

# Outram School Attendance Management Plan and supporting STAR procedures



## Strategic Priorities

To **protect** the well-being of our tamariki/students, teachers/kaiako and whānau/family.

We recognise the importance of regular attendance to help our students achieve their educational potential. Regular school attendance is vital for the success and well-being of our tamariki/students. Regular attendance also promotes achievement success as tamariki/students are able to consistently build on their learning.

The government has set a national target of 80% of students attending school at least 90% of the time. Our school currently has 76.78% regular attendance and a target of lifting regular attendance to 80% by the end of 2026.

## 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 student management system 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, 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 School Board showing the analysis of data, trends and narratives.

## Procedures/supporting documentation

Our **Student Attendance** Policy can be found on SchoolDocs. Access SchoolDocs by visiting the website <https://outram.schooldocs.co.nz/1893.htm>. Enter the user name (**outram**) and password (**community**). Or, click on the link from our school website [www.outram.school.nz](http://www.outram.school.nz)

**Attendance Management Procedure - Stepped Attendance Response - 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 2025  
Education (School Attendance) regulations 2024

Reviewed: February 2026

Next review: February 2029

# Attendance Management Procedure - Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response 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 for student attendance and work with students, whānau, staff and external agency, where necessary to improve our levels of student attendance.

## Parent/Whānau responsibilities:

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

- Ensure students attend every day they are able
- Notify the school as soon as possible if their child 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 staff are responsible for reminding our community of these expectations.

## School Procedures

### **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.

Senior leaders are responsible for monitoring student attendance for their respective groups, 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 senior leadership team and classroom teacher(s).

The Outside Agency team meet twice per term (Principal, Learning Support Co-ordinator, Public Health Nurse, RTLB). Outside agencies will be used as appropriate to support attendance.

Parents can access attendance data via the Edge Parent Portal. Twice yearly written reports will include attendance information.

### Teacher Responsibilities

1. Roll to be taken by the class teacher **BEFORE** 9.05am.
2. Any child who arrives late to school is to report to the Office.
3. Should a child arrive in class after the register has been taken, ask if they have reported to the Office. If they haven't, they **MUST** report to the office.
4. Afternoon roll must be taken **BEFORE** 1.40pm.
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 inform the Office.

### Office Responsibilities

1. The Office Administrator checks the phone message line, SMS notifications and emails and take phone calls of absences in the morning.
2. The Office Administrator checks all classes' attendance on Edge from 9.05am.
3. Any children marked with a ? are then followed up by the Office Administrator:
  - a. A phone call is made to all children who are marked with an ?. If no reply a follow up text or email is sent.
  - b. When replies are received, the Office Administrator updates the absence with the appropriate code.
  - c. If no reply is received, the child is marked as Truant.
4. The Office Administrator will check the afternoon roll from 1.40pm.

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	Return student to regular attendance	Return student to regular attendance	Return student to regular attendance
Reinforce good attendance habits	Contact school to discuss reasons for absence and impact on learning	Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan	Engage in support plan
Support other whānau to reinforce good attendance habits	Support student to catch up on missed learning	Implement strategies at home	Participate in regular meetings
Follow school attendance management plan and procedures	Engage in supports offered		

School	School	School	School
<p>Communicate with whānau about every absence</p> <p>Maintain contact details of all parents</p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to whānau on attendance of their child.</p>	<p>Contact parents to discuss reasons for absence and impact on learning</p> <p>Support students to catch up missed learning where required</p> <p>Use in-school resources as appropriate to remove barriers, eg: public health nurse, food bank, transport.</p>	<p>Contact parents to escalate concerns</p> <p>Hold meeting to analyse reasons for absence and to collaborate on a support plan</p> <p>Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</p> <p>Use in school resources as appropriate to remove barriers and request support from as needed.</p>	<p>Contact parents to inform of escalated response</p> <p>Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence and why support plan is not working</p> <p>Request support from Attendance Service or other agencies as needed</p> <p>Participate in multi-agency response</p> <p>Maintain implementation and monitoring of support plan.</p>

**Ministry of Education**

<p><b>Attendance Service</b></p> <ul style="list-style-type: none"> <li>› Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:               <ul style="list-style-type: none"> <li>› agreeing changes to be made,</li> <li>› addressing some unmet basic needs impacting on attendance, and</li> <li>› referring students to other services as necessary</li> </ul> </li> <li>› Collaborate with schools so that               <ul style="list-style-type: none"> <li>› they remain engaged as plans are developed and implemented, and</li> <li>› they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn</li> </ul> </li> </ul>	<p><b>Regional and National teams</b></p> <ul style="list-style-type: none"> <li>› Facilitate involvement of other agencies</li> <li>› Support schools to access other education pathways for a student where appropriate</li> <li>› Consider system-wide initiatives for high-risk attendance</li> <li>› Reprioritise regional support resources to where most needed/effective</li> <li>› Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>
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