



Our Lady Star of the Sea Attendance Management Plan Summary.

In line with the government's target of 80% of students regularly attending school by 2030:
Our school has a target of We're currently at

80% ← **70%**

Regular attendance¹
by Term 4, 2027

Regular attendance
in 2025

Our **Attendance Policy** sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

Our **Attendance Procedures** set out

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences

Our school's **monitoring and assurance process** sets out

- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

Our school uses the [Stepped Attendance Response \(STAR\)](#) to guide when and how we respond to absences.



¹ "Regular attendance" means attending more than 90% of a term



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term

Parents/Guardians



- Ensure student attends every day they are able
- Reinforce good attendance habits
- Support other parents to reinforce good attendance habits
- Open communication with school
- Follow school attendance management plan and associated policies and processes

School



- Office staff communicate with parents about every absence
- Maintain contact details of parents
- Report twice yearly in writing on attendance of their child
- Support student:
 - + to attend school
 - + to continue learning if unable to attend school every day using online tools
 - + access other education pathways where appropriate (for example, Health School, Te Kura)

Up to 10 days absence in a school term

Parents/Guardians



- Return student to regular attendance
- Contact school to discuss reasons for absence
- Support student to catch up on missed learning and engage in supports offered.

School



- School office to contact parents to discuss reasons for absence
- Classroom teacher to contact parents to discuss impact on learning and identify any barriers to attendance.
- Classroom teacher to follow up with leadership related to any barriers identified
- Use inschool resources as appropriate to remove barriers
- Support student and family to catch up on missed learning where required

Up to 15 days absence in a school term

Parents/Guardians



- Return student to regular attendance
- Collaborate with school to analyse reasons for absence and to develop a support plan
- Implement strategies from support plan at home

School



- Team leader to contact parents to escalate concerns
- Team leader and classroom teacher to collaborate with home to analyse reasons for absence and to develop a support plan. (face to face meeting, phone call, online discussion)
- Team leader and classroom teacher develop and implement a support plan tailored to the reasons and circumstances around the child's absence
- Use in-school resources as appropriate to remove barriers and request support from the Attendance Service or other agencies as needed

15 days or more of absence in a school term

Parents/Guardians



- Return student to regular attendance
- Engage in support plan
- Collaborate with the school in regular meetings

School



- Deputy principal to contact parents to escalate the absence response
- Request support from the Attendance Service or other agencies as needed
- Deputy principal, Team lead and classroom teacher participate in multi-agency response
- Deputy principal maintain implementation and monitoring of the support plan
- Undertake school led prosecution or request Ministry led prosecution when considered appropriate, if supports are offered and not taken up
- Unenrol if student will not be returning to school



Ministry of Education

Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
 - › agreeing changes to be made,
 - › addressing some unmet basic needs impacting on attendance, and
 - › referring students to other services as necessary
- › Collaborate with schools so that
 - › they remain engaged as plans are developed and implemented, and
 - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools