

Sir Edmund Hillary Collegiate School

Attendance Management Plan using STAR Approach (Guidelines)

SEHC Junior Steady Steps to the Summit

At Sir Edmund Hillary Collegiate JUNIOR, we believe that **every day at school matters**. Just as Sir Edmund Hillary reached the summit through preparation, teamwork, and perseverance, our students succeed when they attend school regularly and feel supported on their learning journey. Attendance is a journey, and we build attendance through relationships, trust, early support, and culturally responsive practice, ensuring every child feels they belong at SEHC.

Strategic Priorities

Regular attendance is essential for every student to reach their full educational potential. In line with Ministry guidelines, Regular Attendance is defined as a student attending school for more than 90% of the time.

Government and School Targets:

- **National Benchmark:** The government's target is for 80% of students to meet the criteria for regular attendance (90%+ seat time) by 2030.
- **Current Status:** In Term 4 2025 43% of our students met the regular attendance threshold.
- **Our 2026 Vision:** We have set an aspirational goal for 80% of our tamariki to achieve regular attendance.

Board Responsibilities

The SEHC Board of Trustees must take all reasonable steps to ensure that students attend school when it is open for instruction. In compliance with current legislation, the Board ensures the school maintains robust systems to monitor, support, and encourage student presence. The Board will:

- Formalise and maintain an Attendance Action Plan to increase regular attendance, reviewing and adapting it as needed.
- Monitor and review attendance strategies and data every six months using "Every Day Matters" reports and comparisons with previous terms and years.
- Review and update policies, procedures, and plans regularly, in response to data or changing needs.
- Annually review student attendance, progress, and achievement to inform ongoing strategic decisions and improvement planning.
- Ensure Transparency: Publish and regularly update the Attendance Management Plan on the school website for the community.

Principal Responsibilities

The Principal will:

- Develop and implement a stepped attendance response aligned with STAR thresholds.
- Ensure all absences are investigated, recorded, and responded to appropriately.
- Communicate attendance procedures clearly to all students, staff, and whānau.
- Report to the Board on attendance trends, barriers to attendance and the interventions being used to support student attendance.
- Liaise with the MOE and external providers as needed.
- Report to the Board on trends, barriers, and interventions related to attendance.

Monitoring

Monitoring and Reporting

- **Daily:** Attendance recorded via SMS twice daily.
- **Termly:** Board receives attendance reports including “Every Day Matters” summaries, trends, and emerging concerns. Reports will highlight barriers and recommend next steps for improvement.

Legislative Compliance

- [Education and Training Act 2020](#)
- [Education Attendance rules](#)
- [Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed:

March 2026

Next review:

March 2027

SEHC JUNIOR SCHOOL

Attendance Management Procedure-Stepped Attendance Response

The **STAR model** reflects our shared responsibility – **Whānau, Teachers, Attendance Lead, and School staff** – working together to remove barriers and help every child take steady steps toward success.

Whānau Responsibilities – *Walking the Journey Together*

Whānau play a vital role in helping their tamariki arrive ready to learn. They have legal obligations to ensure their tamariki attend school. To support their success, we expect whanau to:

- Support their child to attend school every day they are well.
- Communicate promptly with the school about absences.
- Stay informed: keep up to date with term dates, school trips and scheduled closures e.g. Such as Teacher-only days. This information is shared via HERO and our school website.
- Schedule Smartly: Ai to arrange outside activities out of school hours where possible.
- Attend hui and work with the school to create an attendance plan if needed.
- Partner with the school to identify and overcome barriers to attendance.

Teacher Actions – *Guiding Tamariki to the Summit*

Teachers support students on their learning journey by:

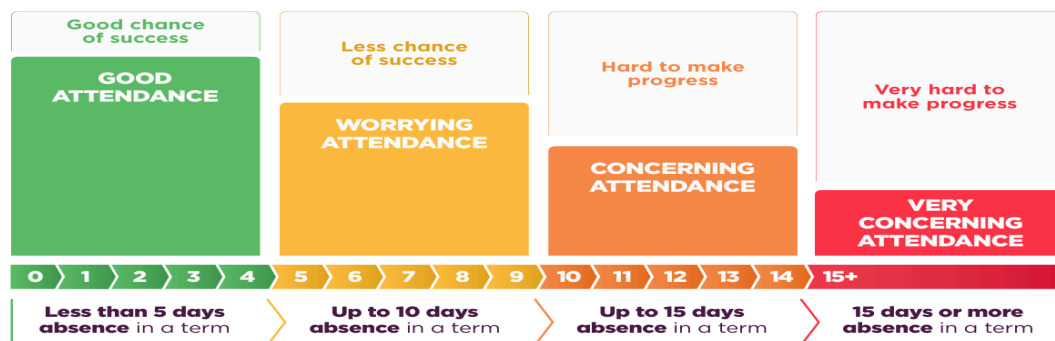
- Following up on absences regularly and recording all interactions.
- Monitoring patterns and asking why to understand barriers.
- Contacting whānau early, showing whanaungatanga and respect (whakaute).
- Celebrating attendance and creating engaging learning experiences (hiranga).

