



South Wellington Intermediate School

Attendance Management Plan and STAR procedure

Strategic Priorities and Objectives

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

The Ministry defines regular attendance as a student being present for more than 90% of the time.

The current government has set a national target of 80% of students attending school at least 90% of the time by 2030. This means that ākongā should be absent for no more than one day a fortnight to ensure that they can have continued success at school. Our long term objective is to meet the national target by 2030.

While attendance is not a SWIS strategic goal, it aligns with our strategic plan in the following ways:

Whanau focus

- Whanau and school will work in partnership to secure consistent attendance

Hauora

- Being at school and enjoying success promotes well being and belonging

Current Attendance Rates and Targets

Attendance naturally fluctuates depending on the terms, so our targets are currently set by term, not annually.

Our goals are:

- To increase REGULAR ATTENDANCE (over 90%/less than 5 days off per term) by 5% or more in each term.
- To decrease CHRONIC ATTENDANCE (70% attendance or less/15 days or more off per term) by 1% or more per term.

Regular Attendance	2024	2025	2026 target
Term 1	69%	67%	72%
Term 2	49%	59%	66%
Term 3	52%	50%	60%
Term 4	53%	56%	65%

Chronic Absence	2024	2025	2026 target
Term 1	5%	5%	3%
Term 2	8%	6%	4%
Term 3	10%	10%	6%
Term 4	10%	9%	6%

We will continue to measure progress, daily, weekly and termly using the STAR procedure. We will also analyse the indepth Everyday Matters report that is sent to us by the Ministry each term.

These realistic targets are working towards the Ministry target of 80% of students attending 90% of the time by 2030.

Board responsibilities

As required by the Education and Training Act 202 (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 to and actions taken recorded and 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.
- provide a termly attendance report to the board showing the analysis of data, trends and narratives

School responsibilities

The school is responsible for:

- developing and implementing a stepped attendance response aligned with the Ministry thresholds to support student attendance
- communicate our Attendance Management plan and STAR procedure to our community

- record, monitor and follow up on attendance/absence data
- engage with ākonga and whānau to improve attendance where identified

Whānau responsibilities

The whānau is responsible for:

- supporting your child to attend school every day
- contacting school if your child is going to be absent
- contacting your child's teacher or the office if you are having trouble getting your child to school

Attendance Management Procedures

The Office Staff

- records notes from texts/phone calls/emails/app notifications from whānau
- assign attendance codes as per Ministry guidelines
- manually change question marks to 'T' at the end of each day
- alert DP to anything unusual or anything that needs whānau contact
- contact whānau of all students absent

The Classroom teacher

- takes the roll by 9.05am and again by 1.30pm
- checks reasons for absences daily

Stage 1 – Initial Follow-Up (More than 5 days absent in a term or School Refusal given as a reason)

Threshold: Student has more than 5 days of absence (cumulative or consecutive). In the case of school refusal being cited then the classroom teacher reaches out to the whānau.

Action:

- School counsellor
 - Once the student appears on the Attendance Intervention page, the counsellor will notify the homeroom teacher to follow up as below.
 - Inform Senior Leadership Team
- Teacher:
 - Homeroom teacher contacts whānau via phone.
 - Purpose of Contact:
 - Check on the student's wellbeing
 - Understand the reasons for absence
 - Identify any barriers preventing attendance
 - Discuss ways the school can support consistent attendance
 - Feedback to Senior Leadership Team
 - Documentation: All contact and actions are recorded under parent /caregiver meetings on Hero.

Stage 2 – Ongoing Concern (More than 10 days absent in a term)

Threshold: Student has more than 10 days of absence, or patterns persist after Stage 1 contact.

Action:

- Principal
 - sends a formal letter home outlining:
 - Attendance patterns
 - The impact on learning
 - Supports available
 - Follow-up:
 - Principal may arrange a meeting with whānau to discuss support.
 - SLT to keep teacher informed of progress of attendance
- Documentation: Record the letter under the attendance letters on hero and any meeting notes under the parent / caregiver meetings.

Stage 3 – Significant Concern / Chronic Absence (More than 15 days absent in a term)

Threshold: Student has more than 15 days of absence, or little improvement after Stage 2 interventions.

Action:

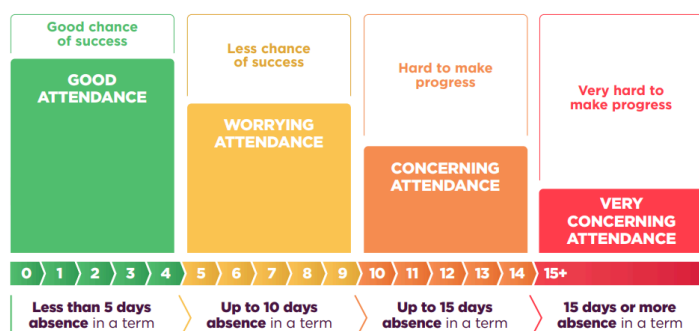
- Referral to MoE Attendance Service for additional support and case management.
- Multi-agency collaboration may include: Attendance Service, OT, counselling or community providers.
- Wellbeing checks and ongoing supports are implemented to remove barriers to attendance.
- Documentation: All actions, communications, and referrals recorded on hero.

Stepped Attendance Response – STAR

Te Tāhuhu o
Te Mātauranga
Māori

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



Monitoring

The principal will maintain reporting of daily attendance data.

The counsellor/deputy principal will monitor Hero/STAR attendance for at-risk individual students at the end of every week.

The office manager will monitor weekly whole school attendance.

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.

Supporting Documentation

[How to use the STAR](#)

[Communicating with Parents about attendance](#)

[Individual attendance plans](#)

[STAR in your school](#)

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

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

Reviewed: February 2026

Next review: February 2027



South Wellington Intermediate School

Attendance Management Procedure/Stepped Attendance Response

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more 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.

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

School responsibilities

- South Wellington Intermediate School has procedures to record and monitor attendance, and to identify and follow up concerns.
- We share attendance expectations with ākonga, and whānau
- Staff are responsible for reminding our community of these expectations through communication in emails, newsletters and at interviews or hui.

Board responsibilities

- Ensure that South Wellington Intermediate School has procedures to record and monitor attendance, and to identify and follow up concerns.
- The board will review the Attendance Management Plan annually.

Whānau responsibilities

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

- notify school as soon as possible if their tamaiti is going to be late or absent
- arrange appointments or trips **outside** of kura hours or during school holidays where possible

Work with us to manage attendance concerns

School Procedures

Principal Responsibilities

The principal will delegate duties, so as to manage the recording of electronic student attendance registers and the follow-up procedures for non-attending students.

Teachers and the counsellor are responsible for monitoring student attendance 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 DP termly to review outcomes and effectiveness of these interventions

Teacher Responsibilities

1. Roll to be taken **BEFORE** 9.05am.
2. Any ākonga who arrives late to school is to report to Student Services to register that they are late on the Vistab system
3. Should someone arrive in class after the roll has been taken, ask if they have reported to the office. If they haven't, they **MUST** report to the office immediately
4. Afternoon roll must be taken **BEFORE** 1.30pm.
5. 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.
6. 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 in Hero to inform the Office staff

Office Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on Hero from 9.05am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Office Manager updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant at the end of the day.
4. The Office Manager will check the afternoon roll from 1.50pm.

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 the school STAR monitoring 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 • Open communication with school • Follow school attendance management plan and procedures • Monitor child's attendance in the school app 	<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 to support increased attendance 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents 	<ul style="list-style-type: none"> • Contact whānau 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: life coach, SENCo, DP 	<ul style="list-style-type: none"> • Contact whānau 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 individual • Request support from Piki te Mauri as needed 	<ul style="list-style-type: none"> • Contact whānau to inform of escalated response • Request support from Piki te Mauri or other agencies as needed • Participate in multi-agency response • Maintain communication, monitoring and regular analysis of the plan • Explore school or Ministry led prosecution if whānau don't engage in plan • Unenroll student if not returning after 20 days