

Attendance Management Plan and supporting STAR procedures



NGA TAWA
DIOCESAN SCHOOL

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 70% regular attendance and a target of lifting regular attendance to 80% 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 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
- 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

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:

Next review:

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 response 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 agency, where necessary to improve our levels of student attendance.

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Parent/Whanau responsibilities:

Parents/Whānau

- 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

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 teachers are responsible for recording student attendance to their class each period/ half day basis.

Mentors 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 other attendance issues.

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

Parents will receive student attendance data via weekly parent portal – Helix and updates on reports.

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/SMT 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 will be recorded in Helix.

The pastoral care team and Deans meet weekly.

If you have any questions about our Stepped Attendance Response or procedures, please contact Val Andrews, School Secretary or alternatively Cara Ferris, Director of Wellbeing.

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 asap (ideally within 2 school days) and arrange meeting for as soon as possible.

Deans team meets each Thursday at lunch. Any attendance data related questions please contact Val Andrews, School Secretary. For all other Attendance queries please contact Cara Ferris, Director of Wellbeing.

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>School Administration – responsibility for website content</p> <p>Mentors and teachers</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 attendance included in enrolment forms.</p> <p>Add to Parent Handbook.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (and 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	
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	Senior Management Team	
Assess history of new students	When enrolling, identify issues or trends in attendance history	Principal in the first interview	Use our “orientation weekend” with parents/whānau at the end of term 4 for informing incoming new students
Escalate attendance issues as needed	Seek more support as needed	All staff as appropriate.	
Develop support plans	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Val Andrews, or Cara Ferris		
Involve other services, consider referral to Attendance Services			
Reporting	Provide report once per term for Principal	Director of Wellbeing	

Students with less than 5 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers	Identify all student absences	School Secretary, Val Andrews	
Maintain contact details	Follow-up all absences to confirm reason for absence. Communicate these to parents		
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Mentors	Updates shared to students in mentoring – at least once per fortnight
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via email	Mentors	Email twice per term
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 the Deans at their weekly meetings.			
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 email to parent (template available below). Phone contact to be used if this is not the first time student has met the threshold Record actions taken in Helix. If there is no action taken due to individual circumstance- record this against student record.	Mentor (Any concerns of next steps discussion options with year level dean.)	
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 Discuss with student in Mentoring time- student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13)	Mentor	
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 Parents and student provided access to additional resources (counsellor/nurse, transport options etc)	Mentor/ Year Level Dean/Pastoral team	

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

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation. Record actions taken in Helix	Mentor, and/or Dean	
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student. Consider who is needed at this meeting.	Mentor, and/or Dean	
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. and	Mentor, and/or Dean	
Use in-school resources as appropriate to remove barriers and request support from as needed	Contact pastoral care team if barriers identified that the school could assist with Parents and student provided access to additional resources (counsellor/nurse, transport options etc)	Mentor/ Year Level Dean/Pastoral 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 student record.

Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (template available below)	Dean and/or Director of Wellbeing	
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance. Plan to return student to regular attendance	Dean and/or Director of Wellbeing	

<p>Request support from Attendance Service or other agencies as needed</p> <p>Participate in multi-agency response</p>	<p>Refer to Ministry of Education attendance services or other agencies</p> <p>Support access to services and collaborating with specialists</p> <p>Before referral check all previous actions like support plan are in place.</p> <p>Resources and supports will continue to be provided as appropriate</p> <p>Reintegration plan in place to return student to regular attendance</p>	<p>Dean and/or Director of Wellbeing</p>	
<p>Maintain implementation and monitoring of support plan</p>	<p>Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met</p> <ul style="list-style-type: none"> • Support plan in place • Continue monitoring • Steps taken to reintegrate student 	<p>Dean and/or Director of Wellbeing</p>	
<p>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.</p>			
<p>If there is no action taken due to individual circumstance- record this against student record.</p>			