



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 80% of students will be present for more than 90% of each school term.

Our school currently has an average of **65%** regular attendance across Terms 1, 2 and 3 2025, and a target of lifting regular attendance to **75%** by the end of 2026.

Review and refine strategies to increase attendance rates of all learners –

ERO Goals:

- increase the range of strategies used to improve students' regular attendance;
- leaders and teachers review current strategies used to improve attendance to identify what is working; well and what is not;
- engage with parents and whānau to develop and implement a plan to bring about improvements to regular attendance;
- evaluate the effectiveness of strategies used to improve attendance and make changes where needed;
- report to the board on planned improvements in rates of regular attendance and prioritise goals accordingly.

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 recorded aligned with the thresholds
- when thresholds are exceeded, working with Eastern Southland Truancy Attendance Officer at the Hokonui Runanga and Oranga Tamariki for an Attendance Family Group Conference.
- 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

- [Attendance Procedure October 2025.docx](#)
- [Regular Attendance Letter to Whanau Parents.docx](#)Edge
- [Up to 10 days absence a term \(Teacher to action\).docx](#)
- [Up to 15 days absence a term \(Teacher to action\).docx](#)
- [15 days or more absence in a term \(Principal Action\).docx](#)
- [West Gore Attendance Tracking doc.docx](#)
- [West Gore STePPed Attendance Tracking 2026](#)

Monitoring

The principal 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 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, parents and caregivers, staff and external agencies where necessary, to improve our levels of student attendance.

Parent/Whanau responsibilities

- ensure your child/ren attend every day they are able.
- reinforce good attendance habits with your child.
- have 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 and whanau with regular updates on their own attendance.
- report regularly to parents on attendance of their child.

School Procedures

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

The Office Administrator with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.

Classroom teachers are responsible for recording student attendance for their class on a half daily basis.

Class teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems.

The Senior Management Team is responsible for ensuring that parents are informed of attendance concerns when they reach thresholds as stated in the Stepped Attendance Plan. The Senior Management Team will be kept informed of serious student absence situations (greater than 15 days absence).

Parents will receive student attendance data via Edge updates.

Outside agencies will be used when 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 Senior Management Team termly to review outcomes and 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. If you have any questions about our Stepped Attendance Response or procedures, please contact your child's classroom teacher.

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 parents as soon as possible and arrange a meeting to discuss non-attendance.

For any attendance data-related questions please contact Anneke van den Heever – our Office Administrator. For all other attendance questions, please contact your child’s class teacher.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p>	<p>Teacher</p> <p>Principal</p> <p>School board</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address non-attendance are included with enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p>	Office Administrator	<p>After classroom teachers have notified morning attendance, the Office Administrator contacts all parents / caregivers with students on the unexplained absences list.</p>
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	The Senior Management Team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Office Administrator (new students enrolling during year)	
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve other services, consider referral to Attendance Services</p>	Seek more support as needed	All staff as appropriate.	<p>Staff are to escalate issues according to these procedures. If you are unsure, please discuss with the Principal.</p>

Students with less than 5 days 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 all absences to confirm the reason for absence. No action taken
Provide students and whanau with regular updates on their own attendance	Provide regular reporting via Edge.	Teacher	Updates sent to students and parents through Edge management system
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via Edge	Teacher	Updates sent to students and parents through weekly notes

Between 0-4 days absence - all absences need to be followed up to ensure the correct code is recorded against the absence. The leadership team at their weekly meetings will identify any students already on attendance list from previous term.

Students with less than 10 days 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 student has met the threshold	Class Teacher (Any concerns or next steps discuss with leadership team member)	Record actions taken. If there is no action taken due to individual circumstances - record this in the student record. Follow-up to be within 2 school days of meeting 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	Teacher	Discuss with student and whanau
Use in-school resources as appropriate to remove barriers.	Contact the Senior Management Team if barriers identified that the school could assist with	Teacher	Parents and students provided access to additional resources. Consider uniform provision, public health nurse appointments.

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 circumstances - record this in the student record.

Students with less than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Teacher, and/or The Senior Management Team	Record actions taken. If there is no action taken due to individual circumstance- record this against the student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meetings including parents and students.	Teacher.	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.	Teacher	Take action quickly where expectations aren't being met.
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Teacher & The Senior Management Team	

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 the student record.

Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template)	The Senior Management Team	
Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meetings including parents and students. Consider who will attend.	Principal with teacher	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	Principal	Before referral, check all previous actions. 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	Principal and teacher.	Support plan in place Continue monitoring Steps taken to reintegrate student

Over 15 days absence, investigate reasons for this absence and refer to The Senior Management Team 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 the student record.