clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- ·   Communicate to parents what steps the school will take if the student is absent from school
- ·   Monitor student attendance
- ·   Provide students with regular updates on their own attendance
- ·   Report regularly to parents on the attendance of their child.

School Procedures

The principal will appoint staff and delegate duties to manage the electronic student attendance register and to follow up on non-attending students.

Non-teaching staff with duties related to our attendance system will support teachers in maintaining accurate, up-to-date attendance information.

Classroom teachers are responsible for recording student attendance in their class on a half-day basis.

Class teachers are responsible for maintaining accurate, up-to-date records and supporting attendance systems. They will also monitor and follow up on lateness and other attendance issues.

Senior leaders are responsible for monitoring student attendance in their respective groups and ensuring that parents are informed of any attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Parents will receive termly updates on student attendance.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Attendance patterns and the specific interventions used will be evaluated by the pastoral team/SLT termly to review outcomes and the effectiveness of these interventions.

Attached are the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in Edge.

School Stepped Attendance Response Activities

Below is our stepped attendance response for individual student absences. Actions can be taken at any stage, and there is no requirement to wait for a student to reach a threshold before addressing non-attendance. Contact parents ASAP (ideally within two school days) and arrange a meeting for as soon as possible.

Day-to-day operations			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with parents	Set expectations, procedures, and follow-up steps the school will take when a student is absent. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	Class teacher Principal School Board	Termly attendance features, including updates on data in newsletters. Expectations and guidance for parents are published on our school website. Expectations for student attendance and the steps to address attendance are included in the enrolment forms. Work with parents and students, where appropriate.
Following up on absences daily	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents Follow up daily with parents on any unexplained absences	Administration team	Office staff will phone the family of any children who are not accounted for by 9:30 am.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	

Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance Services	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues in accordance with these procedures. If you are unsure, please discuss with Beth Downie.

Students with less than 5 days of absence			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team	Follow up on all absences to confirm the reason for absence. No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Class teacher	Updates sent to parents through SeeSaw termly
Report regularly to parents on the attendance of their child	providing weekly notes on attendance to parents via email	Class teacher	Updates sent to parents through SeeSaw termly

For absences of 0-4 days, all absences must be followed up to ensure the correct code is recorded. The syndicate leader will identify any students already on the attendance list from the previous term at their weekly meetings.

Students with less than 10 days of absence (5-9 days)			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Contact parents to discuss reasons for absence and impact on learning	After 5 days, send an email to the parent (use template). Phone contact to be used if this is not the first time the student has met the threshold	Class teacher to send email (use the school template)	Record actions taken in Edge - Under the attendance tab If no action is taken due to individual circumstances, record this in the student's record. Follow up within 2 school days of meeting the threshold.

Between 5-9 days of absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non-attendance.
For students who have progressed from having higher absences, provide feedback on the positive improvement in their attendance to both the student and whānau.
If there is no action taken due to individual circumstances, record this against the student record.

Students with less than 15 days of absence				
Activities	**Practice**		**Responsible Person**	**Notes & Actions**
Contact the parent to escalate concerns	Further contact with the parent Email and/or phone call as required for escalation.		Class Teacher and Team Leader or SENCO	Record actions taken in Edge If no action is taken due to individual circumstances, record this in the student record on Edge

Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange a meeting with the student and parents.		Teacher, and/or team leader.	Consider who needs to be present at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan. and		Class Teacher and Team Leader or SENCO	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support as needed	Discuss with the pastoral team what further supports are available		Class Teacher/Team Leader or SENCO	

Between 10-14 days of absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non-attendance.

If there is no action taken due to individual circumstances, record this against the student record.

Students with greater than 15 days of absence				
Activities	**Practice**		**Responsible Person**	**Notes & Actions**
Contact the parent to escalate concerns	Further escalating email (use template)		Beth/SENCO	
Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for a meeting, including parents and the student. Consider who will be in attendance.		Beth/SENCO	Plan to return the student to regular attendance
Request support from the Attendance Service or other agencies as needed Participate in a multi-agency response	Refer to the Ministry of Education attendance services or other agencies Support access to services and collaborate with specialists		Beth/SENCO	Before referral, check that all previous actions, like the support plan, are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return the student to regular attendance
Maintain implementation and monitoring of the support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met		Beth/SENCO	Support plan in place Continue monitoring Steps taken to reintegrate the student

Over 15 days of absence, investigate the reasons for this absence and refer to SLT for further actions. Record all actions taken to address non-attendance.

If there is no action taken due to individual circumstances, record this against the student record.