



Attendance Management Plan and supporting STAR procedures- Template

Strategic Priorities

Overarching Objectives / Vision

Regular school attendance is vital for the success and wellbeing of our tamariki, supporting strong foundations for learning and social development. The plan aligns with the school vision of developing well-rounded young people, ready to excel in the world. The school's strategic goals include strengthening an **inclusive culture**, reducing **barriers to learning**, and connecting with **family and whānau**.

National Goal

The government has set a national target of **80% of students attending school at least 90% of the time**. Students should be absent for no more than one day a fortnight.

Annual Target

To increase Regular/Good Attendance by **8%**, moving the rate from 51% (Term 2, 2025) to **60%**. The school aims to increase Regular Attendance by 5% every year from 2027 until 2030 to meet the government target.

Board responsibilities

Oversight

The board takes all reasonable steps to ensure all students enrolled at Stratford High School **attend school when it is open** (Education and Training Act, s 36).

Reporting / Review

Receive attendance data **twice termly** from the Deputy Principal. Receive a termly attendance report showing the analysis of data, trends, and narratives. Ensure the plan is **reviewed termly** after considering the Every Day Matters Report.

Principal responsibilities

Monitoring / Assurance

Assures the board that student absences are **correctly recorded, monitored, and followed up**.

Approvals

Review requests from Parents/Guardians to be excused from certain curriculum areas for **religious or cultural reasons**. Receive requests in writing for **holidays taken during term time**.

Procedures/supporting documentation

Procedures / Policies

The school uses a **Stepped Attendance Response (STAR) system** to monitor, support, and improve attendance. Attendance procedures ensure students are accounted for during school hours and activities. The school adheres to STAR thresholds and connects with **Attendance Services for chronic attendance**. Follow-up is monitored by the Form Teacher, Attendance admin, Classroom teachers, Deans, and the Deputy Principal Pastoral.

Links / Attachments

Supporting procedures define specific actions and interventions for staff roles. The STAR Absence Thresholds outline kura responses for Worrying (up to 10 days), Concerning (up to 15 days), and Very Concerning Attendance (15+ days)

Monitoring

Weekly

The Deputy Principal checks patterns of attendance, checks for erroneous coding, follows up on Truant codes if no communication is received, and adheres to the STAR thresholds. Attendance patterns and concerns are discussed at **Senior Leadership hui every week**. Deans check year level attendance weekly

Termly

The Deputy Principal reports attendance data **twice termly** and provides a termly attendance report to the School Board showing analysis of data, trends, and narratives. The plan is **reviewed termly** after considering the Every Day Matters Report

Legislative compliance/ Legislation

Insert here any relevant legislation this plan supports

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: 3 February 2026

Next review: Termly, after considering the Every Matters Report.

Attendance Management Procedure- Stepped Attendance Response

Regular school attendance is **vital for the success and wellbeing of our tamariki**. The Ministry of Education recommends that students should be attending school at least **90% of the time**,. Following up on absenteeism at Stratford High School is a **team effort**,.

Parent/Whanau responsibilities:

Legal Obligations

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

Communication

Notify the kura **as soon as possible** if their child is going to be late or absent. If a student is unwell for more than 4 days, provide the school with a medical certificate.

Planning

Arrange appointments or trips outside of kura hours or during school holidays where possible. Holidays during term time must be **requested in writing to the Principal**.

Collaboration

Work with the kura to manage attendance concerns.

School responsibilities

General

Identify and respond to student attendance concerns. Work with students, parents and caregivers, staff, and external agencies where necessary to improve levels of student attendance.

Stepped Response

Worrying Attendance (Up to 10 days absence): Contact parents, support the student to catch up missed learning, and use in-school resources (e.g., counsellor, alternative timetables). **Concerning Attendance (Up to 15 days absence):** Hold a meeting to analyze reasons, collaborate on, and implement a tailored support plan. **Very Concerning Attendance (15+ days absence):** Request support from **Attendance Service** or other agencies as needed, and may undertake school-led or MOE-led **prosecution** when appropriate.

School Procedures

Daily Roll Procedures

Roll is taken by the Akomanga Kaiako (classroom/form teacher) within the **first 15 minutes** of every lesson. Attendance Admin checks Kamar from **9:15 am** and follows up unexplained absences ('?') by text, marking students as **Truant** if no reply is received. Late students must sign in on Vistab at the office.

Form Teacher Response

Form Teacher connects with home once attendance drops **below 90%** or after **3 consecutive days absent**. Form teachers use a **confirmation form** for students marked absent for individual lessons. For students absent from 2 or more lessons without explanation, they are placed on a **one-week attendance check-in sheet**. If attendance drops **below 80%**, the Dean is notified.

Classroom Teacher Response

For repeated lateness (**3 in a 4-week period**), the classroom teacher follows up with contact home and a consequence. Students with repeated lateness are asked to **make up the time at their break**.

Dean Response

Dean checks year level attendance **weekly**. Dean contacts home for any attendance **below 80%**. Students who **bunk a lesson** must make up missed time through **Community Service**. A **check in, check out sheet** is implemented for regularly absent or truant students.

School-Wide Interventions

Automatic weekly Kamar email informs parents of attendance below 90%. Daily text sent for unexplained attendance. **Termly 'Rock on' meetings** are held, including attendance services.

Deputy Principal

Support the Dean and Form Teachers in ongoing attendance concerns. Report attendance data twice termly to the school board, showing the analysis of data, trends and narratives. Adhere to STAR thresholds and review the plan termly after considering the Every Day Matters Report.

[.././././SHS STAR template.pdf](#)

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. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible.

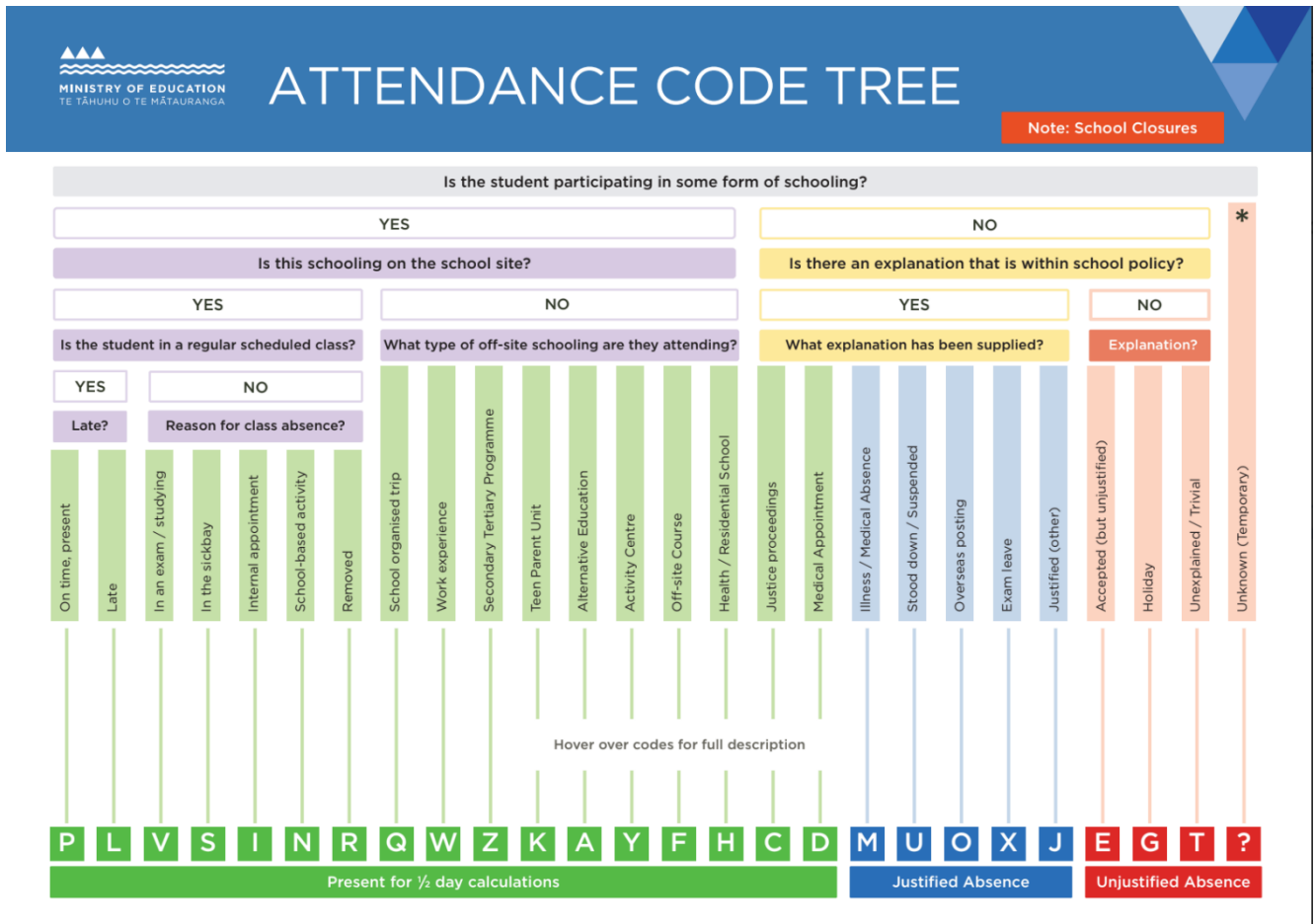
Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	Set expectations, procedures and follow-up steps the school will	Form teacher Principal	Expectations are regularly communicated to whānau through:

