

Oamaru Intermediate School - Attendance Management Plan and supporting STAR procedures Note

NOTE: This is a new government requirement for all schools beginning in 2026. As it is a new system that will require a change of processes, we will be reviewing its effectiveness at the end of term 1, 2026.

Strategic Priorities

Regular school attendance is vital for the success and well-being of our tamariki. Attending school every day supports our children in building strong foundations for their learning and social development. Regular attendance also promotes achievement, as tamariki can 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 students should be absent for no more than one day per fortnight to ensure 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 the 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 that actions taken are recorded and aligned with the thresholds.
- Ensure all students, whānau 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 assign staff to maintain the 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

[Attendance Management Procedure- Stepped Attendance Response](#)

What would success look like?

Success would look like an increase in Regular/Good Attendance, whereby more of our students are attending regularly. The category with the greatest potential for improvement is Worrying/Irregular Attendance; reducing it would positively impact Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made by focusing on these tamariki and whānau with Worrying/Irregular Attendance.

[Parent/Whānau 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 child is going to be late or absent.
- Arrange appointments or trips outside of school hours or during school holidays where possible.
- Work with us to manage attendance concerns.

[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.

Teachers and 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 learning support team, via a professional meeting termly to review outcomes and effectiveness of these interventions as needed.

Teacher Responsibilities

1. Roll to be taken electronically by 9:15 am
2. Any child who arrives late to school is to report to the office to sign in on the Vistab, and students take a late card to show they have been to the office.
3. Should a child arrive in class after the roll has been taken, ask if they have reported to the office. If they haven't, they MUST report to the office and sign in.
4. Afternoon roll must be taken BEFORE 1.45 pm.

All rolls are complete online using the EDGE platform, unless the internet is down or a reliever is in the room.

6. 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. You must forward any emails received regarding attendance to the office.

If information is received orally, email the office with the details.

7. If you have any unexplained attendance which shows a ? on your class roll, the Attendance officer may ask the teacher if they know of the child's absence; if not, the AO will contact the parent.

Office Responsibilities

1. The Attendance Officer checks emails and takes phone calls about absences in the morning.
2. The Attendance Officer checks all classes' attendance on Edge from 9.15 am. All notes and information sent in are recorded in the notes and stored on EDGE.
3. Any children marked with a ? are then followed up by the Attendance Officer
 - a. A text is sent out for all children who are marked with a ?
 - b. When replies are received, the Attendance Officer updates the absence with the appropriate code.
 - c. If no reply is received, the child is left ? for the Attendance Officer to follow up. The Attendance Officer will call caregivers. If unable to contact, the Attendance Officer will then email and text all contacts.
 - d. The Attendance Officer will email the classroom teacher regarding ? in the student's attendance.
4. The Attendance Officer will check the afternoon roll from 1.50 pm.

[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. The stages and interventions are used at the discretion of the Leadership team.

Good Attendance Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance Less
Less than 5 days of absence in a school term	Up to 10 days	Up to 15 days of absence in a term	15 days or more of absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> ● Ensure their child attends every day they are able ● Reinforce good attendance habits ● Support other whānau to reinforce good attendance habits ● Follow the school attendance management plan and procedures 	<ul style="list-style-type: none"> ● Return their child to regular attendance ● Contact the school to discuss reasons for absence and impact on learning ● Support the student to catch up on missed learning ● Engage in the support offered 	<ul style="list-style-type: none"> ● Return their child to regular attendance ● Participate in meetings with the school to analyse reasons for absence and to collaborate on a support plan ● Implement strategies at home 	<ul style="list-style-type: none"> ● Return their child to regular attendance ● Engage in support plan ● Participate in regular meetings
School	School	School	School
<ul style="list-style-type: none"> ● Communicate with whānau about every absence that has not been advised. ● Maintain contact details of all parents ● Provide students with regular updates on their own attendance via emails to parents weekly ● Report regularly to whānau on attendance of the student via weekly summary emails 	<ul style="list-style-type: none"> ● Contact parents to discuss reasons for absence and impact on learning ● Support the student to catch up on missed learning where required ● Use in-school resources as appropriate to remove barriers 	<ul style="list-style-type: none"> ● Contact parents to inform them of escalated response via phone, text, or email. ● Hold a meeting to analyse reasons for absence and to collaborate on a support plan -this could be via phone if in-person is not possible. ● 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 	<ul style="list-style-type: none"> ● Contact parents to inform them of escalated response via phone, text, or email. ● Request support from Attendance Service or other agencies as needed ● Participate in multi-agency response ● Maintain implementation and monitoring of support plan ● Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate ● if supports are offered and not taken up ● Unenroll if the student will not be returning to school

Ministry of Education

<p>Attendance Service</p> <ul style="list-style-type: none"> › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes: <ul style="list-style-type: none"> › 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 <ul style="list-style-type: none"> › 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 	<p>Regional and National teams</p> <ul style="list-style-type: none"> › 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
---	---

KEY DATES:

Term 1 2026 Attendance Management Plan implemented

Term 1 2027 Review Attendance Management Plan (recommended)

Term 1 2029 Review Attendance Management Plan (required)

Reviewed as per the school documents cycle