Attendance Management Plan
Supporting STAR procedures

Taumata School

Strategic Priorities & Target

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 has a target of

80%

regular attendance by Term 4, 2026. Our Term 1 2025 regular school attendance was 76%.

This target is set out in our school's **Strategic Plan.** Furthermore:

- Our **Taumata School Attendance Policy** sets out why attendance is a priority, the legal requirements and our expectations of students, parents and staff.
- Our **Attendance Procedures** outline how we manage attendance, identify concerning absences and how we respond to absences.
- Our school's **Monitoring & Assurance Process** details how we measure the impact of our actions and how we give the Board of Trustees assurance that we are managing attendance effectively.

Role	Key Responsibilities
Principal	Leads strategic oversight, ensures compliance, reports attendance data and progress to the Board. Ensure students, whānau and staff understand the processes and procedures that support student
Deputy Principals	Oversee daily monitoring, coordinate STAR interventions, maintain records, manage Attendance Service referrals.
Pedagogical Coaches	Identify emerging concerns, support teachers to engage with whānau early, help develop Individual Attendance Plans (IAPs).
Learning Coaches	Record attendance accurately, promote regular attendance in class, contact whānau for minor or emerging concerns.
Student Manager	Maintain SMS records, follow up unexplained absences, prepare attendance reports.

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:
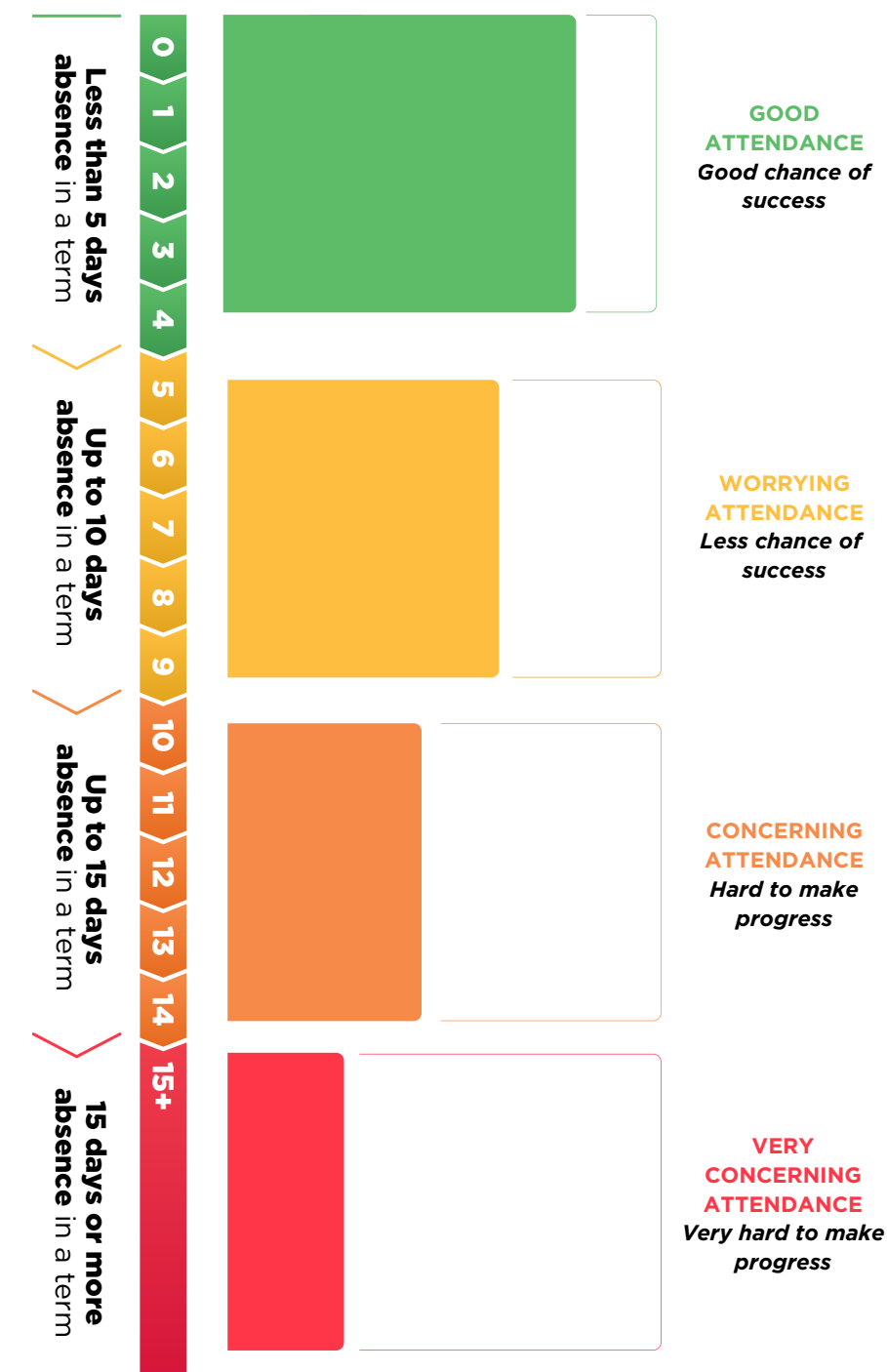
- Having a commitment to support students return to regular attendance
- Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- Recording all absences, and responding accordingly
- Having an effective 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.

