



Attendance Management Plan and Supporting Stepped Attendance Response (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.

East Taieri School currently has 69% (T4, 2024 to T3, 2025) regular attendance and a target of lifting regular attendance to 75% 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 (STAR) 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.
- Ensuring that student absence is investigated, responded too and actions taken are recorded and aligned with the thresholds.
- Ensuring all students, whānau 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 and Supporting Documents

Attendance Management Procedure - Stepped Attendance Response (STAR)

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 \(yet to be passed\)](#)

Attendance Management Procedure - Stepped Attendance Response (STAR)

Rationale

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

Our attendance procedures ensure students are present and engaged during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we can 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 / Whānau Responsibilities

- Ensure students attend every day they are able.
- Reinforce good attendance habits.
- Open communication with the school.
- Notify the school as soon as possible if your child is going to be late or absent.
- Arrange appointments and trips outside school hours or during school holidays where possible.
- Provide relevant medical information about a student that can assist the school to support your child.
- Work with the school to manage attendance concerns.
- 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.
- Report regularly to parents on attendance of their child through HERO which they can share with their children.

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 Administration Manager 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 each half day (morning/afternoon).

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

Deans are responsible for monitoring and analysing student attendance for their respective teams, ensuring that parents are informed of attendance concerns. Principal and Deans (Leadership Team), and relevant personnel will be kept informed of serious student absence situations.

Parents can access student attendance data via HERO.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at the attendance thresholds and follow up response actions will be consistent to each threshold.

Patterns of attendance and specific interventions being used will be evaluated by the Leadership Team termly to review the outcomes and effectiveness of these interventions

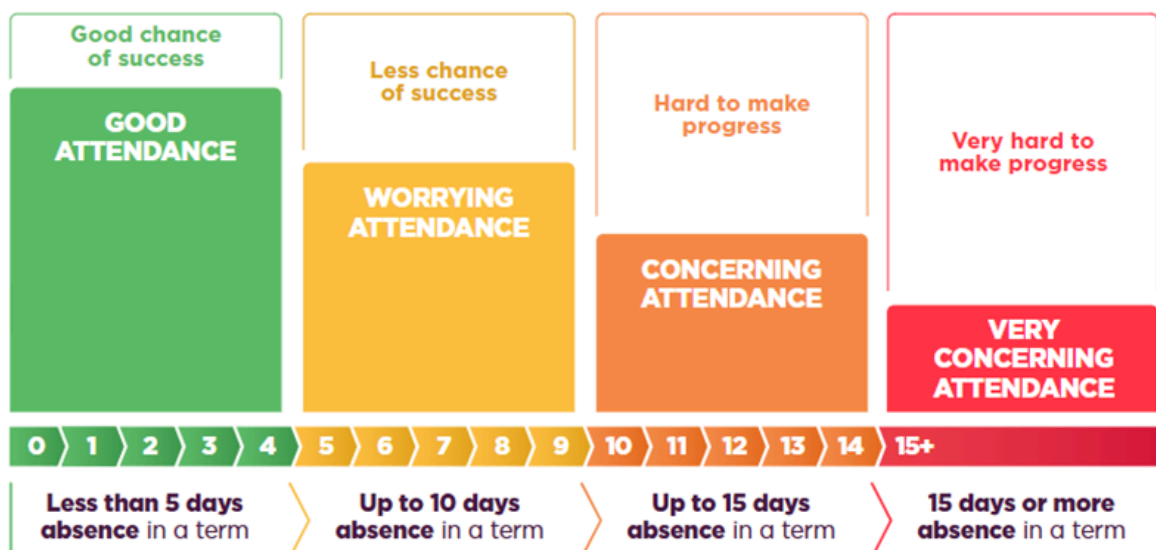
Attached is the Stepped Attendance Response (STAR) actions for East Taieri School. All actions taken to respond to absences will be recorded in HERO by the person responsible. The Leadership Team meets and discusses attendance weekly. If you have any questions about our Stepped Attendance Response or procedures, please contact the Principal.

Stepped Attendance Response – STAR



Responding to all absence

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



School Stepped Attendance Response Actions

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. Parents will be contacted if they've reached the threshold to discuss attendance concerns.

Any attendance data related questions please contact the Administration Manager.

Day to day Operations			
Actions	Practice	Those Responsible	Notes
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 and Deans (Leadership Team) School Board Administration Manager/team	Termly attendance features including updates on data in newsletters. Expectations and guidance for parents published on our school website. Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents and students, where appropriate.
Following up absences daily.	Use procedures in place and HERO to quickly identify all student absences and communicate these to parents. Follow-up daily with parents regarding any unexplained absences.	Administration Manager Administration team	Phone call and/or email reminder to be sent from 10 am for all unexplained absences. A message will be left if there is no answer. The administration team will attempt to call multiple times.
Minimise disruptions to the school day and week.	School Boards and Leadership Team will prioritise school hours to be for learning.	Leadership Team School Board	The Leadership Team will consider the planning and scheduling of school/extracurricular events to ensure that there are minimal disruptions to learning during school hours.
Assess history of new students.	When enrolling, identify issues or trends in attendance history.	Administration team Principal Natalie King (Dean Junior Team)	Dean of the Junior Team will contact pre-schools and ECCs. Principal to contact previous school to identify and discuss any attendance concerns.
Escalate response to 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 Deans or Principal.
Weekly attendance data will be provided to teachers and the leadership team.	Weekly attendance data will be analysed by class teacher and leadership team with appropriate follow up based on need and threshold.	Administration team. Class teacher.	Weekly attendance data will be analysed by class teacher and leadership team with appropriate follow up based on need and threshold.

