

Westport South School Attendance Management Plan and supporting STAR procedures



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Strategic Priorities

Regular school attendance plays an important role in the learning, wellbeing, and success of our tamariki. Being at school every day helps children build strong foundations for learning, develop positive relationships, and grow their social skills. When tamariki attend regularly, they are better able to make steady progress and build on their learning over time.

The Government has set a national expectation that 80% of students attend school at least 90% of the time. In practical terms, this means tamariki should be away from school no more than one day per fortnight to support consistent learning and ongoing success.

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 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 are 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

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 report there 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 \(yet to be passed\)](#)

Reviewed: January 2026	Next review: December 2028
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Attendance Management Procedure- Stepped Attendance Response

What would success look like?

Goal 3 of our strategic plan is Our Way: Strengthen the school's HEART values and positive behaviours. The annual goal for this is to improve regular attendance across Westport South School.

This will be based on our termly Every Day Matters reports.

Success will be reflected in an increase in Regular/Good Attendance, with more of our tamariki attending school consistently (90% or more). The greatest opportunity for positive change sits within the Worrying Attendance category. Reducing the number of students in this group will have the most significant impact on lifting overall attendance.

While we will continue to support tamariki across all attendance categories, a targeted focus on those experiencing Worrying Attendance, in partnership with their whānau, will enable the greatest improvement.

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 child/ren is going to be late or absent
- Arrange appointments or trips outside of school hours or during school holidays where possible
- Work with us (school) to manage attendance concerns

School Responsibilities

Our school has clear procedures in place to record and monitor attendance, and to identify and follow up on any concerns.

Attendance expectations are shared with tamariki and whānau, and staff play an active role in reinforcing these expectations within our school community.

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.

The Principal is responsible for monitoring student attendance, ensuring that parents are informed of attendance concerns. 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 Management Team termly to review outcomes and effectiveness of these interventions.

Teacher Responsibilities:

1. Roll to be taken by the teacher **BEFORE** 9.15am.
2. Any student who arrives late to school is to report to the office to register that they are late on the Vistab system.
3. Should a student 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** 1.30pm.
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, e.g.: appointment, holiday, please add a note to their attendance to inform the office.

Office Responsibilities:

1. The office staff check the texts and emails and take phone calls of absences in the morning.
2. Office staff checks all classes' attendance on EDGE from 9.30am.
3. Any children marked with a ? are then followed up by office staff:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, office staff updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.
4. Office staff will check the afternoon roll from 1.30pm.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold.

School Stepped Attendance Response (STAR)

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 school term	Up to 15 days absence in a school term	15 days or more absence in a school term
Whānau	Whānau	Whānau	Whānau
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.	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.	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.	Return student to regular attendance. Engage in support plan. Participate in regular meetings.
School	School	School	School
Communicate with whānau about every absence. Maintain contact details of all parents. Report regularly to whānau on attendance of student. Distribute attendance information in our	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, e.g.: senior	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 of	Contact parents to inform of escalated response. Support from community attendance staff and/or other agencies. Participate in multi-agency response. Maintain implementation

newsletter and on social media early in Term 1.	managers, SWIS. Principal to send formal notification (Attendance Letter 1). Community attendance staff could be involved.	student absence. Principal to send formal notification (Attendance Letter 2). Community attendance staff will be involved. Where appropriate, we will obtain support from MOE. Senior managers will share data at ROCK On community meetings.	of agreed plan.
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