

Tapanui School

Attendance Management Plan and Stepped Attendance Response (STAR)

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The Government's target is that 80% of all New Zealand students will be regularly attending school by 2030. Our target for 2025 is for 75% regular attendance across the year. We particularly want to see an increase in Terms 2 and 3.

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 using data-based thresholds to identify students.
- Ensuring all absences are recorded correctly and responded to 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, 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

Parent/Whānau responsibilities

- Ensure students attend every day they are able
- Reinforce good attendance habits
- Open and honest 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 parents with regular updates on the attendance of their child

Procedures/supporting documentation

- Attendance Procedures (see School Docs site)
- Tapanui School Detailed Stepped Attendance Response (STAR)
- Tapanui School Summary of Attendance Management Plan and STAR
- Raising Attendance: Five Good Practices - ERO Publication Term 4 2025

Monitoring

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:

Tapanui School DETAILED School Stepped Attendance Response

Below is our detailed 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 and arrange meeting for as soon as possible.

Principal and Admin will monitor whole school attendance and teaching staff will monitor their own class attendance also. Any attendance data related questions please contact the Principal.

| Day-to-day operations | | | |
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| 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>Class 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>Work with parents and students, where appropriate.</p> |
| Following up absences daily | <p>Use procedures in place (and Hero) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p> | Administrator | <p>Text based reminder to be sent from 10 am for all unexplained absences.</p> |
| Minimise disruptions to the school day and week | School boards and school leadership prioritise school hours to be for learning | School leadership team | |
| Create an engaging learning environment and programme | Teaching and learning programmes to provide opportunities for student success, high expectations, challenge and celebration of learning | <p>Class teachers</p> <p>Principal</p> | |
| Assess history of new students | When enrolling, identify issues or trends in attendance history. | <p>Principal</p> <p>Class teachers</p> | Contacting previous school as appropriate |
| Escalate 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 Principal |

| Students with less than 5 days absence | | | |
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| Activities | Practice | Responsible Person | Notes & Actions |
| Communicate with parents/caregivers | Identify all student absences | Administration team | Follow-up all absences to confirm the reason for absence. |
| Maintain up to date contact details | Provide opportunity to update these each term | | Newsletter and hero reminders each term |
| Provide students with regular updates on their own attendance | Provide regular reporting via classroom discussions | Classroom teachers | Updates given to students a couple of times each term |
| Report regularly to parents on attendance of their child | Up to date info on Hero available daily | Form teacher | |
| Between 0-4 days absence all absences need to be checked to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be highlighted to principal for monitoring. | | | |
| 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 (use template). Phone contact to be used if this is not the first time student has met the threshold | Classroom teachers Principal | Record actions taken in Hero |
| 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 | Class teacher | Possible use of Teacher Aide or buddy programme. Where necessary/appropriate work could be sent home. |
| Use in-school resources as appropriate to remove barriers e.g. counsellor, uniform, bus pass | Provide pastoral care if barriers identified that the school could assist with | Class Teacher Principal | Parents and students provided access to additional resources. Consider uniform, counsellor, PHN involvement, food |
| Show concern and support for children whose absence is justified | Provide pastoral care if barriers identified are things school can assist with | Class Teacher Principal | Consider PHN involvement for ongoing or regular sickness |
| 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 | | | |
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| Activities | Practice | Responsible Person | Notes & Actions |
| Contact parent to escalate concerns | Further contact with parent Email and/or phone call as required for escalation. | Class Teacher Principal | Record actions taken in Hero. 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 where appropriate. | Class Teacher Principal | 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. | Class Teacher Principal | Take action quickly where expectations aren't being met |
| Use in-school resources as appropriate to remove barriers and request support from other agencies as needed | Discuss with Principal/LSC what further supports are available | Classroom Teacher | |
| 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 (where appropriate) to analyse reasons for absence. | Arrange promptly for meeting including parents and student (where appropriate). Consider who will be in attendance. | Principal with classroom teacher | Review/develop plan to return student to regular attendance |
| Request support from Attendance Service or other agencies as needed | Refer to Ministry of Education attendance services or other agencies | Principal/classroom teacher/LSC decision | Before referral check all previous actions like support plan are in place. |
| Participate in multi-agency response | Support access to services and collaborating with specialists | | 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 |
| Over 15 days absence, investigate reasons for this absence and refer to Principal for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record. | | | |



Tapanui School

Summary of Attendance Management Plan

In line with the government's target of 80% of students regularly attending school by 2030.

