

MICHAEL PARK SCHOOL Attendance Management Plan and 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 49% regular attendance and a target of lifting regular attendance to 55% by the end of 2026.

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
- ensuring that student absence is investigated, responded too and actions taken recorded 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.

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

[Education and Training Act 2020](#)

[Education Attendance rules](#)

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

Attendance Management Procedure- 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 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 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 every lesson when they have them.

Form/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 attendance other attendance issues.

The high school Dean/ Section leaders are responsible for monitoring student attendance for their respective cohorts, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Parents will be able to track student attendance data via the parent portal.

Outside agencies will be used as appropriate to support attendance.

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

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 HELIX. The pastoral care team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact Desmond Pemerika.

Michael Park 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.

The pastoral care team meets Friday period 2. For any attendance data related questions please contact Brenda Davidson (school receptionist). For all other attendance queries please contact your child's class teacher/kaitiaki.

| 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/Kaitiaki High School Dean Deputy Principal Principal | Termly attendance features including updates on data in newsletters. 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 | Text based reminder to be sent from 9 am for all unexplained absences. |
| Minimise disruptions to the school day and week | School boards and school leadership prioritise school hours to be for learning. | Senior Leadership team | |
| Assess history of new students | When enrolling, identify issues or trends in attendance history. | Deputy Principal, Section Leader (new students during year) | Use our "welcome to school" hui with whanau at beginning of year for high school students and lower school class meetings. |
| 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 are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with your relevant section leader. |

REVIEWED: February 2026

RELATED POLICY: Attendance

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 |
| <ul style="list-style-type: none"> • Ensure students attend every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings |
| Kura | Kura | Kura | Kura |
| <ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Provide access to whānau to view their child's attendance via HELIX | <ul style="list-style-type: none"> • 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, eg: counsellor | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation |