



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.

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 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 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 school will maintain reporting of daily attendance data through eTap.

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/Whanaus 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
- Follow the school's attendance management plan, policies and procedures

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
- We are responsible for reminding our community of these expectations through clear communication to parents and students on attendance expectations on enrolment, and 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

Tumuaki 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.

Team Leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns.

The senior leadership team 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

Kaiako Responsibilities

1. Roll to be taken by the classroom teacher BEFORE 9.05am.
2. Classroom Teachers are responsible for recording student attendance to their class each half day.
3. Classroom Teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems and follow-up on lateness and attendance issues.
4. Any tamaiti who arrives late to school is to report to the Office to register that they are late on the Vistab system.
5. Should a tamaiti 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.
6. Afternoon roll must be taken BEFORE 1.50pm.
7. 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.
8. 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 to inform the Office.

Office Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on ETAP from 9.05am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - a text is sent out to all children who are marked with an ?
 - When replies are received, the Office Manager updates the absence with the appropriate code.
 - If no reply is received, the child is marked as Truant.
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, ETAP.

At Botany Downs School:

We recognise that regular attendance is essential for students to achieve their full educational potential.

Our attendance procedures ensure that all students are accounted for during school hours, enabling staff to promptly identify and respond to any attendance concerns.

We implement a stepped attendance response framework to monitor attendance patterns and provide timely, appropriate interventions when students reach identified thresholds. This approach ensures that support is tailored and proactive, helping students return to consistent attendance as quickly as possible.

We work collaboratively with students, parents and caregivers, staff, and external agencies where required to promote and strengthen regular school attendance.

Further below is our school's Stepped Attendance Response (STAR) procedure. Please note that, depending on the circumstances, actions may be initiated at any stage of the process.

All responses to student absences are recorded in eTap.

The Team Leaders, Learning Support Coordinator, and Deputy Principals meet weekly to review attendance data and determine appropriate next steps.

If you have any questions regarding the Stepped Attendance Response procedures, please contact the Principal

School Stepped Attendance Response Activities

Below is the **Stepped Attendance Response** framework provided by the Ministry of Education for responding to individual student absences.

Further below, you will find Botany Downs School's specific and detailed plan outlining how this framework is implemented within our school.

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
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> 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 	<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 Report regularly to whānau on attendance of 	<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

2026 Botany Downs School Stepped Attendance Response

Day-to-day operations	
Strategy	Action(s)/Responsibility
Assess attendance history of new students and share attendance history when students move between schools	<p>Office Staff</p> <ul style="list-style-type: none"> - Access ENROL to obtain previous school attendance data and give to appropriate DP prior to the 'Getting to Know Me' parent meeting <p>DP</p> <ul style="list-style-type: none"> - Explain BDS attendance procedures and expectations at 'Getting to Know Me' meeting - Seek further attendance information from previous school for students with known attendance concerns
Survey students and parents to support effective teaching practice and engagement	<p>SLT</p> <ul style="list-style-type: none"> - Community consultation survey - Student survey on perception of attendance <p>Classroom Teachers</p> <ul style="list-style-type: none"> - Seek insight or feedback during learning conversations
School Leadership and Boards actively minimise disruptions to the school day and week e.g. use callback days, parent teacher meetings held after school	<p>SLT</p> <ul style="list-style-type: none"> - Schedule Whānau Conversations (Term 1) and Learning Conversations (Term 2) after school - Utilise online interviews to support parent engagement, where needed - Be mindful of non-priority events that may disrupt the school day - Strategically align TODs with the local intermediate to minimise interruption across whānau where possible