Legislative Compliance:

- Education and Training Act 2020
- Education Attendance rules
- Education Attendance Management Plan regulations

Stepped attendance response – STAR

The STAR sets expectations for school, student, parent or guardian, Ministry of Education and broader system responses to student absence.

Less than 5 days absence in a term	0 1 2 3 4	**GOOD ATTENDANCE** *Good chance of success*
Up to 10 days absence in a term	5 6 7 8 9	**WORRYING ATTENDANCE** *Less chance of success*
Up to 15 days absence in a term	10 11 12 13 14	**CONCERNING ATTENDANCE** *Hard to make progress*
15 days or more absence in a term	15+	**VERY CONCERNING ATTENDANCE** *Very hard to make progress*

Attendance Procedures: Overview
Responding to student absence (STAR Framework)

Taumata School

Rationale: Attendance is foundational to learner success. Every day at school builds progress in learning, social development, and hauora. At Taumata School, we commit to ensuring all ākonga are present, engaged, and thriving. Our Attendance Management Plan provides clarity, consistency, and accountability for how we monitor, promote, and respond to attendance.

This Attendance Management Plan exists to:
- Meet the school's legal obligations
- Ensure accurate attendance records through our SMS
- Respond early and effectively using the Stepped Attendance Response (STAR)
- Partner authentically with whānau
- Remove barriers that prevent ākonga from attending
- Improve our attendance rates over time

Parent/Whānau 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 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:
- Principal appoints and delegates duties to manage the recording and monitoring of student attendance at Taumata School.
- Learning Coaches of Whānau Classes are responsible for accurately recording student attendance twice per day.
- Student Manager maintains accurate, up-to-date attendance information.
- Students with attendance concerns will be identified and categorised as per the thresholds from the STAR Framework.
- Follow-up responses will be tailored to the reasons for absence and the threshold from the STAR framework.
- Whānau Learning Coaches will follow up on lateness and attendance concerns for students who fit within the **worrying attendance** threshold.
- Deputy Principals will follow up on attendance concerns for students with **concerning** or **very concerning attendance**.
- Senior Leadership Team to be kept informed of serious student absence situations.
- Parents will receive updates on student attendance data each fortnight in the school newsletter and via the school facebook page.
- Outside agencies will be used as appropriate to support attendance.
- Patterns of attendance and specific interventions being used will be evaluated by the attendance team/SLT termly to review outcomes and effectiveness of these interventions
- The school will incentivise students to attend school by celebrating excellent attendance and acknowledging improved attendance.
- The Senior Leadership Team will ensure core learning time is uninterrupted unnecessarily

Attached is the Stepped Attendance Response (STAR) activities for Taumata School. This guides the actions that will be taken at each threshold, however any action can be taken at any threshold, depending on the individual circumstances of the child concerned.

