



Waitaria Bay School Attendance Management Plan and supporting STAR procedures

Strategic Priorities

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

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

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](#)
[Education Attendance rules](#)
[Education \(School Attendance\) Regulations 2024](#)

Reviewed: December 2025

Next review: December 2028

Attendance Management Procedure- Stepped Attendance Response

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby all of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance.

Parent/Whānau responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the school as soon as possible if their tamaiti is going to be late or absent
- Arrange appointments or trips outside of school hours or during school holidays where possible
- Work with the school to manage attendance concerns

School responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and all staff are responsible for reminding our community of these expectations.

School Procedures

Teaching Principal Responsibilities

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.

Class teachers are responsible for monitoring student attendance for Kererū Class ensuring that parents are informed of attendance concerns.

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 Principal termly to review outcomes and effectiveness of these interventions

Teacher Responsibilities

1. Roll to be taken by the class teacher **BY** 9.15am
2. Any child who arrives late to school is to report to the class teacher and/or the support staff.
3. Should a child arrive in class after the register has been taken, they will be recorded as late.
4. Afternoon roll must be taken **BEFORE** 1.50pm.
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 record on Etap.

Staff Responsibilities- Bus Driver, Office Admin, Teacher Aides

1. Staff check the texts and emails and take phone calls of absences in the morning.
2. The class teacher checks attendance on Etap from 9.15am.
3. Any children marked with a ? are then followed up.
 - a. a text /message is sent out to the families of all children who are marked with an ? on the School Cell Phone
 - b. When replies are received, the staff update the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.
4. The Class teacher will check the afternoon roll from 1.50pm.

We use the Q code for Board approved Learning from Home. These are minuted at Board meetings.

We use the J code for students attending sporting activities that we as a school are unable to offer as part of our regular programme.

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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings
Kura/School	Kura/School	Kura/School	Kura/School
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation