Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is vital for the success of children at Maungatapere School. Attending school every day supports our children to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as children are able to consistently build on their learning.

Our School currently has 72.5% regular attendance at the end of 2025. Regular attendance is 80% of students to be present for more than 90% of the term by 2030.

Board responsibilities

As required by the Education and Training Act 2020 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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 too 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.

- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

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

Primary School - Attendance Management Plan Exemplar – Updated March 2026

Education Attendance rules

Education (School Attendance) Regulations 2024

Reviewed: March 2026	Next review: December 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 and coding within our student management system, ensures that students are accounted for during school hours. This allows school staff and administration to identify and respond to student attendance concerns when and if the need arises.

Our stepped attendance response (STAR), alongside our attendance support service (Nga Ratonga) aims 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 and fortnightly breakdowns of student attendances, through our student management system, our attendance support service (Nga Ratonga), to work with students, parents and whanau when necessary to improve student attendance.

Regular contact with parents and or whānau in a timely fashion can look to mitigate the possible attendance concerns.

Parent/Whanau responsibilities

Parents and or whānau have legal obligations to ensure their children attend school (Education and Training Act, s244). We expect parents and or whānau to:

- Notify the Maungatapere School as soon as possible if their child is going to be late or absent

- Open communication with the school around absence

- Re-enforce good attendance habits

- Ensure that students attend every day that they are able to

School responsibilities

- Clear communication to parents and or whānau on attendance expectations, via newsletters, website and or other communication methods at the start of the year and at the beginning of each term.
- Communicate to parents the steps that the school will take if the student is absent from school
- Monitor student attendance on a regular basis
- Communicate with parents and or whānau when attendance moves to worrying
- Provide parents and or whānau on student attendance twice yearly in a written report

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.

A delegated member and with the assistance of the Office Staff are responsible for monitoring student attendance, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

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/SLT termly to review outcomes and effectiveness of these interventions

Teacher Responsibilities
1. Roll to be taken by the classroom Teacher **BEFORE** 9.05am.
2. Any student who arrives late to school is to report to the Office to register that they are late on the schools SMS system.
3. Afternoon roll must be taken.
4. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
5. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance to inform the Office.

Office Responsibilities
1. The Office to check the texts and emails and take phone calls of absences in the morning.

2. The Office to checks all classes' attendance on the schools SMS system from after 9:30am
3. Any children marked with a ? are then followed up by the Office:
    a. a text is sent out to all children who are marked with an ?
    b. When replies are received, the Office is to update the absence with the appropriate code.
    c. If no reply is received, the child is marked as Truant.
4. The Office will check the afternoon roll.

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 student management system.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	**Up to 10 days absence in a term**	**Up to 15 days absence in a term**	**15 days or more absence in a term**
Whānau	**Whānau**	**Whānau**	**Whānau**
- Ensure student attends every day they are able - Reinforce good attendance habits - Support other whānau to reinforce good attendance habits - Follow school attendance management plan and procedures	- Return student to regular attendance - Contact school to discuss reasons for absence and impact on learning - Support student to catch up on missed learning - Engage in supports offered	- Return student to regular attendance - Contact parent to escalate concerns - Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan - Implement strategies at home	- Return student to regular attendance - Contact parent to escalate concerns - Engage in support plan - Participate in regular meetings
School	**School**	**School**	**School**
- Communicate with whānau about every absence - Maintain contact details of all parents - Provide whānau twice yearly of attendance - Report twice yearly to whānau on attendance	- Contact parents to discuss reasons for absence and impact on learning - Support student to catch up missed learning where required - Use in-school resources as appropriate to remove barriers, eg: counsellor, - Use Nga Ratonga to help aide in the identified barriers that the school can assist with. - Record actions taken on student record	- Contact parents to escalate concerns - Hold meeting to analyse reasons for absence and to collaborate on a support plan - Develop and implement a support plan tailored to the reasons and circumstances - Use Nga Ratonga to help aide in the identified barriers that the school can assist with. - Record actions taken on student record	- Contact parents to inform of escalated response - Request support from Attendance Service or other agencies as needed - Participate in multi-agency response - Maintain implementation - Use Nga Ratonga to help aide in the identified barriers that the school can assist with. - Record actions taken on student record

