

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 (more than 90% of the time) by 2030. Tauranga Primary School aims to meet this target.

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
- ensuring that student absence is investigated, responded to, and actions taken and recorded, aligned with the thresholds
- ensuring that all students, whanau and staff understand the processes and procedures that support student attendance
- reporting 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 maintain reporting of daily attendance data.

The board will receive termly attendance reporting (STAR) - 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 an annual target that aligns with the Stepped Attendance Response (STAR). We work with students, parents and caregivers, staff, and external agencies when 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 and procedures during enrolment
- report attendance statistics twice a year through report formats, and if/when attendance becomes a concern
- 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

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.

Office staff, 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 twice a day. They should inform the Deputy Principal and team leader of any concerns.

The Deputy Principal is responsible for monitoring student attendance, ensuring that parents are informed of attendance concerns.

Outside agencies will be used as appropriate, to support attendance.

Students with attendance concerns will be identified. Follow-up response actions will be tailored to the reasons for absence.

Daily system for monitoring attendance

Rolls are taken at the beginning of each day and at the beginning of the afternoon session. If students are not present then a "?" is entered. The "?" alerts the office, who will follow up to find out why the student is absent. Late students sign in on Vistab and take a "I am late to school" ticket, to give to their teacher, to acknowledge the correct process has been followed. If a "?" is entered during the afternoon roll, the office checks the sign outs on Vistab. Any unknown reasons are followed up immediately by the office/ DP/class teacher.

The office staff record (on ETAP) all incoming absence notifications from parents (sent via the website/phone/text), and then send outgoing texts if a reason for an absence is not received. phone calls are made and

emails sent; if there is still no response. "T" for Truant is recorded if no contact can be made, otherwise the reason for absence is recorded on ETAP.

If families are taking students out of school for a holiday in term time, they apply to the Principal, who replies with a standard letter advising the family of the importance of regular attendance at school and the requirement to attend school as stated in The Education & Training Act 2020.

At present, ETAP alerts us to absences (non-consecutive). When these students are flagged, we look back at the reasons given, and then decide whether contact should be made with the family (it could be a holiday in term time that has caused this alert). Class teachers also record regular/concerning absences on their team meeting minutes.

Attendance is recorded on both the term 2 and term 3 reports, as a percentage, so that all parents are made aware of their child's attendance, at least twice a year.

Responding to Attendance Concerns - see the Stepped Attendance Response (STAR)

Step 1 - Parents/whānau are contacted to alert them to a high rate of absences. Discussion regarding how this could be improved, what the barriers are, and ways the school can support (see list below of examples) A plan of action may be needed. The attendance is then monitored closely.

Step 2 - (if there is no or little improvement in attendance rate).

A formal letter is sent from the Deputy Principal alerting the family to the low attendance rate. Parents are invited to meet and discuss strategies to improve attendance.

The intervention plan is co-constructed with whānau, teacher and DP. Attendance will be monitored

Step 3 (optional) - Principal and DP may do a home visit

Step 4 - (If no improvement) The Attendance plan is reviewed and a hui at school takes place. The attendance Service (ASA) may be contacted and a referral made. The ASA, school, and family work together to improve attendance

Step 5 - If multi - agency supports are not working and the family are not engaging in the plan to improve attendance then the ministry will be contacted, and a ministry-led prosecution may be appropriate.

Supports the school can put in place by school:

- Referral to Public Health Nurse
- Referral to wrap around service for the family
- Food - breakfast and lunch support
- Uniform support
- Support for access to sport teams (fees, equipment etc)
- One-off food vouchers/petrol voucher
- Reward system for students
- Support with any school-related issues, eg friendships
- Connecting the whānau with support agencies (depends on the situation)
- Make attendance expectations clear during the enrolment process

If all of these strategies fail to improve the student's attendance, we also have the option of submitting a Section 19 to Oranga Tamariki, which would result in a family group conference. This would only be used in extreme cases. A ministry-led prosecution can also be considered if appropriate.

If communication is lost between the school and the whānau, and the student is absent for 20 consecutive days, we can take the student off the school roll, which would result in MOE stepping in to take the process further.

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





Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term

Parents/Guardians



School



Up to 10 days absence in a school term

Parents/Guardians



School



Up to 15 days absence in a school term

Parents/Guardians



School



15 days or more of absence in a school term

Parents/Guardians



School



Ministry of Education

Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
 - › agreeing changes to be made,
 - › addressing some unmet basic needs impacting on attendance, and
 - › referring students to other services as necessary
- › Collaborate with schools so that
 - › they remain engaged as plans are developed and implemented, and
 - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools