



Holy Trinity Catholic Primary School

Learn Love Serve

Ka Ako Ka Aroha Ka Manaaki

Attendance Management Plan and supporting STAR procedures

Attendance Management Plan and Supporting STAR Procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential - academically, socially, emotionally and spiritually. The Government target is that 80% of students will be regularly attending school by 2030.

Based on the final Term 4 2025 Ministry of Education Attendance Report, our school currently has 53% regular attendance (= over 90% attendance, missing fewer than 5 days across a term).

Our 2026 student attendance target is 70% regular attendance.

Our 2027 student attendance target is 75% regular attendance.

Our 2028 student attendance target is 80% regular attendance.

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 absences are investigated, responded to and actions taken, recorded and aligned with the thresholds
- ensuring all students, whānau 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
- Communicating and sharing the Attendance Management Plan and Stepped Attendance Response at all community and ethnic group hui/gatherings across the year

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 current attendance reporting through the Principal's Monthly Report - 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 \(School Attendance\) Amendment Regulations 2025](#)

[Education Attendance Rules](#)

[STAR - Stepped Attendance Response](#)

Developed: December 2025

Next review: December 2026

Attendance Management Procedure - Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential - academically, socially, emotionally and spiritually.

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 (STAR) 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/whānau, staff, and external agencies, 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 procedure
- communicate and share with school any challenges/barriers to their child/ren attending school regularly

School Responsibilities

- provide clear communication to parents/whānau and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents/whānau 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
- provide current attendance data that is visible for their child/ren at all times through the school's Student Management System (HERO)

School Procedures

The Principal will appoint staff and delegate duties, so as to manage the recording of the electronic student attendance register (HERO) 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.

Learning Community teachers are responsible for recording student attendance to their class each half day.

Senior Leadership Team members are responsible for contacting the family/whānau after x 3 consecutive days absence with no contact/explanation.

Learning Community teachers are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow-up on attendance issues with parents/caregivers/whānau.

Middle Team leaders are responsible for monitoring student attendance for their respective year levels/groups, ensuring that parents are informed of attendance concerns. Senior Leadership Team members and relevant personnel will be kept informed of serious student absence situations.

Parents/Whānau will have access to current attendance data at all times through the school's Student Management System (HERO).

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 Senior Leadership Team 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 HERO.

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.

| Day-to-day operations | | | |
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| Activities | Practice | Responsible Person | Notes & Actions |
| Communicate with parents/whanau | <p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website, HERO community notices or other communication methods to set expectations and provide guidance to parents/whanau</p> | <p>Learning Community teacher</p> <p>Senior Leadership Team</p> <p>School Board</p> | <p>Termly attendance features including updates on data in HERO posts/school fortnightly newsletters</p> <p>Expectations and guidance for parents/whanau published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with parents/whanau and students, where appropriate.</p> |
| Following up absences daily | <p>Use procedures (HERO attendance function) to quickly identify all student absences and communicate these to parents/whanau</p> <p>Follow-up daily with parents/whanau any unexplained absences</p> | Office Administration team | Phone calls and email reminders to be sent for all unexplained absences generally by 9:50am. |
| Minimise disruptions to the school day and week | School Board and Senior Leadership Team prioritise school hours to be for learning | Senior Leadership Team | Expectations and guidance for parents/whanau to be articulated at personal level and community events. |
| Assess history of new students | When enrolling, identify issues or trends in attendance history. | Senior Leadership Team | <p>Attendance history information to be a priority question on enrolment form and discussed at each enrolment interview.</p> <p>Check for challenges/barriers to regular school attendance.</p> |