Primary School - Attendance Management Plan Exemplar – Updated March 2026

Stepped Attendance Response – STAR

Te Tāhuhu o te Mātauranga
Ministry of Education

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

Good chance of success	Less chance of success	Hard to make progress	Very hard to make progress
GOOD ATTENDANCE	**WORRYING ATTENDANCE**	**CONCERNING ATTENDANCE**	**VERY CONCERNING ATTENDANCE**

0 1 2 3 4 > 5 6 7 8 9 > 10 11 12 13 14 > 15+

Less than 5 days absence in a term	**Up to 10 days absence** in a term	**Up to 15 days absence** in a term	**15 days or more absence** in a term

Stepped Attendance Response – STAR

Responding to all absence

Te Tāhuhu o te Mātauranga
Ministry of Education

The Stepped Attendance Response (STAR) sets expectations for school, student, parent/guardian, Ministry of Education and broader system responses to student absence.

From Term 1, 2026, schools must have regard for the STAR when developing their Attendance Management Plan. It is important schools use this direction to develop their own school specific response to attendance at the set absence thresholds.

How to use the STAR

The STAR outlines actions at absence thresholds and promotes school-wide approaches to:

› strengthen attendance culture
› improve data quality and use
› enable timely support and escalation
› identify what works well and areas for improvement to support student attendance

When responding to absences, schools should consider:

› the student's learning aspirations and whānau context
› reasons for absence and likelihood of reoccurrence
› the student's attendance history, and prior interventions
› requesting support from Attendance Services for students with chronic absence

Regional and National teams work alongside schools to support them improve attendance.

Ongoing Responsibilities

Day-to-day attendance management activities

Schools

› Set attendance targets and regularly review attendance data
› Communicate clearly with parents: expectations, procedures and follow-up steps the school will take when a student is absent
› Act early in following up absences to support students to stay engaged

› Escalate as needed, develop support plans, involve other services, consider requesting support from Attendance Services
› Assess attendance history of new students and share attendance history when students move between schools
› Use school-wide strategies, including strong relationships and minimising disruptions to the school day and week

Ministry of Education

Attendance Services – local catchment providers

› Build enduring relationships with schools in catchments
› Support chronically absent/non-enrolled students and their families
› Address barriers, develop and monitor plans with schools
› Provide advice and support directly to schools with the aim of reducing the need for requests for support in the future

Regional and National teams

› Provide targeted supports and services to schools including assistance with:
  › Understanding attendance data and trends
  › Support development of attendance policies and procedures, including Attendance Management Plans
  › Provide access to specialist services and alternative pathways where needed
  › Whānau and community engagement
  › Attendance leadership and governance
  › Attendance barriers arising from factors in the wider community

Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence
in a school term

Parents/Guardians

- › Ensure student attends every day they are able
- › Reinforce good attendance habits
- › Support other parents to reinforce good attendance habits
- › Open communication with school
- › Follow school attendance management plan and associated policies and processes

Schools

- › Communicate with parents about every absence
- › Maintain contact details of parents
- › Provide student with regular updates on their own attendance
- › Report regularly to parents on attendance of their child
- › Support student:
  - › attending school
  - › to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate
  - › to access other education pathways where appropriate

Up to 10 days absence
in a school term

Parents/Guardians

- › Return student to regular attendance
- › Contact school to discuss reasons for absence and impact on learning
- › Support student to catch up on missed learning
- › Engage in supports offered

Schools

- › Contact parents to discuss reasons for absence and impact on learning
- › Support student to catch up missed learning where required
- › Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L

Up to 15 days absence
in a school term

Parents/Guardians

- › Return student to regular attendance
- › Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan
- › Implement strategies at home

Schools

- › Contact parents to escalate concerns
- › Hold meeting to analyse reasons for absence and to collaborate on a support plan
- › Develop and implement a support plan tailored to the reasons and circumstances around the child's absence
- › Use in-school resources as appropriate to remove barriers and request support from other agencies as needed

15 days or more of absence
in a school term

Parents/Guardians

- › Return student to regular attendance
- › Engage in support plan
- › Participate in regular meetings

Schools

- › Contact parents to inform of escalated response
- › Request support from Attendance Service or other agencies as needed
- › Participate in multi-agency response
- › Maintain implementation and monitoring of support plan
- › Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up
- › Unenroll if student will not be returning to 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

Summary of our Attendance Management Plan

This template is intended to support schools to create a summary of your attendance plan to share with your community.

