SELWYNRIDGE
soaring high

Kia Hokahoka Kahurangi

Attendance Management Plan

Purpose

This Attendance Management Plan outlines how Selwyn Ridge School supports regular and consistent student attendance. It aligns with the **Education and Training Act 2020** and incorporates the Ministry of Education's **Stepped Attendance Response (STAR)** framework to ensure early identification, consistent response, and shared responsibility for attendance issues.

Vision

We are committed to ensuring every ākonga is present, engaged, and thriving. Regular attendance is essential for wellbeing, achievement, and equity. As a kura grounded in the values of whanaungatanga and manaakitanga, we work with whānau and agencies to uphold our duty of care and ensure every learner can succeed.

Building strong, mana-enhancing relationships is fundamental when implementing our school attendance plan, as genuine connection and trust are at the heart of successful engagement. When whānau and ākonga feel valued, respected, and understood, they are more likely to respond positively to school initiatives and support. A relational approach recognises the importance of listening, working in partnership, and upholding the dignity (mana) of every individual, particularly when addressing sensitive attendance concerns. Strengthening relationships fosters a shared sense of responsibility and belonging, enabling collaborative problem-solving and proactive support that affirms identity, builds trust, and promotes sustained attendance.

Legal Responsibilities

Under **Sections 35 and 36** of the Education and Training Act 2020, all children between 6–16 must be enrolled and attend school regularly unless exempt. Selwyn Ridge School Board and staff take all reasonable steps to ensure this occurs. We maintain accurate attendance records and follow MOE requirements for data reporting and archiving.

Attendance Targets

- At least 80% of ākonga attending 90% of the time
- Reduction in chronic absenteeism (ākonga attending <80%)
- 100% of unexplained absences followed up within 24 hours

Roles and Responsibilities

Role	Responsibilities
Board & Principal	Set strategic goals; ensure legal compliance; allocate resources; monitor schoolwide trends.
Principal / DP	Oversee processes; lead STAR implementation; liaise with agencies; lead escalated cases.
Office Admin	Record, monitor, and follow up daily attendance; maintain records; communicate absences to whānau.
Teachers	Mark rolls accurately; build engagement; notice and escalate concerns; communicate with whānau.
Parents/Caregivers	Ensure regular attendance; notify absences; attend meetings; partner in support plans.
Students	Attend daily; communicate challenges to trusted adults.

Attendance Monitoring

- Rolls marked **twice daily** using HERO SMS. Absences followed up
- **Weekly analysis** to identify trends or triggers
- **Termly reporting** to Board and MOE
- Attendance history transferred when students enrol/leave

Stepped Attendance Response (STAR) Framework: Attendance Response by Threshold

1. Day-to-Day Absences (0–4 days/term)

- Clear expectations communicated at enrolment, start of year, and termly
- Absences followed up same day
- School-wide strategies promote belonging, engagement, and hauora

Responsibility: Teachers, Office Admin, School Leaders

2. Moderate Concern (5–9 days/term)

- Further contact with whānau: reason for absences discussed. Work with whānau to identify any barriers to attendance
- Missed learning identified and support provided
- Access to practical supports (e.g. uniforms, kai)

Responsibility: Principal, DP, Teacher, Whānau

3. Escalated Concern (10–14 days/term)

- Work with whānau to develop a plan to support attendance and learning
- Support plan co-developed to address underlying issues
- We may seek the support of the Attendance Service or other agencies to remove barriers to attendance

Responsibility: Principal, DP, Teacher, Whānau, Attendance Service or Learning Support

4. Severe or Ongoing Concern (15+ days/term)

- We will continue to work with whānau to implement the plan to support attendance and learning. Ongoing monitoring of agreed improvement plan
- Formal warning letter may be issued
- We will seek support of the Attendance Service or other agencies to support their return to school
- If disengagement persists, refer to MOE for further action or unenrolment

Responsibility: Principal, DP, Attendance Services, MOE or other agency

Communication with Whānau

- Ongoing: newsletters, enrolment pack, Facebook, Hero etc
- Attendance updates sent home - mid year
- Collaborative, mana-enhancing approach used when raising concerns

Review and Evaluation

Area	Frequency	Responsibility
Plan review	Annually (Term 4)	SLT + Board
Data trends	Weekly Termly	Principal / DP
Effectiveness of interventions	Ongoing	In-school team
External engagement	As needed	Principal & MOE

Related Documents

- Student Attendance Policy
- Managing Injury & Illness Procedure
- Before/After School Supervision Guidelines
- Student Wellbeing and Safety Policy
- Communicating with Parents / Whānau policy
- Health conditions and infectious diseases procedures

Links to STAR and MOE Resources

- STAR framework: education.govt.nz/stepped-attendance-response-star

Approval

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Principal Signature:		Review date:	September 2026