STUDENTS WITH LESS THAN 5 DAYS ABSENT - GOOD ATTENDANCE

Actions	Practice	Those Responsible	Notes
Communicate with parents, caregivers, and whānau. Maintain current/up to date/correct contact details.	Identify all student absences and communicate these to parents. Regularly connect with and encourage parents to update their contact details.	Administration team Class teacher	Follow-up all absences to confirm the reason for absence.
Parents can share regular updates of their child's attendance through the use of HERO.	Provide regular reporting via HERO and twice yearly reports.	Administration team.	Attendance data will be reported twice yearly on school reports (mid & end year). Attendance data is available on HERO.
Report regularly to parents on attendance of their child.	Attendance data is available on HERO.	Administration team.	Attendance data will be reported twice yearly on school reports (mid & end year). Attendance data is available on HERO.
Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence in HERO. Any students already on the attendance list from previous terms will be identified by the Leadership Team at their weekly meetings.			

STUDENTS WITH LESS THAN 10 DAYS ABSENT (5-9 DAYS) - WORRYING ATTENDANCE

Actions	Practice	Those Responsible	Notes
Contact parents to discuss reasons for absence and the impact this is having on learning.	After 5 days send an email to parents (Using template from MoE website). Phone contact will be used if this is not the first time a student has met the threshold.	Administration team. Class teacher (notified by Administration team).	Record all actions and communication taken in HERO. Follow-up to be within 2 school days of meeting the threshold. Alert or discuss concerns of escalating situations with Dean.
Support students to catch up missed learning where required.	Consider activities to support the student where necessary.	Class teacher	Record all actions and communication taken in HERO. Consider activities to support the student where necessary.

Use resources as appropriate to remove barriers e.g. meeting with school counsellor, uniform, assistance with transport.	Discuss with the Leadership Team if identified barriers can be assisted with support from school.	Class teacher Leadership Team Learning Support Coordinator (LSC). Special Education Needs Coordinator (SENCo).	Record all actions and communication taken in HERO. Parents and child are provided with access to additional resources. Consider uniform, transport, access to food, school counsellor or a referral to the Public Health Nurse.
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 in HERO. For students that have made positive progress from having higher absences, provide feedback on the improvement on their attendance to both student and whānau.			

STUDENTS WITH LESS THAN 15 DAYS ABSENT (10-14 DAYS) - CONCERNING ATTENDANCE			
Actions	Practice	Those Responsible	Notes
Contact parents to reiterate concerns.	Further contact with parents. Email and/or phone call as required.	LSC SENCo Leadership Team.	Record actions and conversations taken in HERO.
Meet or have a conversation with parent/caregiver or whānau and student (where appropriate) to understand reasons for absence.	Arrange a meeting including parents and student (where appropriate).	LSC SENCo Leadership Team.	Record actions and conversations taken in HERO. Consider who is needed at this meeting (e.g., Dean, PHN, LSC, Ministry of Education Learning Support).
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence.	Encourage everyone to take ownership and actively contribute to the success of the plan.	LSC SENCo Leadership Team.	Act promptly and proactively when expectations need to be better aligned or supported. Arrange a follow up meeting.
Use resources as appropriate to remove barriers e.g. meeting with school counsellor, uniform, assistance with transport.	Discuss with the Leadership Team what further support is available.	LSC SENCo Leadership Team.	Record all actions and communication taken in HERO. Parents and child are provided with access to additional resources. Consider uniform, transport, access to food, school counsellor or a referral to the Public Health Nurse.
Between 10-14 days absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at the higher threshold. Record all actions taken to address non-attendance on HERO. For students that have made positive progress from having higher absences, provide feedback on the improvement on their attendance to both student and whānau.			

STUDENTS WITH GREATER THAN 15 DAYS ABSENT - VERY CONCERNING ATTENDANCE

Actions	Practice	Those Responsible	Notes
Contact parents to reiterate and emphasise concerns.	Further contact with parents. Email and/or phone call as required.	Principal or Dean. Class teacher. SENCo. LSC.	Record actions and conversations taken in HERO.
Meet with parent/caregiver or whānau and student (where appropriate) to understand reasons for absence.	Arrange a meeting including parents and student (where appropriate). Consider who is needed at this meeting (e.g., Dean, PHN, LSC, Ministry of Education Learning Support).	Principal or Dean. Class teacher. SENCo. LSC.	Record actions and conversations taken in HERO. Plan to support student to return to regular attendance.
Request support from Attendance Service (Otago Youth Wellness Trust - OYWT) or other agencies (e.g., Oranga Tamariki, Police, PHN, Paediatrics) as needed. Participate in multi-agency response.	Refer to Ministry of Education attendance services, guidelines or other agencies. Support access to services and collaborating with specialists.	Leadership Team decision.	Record actions and conversations taken in HERO. Before referral check all previous actions like support plans are in place. Resources and support will continue to be provided as appropriate. Reintegration plan in place to return student to regular attendance.
Maintain implementation and monitoring of support plan.	Encourage everyone to take ownership and actively contribute to the success of the plan. Take action quickly where expectations aren't being met.	Leadership Team Attendance Service (OYWT)	Record actions and conversations taken in HERO. Support plan in place. Continue monitoring. Steps taken to return student to regular attendance.
Over 15 days of absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at the higher threshold. Refer to the Leadership Team for further actions. Record all actions taken to address non-attendance on HERO. For students that have made positive progress from having higher absences, provide feedback on the improvement on their attendance to both student and whānau.			

Attendance Management Plan to be reviewed every 3 years - next review date - February 2029