*All actions taken to respond to absences will be recorded in HERO (our school's Student Management System). The pastoral team will meet fortnightly to monitor and review attendance and pastoral information across the school. If you have any questions, please contact **Dan Priest** (Deputy Principal with responsibility for Pastoral Care).*

Attendance Procedures

*Day-to-day operations (**Good Attendance**)*

Taumata School

Activities	Procedure	Person Responsible	Notes & Actions
Follow up daily absences & maintain contact details	• Use HERO to identify all student attendance and absences ensuring correct use of codes • Follow-up unexplained absences • Update contact details regularly	Student Manager	
Celebrate attendance	• Celebrate excellent attendance regularly • Celebrate improved attendance • Celebrate attendance on School Facebook and in Newsletter	Deputy Principals Pedagogical Coaches	
Communicate with parents/whānau	• Set expectations, procedures and follow-up steps the school will take when a student is absent. • Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	Whānau Learning Coach SLT Student Manager	• Termly attendance features including updates on data in newsletters. • Expectations and guidance for parents published on our school website. • Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. • Work with parents and students, where appropriate.
Minimise disruptions to the school day and week	• Learning is prioritised in our school timetable. • No interruptions to core learning time.	Senior Leadership Team	• All non-learning related meetings, appointments or sessions to be held during break times or before- and after-school (tutoring, extracurricular activities, sports practices etc).
Assess history of new students	• When enrolling, identify issues or trends in attendance history.	Deputy Principal (Enrolments)	
Escalate attendance issues as required	• Seek further support as required (escalate to DPs, Attendance Service etc).	All staff	• Learning Coaches to escalate to Deputy Principals if passing into Concerning Attendance threshold. • Principal to support Deputy Principals as required. • Referral to Attendance Service as required.
Develop support plans as required.	• Implement tailored support plans to support students to attend regularly.	All staff	• Incentivise students as appropriate • Discuss motivation with students • Arrange meetings with whānau to develop together.

Attendance Procedures
Worrying Attendance (5-9 days absent)

Taumata School

Activities	Procedure	Person Responsible	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	Whānau Learning Coach	• Record actions taken in HERO. • If there is no action taken due to individual circumstance - record this against student record. • Follow-up to be within 2 schools days of meeting the threshold.
Support students to catch up missed learning where required	• Identify missed learning and consider notes or activities to bring student back up to speed	Whānau Learning Coach	• Provide student (and parents as appropriate) with missed learning • Check no assessments have been missed.
Use in-school resources, as appropriate, to remove barriers.	• Discuss with Pedagogical Coach/SENCo • Contact pastoral care team if barriers persist to see if further support can be provided (e.g. counselling, mental health clinicians, incentives etc)	Whānau Learning Coach Pastoral Team	• Consider interim transport plans using School Van • Uniform • Public health nurse, counsellor, mental-health clinicians etc
Investigate reasons for attendance	• Phone call or meeting with whānau • Speak directly to student • Discuss with student's friends/co-teachers as appropriate	Whānau Learning Coach	
Affirm progress and improvement	• When students reengage - praise and provide feedback on the impact of being at school. • Celebrate / Provide incentives/prizes. • Update records on HERO as appropriate.	Whānau Learning Coach	
If no progress - escalate to next threshold	• Contact Whānau **by a phone call** to inform that the child will be referred to the Deputy Principal that oversees the area of the school	Whānau Learning Coach	

Attendance Procedures

Concerning Attendance (10-15 days absent) **&** _**Very Concerning Attendance (15+ days absent)**_

Taumata School

Activities	Procedure	Person Responsible	Notes & Actions
Contact parent to escalate concerns	• Further contact with parent • In-person meeting arranged within 2 days of escalation to this threshold.	Deputy Principal	• Record actions taken in HERO.
Meeting with parent/whānau and student (where appropriate) to analyse reasons for absence	• Arrange meeting including parents and student	Deputy Principal	• Consider who is needed at this meeting (whānau learning coach, pedagogical coach if appropriate etc).
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	• Co-construct with whānau • Consider incentives / motivation for child • Ensure there are actions for all parties to contribute to • Hold everyone to a	Deputy Principal Whānau Student	• Take action quickly where expectations aren't being met
Use in-school resources, as appropriate, to remove barriers.	• Discuss with Pedagogical Coach/SENCo • Contact pastoral care team if barriers persist to see if further support can be provided (e.g. counselling, mental health clinicians, incentives etc)	Whānau Learning Coach Pastoral Team	• Consider interim transport plans using School Van • Uniform • Public health nurse, counsellor, mental-health clinicians etc

