

Stepped Attendance Response (STAR) Plan

The Education Act 1989 requires that all children aged six and over must attend school. Once enrolled, it is compulsory for children to attend school regularly. The principal is accountable to the Ministry of Education for the daily attendance of all students listed on the school admission register.

Aspirational Attendance Goals	
Goals	<ul style="list-style-type: none"> • For 90% of our students to attend school more than 90% of the time. • To ensure absences are justified.
Aims	<ul style="list-style-type: none"> • Ensure all members of the school community understand the relationship between attendance and achievement. • Ensure all members of the school community understand their responsibilities and role in achieving the aspirational goal.

Day-to-Day Operations	
Responsibility	Action
SLT and BoT	Setting and communicating targets: <ul style="list-style-type: none"> • Set attendance targets and regularly review. • Communicate clearly with parents.
Teachers and admin	Daily attendance rolls - see notes below under attendance registers for teacher and admin roles <ul style="list-style-type: none"> • Parents communicated with about absences.
SLT and Admin	Sharing attendance data when students transition between schools: <ul style="list-style-type: none"> • Previous schools are contacted to request attendance records. • Attendance data is shared with the new school when students move. • Identify any issues or trends in attendance history and communicate this with the teacher and SLT.
Admin, teachers, and SLT	Early intervention and school-wide strategies: <ul style="list-style-type: none"> • Monitor the attendance of all students. • Refer to the Stepped Response below.

Attendance Registers

Attendance registers are official legal documents, audited regularly by the Ministry of Education. Recording attendance electronically highlights patterns of attendance that can then be appropriately managed.

Morning Roll

Afternoon Roll

Responsibility

Action

Responsibility

Action

Teachers

Complete morning roll by 9 am:

- Record any children not present as (?).
- If you know why the student is away, write this in the notes.
- Send late students to the office to sign in.

If you receive notification from parents about an absence, forward this to the office.

Teachers

Complete the afternoon roll at the beginning of the afternoon session before 1:45 pm:

- Record any children not present as (?).
- If you know why the student is away, write this in the notes.
- Send late students to the office to sign in.

Admin

At 9 am, check the absences room by room:

- Update attendance codes based on parent notification.
- Contact parents for all absent students through Hero SMS.
- If no response from parent within 30 min, the office will ring all contact numbers listed for the student.
- If no response, calls are logged, and process is complete.

Admin

At 1:45 pm, check absences room by room

- Update attendance codes after following up on any absent students.
- Contact parents for all absent students through Hero SMS.
- If no response from parent in 30 min, the office will ring all contact numbers listed for the student.
- If no response, calls are logged, and process is complete.

For students with less than 5 days absence in a school term

5 - 10 days absence in a school term

10 - 15 days absence in a school term

15+ days or more absence in a school term

15+ days or more absence in a school term with no/little improvement

Ensure absence is coded correct in Hero. Whānau contact the school regarding why the student is absent.

Within a 5-10 days absence window, the teacher will communicate with whānau through (email or phone call). Teachers will document barriers and come up with strategies to improve attendance and then send these out via HERO.

Within a 10 - 15 days absence window, the teacher will email via HERO whānau for a hui and put an attendance plan in place to improve attendance.

After a 15 day absence window, the team leader will email whānau on HERO for a hui and put an attendance and engagement plan which will be monitored weekly

If no improvement after the attendance and engagement plan, SLT will contact whānau via HERO and seek outside agency advice.

For students with less than 5 days absence in a school term

- Communicate with parents about every absence.
- Maintain the contact details of parents.
- Provide students with regular updates on their own attendance.
- Report regularly to parents on attendance of their child.
- Support students:
 - 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.

Responsibility	Action
Teachers Admin	Rolls are completed in a timely manner. Any absences are communicated to parents.
Teachers	Provide updates for students about their attendance through classroom discussions - physically check-in with students about their absence.
Admin	Ensure attendance sharing settings are open. Send out attendance updates through the school reporting system (weekly or termly).

For students 5 - 10 days absence in a school term

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

Responsibility	Action
Teachers TL	Teachers to monitor attendance and let team leader know about attendance pattern of increasing concern.
TL	Students are added to the attendance priority list overseen by school leadership.
Teacher	After more than 5 days' absence, the teacher will contact whānau concerning attendance. This communication (email or phone call) will be documented and include barriers and strategies. The teacher will support the student to catch up on missed learning in class (where possible).
Admin	Upload any parent information onto HERO e.g., holiday letters, medical notes.
DP	When needed provide information to parents and whānau about additional resources and support to help remove barriers e.g., When should my child be at school - Ministry

For students 10 - 15 days absence in a school term

- Contact the parent to escalate concerns.
- Hold a 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 Attendance Service or other agencies as needed.

Responsibility	Action
TL	Students are monitored through the attendance priority list overseen by school leadership on the Attendance Concern document.
Teacher, TL and DP (PC)	After 10 days, the teacher will contact whānau (written using ministry guidelines) for a hui where an attendance plan will be created. When needed provide information to parents and whānau about additional resources and support to help remove barriers e.g., When should my child be at school - Ministry
DP	When informed by the team leader, to contact parents to discuss reasons for absence, impact on learning, and inform parents and whānau about additional resources and support to help remove barriers. Request support from Attendance Service or other agencies if required post meeting and upon review.

For students with 15+ days or more absence in a school term

- 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 the support plan.
- Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up.
- Unenroll students who will not be returning to school.

Responsibility	Action
DP (PC)	Using a ministry-provided template to inform parents of escalated response inviting them in for a hui with Team Leader or SLT to discuss concerns and identify barriers which will be monitored weekly for improvement. If no improvement or improvement plateau within weekly monitoring, SLT will contact whānau and request additional support from agencies
DP (PC)	Ensure action is taken quickly when expectations aren't being met, communicating with whānau and keeping the teacher informed and monitoring each week.
SLT	Request additional support from agencies if no improvement after plan using CHRONIC ABSENCE Protocol.
SLT	Engage with the Ministry of Education to discuss next steps if no improvement.