



Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Strategic Priorities

Ōtago Intermediate is committed to improving student attendance to ensure every student has the best opportunity to learn, achieve, and thrive.

*Our goal is to **raise regular attendance to 65% by the end of 2026**, in line with the national target of 80% regular attendance by 2030.*

Attendance improvement is a whole-school responsibility and directly supports our strategic priorities of:

- *Strengthening wellbeing and belonging for all learners*
- *Ensuring equitable outcomes through consistent engagement*
- *Building strong partnerships with whānau to support learning continuity*

Board responsibilities

Board Responsibilities

The Board of Trustees will:

- *Take all reasonable steps to ensure students attend school when it is open for instruction.*
- *Support the school's Attendance Management Plan and Stepped Attendance Response (STAR).*
- *Ensure attendance processes are effective, transparent, and data-driven.*
- *Monitor and discuss termly attendance reports from the Principal.*
- *Publish this Attendance Management Plan on the school's website.*
- *Review attendance trends and ensure barriers to attendance are addressed through school policy and resourcing.*

Principal responsibilities

Procedures/supporting documentation

Principal Responsibilities

The Principal will:

- *Implement and maintain the STAR-aligned Attendance Management Procedure.*
- *Ensure all absences are investigated, recorded, and responded to appropriately.*

- *Ensure staff, students, and whānau understand attendance expectations and procedures.*
- *Oversee accurate use of the Student Management System (EDGE) for attendance recording.*
- *Report to the Board each term on attendance data, emerging trends, barriers, and interventions.*
- *Ensure the Attendance Engagement Coordinator (AEC) and staff receive adequate training and support.*

Supporting documents

 **ATTENDANCE POLICY**

 **ATTENDANCE PROCEDURES**

 **OIS Attendance Flow Chart – STAR Aligned Stepped Response (A4 (Landscape)) (2).pdf**

 **OIS STAR PLAN.pdf**

Monitoring

The Board of Trustees receives formal attendance reports each term from the Principal. These reports include:

- *Regular attendance rates (school-wide and by year level, gender, and ethnicity)*
- *Trends in unjustified absences, lateness, and persistent non-attendance*
- *The number of students at each STAR tier (Universal, Tier 1–3)*
- *Interventions and supports provided*
- *Comparative data against previous terms and Ministry targets*

The Board will:

- *Monitor progress toward the school's attendance targets and the national goal of 80% regular attendance by 2030.*
- *Investigate and respond to any patterns of concern, ensuring that all actions taken are recorded in the school's Attendance Management records (EDGE and Board minutes).*
- *Ensure that attendance data informs school improvement planning and resource allocation.*
- *Support the Principal and Associate Principal: Pastoral Care to address systemic barriers to attendance.*
- *Review the effectiveness of this Attendance Management Plan annually and ensure the plan remains aligned with the Ministry of Education's Stepped Tiered Attendance Response (STAR) framework.*

Legislative compliance/ Legislation

This Attendance Management Plan supports and complies with:

- [Education and Training Act 2020](#)
- [Education \(School Attendance\) Regulations 1951](#)
- **Education (Attendance Management Plan) Regulations** (when enacted)
- [Ministry of Education STAR Framework \(2024\)](#)

Attendance Management Procedure- Stepped Attendance Response

Purpose

To ensure all students are accounted for daily, and that attendance concerns are identified early and addressed through tiered, evidence-based interventions.

Ōtāhuhu Intermediate recognises that regular attendance is essential for learning, belonging, and long-term success. Our stepped response supports proactive monitoring and partnership with whānau.

Parent/Whanau responsibilities:

Parent / Whānau Responsibilities

Whānau play a key role in supporting student attendance by:

- *Ensuring children attend every day they are able.*
- *Notifying the school **before 9:00 a.m.** if their child is absent.*
- *Providing a reason and expected return date for any absence.*
- *Reinforcing positive attendance habits at home.*
- *Working with the school to resolve barriers to attendance.*

School responsibilities

School Responsibilities

Ōtāhuhu Intermediate staff will:

- *Communicate clear attendance expectations to students and whānau at enrolment and each term.*
- *Follow the STAR-aligned Attendance Management Procedure.*
- *Record all absences in **EDGE**, including reason and expected return date.*
- *Contact whānau promptly following unexplained absences.*
- *Monitor and report on attendance patterns.*
- *Collaborate with external agencies (SWiS, RTLB, Attendance Service) when necessary.*

School Procedures

Student Management System (EDGE)

- All attendance is recorded in **EDGE** twice daily (AM/PM).
- The **Attendance engagement officer (AEC)** and **Office Staff** sends **daily unexplained absence texts** and records absences received by phone, text, or email.
- Staff contacting whānau must record:
 - Who was contacted
 - The reason for absence
 - The expected return date
 - Any additional notes or supports offered

Example conversation with whānau:

“Kia ora, this is [Your Name] from Ōtāhuhu Intermediate. I’m calling to check in about [Student’s Name], who isn’t at school today. Is everything okay?
 Could you please let me know the reason for their absence and when you expect them to return?
 Thank you for keeping us updated — we’re just making sure every student is safe and supported.”

Stepped Attendance Response (STAR Framework)

Tier	Threshold	Actions & Supports	Responsible
Universal	All students (daily)	Attendance recorded twice daily. Whānau notify by 9 a.m. Positive recognition of attendance. Weekly review of data by AEC/AP:PC.	Teachers / AEC / AP:PC
Tier 1 – Early Alert	1–4 half-days or 1–2 consecutive absences	Teacher contacts whānau within 24 hours. Confirm reason and return date. Record in EDGE. Light-touch support if needed (uniform, transport, reminders).	Class Teacher / AEC support
Tier 2 – Emerging Concern	8–12 half-days or 3–4 consecutive absences	Syndicate Leader arranges whānau hui (kanohi-ki-te-kanohi). Develop an Attendance Support Plan (ASP) . Review after 2–4 weeks.	Syndicate Leader / AEC / AP:PC
Tier 3 – Serious Concern	12–15+ half-days or 5+ consecutive absences	AP:PC or Principal contacts whānau urgently for formal meeting. May refer to external agencies. Record all actions and supports in EDGE.	AP:PC / Principal / AEC
Tier 4 – Review & Monitoring	After 4+ weeks improvement	Case closed, return to Tier 1 monitoring. Continue to check-in if risk of reoccurrence.	AEC / Syndicate Leader

Monitoring and Escalation

- All contact, absence reasons, and expected return dates must be logged in **EDGE**.
- **AEC** and **Associate Principal Pastoral Care** review attendance data weekly.
- **AEC** provides staff and leadership with term summaries.
- The **Attendance Team** meets fortnightly to discuss students requiring Tier 2–3 support.
- **Principal** reports termly to the **Board** and ensures all legal documentation is retained.

Reviewed: October 2025

Next review: March 2026