School Responsibilities – *Setting the Route*

SEHC Junior commits to providing clear expectations, strong communication, and meaningful support. The school will:

- Provide a safe, supportive environment for students while delivering an engaging and enriching curriculum.
- Set and reinforce clear attendance expectations with students, whānau and staff.
- Communicate expectations through enrolment packs and regular online updates.
- Celebrate positive attendance (e.g. acknowledgements, incentives, special events).
- Share attendance information transparently with whānau.
- Engage internal and external support when needed to strengthen attendance.

Stepped Attendance Response – STAR Journey



Early Steps: Fewer than 5 Unexplained Absences per Term

Goal: Build good habits early and strengthen positive attendance messages.

Up to 4 days	Actions:	Responsibility:
<p>Communication</p> <p>Setting expectations and procedures when a student is absent.</p> <p>Using multiple forms of communication, enrolment forms, newsletters, websites etc.</p>	<ul style="list-style-type: none"> • Contact their child's teacher and give reasons for absences e.g. sick. Using Hero messaging, or texting etc. • Respond to texts or messages with reasons for absences. • Follow up absences and record on SMS (Hero). • Monitor attendance patterns and contact whānau early between 0-4 days of absences. All absences need to be followed up to ensure the correct code is recorded. • Positively reinforce and celebrate good attendance. • Provide a safe, supportive environment for students while delivering an engaging and enriching curriculum. • Record all absence messages accurately in SMS. • Be familiar with current coding and use of e.g. what is justified, what is not. • Call home when absences are coded ?? • Review attendance data regularly. Promote positive attendance messaging across the school. • Support staff with systems, coding, and early intervention.unexplained and record outcomes. 	<p>Whānau</p> <p>Teachers</p> <p>Office Administration</p> <p>Attendance Lead</p>

Outcome: Attendance expectations are clear, whānau feel informed, and strong routines are established within school.

SEHC Junior School is committed to strengthening relationships with students and their whānau, supporting regular attendance through **culturally responsive pathways** aligned with the **STAR (Student, Teacher, Attendance, Relationship)** model.

Mid-Journey Support: 5–9 of Absences per Term

Goal: Identify barriers and put targeted support in place.

5 to 9 days	Actions:	Responsibility:
<p>Contact family to find reasons for absences in order to identify barriers</p>	<ul style="list-style-type: none"> ● Engage with the school and support their child's return to regular attendance (5 days a week). ● Work alongside the school to identify and address challenges. ● Provide a safe, supportive environment for students while delivering an engaging and enriching curriculum. ● Refer students to the Attendance Lead with a summary of actions taken. ● Identify attendance barriers and coordinate appropriate support. ● Work with whānau and internal supports to reduce barriers (e.g. transport, wellbeing, uniforms). ● Liaise with whānau, internal staff, and external agencies as needed. 	<p>Whānau</p> <p>Teachers</p> <p>Attendance Lead</p>

Outcome: Barriers are identified early and practical supports are in place to help the child continue their journey.

Re-engagement Phase: 10+ Absences per Term

Goal: Reconnect the child with learning and restore consistent attendance.

10-15 days absent	Actions:	Responsibility:
Attendance plan that supports the whanau and the child's attendance	<ul style="list-style-type: none"> ● Inform whānau of attendance concerns & next steps. ● Attend a hui to co-develop a Return to School Plan. ● Work in partnership with whānau to support regular attendance and communication. ● Provide classroom support to assist reintegration. ● Monitor engagement and share attendance data to guide next steps. ● Use school resources and coordinate internal and external support as needed. ● Escalate concerns to Attendance Providers (referral for chronic attendance). 	<p>Whānau</p> <p>Teachers</p> <p>Attendance Lead and supporting agencies</p>

Outcomes - Strengthen school-whānau partnerships. Clear accountability and tailored support.
Improved attendance, engagement, and wellbeing

Re-engagement Phase: 15+ Absences per Term

Goal: Reintegration plan in place to support regular attendance.

15+ days absent	Actions:	Responsibility:
Attendance plan that supports the whanau and the child's attendance	<ul style="list-style-type: none"> ● Review and adjust the Return to School Plan as needed. ● Work in partnership with whānau. ● Provide ongoing classroom support. ● Monitor student engagement and share progress. ● Share attendance data with whānau and next steps. ● Coordinate internal and external supports (e.g., LRC, counsellor, Attendance Services, MOE, OT). ● Escalate concerns to the Principal, Board, or external agencies when required. ● Ministry involvement is initiated. 	<p>Whānau</p> <p>Teachers</p> <p>Attendance Lead and supporting agencies</p> <p>Deputy Principal</p> <p>Principal</p> <p>BOT</p>

Outcomes: Strengthen school–whānau partnerships in order to improve attendance, engagement, and wellbeing

<p>For whanau who do not engage</p>	<p>Unenrol those who will not be returning (20 days of unexplained absence).</p> <p>Notify Attendance services that the student has been unenrolled.</p> <p>Look at Ministry led prosecution, when considered appropriate if support offered is not accepted.</p> <p>Check all previous actions e.g. support plans in place and resources identified as appropriate to meet barriers.</p> <p>Reintegration plan in place to return the student to regular attendance.</p>	<p>Administration</p> <p>Attendance Lead</p> <p>Deputy Principal</p> <p>Principal and BOT</p>
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Monitoring the Journey

We regularly review how well our systems are supporting attendance.

- **Whānau:** Provide feedback through surveys and focus groups.
- **Office Administration:** Maintain accurate daily SMS records and follow-up.
- **Teachers:** Record communications and referrals consistently.
- **Leadership:** Attendance Lead reports regularly to SLT and BOT, using data and whānau voice to guide improvements.

Continuous Improvement & Whānau Support Pathways

At SEHC, we are committed to continuous reflection and improvement.

We will:

- Build whānau understanding of why attendance matters.
- Co-develop **STAR Individual Attendance Plans** when needed.

- Adapt supports as student needs change.
- Strengthen relationships so every child feels seen, supported, and connected.

How will we monitor that procedures are being followed?

Whānau - Recording on SMS whanau responses. Annually survey and do focus groups to explore data patterns e.g. Looking at the attendance process, barriers. Preferred ways etc.

Office Admin - Office uses SMS and does daily rings and records on SMS if contact is made or no response to phone calls. Notes will show office follow up. Email and term meeting with Attendance Lead to follow up on any questions or adaptations that need to be made.

Teachers - SMS shows when teachers text, etc. Targeting of teachers who do not use this system consistently for professional support. Teachers who do not refer to attendance concerns will also be followed up with Attendance Lead communications.

Leadership - Attendance Lead reports to SLT and BOT on how systems are being used and makes recommendations based on whānau voice, data and agencies supporting pathways . Barriers to attendance are revisited regularly e.g. Collegiate communication or events that result in lows and peaks in attendance e.g. Teacher Only Day communications.

Monitoring practices, including:

- Identifying barriers and patterns of concern e.g. using multiple approaches (text, phone, message, letter, surveys, talanoa, agencies etc).
- Use regulations set out in the [Stepped Attendance Response \(STAR\)](#)
- Identify whanau support pathways if more support is required e.g. medical, transport.
- Identify when and how we might involve other agencies e.g. Attendance Service, medical, social.
- Target specific groups based on attendance data.

Whanau Plans of support: *how we support students returning to school.*

1. Increasing whanau awareness and expectations around the importance of regular attendance.
2. Partnership with whanau to identify the barriers and offer tailored support (pathways). Note: more than one barrier at times so have a growth mindset.
3. Create together [STAR individual attendance plan](#)
4. Fostering school and whanau relationships, making learning engaging and addressing barriers.
5. Treat all documentation as living, as they will adapt and change to fit the child's needs.

Develop Attendance networks to support whanau with possible barriers:

- Hauora pathway** - Looking at ways to support (medical, environmental e.g. housing, pest plants etc)
- Tiredness pathway** - Low quality sleep or lack of sleep
- Disconnect pathway** - Connection with school
- Social pathway** - Anxiety and confidence

- Transport pathway** - Getting to school
- Economic pathway** - Financial support, pay day absences
- Whanau pathway** - Family events impacting on attendance

School Procedures

Schools to insert here your schools' internal systems for attendance. Note this may be more detailed in larger schools and high schools.

[Updated Blank STAR template.pdf](#)



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence
in a school term

Parents/Guardians



School



Up to 10 days absence
in a school term

Parents/Guardians



School



Up to 15 days absence
in a school term

Parents/Guardians



School



15 days or more of absence
in a school term

Parents/Guardians



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