	take when a student is absent. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	School board	Communication in the monthly newsletter. Korero on enrolment. Korero at Parent Teacher Interviews. Reminders on Principal videos. The school's strategic goals include connecting with family and whānau. The Principal reviews requests to be excused from curriculum areas for religious or cultural reasons Expectations and guidance for parents published on our school website. 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 Attendance Admin checks all classes' attendance on Kamar from 9:15 am. Any children marked with a ? (unexplained absence) are followed up. A daily text is sent for unexplained attendance at school. If no reply is received, the child is marked as Truant
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team (DP Pastoral) and school board	The Board takes all reasonable steps to ensure all students enrolled attend school when it is open (Education and Training Act, s 36). The school staff comply with the schedule and release students at set times. The Principal assures the board that student absences are correctly recorded, monitored, and followed up.
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Dean/ Assistant Principal (new students during year or not in year 9)	Communication regarding attendance expectations occurs during Korero on enrolment. Hold a Year 9 student hui with whanau at beginning of year

			to communicate expectations and collaborate with whanau.
Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance Services	Seek more support as needed	All staff as appropriate.	Staff (Form Teacher, Classroom Teacher, Dean) are responsible for escalating concerns according to the Stepped Attendance Response (STAR) thresholds. The Deputy Principal Pastoral connects with Attendance Services for chronic attendance (15 days or more absence in a term). Support plans are developed and implemented through a collaborative meeting with parents for students with Concerning Attendance (up to 15 days absence). Attendance patterns and concerns are discussed at Senior Leadership hui every week. The school holds Termly 'Rock on' meetings, including attendance services Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with DP Pastoral.

Appendices

Attendance Code Tree



Form Teacher Attendance Letter

(date)

Kia ora (parent/caregiver names)

Re: (childs name) attendance

You may be aware of the nationwide push to improve student attendance. Research suggests regular attendance benefits the student both academically and socially. Our evidence indicates students with less than 90% attendance are at a much higher risk of not achieving academically. As your child's Form teacher, I have oversight of their overall attendance and pastoral care, therefore, I am ensuring you are up to date with their attendance.

(students name) attendance rate is currently (%)

Young people who miss school more frequently are likely to have bigger gaps in their learning which is why it is important to know how often individual students miss school. To do this, we analyse attendance data and allocate each student to one of four attendance categories:

- Regular attendance: students with over 90% attendance (missing fewer than five days of school in a standard 10-week term)
- Irregular absence: students with more than 80% and up to 90% attendance (students missing 5 – 9 ½ days of a standard term)
- Moderate absence: students with more than 70% and up to 80% attendance (missing 10 – 14 ½ days of school in a term)
- Chronic absence: students 70% attendance or less (missing 15 days or more of school in a term)

These categories tell us how often students are attending school each term, and how much learning they have missed. Although these days of absence may have been explained, they could still impact learning and/or engagement with their peers.

As part of my role, I support students and their whānau in improving attendance. Please feel free to contact me whenever needed, so we can work together to ensure your child's ongoing success.

Ngā mihi nui

(Teacher Name)

Form teacher (Form class name)