

Bailey Road School Attendance Management Plan and Supporting STAR [Stepped Attendance Response] Procedure 2026

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has 49% regular attendance, and 25% irregular attendance [End of Term 3, 2025] and a target of lifting regular attendance to 60% by the end of 2026.

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
- 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.

Procedures/Supporting Documentation

Bailey Road School Attendance Tracking and Action Procedure

Summary of Bailey Road School Attendance Management Plan and Stepped Attendance Response 2026

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.

Legislative Compliance/Legislation

Education and Training Act 2020

Education Attendance rules

Education Attendance Management Plan regulations (yet to be passed)

Supporting STAR [Stepped Attendance Response] Procedure 2026

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response 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, staff and an external agency [Aro Ake Attendance Service], 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 procedures.

School Responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents 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
- report regularly to parents on attendance of their child.

School Procedures

- The principal will appoint staff and delegate duties, so as to manage the electronic recording of student attendance 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.
- Classroom teachers are responsible for recording student attendance to their class on a half day basis.
- Classroom teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attend to other attendance issues.
- Team 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.
- Parents will receive student attendance data via weekly emails and phone calls where needed/Seesaw/ termly updates.
- Aro Ake Attendance Service 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 SLT 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 Etap. The Attendance Officer meets fortnightly with the Principal and reports on progress with each targeted student.

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. Contact parents asap (ideally within 2 school days) and arrange a meeting for as soon as possible.

| Day-to-day operations | | | |
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| Activities | Practice | Responsible Person | Notes & Actions |
| Communicate with parents | <p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p> | <p>Principal</p> <p>Deputy Principal</p> <p>School board</p> | <p>Termly attendance features including updates on data on our website.</p> <p>Expectations and guidance for parents 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 and students, where appropriate.</p> |
| Following up absences daily | <p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p> | Administration team | Text based reminder to be sent from 10 am for all unexplained absences. |

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| Minimise disruptions to the school day and week | School boards and school leadership prioritise school hours to be for learning | School leadership team | |
| Assess history of new students | When enrolling, identify issues or trends in attendance history. | Deputy Principal | Use our “welcome to school” hui Check Enrol information for all who aren’t entering school for the first time |
| Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Aro Ake Attendance Service | Seek more support as needed | Deputy Principal | Staff are encouraged to escalate issues according to these procedures. |

| Students with less than 5 days absence per term | | | |
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| Activities | Practice | Responsible Person | Notes & Actions |
| Communicate with parents/caregivers Maintain contact details | Identify all student absences Communicate these to parents | Deputy Principal | Follow-up all absences to confirm the reason for absence. No action taken |
| Provide students with regular updates on their own attendance | Provide regular reporting via Seesaw, Etap and classroom discussions | Teacher | Updates sent to students and parents through weekly communication via phone calls and Seesaw |

| Report regularly to parents on attendance of their child | providing weekly communication on attendance to parents via phone call or Seesaw | Teacher | Updates sent to students and parents through weekly communication via phone calls and Seesaw |
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| Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the pastoral care discussion at their weekly team meetings. | | | |
| Students with less than 10 days absence (5-9 days) per term | | | |
| Activities | Practice | Responsible Person | Notes & Actions |
| Contact parents to discuss reasons for absence and impact on learning | After 5 days send an email to the parent (use template). Phone contact to be used if this is not the first time student has met the threshold | Teacher | Record actions taken in Etap. If there is no action taken due to individual circumstances, record this against the student's record. Follow-up to be within 2 school days of meeting the threshold. |
| Support students to catch up missed learning where required | Identify missed learning objectives and consider notes or activities to bring student back up to speed | Teacher Team Leader | Discuss with students in class time. Check no internal assessments missed. |
| Use in-school resources as appropriate to: Remove barriers e.g. counsellor, SWiS, nurse, uniform etc | Contact pastoral care team if barriers identified that the school could assist with | Deputy Principal | Parents and students provided access to additional resources. Consider uniform, SWiS, counsellor, nurse appointments |
| 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. For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau. If there is no action taken due to individual circumstances, record this against the student's record. | | | |

| Students with less than 15 days absence per term | | | |
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| Activities | Practice | Responsible Person | Notes & Actions |
| Contact parent to escalate concerns | Further contact with parent phone call and email as required for escalation. | Teacher and/or Deputy Principal | Record actions taken in Etap. If there is no action taken due to individual circumstances, record this against the student's record. |
| Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence | Arrange meetings including parents and students. | Teacher and/or Deputy Principal | 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. | Teacher and/or Deputy Principal | Take action quickly where expectations aren't being met |
| Use in-school resources as appropriate to remove barriers and request support from as needed | Discuss with pastoral team what further supports are available | Deputy Principal | |
| 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 circumstances, record this against the student's record. | | | |
| Students with greater than 15 days absence per term | | | |
| Activities | Practice | Responsible Person | Notes & Actions |
| Contact parent to escalate concerns | Further escalating email (use template) | Teacher Deputy Principal | |

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| Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence. | Arrange promptly for meetings including parents and students. Consider who will be in attendance. | Teacher Deputy Principal | Plan to return student to regular attendance |
| Request support from Aro Ake Attendance Service or other agencies as needed Participate in multi-agency response | Refer to Ministry of Education attendance services Support access to services and collaborating with specialists | Teacher Deputy Principal Principal | Before referral check all previous actions like the support plan is in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student to regular attendance |
| 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 | Teacher Deputy Principal Principal | Support plan in place Continue monitoring Steps taken to reintegrate student |
| Over 15 days of absence per term, investigate reasons for this absence and refer to the Deputy Principal for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstances, record this against the student's record. | | | |