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

We're currently at

72%

Regular attendance[1]
[for 2025](#)

Our school has a target of
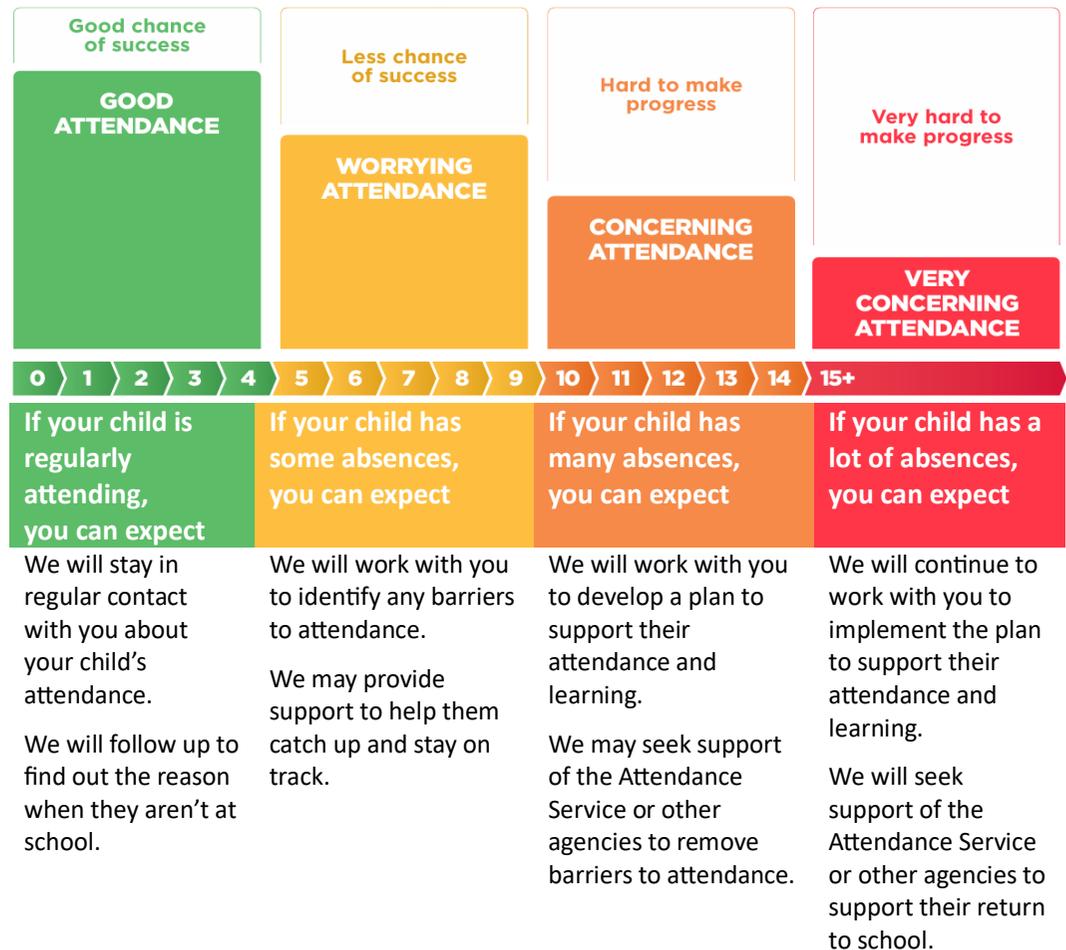
80%

Regular attendance in Term 2, 2026

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.

	Good chance of success **GOOD ATTENDANCE**	Less chance of success **WORRYING ATTENDANCE**	Hard to make progress **CONCERNING ATTENDANCE**	Very hard to make progress **VERY CONCERNING ATTENDANCE**

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15+

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

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[1] "Regular attendance" means attending more than 90% of a term, or 9 days in a fortnight