Activities	Procedure	Person Responsible	Notes & Actions
**Include all of the actions from above (contact parents, meeting held, implement support plan, in-school resources), plus the following actions:**		
Request support from Attendance Service or other agencies as required	• Refer to Ministry of Education attendance services or other agencies • Support access to services and collaborating with specialists	Deputy Principals Pastoral Care Team SLT	• Before referral check all previous actions like support plan are in place. • 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	Whānau Student Pastoral Care Team	• Monitor closely • Steps being taken to support student reintegration

Monitoring & Assurance Process

Activities	Procedure	Person Responsible	Notes & Actions
Assurance provided to Principal re: Attendance Management Plan	• Deputy Principals & Student Manager provide assurance to the Principal on the implementation and running of the Attendance Management Pla	Deputy Principals Student Manager	
Principal provides assurance to the Board of Trustees	• The Board will receive termly attendance reporting, including information provided by the Every Day Matters report. • Report will outline emerging trends, barries to attendance, and areas of concern for the board's consideration.	Principal	• 'Every Day Matters' Attendance report provided in Board Pack in every Week 8 Board Meeting.
Board to seek assurance	• At Board meetings, Board of Trustees members ask questions to seek assurance that the Attendance Management Plan is being implemented effectively • Board of Trustees to consider further resourcing, as appropriate to manage any pressing attendance concerns	Board of Trustees	• All reports are read prior to Board meetings • Board members prepare questions to seek assurance • Further resourcing considered as appropriate

Reviewed: November 2025	**Next review:** November 2028

Attendance Procedures: Responding to student absence (STAR Framework)
Individualised student responses to absence thresholds

Taumata School

Less than 5 days absence

Whānau

- Ensure every child attends school every day they are able.
- Reinforce good attendance habits at home.
- Contact the school as soon as possible to explain any absence.

School

- Acknowledge and celebrate positive attendance.
- Maintain clear communication about attendance expectations and next steps if a student is absent.
- Record all absences accurately.
- Monitor student attendance closely and act early.
- Provide regular attendance updates to both students and whānau through HERO and reports.

Up to 10 days absence
in a school term

Whānau

- Contact the school to discuss reasons for absence.
- Support child to catch up on missed learning.
- Engage with suggested supports (routine, health, or transport).

School: Learning Coach

- Contact whānau to discuss absence reasons and impact on learning.
- Offer support or adjustments to help child re-engage.
- Document on HERO under 'Attendance Tracking'.
- Monitor attendance weekly for improvement.

Up to 15 days absence
in a school term

Whānau

- Attend a face-to-face meeting.
- Collaborate on an Individual Attendance Plan (IAP) to remove barriers.
- Implement agreed home supports and attend review meetings.

School: Deputy Principals

- Hold formal meeting with whānau and child to analyse causes.
- Co-develop and implement an Individual Attendance Plan.
- Use in-school and external supports (e.g. counsellor, SENCO, PB4L).
- Review plan after 4–6 weeks and celebrate any improvements.
- Document on HERO under 'Attendance Tracking'.

---

15 days or more of absence
in a school term

Whānau

- Meet with senior leadership to review IAP progress.
- Work alongside Attendance Service and external agencies.
- Maintain engagement and communication with school staff.

School: Deputy Principals

- Send formal written notice outlining legal attendance obligations.
- Refer case to Attendance Service if progress is limited.
- Continue to collaborate and support whānau through agency involvement.
- Consider Ministry-led prosecution only after all supports have been offered and declined.
- Document on HERO under 'Attendance Tracking'.

Attendance Service

- Workwith 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