

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

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

Our school currently has 50% regular attendance for Term 1 and a target of lifting regular attendance to 60% 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 (and/or his delegated authority) 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 too and actions taken recorded aligned with the thresholds
- ensure all students, caregiver/s 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 (and/or his delegated authority) will maintain reporting of daily attendance data.

The Board will receive termly attendance reporting- including information provided by 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: November 2025

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's hours. This allows school staff to identify and respond to student attendance concerns.

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

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

Caregiver/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 caregivers and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to caregivers 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 caregivers on attendance of their child.

School Procedures

The Principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.

Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.

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

Whānau/class teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attendance and other attendance issues, communicating clearly with all relevant staff and caregivers.

Deans/ Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that caregivers are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Caregivers will receive student attendance data via absence text / weekly emails / caregiver portal / termly updates.

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.

Patterns of attendance and specific interventions being used will be evaluated by the Pastoral team/SLT termly to review outcomes and effectiveness of these interventions.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences should be recorded in KAMAR. The Pastoral care team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact the Deputy Principal, Leader of Pastoral Care.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. Contact caregivers asap and arrange a meeting for as soon as possible.

The Pastoral care team meets weekly. Any day to day attendance data related questions please contact Kiri Hita-Duval - Attendance Administrator. For all other Attendance queries please contact the Deputy Principal, Leader of Pastoral Care.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with caregivers	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 caregivers	Whānau teacher Principal School Board	Termly attendance features including updates on data in newsletters. Expectations and guidance for caregivers published on our school website. Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. Work with caregivers and students, where appropriate.
Following up absences daily	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to caregivers Follow-up with caregivers any unexplained absences	Administration team Whānau Teacher	Text based reminder to be sent after 10am for all unexplained absences.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Dean/ Deputy Principal (new students during year or not in year 7)	Use our “welcome to school” hui with whānau at the beginning of the year for year 7 students.
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 according to these procedures. If you are unsure, please discuss with the Deputy Principal, Leader of Pastoral Care.

Students with less than 5 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with caregivers/caregivers Maintain contact details	Identify all student absences Communicate these to caregivers	Administration team Whānau teacher	Follow-up all absences to confirm the reason for absence. No action taken
Individual Lesson truancy	Whānau teacher to discuss reason for Absence with Student and contact caregiver.	Whānau teacher	Repeated patterns escalate to Dean
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Whānau Teacher	Updates sent to students and caregivers through KAMAR
Report regularly to caregivers on non-attendance of their child	providing weekly notes on non-attendance to caregivers via email	Whānau teacher	Updates sent to students and caregivers through KAMAR notification.
Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified and reviewed by the Pastoral care team at their weekly/ fortnightly meetings.			
Students with less than 10 days absence (5-9 days)			
Activities	Practice	Responsible Person	Notes & Actions
Contact caregivers to discuss reasons for absence and impact on learning	After 5 days, send an email to the caregiver. Phone contact to be used if this is not the first time student has met the threshold	Whānau Teacher / Dean (Any concerns of next steps discussion options with the year level dean.)	Record actions taken in KAMAR. The student will be closely monitored via the S.A.R. document. If there is no action taken due to individual circumstance - record this against the student record. Follow-up to be as soon as possible after the student meets the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Class / Subject Teacher	What is required in this context.
Use in-school resources as appropriate to Remove barriers e.g. Counsellor, uniform, food, Learning Support	Contact Pastoral care team if barriers identified that the school could assist with	Whānau teacher/ Dean	Caregivers and the student provided access to additional resources. Consider uniform, Counsellor/ nurse appointments. Learning Support
Between 5-9 days 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 that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau. If there is no action taken due to individual circumstance- record this against student record.			

Students with less than 15 days absence (10-14 days)			
Activities	Practice	Responsible Person	Notes & Actions
Contact caregiver to escalate concerns	Further contact with caregiver Email and/or phone call as required for escalation.	Dean	Record actions taken in KAMAR. If there is no action taken due to individual circumstance- record this against the student record.
Hold meeting with caregiver and student (where appropriate) to analyse reasons for absence	Arrange a meeting including caregivers and the student.	Dean	Consider who is needed 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.	Dean	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from external groups as needed	Discuss with pastoral team what further supports are available	Dean	
Between 10-14 days 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 circumstance- record this against student record.			
Students with greater than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact with the caregiver to escalate concerns	Further escalating email (use template)	SLT	
Hold a meeting with caregiver/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for a meeting including caregivers and the student. Consider who will be in attendance.	SLT	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	SLT	Before a referral is made check that all appropriate interventions have been actioned. Resources and supports will continue to be provided as appropriate. Reintegration plan in place to return student to regular attendance.
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	SLT	Support plan in place Continue monitoring Steps taken to reintegrate student
Over 15 days absence, investigate reasons for this absence and refer to Dean and/or Pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance – record this against student record			