



Sutton Park School

Perseverance - Respect - Identity - Diversity - Excellence

ATTENDANCE MANAGEMENT PROCEDURE STEPPED ATTENDANCE RESPONSE(STAR)

Phone: +64 9 276 4560
office@suttonpark.school.nz

ATTENDANCE MANAGEMENT PROCEDURE

STEPPED ATTENDANCE RESPONSE



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.

SUTTON PARK SCHOOL'S OVERARCHING STRATEGIC GOALS 2026-2029 PRIORITY:

Strive for an average of 90% or higher attendance rate for all students, or to have 80% of students attending 90% of the time.

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 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 too 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

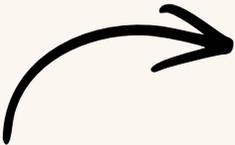
ATTENDANCE MANAGEMENT PROCEDURE

STEPPED ATTENDANCE RESPONSE(STAR)- SEE BELOW



Strategic Priorities

Strive for an average of 90% or higher attendance rate for all students, or to have 80% of students attending 90% of the time.



PROCEDURES SUPPORTING

Attendance management Stepped Attendance Response (STAR) (refer to next document)



MONITORING

The principal will maintain 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 from Dan Mailata(SPS Attendance Officer)



LEGISLATIVE COMPLIANCE LEGISLATION

Education and Training Act 2020

Education Attendance rules

Education (School Attendance) Regulations 2024

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WHAT DOES SUCCESS LOOK LIKE?

Strategic Priorities

Strive for an average of 90% or higher attendance rate for all students, or to have 80% of students attending 90% of the time.

Monitoring

The principal will maintain 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.

What would success look like?

=Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki 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 tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the school 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 (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 students, whānau and staff who are responsible for reminding our community of these expectations.

SPS ATTENDANCE PROCESS



Classroom teachers mark the roll: morning no later than 9:30am and no later than 2:00pm

The office is notified and at 10:00am a text is sent to parents to inform that their child is away.

If a child is away for 3 consecutive days a medical certificate/explanation is requested (depending on the reason of absence)

Teachers to check in with family why the child is absent and update admin of any new information

If a child is away 5 consecutive days, a referral is sent to our EWIS - Dan (Engagement Worker in School) to check in with the family

EWIS will inform our office admin staff of new information regarding the absence of the child

Absences of 20 consecutive days will be removed from our school roll.

DPs to meet with the families of chronic absences to go through an IAP (Individual Attendance Plan) with whanau.

PRINCIPAL will meet with the families with chronic absences

CHRONIC ABSENCES are brought to the attention of the teacher, DPs and Principal

If families need support by SWIS (Social Worker in school) after meeting with Dan (EWIS) a referral is made by Diana

Office Admin staff keep a spreadsheet updated of all absentees and are closely monitored by Dan for one month.

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STEPPED ATTENDANCE RESPONSE



Tumuaki Responsibilities

The principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.

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 pastoral team/SLT termly to review outcomes and effectiveness of these interventions

Kaiako Responsibilities

1. Roll to be taken by the Kaiako BEFORE 9.30am.
2. Any child who arrives late to school is to report to the office to sign in that they are late on the Vistab system.
3. Should a child arrive in class after the register has been taken, ask if they have reported to the office. If they haven't, they MUST report to the office
4. Afternoon roll must be taken no later than 2.00pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
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 to inform the Office.

Office responsibilities

1. The Office Managers and Dan Mailata check the texts and emails and take phone calls of absences in the morning.
 2. The Office Manager and Dan Mailata checks all classes' attendance on Etap before they send a absence text between 9:30 and 10:00am.
 3. Any children marked with a ? are then followed up by the Teacher/Office Manager:
 - a. text 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.
- The Office Manager and Dan Mailata will check the afternoon roll from 2.30pm.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school 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	Whanau	Whānau
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning • Support student to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Return student 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 • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence and impact on learning • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, eg: counsellor, 	<ul style="list-style-type: none"> • Contact parents to escalate concerns • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement a support plan tailored to the reasons and circumstances 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation