

# Dunedin North Intermediate School - Attendance Management Plan and supporting STAR procedures

*Note: This is a new government requirement for all schools beginning 2026. As it is a new system which will require a change of processes we will be reviewing its effectiveness at the end of term 1, 2026.*

## Strategic Priorities

Regular school attendance is vital for the success and well-being of our tamariki. Attending school every day supports our children to build strong foundations for their learning and social development. Regular attendance also promotes achievement, as tamariki can 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 students should be absent for no more than one day per fortnight to ensure continued success at school.

**The Government's target is for 80% of students to attend regularly, that is to attend school more than 90% of the time**



## Board responsibilities

As required by the Education and Training Act 2020 (s35), all students aged 6 to 16 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 that all enrolled students 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 delegates the school attendance officer to be responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensuring that student absence is investigated, responded to and actions taken are recorded and aligned with the thresholds
- ensuring all students, whanau and staff understand the processes and procedures that support student attendance
- reporting to the board on any trends, barriers to attendance and interventions being used to support student attendance.
- providing 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 assign staff to 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](#)

## 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 students are attending regularly. The category with the greatest potential for improvement is Worrying/Irregular Attendance; reducing it would positively impact 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.

## Parent/Whanau responsibilities

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

- notify the kura 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 us 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 our students 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 the electronic student attendance register and the follow-up procedures for non-attending students.

Teachers and 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 learning support team, via a Professionals meeting termly to review outcomes and effectiveness of these interventions.

### **Teacher Responsibilities**

1. Roll to be taken electronically by 9:15am
2. Any child who arrives late to school is to report to the office to register that they are late in the late book.
3. Should a child 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.
4. Afternoon roll must be taken BEFORE 1.45pm.
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. You must forward any emails received regarding attendance to the office. If information is received orally, email the office the details.
7. If you have any unexplained attendance which shows a ? on your class roll, you must make contact directly with the caregivers and email their response to the office.

### **Office Responsibilities**

1. The Office Manager checks emails and takes phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on Edge from 9.15am.
3. Any children marked with a ? are then followed up by the Office Manager:
  - a. A text is sent out for 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 left as ? for class teachers to follow up.
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 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
<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>
<ul style="list-style-type: none"> <li>• Ensure their child attends every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Support other whānau to reinforce good attendance habits</li> <li>• Follow school attendance management plan and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Return their child to regular attendance</li> <li>• Contact school to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up on missed learning</li> <li>• Engage in supports offered</li> </ul>	<ul style="list-style-type: none"> <li>• Return their child to regular attendance</li> <li>• Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</li> <li>• Implement strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>• Return their child to regular attendance</li> <li>• Engage in support plan</li> <li>• Participate in regular meetings</li> </ul>
<b>School</b>	<b>School</b>	<b>School</b>	<b>School</b>
<ul style="list-style-type: none"> <li>• Communicate with whānau about every absence</li> <li>• Maintain contact details of all parents</li> <li>• Provide students with regular updates on their own attendance</li> <li>• Report regularly to whānau on attendance of</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up missed learning where required</li> <li>• Use in-school resources as appropriate to remove barriers, eg: counsellor,</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to escalate concerns</li> <li>• Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>• Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</li> <li>• Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to inform of escalated response</li> <li>• Request support from Attendance</li> <li>• Service or other agencies as needed</li> <li>• Participate in multi-agency response</li> <li>• Maintain implementation and monitoring of support plan</li> <li>• Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up</li> <li>• Unenroll if student will not be returning to school</li> </ul>



**Attendance Service**

- › Work with 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

[Template](#)