

Attendance Management Plan (AMP) & supporting STAR procedures

Strategic Priorities

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 currently has averaged 68% regular attendance over the past four terms (T4, 2024 = 64%; T1, 2025 = 79%; T2, 2025 = 73%; T3, 2025 = 56%) and a target of lifting regular attendance to 72% by the end of 2026, 75% by the end of 2027, 77% by the end of 2028; and 80% by the end of 2029. (61% regular attendance in 2024; 61% regular attendance in 2023; 54% regular attendance in 2022).

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.

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 aligning 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

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 Attendance Management Plan regulations](#)

AMP - 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 schools' 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, parents and caregivers, staff and an external agency, where necessary to improve our levels of student attendance.

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

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

Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.

Classroom teachers are responsible for recording student attendance to their class each half day.

Class teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow-up on lateness and other attendance issues.

The deputy principal is responsible for monitoring student attendance for the identified students of concern each term, ensuring that class teachers have informed parents of attendance concerns in the first instance. The principal will be kept informed of serious student absence situations.

Parents are able to access their child's attendance data via our SMS, Hero.

Outside agencies will be used as appropriate to support attendance.

Patterns of attendance and specific interventions being used will be evaluated by the principal, deputy principal, LSC and Hub leaders termly to review outcomes and effectiveness of these interventions.

Our school board is now required by the Ministry to review and approve any requests for students to be away from school during normal learning hours on a regular basis. This includes activities where students may be absent for part or full days.

If you are planning this for your child, an application will need to be submitted each year.

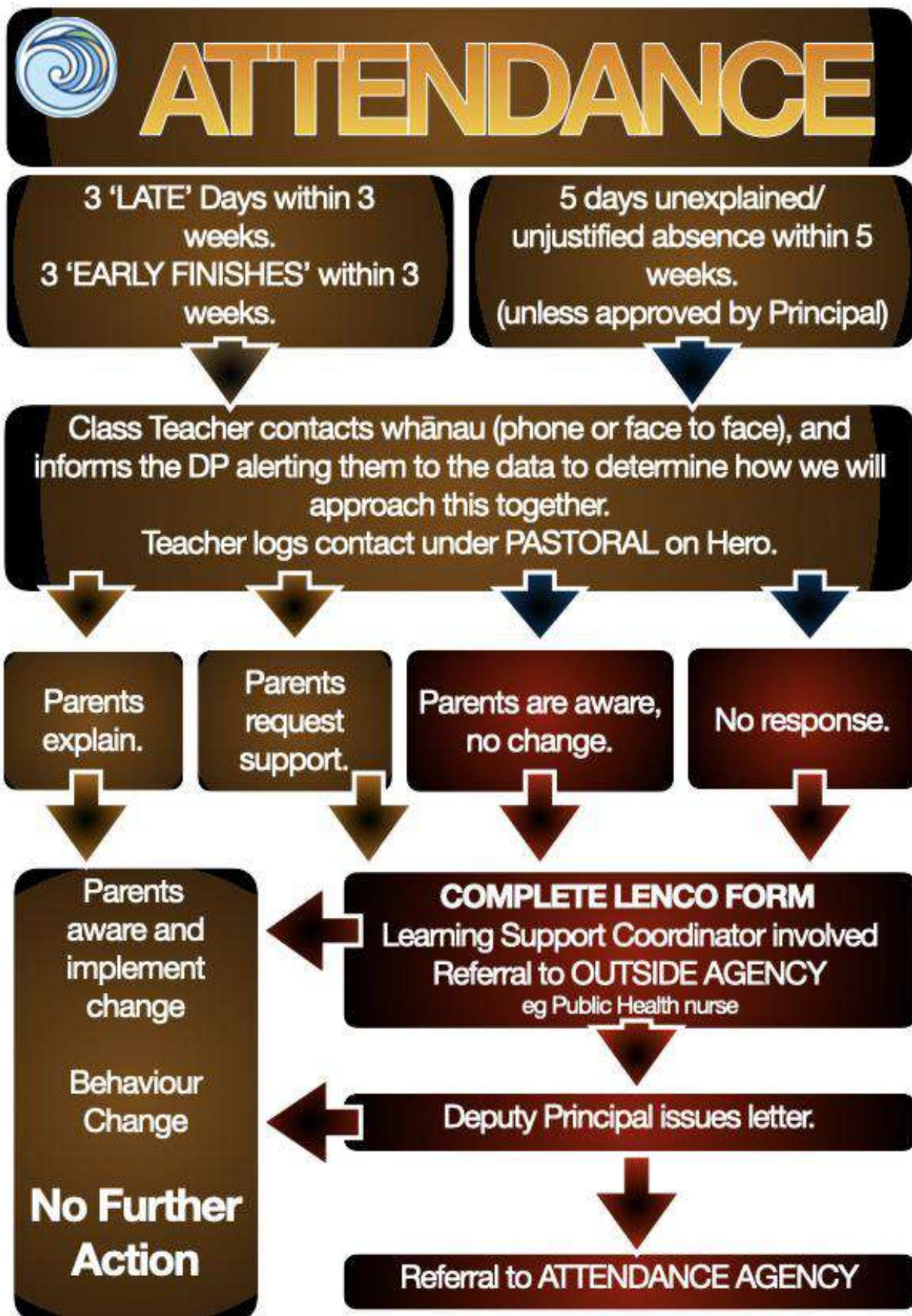
Requests will be considered if they meet one or more of the following:

- The activity supports or enhances your child's learning at school
- The activity supports your child's wellbeing
- The activity supports students from priority groups

Please note that extracurricular activities that can take place outside of school hours will no longer be approved as justified absences.

Attached is the Stepped Attendance Response Activities for our school. All actions taken to respond to absences will be recorded in Hero, in the pastoral section. If you have any questions about our Stepped Attendance Response or procedures, please contact Lue Herden, our DP.





School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. Class teachers are expected to contact parents (ideally within 2 school days) and arrange a meeting as soon as possible as per the St Clair School Flowchart.

The LENCO team meets weekly. Any attendance data related questions please contact Deborah MacLeod - Executive Officer. For all other attendance queries please contact Luke Herden.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	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	Class teacher Principal School board	Termly attendance features including updates on data in newsletters. Expectations and guidance for parents published on our school website, including how to access our policy on SchoolDocs. Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents and students, where appropriate.
Following up absences daily	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents Follow-up daily with parents any unexplained absences	Administration team	The admin team will phone the family of any child who is not at school in the morning, for whom we have not had any notification (voice message on phone, email to office or Hero note).
Minimise disruptions to the learning	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Admin	Alerts on Enrol for students starting after they have enrolled in another school

Updated November 2025

Next Review November 2028

Follow school Flow Chart	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Luke Herden
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Students with less than 5 days absence for the term

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team	Follow-up all absences to confirm the reason for absence. Remind to view attendance on Hero

Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the LENCO team at their weekly meetings.

Students with between 5-9 days absence for the term

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and seeking ways to help - keep it positive	Phone contact to be used or face to face conversation if at all possible	Class Teacher, unless this is repeated behaviour, then follow school flow chart	Record actions taken in Hero - pastoral.
Use in-school resources as appropriate to remove barriers e.g. LSC, DP, Kids Calm etc	Contact one of the LENCO team if barriers identified that the school could assist with	LENCO team	Parents and student provided support as appropriate

Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance in Hero - under pastoral notes. LENCO team to consider a referral to the PHN, after gaining consent from whānau.

Students with between 10-15 days absence for the term

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Class Teacher, and/or LSC or DP	Record actions taken in Hero - Pastoral.
Hold meeting with parent/caregiver to analyse reasons for absence	Arrange meetings with parents / caregiver	Class Teacher, and LSC or DP	Consider who is needed at this meeting. Record decisions on Hero - Pastoral
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan.	Class Teacher, and LSC or DP	Take action quickly where expectations aren't being met - make sure it is clear who will follow up from school, how and when.

If there is no change following intervention, DP to formally write letter, and consider referral to Otago Youth Wellness Trust

Students with more than 15 days absence for the term

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Phone call, or face to face conversation	Principal	Document on Hero - pastoral
Hold meeting with parent/caregiver	Promptly arrange a meeting with parents. Consider who else will be in attendance.	LSC, DP and/or P	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	LENCO team decision	Before referral, check all previous actions like a support plan are in place and documented. 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	LENCO team	Support plan in place Continue monitoring Steps taken to reintegrate student
If there is no change following intervention consider a referral to Otago Youth Wellness Trust, and if that has already been unsuccessful, consider a Section 19 referral to Oranga Tamariki.			