<p>Support students to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate</p>	<p>LSC</p> <ul style="list-style-type: none"> - Make referrals where needed eg. Northern Health School - Support for classroom teachers <p>Classroom Teachers</p> <ul style="list-style-type: none"> - Provide appropriate distance learning where required
<p>Reduce the number of whānau taking children out of school during term time</p>	<p>Parents</p> <ul style="list-style-type: none"> - Parents are required to email the Principal to request leave if they plan to take their child out of school during term time <p>Office Staff</p> <ul style="list-style-type: none"> - Forward all parent communication about taking leave during term time to the Principal <p>Principal</p> <ul style="list-style-type: none"> - Respond to parent emails appropriately depending on the reason provided by parent eg. for holiday or family emergency
<p>Use Attendance Services</p>	<p>LSC</p> <ul style="list-style-type: none"> - Make referral using AS-CMS for students with Chronic attendance in consultation with SLT, after investigating the reasons for absence - Discuss options such as Northern Health School or Te Kura, where appropriate.
<p>Importance of attendance is communicated to parents regularly</p>	<p>SLT/LSC/Classroom Teachers</p> <ul style="list-style-type: none"> - Enrolment packs/Koru Kids/Meet the Whānau/Learning Conversations - Getting to Know Me Meetings/Newsletter

Good: For students with less than 5 days absence in a school term (Regular 90%-100% Attendance)	
Strategy	Action(s)
<p>Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term</p> <p>Communicate to parents what steps the school will take in the event their child is absent from school</p> <p>Communicate good attendance habits to students and parents</p>	<p>SLT</p> <ul style="list-style-type: none"> - Share attendance expectations at the start of the year, Getting to Know Me meetings and at each Koru Kids meeting - Keep parents informed about attendance and include regular information in newsletters <p>Classroom Teachers/Team Leaders</p> <ul style="list-style-type: none"> - Have attendance on the agenda at Meet the Whānau/Learning Conversations - Have attendance on the agenda at weekly Team Meetings from AMP reports
Monitor Attendance	<p>Office Staff</p> <ul style="list-style-type: none"> - Monitor the process for (E)Explained, (G)Holiday - Provide teachers with Termly Attendance data - AMP Report add response activities daily - Chronic attendance weekly summary shared with SLT/LSC <p>LSC/SLT</p> <ul style="list-style-type: none"> - (T) Truancy and attendance advisor cases. Share with SLT - AMP Report add response activities daily - Communication/Updates with classroom teachers & team leaders from Team Meeting Minutes
<p>Communicate to parents about every absence</p> <p>Maintain contact details of parents</p>	<p>Office Staff</p> <ul style="list-style-type: none"> - Daily communication with parents for unexplained absences (text - phone call - email) - Record in ETAP when have reason for absence and change code (as appropriate) - Change parent contact details when necessary - Provide termly attendance records to parents

<p>Provide students with regular updates on their own attendance</p>	<p>Classroom Teachers</p> <ul style="list-style-type: none"> - Talk to students about lateness or attendance issues
<p>Report regularly to parents on attendance of their child</p>	<p>Teachers</p> <ul style="list-style-type: none"> - Formal reports include attendance (Term 2 & 4) - Reach out to whānau if a pattern emerges with attendance (escalate to DP - LSC - Principal) <p>Office Staff</p> <ul style="list-style-type: none"> - Provide whānau with Termly Attendance data
<p>Support students getting to school</p>	<p>SLT/LSC</p> <ul style="list-style-type: none"> - Check in regularly with the data of their whānau and with classroom teachers to understand and address barriers to attendance. - Communicate to other agencies within and outside school if required. - Meet with whānau to address barriers. - Communicate with both within and outside school agencies as required. - Provide further pastoral support as needed. - Communicate any strategies or information with classroom teachers. <p>Classroom Teachers</p> <ul style="list-style-type: none"> - Implement any strategies, IEPs etc. that support students in attendance. - Create a classroom culture that is safe and inclusive. - Communicate with whānau on positives, and progress.
<p>Use school level approaches to promote good social and learning environment</p>	<p>SLT</p> <ul style="list-style-type: none"> - Provide PD for staff on Mitey, PB4L strategies <p>Classroom teachers</p> <ul style="list-style-type: none"> - Deliberately and explicitly plan for Mitey, WITS, PB4L

Worrying : For students with up to 10 days absence in a school term (Irregular 80% - 89% Attendance)

Strategy	Action(s)
Send formal notification and contact parent/guardian to discuss reasons for absence	Office Staff <ul style="list-style-type: none"> - Send first formal notification email from Team Leader Attendance Letters - Record email sent under AMP
Support students to catch up missed learning where required	Classroom teachers <ul style="list-style-type: none"> - Communicate with parents and provide extra home learning if required (excluding overseas trips) - Communicate with students/whānau on positives, and progress for improved attendance
Use in-school resources as appropriate to remove barriers	Office Staff/LSC/SLT <ul style="list-style-type: none"> - Support hardship students with uniform, learning, resources and trips where appropriate - Set up payment plans with the accounting team where needed - Work with whānau, students and classroom teachers with supporting strategies and resources (including outside agencies) - Support students in developing strategies that increase engagement and attendance in school - Communicate with team leaders, classroom teachers and whānau where appropriate - Provide breakfast/lunch, uniforms, walking School Bus, stationery as required

Concerning : For students with up to 15 days absence in a school term (Moderate 70% - 79% Attendance)

Strategy	Action(s)
<p>Send escalated formal notification to parents</p> <p>Hold meeting to analyse reasons for absence and to collaborate on a support plan</p> <p>Develop and implement a plan tailored to the reasons and circumstances around the child's absence</p>	<p>Office Staff</p> <ul style="list-style-type: none"> - Send second formal notification email from Deputy Principal Attendance Letters - Record email sent under AMP <p>LSC/SLT</p> <ul style="list-style-type: none"> - LSC/SLT meet to discuss support needed - Engage any other support as needed - Communicate any strategies or information with classroom teachers <p>Classroom Teacher</p> <ul style="list-style-type: none"> - Where appropriate attend meetings with LSC/SLT
<p>Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed</p>	<p>LSC/SLT</p> <ul style="list-style-type: none"> - Set up payment plans with the accounting team where needed - Work with whānau, students and classroom teachers with supporting strategies and resources - Communicate with the MoE and outside agencies to discuss further options for support - Provide breakfast/lunch, uniforms, trips, camps, walking school bus and stationery as required <p>Classroom Teachers</p> <ul style="list-style-type: none"> - Support students in developing strategies that increase engagement and attendance in school - Communicate with students/whānau on positives, and progress for improved attendance

Serious Concern : For students with 15 days or more absence in a school term (Chronic 69% or less Attendance)

Strategy	Action(s)
<p>Send warning notice and make contact to arrange meeting with parents</p>	<p>Office Staff</p> <ul style="list-style-type: none"> - Send third formal notification email from Principal Attendance Letters - Record email sent under AMP <p>LSC/SLT</p> <ul style="list-style-type: none"> - Contact parent to notify that an Attendance Officer will be assigned for support - Share information with the classroom teacher/Team Leader
<p>Escalate to multi-agency response</p> <p>Participate in multi-agency response</p>	<p>LSC/SLT</p> <ul style="list-style-type: none"> - Referral to Ministry of Education Attendance Services or other agencies - Support access to services and collaborate with specialists
<p>Implement and monitor improvement plan</p>	<p>LSC/SLT/Teacher</p> <ul style="list-style-type: none"> - Hold everyone accountable for their part in the plan - Take action quickly where expectations are not being met - Meet with whānau to address barriers and record on My Everyday Attendance Plan
<p>Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up</p>	<p>Principal</p> <ul style="list-style-type: none"> - Engage with the Ministry of Education to discuss options available and required steps to take
<p>When criteria is met, follow prescribed processes to take the student off the roll</p>	<p>Principal & Office Staff</p> <ul style="list-style-type: none"> - Update ENROL as soon as school is made aware a student will not be returning and complete a non-enrolled notification <p>LSC/SLT</p> <ul style="list-style-type: none"> - Share information with other agencies and schools

