

# 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 56.9% regular attendance and a target of lifting regular attendance to 60% by the end of 2026. To achieve this, a system has been designed to address the attendance needs of each individual student.

## Board responsibilities

Having a commitment to support students to return to regular attendance

Having policies in place to support a Stepped Attendance Response to student absence that uses data-based thresholds and knowledge of students to identify students at risk.

## 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 recorded aligned with the thresholds
- ensuring 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 (at the end of this document)**

## Monitoring

Regular reporting on attendance is communicated to the board through the everyday matters report. There is opportunity to discuss this at board meetings.

The Deputy Principal is available to report to the board on attendance as requested.

## Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed:	Next review:
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## 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 schools' hours. This allows school staff to identify and respond to student attendance concerns.

We commit to understanding our students well enough to intervene appropriately even when we have concerns about attendance. Alongside this, we have a stepped attendance response to ensure we are able to identify students whose attendance is of concern and implement 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 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 attendance of their child.

### School Procedures

Student attendance is monitored regularly by Tutor Teachers. Every fortnight, the Dean of each year level has a 1-on-1 meeting where PAROT is used to identify students whose attendance is of concern. The aim is to put the right intervention in for every student. In the first instance, concerning attendance looks like:

- Unexplained absences
- Attendance below 85%
- Patterns of sick days
- Patterns of explained absences

The full details of our response to attendance concerns can be found in the stepped attendance response below.

### 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.

Tutor Teachers monitor in the first instance and are sent daily information regarding student attendance.

Deans meet with Tutor Teachers in their year level fortnightly where attendance is discussed.

The Dean of each year level meets with either the Senior School/Junior School DP fortnightly where all students with attendance under 85% have their attendance analysed. A decision is made on which kind of intervention is needed.

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>Tutor Teacher</p> <p>Principal</p> <p>School board</p>	<p>Regular communication about attendance through social media and engagement grade letters.</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 attendance included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (Helix) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p>	Administration team	Text based reminder to be sent from 10 am 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/SENCO	
Escalate attendance issues as needed  Develop support plans  Involve other services, consider referral to Attendance Services	Seek more support as needed	Tutor Teachers/Deans/SENCO/Guidance Counsellor/Deputy Principals	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Roy McGrath

### 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 reason for absence.  No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions and engagement grades.	Tutor Teacher + Administration Team	Updates made available to students and parents through Helix portal
Report regularly to parents on attendance of their child	Providing attendance statistics to parents via Helix portal	Administration team	Updates made available to students and parents through Helix portal

**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 by Deans/Deputy Principals at fortnightly catch ups**

**Students with less than 10 days absence (5-9 days)**

<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parents to discuss reasons for absence and impact on learning	Depending on the relationship with the parent/recurrence of the issue, decide whether email or phone is appropriate.	Class/Tutor Teacher	Record actions taken in Helix.  If there is no action taken due to individual circumstance- record this against student record.
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	Tutor Teacher	Discuss with student in Tutor Time- student to follow up with appropriate subject teachers.  Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to remove barriers e.g. counsellor, uniform, bus pass	Contact pastoral care team if barriers identified that the school could assist with	Tutor Teacher/ Pastoral care team	Parents and student provided access to additional resources.  Consider bus pass, uniform, counsellor/ nurse appointments

**Between 5-9 days absence, investigate reasons for this absence and if there is a pattern, 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 parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Tutor Teacher, and/or School leadership, and/or In School attendance team	Record actions taken in Helix.  If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Tutor Teacher, and/or Dean/DP	Guidance Counsellor/SENCO may also be needed.
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.	Tutor Teacher, and/or Dean/DP	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	Tutor Teacher, and/or Dean/DP	

**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 parent to escalate concerns	Further escalating email (use template)	School leadership	
Hold meeting with parent/caregiver and student	Arrange promptly for meeting including parents	Assistant principal with Tutor Teacher	Plan to return student to regular attendance

(where appropriate) to analyse reasons for absence.	and student. Consider who will be in 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	Pastoral care team decision	Before referral check all previous actions like support plan are in place.  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	Pastoral care team	Support plan in place  Continue monitoring  Steps taken to reintegrate student
<p><b>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.</b></p> <p><b>If there is no action taken due to individual circumstance- record this against student record.</b></p>			