Tapanui School attendance for 2025 was

Our School target for 2026 is

67% → 75%

Regular attendance¹

Regular attendance

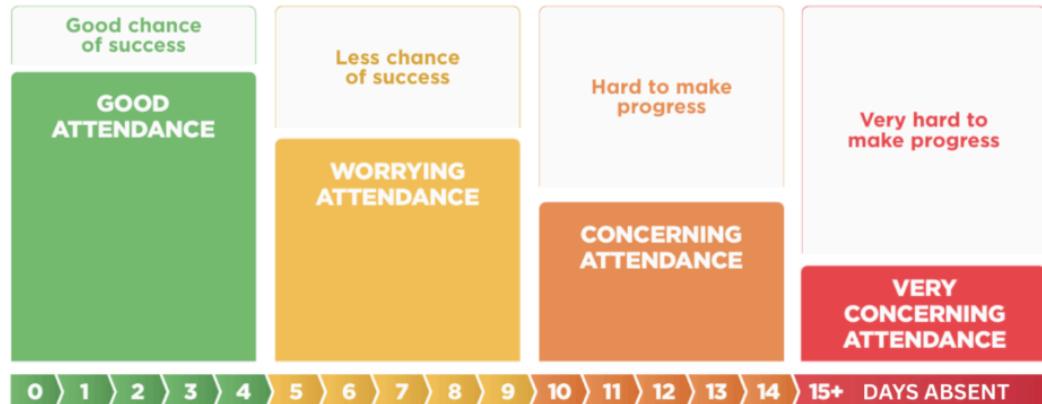
Our **Attendance Management Plan** sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

This includes

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences at different thresholds
- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

Our school uses the [Stepped Attendance Response \(STAR\)](#) to guide when and how we respond to absences.



| If your child is regularly attending, you can expect | If your child has some absences, you can expect | If your child has many absences, you can expect | If your child has a lot of absences, you can expect |
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| We will stay in regular contact with you about your child's attendance. | We will work with you to identify any barriers to attendance. | We will work with you to develop a plan to support their attendance and learning. | We will continue to work with you to implement the plan to support their attendance and learning. |
| We will follow up to find out the reason when they aren't at school. | We may provide support to help them catch up and stay on track. | We may seek support of the Attendance Service or other agencies to remove barriers to attendance. | We will seek support of the Attendance Service or other agencies to support their return to school. |

¹"regular attendance" means attending more than 90% of a term, or less than 5 days absence a term



Tapanui School - Stepped Attendance Response

In line with the government's target of **80%** of students regularly attending school by 2030, Tapanui School has developed this Stepped Attendance Response.

The Principal will report on attendance to the Board twice a term as part of our monitoring process.

GOOD ATTENDANCE

Less than 5 days absence in a school term

PARENTS/GUARDIANS will:

- ensure students attend every day they are able
- reinforce good attendance habits
- have open and honest communication with school
- follow school attendance procedures

TAPANUI SCHOOL will:

- communicate clearly to parents on attendance expectations and processes through enrolment booklet, and through the newsletter at the start of the school year and at least once each term.
- monitor attendance
- provide students/whānau with regular updates on attendance using Hero
- provide a safe and engaging learning environment

WORRYING ATTENDANCE

Up to 10 days absence in a school term

PARENTS/GUARDIANS will:

- make every effort to return student to regular attendance
- contact school to discuss honest reasons for absence and any potential barriers
- support student to catch up on learning
- engage in supports offered

TAPANUI SCHOOL will:

- notify and contact parents to discuss reasons for absence
- continue to monitor attendance
- support students to catch up on missed learning
- in consultation with whānau, utilise resources to remove barriers eg counsellor, 2nd hand uniform shop, lunches etc

CONCERNING ATTENDANCE

Up to 15 days absence in a school term

PARENTS/GUARDIANS will:

- make every effort to return student to regular attendance
- attend meeting at the school to analyse reasons for absence and to collaborate on a support plan
- implement strategies at home

TAPANUI SCHOOL will:

- send formal notification to parents about the impact of prolonged absence
- continue to monitor attendance
- meet with whānau to analyse reasons for absence and to collaborate to develop and implement a support plan
- utilise resources within school and support from Ministry of Education or other agencies as needed

VERY CONCERNING ATTENDANCE

15 days or more absence in a school term

PARENTS/GUARDIANS will:

- return student to regular attendance
- participate in regular meetings/connections with the school to bring about positive change towards improved attendance
- engage in improvement plan

TAPANUI SCHOOL will:

- send notification to parents re seriousness of absence
- continue to monitor attendance
- contact and meet with whānau to review attendance plan
- Request support from Attendance Service or other agencies as needed
- Participate in multi-agency response

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

Our attendance for 2025 was **67%** regular attendance*

Our target for 2026 is **75%** regular attendance

**"regular attendance" means attending more than 90% of a term, or less than 5 days absence a term