



*The Freedom to Soar  
Tukuna kia rere*

# Maunu School - Attendance Management

## Plan and supporting STAR procedures

### Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to 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 that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Our School Targets for 2026 are:

- Percentage of students attending regularly 78% (70% in 2025)
- Percentage of students attending irregularly 18% (25% in 2025)
- Percentage of students moderately absent 3% (4% in 2025)
- Percentage of students chronically absent 1% (1% in 2025)

Lateness:

In 2026 we will track & monitor arrival times. As part of our procedures SMT will communicate via email termly for regular late arrivals to school.

### 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 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 too and actions taken recorded aligned with the thresholds
- ensure all students, whanau 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 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](#)

Reviewed: December 2025

Next review: December 2026

# 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 tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on 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 tamaiti is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) 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 the 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 pastoral team/SLT termly to review outcomes and effectiveness of these interventions

### Teacher Responsibilities

1. Roll to be taken by the classroom teacher **BEFORE** 9.00am.
2. Any student who arrives late to school is to report to the office to register that they are late in ETAP.
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 let the office know.

### Office Responsibilities

1. The Office staff check the texts and emails and take phone calls of absences in the morning.
2. The Office staff checks all classes' attendance on ETAP from 9.00am.
3. Any children marked with a ? are then followed up by the Office:
  - a. a text is sent out to all children who are marked with an ?
  - b. When replies are received, the Office staff updates the absence with the appropriate code.
  - c. If no reply is received, the child is marked as Truant.
4. The Office staff 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.

Regular Attendance	Irregular Attendance	Moderate Absence	Chronically Absent
Less than 5 days absent in a school term	Up to 10 days absent in a school term	Up to 15 days absence in a school term	15 days or more of absence in a school term
Parents / Guardians	Parents / Guardians	Parents / Guardians	Parents / Guardians
<ul style="list-style-type: none"> <li>› Ensure student attends every day they are able</li> <li>› Reinforce good attendance habits</li> <li>› Support other parents to reinforce good attendance habits</li> <li>› Open communication with school</li> <li>› Follow school attendance management plan and associated policies and processes</li> </ul>	<ul style="list-style-type: none"> <li>› Return student 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 student to regular attendance</li> <li>› Participate in meeting 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 student to regular attendance</li> <li>› Engage in support plan</li> <li>› Participate in regular meetings</li> </ul>
Maunu School	Maunu School	Maunu School	Maunu School
<p><b>School Office:</b></p> <ul style="list-style-type: none"> <li>› Communicate with parents about every absence</li> <li>› Maintain contact details of parents</li> <li>› Provide student with regular updates on their own attendance</li> <li>› Report regularly to parents on attendance of their child</li> <li>› Support student: -attending school -to continue learning if</li> </ul>	<p><b>Class Teacher:</b></p> <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 e.g. LSC / SENCO support, alternative timetables,</li> </ul>	<p><b>Deputy Principal:</b></p> <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</li> </ul>	<p><b>Principal:</b></p> <ul style="list-style-type: none"> <li>› Contact parents to inform of escalated response</li> <li>› Request support from Attendance 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</li> </ul>

<p>unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate</p> <p>- to access other education pathways where appropriate</p> <p>Principal:          › Attendance awards termly to students who have had 2 or less days absent</p>	<p>PB4L</p>	<p>resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed</p>	<p>prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up</p> <p>› Unenroll if student will not be returning to school</p>
<p><b>Communication</b></p>	<p><b>Communication</b></p>	<p><b>Communication</b></p>	<p><b>Communication</b></p>
<p>Your attendance information for <b>[Term 3, 2025]</b></p> <p>Goal [90]% attendance</p> <p>Your attendance this term [92]% attendance</p> <p>Your attendance last term [83]% attendance</p> <p>STAR step GOOD ATTENDANCE</p> <p>Personal message:          Well done [student's name]! You have improved your attendance this term. We love your effort and we can see the improvements in your learning, keep up the good work.</p>	<p>cc - Team Leader          bcc - office, admin, Principal, DP's</p> <p>Kia ora [XX]</p> <p>I'm reaching out to talk about [student's name]'s attendance this term, they've been absent for [number of days absent] days this term, which means their attendance rate is currently below [80]%. We know that regular attendance plays a big part in helping students feel connected and succeed in their learning. I'd really value the opportunity to talk with you about how</p>	<p>cc - Teacher, Team Leader          bcc - office, admin, Principal</p> <p>Kia ora [XX]</p> <p>I'm getting in touch to talk about [student's name] attendance. We've noticed they've been absent for [number of days absent] days this term, and their attendance hasn't improved as much as we'd hoped since our last kōrero on [date].</p> <p>We know that regular attendance helps students feel connected, confident, and successful in their</p>	<p>cc -Teacher, Team Leader          bcc - office, admin, DP          Kia ora [XX]</p> <p>This is to inform you that [student's name] has not had regular attendance at [school name].</p> <p>[give brief details as to absences].</p> <p>This letter is to inform you of your legal obligation to ensure that [student's name] attends school whenever it is open and request that [student's name] returns to regular school attendance immediately.</p>

	<p>things are going and see how we can work together to support [student's name] attend more regularly.</p> <p>Please let me know if [date] works or send me an [email/message] to arrange a time.</p> <p>Ngā mihi,</p>	<p>learning. We also understand that there can be challenges, and we're here to work with you to find solutions that support [student's name] to be at school more consistently.</p> <p>Let's meet to create a plan that helps [student's name] get back on track with their learning. I will give you a call [or, Please get in touch with me on [contact details] so we can arrange a time to develop this plan.</p> <p>Ngā mihi,</p>	<p>School staff have engaged with you on the occasions listed below, to discuss these ongoing absences and attempt to get [student's name] attendance back on track.</p> <ul style="list-style-type: none"> <li>• [email/letter, date]</li> <li>• email/letter, date</li> <li>• details of meeting, date</li> <li>• details of meeting, date]</li> </ul> <p>The school has also involved [external agencies involved] to support [student's name] to return to regular attendance.</p> <p>This has not resulted in the improvement of [student's name] attendance at school. Section 36 of the Education and Training Act requires a student to attend the registered school at which they are enrolled whenever it is open, while section 244 provides that a parent of that student commits an offence if they do not attend as required by section 36.</p> <p>If there are insufficient</p>
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			<p>improvements by [date], the board will consider the appropriate next steps available, which may include a referral to the Ministry of Education to consider prosecution for irregular attendance under section 244 of the Education and Training Act 2020.</p> <p>Please contact [school leader name] as soon as possible with any questions you may have.</p> <p>Yours sincerely/ Nāku iti nei, nā,</p>
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