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| Escalate attendance issues as needed Develop family/whānau 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. Seek Senior Leadership Team advice if unsure of appropriate action. |
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| Students with less than 5 days absence - per term | | | |
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| Activities | Practice | Responsible Person | Notes & Actions |
| Communicate with parents/caregivers/whānau Maintain correct contact details | Identify all student absences Respond to parent/whānau email communication noting receipt of absence Up-to-date information always available to parents/whānau through HERO | Office Administration team Learning Community teachers | Check HERO attendance parent notifications Follow-up all unexplained absences to confirm the reason for absence - to recode as justified/explained No further action taken |
| Provide students with regular updates on their attendance | Regularly share attendance celebrations at School Assembly and/or Learning Community discussions | Senior Leadership Team Learning Community teachers | Up-to-date information always available to parents/whānau through HERO Termly reporting via HERO to include attendance data for each student |
| Report attendance regularly/termly to parents/whānau via HERO | Provide regular notes on attendance to parents/whānau via HERO | Senior Leadership Team Learning Community teachers | Updates sent to parents/whānau through termly reporting on HERO |
| Between 0-4 days absence /all absences need to be followed up to ensure the correct code is recorded against the absence. HERO Attendance Register reporting to be reviewed by MLT and SLT at fortnightly meetings and at end of each term. | | | |
| Students with less than 10 days absence (5-9 days) - per term | | | |
| Activities | Practice | Responsible Person | Notes & Actions |
| Contact parents/whānau to discuss reasons/explanations for absence and impact on learning | After 3 consecutive days, phone or send an email to the parent /whānau Phone contact/personal contact preferred first step by school | Office Administration team and /or Senior Leadership Team | Record actions taken in Hero. If no action required due to justified/explained reasons, record in HERO attendance for student Follow up to be actioned within 2 days of threshold being met /if unjustified/unexplained |
| Use in-school resources as appropriate to remove challenges/barriers e.g. mentor, SWiS, RTLb, food, uniforms, stationery provisions | Contact the Senior Leadership Team and/or Office Administration Team if the barriers identified are something that the school could assist with e.g. lunch provisions etc. | Office Administration team Senior Leadership Team/SENCo SWiS Agencies | Parents/whānau and students provided access to additional resources as required |

Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.

HERO Attendance Register reporting to be reviewed by MLT and SLT at fortnightly meetings and at end of each term.

Students with less than 15 days absence (10-14) - per term

| Activities | Practice | Responsible Person | Notes & Actions |
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| Contact parents/whānau to escalate concerns | Further contact with parent/whānau Phone or send an email to the parent /whānau as required for escalation Phone contact/personal contact preferred first step by school Email template HERE* | Senior Leadership Team Learning Community teachers | Record actions taken in Hero If no action required due to justified/explained reasons, record in HERO attendance for student |
| Hold meeting with parent/caregiver /whānau and student (where appropriate) to analyse reasons for absence concerns | Arrange a meeting including parents/whānau and, where appropriate, include the student. | Senior Leadership Team Learning Community teachers | Consider who is needed at this meeting. |
| Develop and implement a support plan tailored to the reasons and circumstances around the child's absence | Hold everyone accountable for their part in the plan. | Senior Leadership Team Learning Community teachers SENCo SWiS | Take action quickly where expectations aren't being met Record actions taken in Hero |
| Use in-school resources as appropriate to remove barriers and request support from external agencies as needed | Discuss with Senior Leadership Team/SENCo/SWiS what further supports are available | Senior Leadership Team Learning Community teachers SENCo SWiS | Record actions taken in Hero |

Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against the student record. HERO Attendance Register reporting to be reviewed by MLT and SLT at fortnightly meetings and at end of each term.

Students with greater than 15 days absence (15+) - per term

| Activities | Practice | Responsible Person | Notes & Actions |
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| Contact parent/whānau to escalate concerns | <p>Further contact with parent/whānau Phone or send an email to the parent /whānau as required for escalation</p> <p>Phone contact/personal contact preferred first step by school</p> <p>Further escalating email template HERE*</p> | Principal | Record actions taken in Hero |
| Hold meeting with parent/caregiver/ whānau and student (where appropriate) to analyse reasons for absence. | Arrange promptly for a meeting including parents/whānau and student. Consider who will be in attendance. | Senior Leadership Team | Plan to return student to regular attendance Record actions taken in Hero |
| Request support from Attendance Service, if not already done, or other agencies as needed Participate in multi-agency response | <p>Refer to Ministry of Education Attendance Services or other agencies</p> <p>Support parent/family/whānau access to services and collaboration with specialists</p> | Senior Leadership Team SENCo SWiS | <p>Before referral check all previous actions are in place e.g. support plans</p> <p>Resources and supports will continue to be provided as appropriate</p> <p>Re-integration plan in place to return student to regular attendance</p> |
| Maintain implementation and monitoring of support plan | Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met | Learning Community teachers Senior Leadership Team SENCo SWiS | <p>Support plan in place</p> <p>Continue monitoring</p> <p>Steps taken to re-integrate student</p> |
| <p>Over 15 days absence, investigate reasons for this absence and refer to the Senior Leadership Team for further actions. Record all actions taken to address non-attendance.</p> <p>If there is no action taken due to individual circumstance- record this against the student's record.</p> <p>HERO Attendance Register reporting to be reviewed by MLT and SLT at fortnightly meetings and at end of each term.</p> | | | |