



Coley Street School

Attendance management Plan and supporting STAR procedures

*This Attendance Management Plan outlines the strategy and processes for **Coley Street School** to identify and respond to student absences, ensuring compliance with the Education and Training Act 2020 and alignment with the Ministry of Education's Stepped Attendance Response (STAR) framework.*

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 202 (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 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 Office Manager will maintain reporting of daily attendance data and inform the principal of any concerns.

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: January 2026	Next review: January 2028
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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 students 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 children attend school (Education and Training Act, s244). We expect whānau to:

- Notify the School as soon as possible if their child/children will be late or absent
- Arrange appointments or trips outside of School hours or during school holidays where possible
- Work with us, at Coley Street School, 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. 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 electronic recording of the student attendance register and the follow-up procedures for non-attending students.

Teachers are responsible for monitoring student attendance for their respective classrooms, 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 Principal and delegated Attendance Manager termly to review outcomes and effectiveness of these interventions

Teacher Responsibilities

1. Roll to be taken by the Classroom Teacher BEFORE 9.10am.
2. Any student who arrives late to school is to report to the office and use the Signing in App
3. Afternoon roll must be taken at 1.30pm.
4. Paper rolls with absences to the Office, will be used when there is a reliever in the room or the internet is down.
5. If a parent/caregiver has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday within term, please add a note to their attendance to inform the Office Manager.

Office Manager Responsibilities

1. The Office Manager checks the texts, emails and takes phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on e-Tap from 9.15am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - a. a text or email is sent out to all children who are marked with an ?
 - b. When replies are received, the Office Manager updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as **Truant**.
4. The Office Manager will check the afternoon roll from 1.30pm.

School Stepped Attendance Response

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a 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
<p>Ensure student attends every day they are able</p> <p>Reinforce good attendance habits</p> <p>Follow school attendance management plan and procedures</p>	<p>Return student to regular attendance</p> <p>Contact the school to discuss reasons for absence and impact on learning</p> <p>Support student to catch up on missed learning</p> <p>Engage in supports offered</p>	<p>Return student to regular attendance</p> <p>Participate in meetings with the school to analyse reasons for absence and to collaborate on a support plan</p> <p>Implement strategies at home</p>	<p>Return student to regular attendance</p> <p>Engage in support plan</p> <p>Participate in regular meetings</p>
Coley Street School	Coley Street School	Coley Street School	Coley Street School
<p>Communicate with whānau about every absence</p> <p>Maintain contact details of all parents</p> <p>Provide students updates on their own attendance</p> <p>Report formally to whānau on attendance of through the achievement and progress reports</p>	<p>Contact parents to discuss reasons for absence and impact on learning</p> <p>Support student to catch up missed learning where required</p> <p>Use in-school resources as appropriate to remove barriers</p>	<p>Contact parents to escalate concerns</p> <p>Hold meetings to analyse reasons for absence and to collaborate a support plan tailored to the reasons and circumstances.</p> <p>Work with support agencies.</p>	<p>Contact parents to inform of escalated response</p> <p>Request support from Attendance Service or other agencies as needed</p> <p>Participate in multi-agency response</p> <p>Maintain implementation of the support plan.</p>

Coley Street School-Summary of our Attendance Management Plan

Our School uses the **Stepped Attendance Response (STAR)** to guide when and how we respond to absences.

<p>Our Attendance Management Plan sets out</p> <ul style="list-style-type: none"> • Why attendance is a priority for our school • Legal requirements about attendance • Our expectations of students, parents and our school staff 	<p>This includes</p> <ul style="list-style-type: none"> • How we manage attendance in our school • How we identify concerning attendance • How we respond to absences at different thresholds • How we give the Board assurance that the school is managing attendance effectively
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In line with the government’s target of 80% of students regularly attending school by 2030.

Regular attendance means attending more than 90% of a term or 9 days in a fortnight.

<p>We're currently at</p> <p>38% 😞</p> <p>Regular attendance at Term 4, 2025</p>	<p>Our school has a target of</p> <p>58% 😊</p> <p>Regular attendance by Term 4, 2026</p>	<p>Our school has a target of</p> <p>68% 😊</p> <p>Regular attendance by Term 4, 2027</p>	<p>Our school has a target of</p> <p>80% +</p> <p>Regular attendance by Term 4, 2028</p>
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