

# LIBERTON CHRISTIAN SCHOOL

## Attendance Management Plan and supporting STAR procedures

### 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 had 82% regular attendance in term 4 2025. Our target is to lift regular attendance to 85% 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 to 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

**Attendance management Procedure - Stepped Attendance Response (STAR)- see below**

### 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 \(yet to be passed\)](#)

Reviewed: 2 December 2025

Next review: July 2026

# Attendance Management Procedure- Stepped Attendance Response

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, where necessary to improve our levels of student attendance.

## Parent/Whanau 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 recording of student attendance data 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 for their class each period/ half day basis.

Class 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 attendance and other attendance issues.

Parents will receive student attendance data via weekly emails/parent portal/termly updates via our SMS when non-attendance is of concern.

Outside agencies 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 our school management system. If you have any questions about our Stepped Attendance Response or procedures, please contact Fiona Sizemore (Principal).

## 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			
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>Classroom teacher</p> <p>Principal</p> <p>School board</p>	<p>Termly attendance features including updates on data in newsletters.</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 9:15 am for all unexplained absences.
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.	Principal	
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve other services, consider referral to Attendance Services</p>	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Fiona Sizemore

Students with less than 5 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Administration team	Follow-up all absences to confirm the reason for absence.  No action taken
Between 0-4 days absence need to be followed up to ensure the correct code is recorded against the absence. Students already on the attendance list from the previous term will be identified by the teaching team at their weekly meetings.			
Students with less than 10 days absence (5-9 days)			
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 may be considered if this is not the first time student has met the threshold	Class Teacher  (Any concerns with holding the next steps discussion options can be referred to the principal.)	Record actions taken in SMS.  If there is no action taken due to individual circumstance- record this on the student 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	Class Teacher	
Use in-school resources as appropriate to remove barriers (e.g, food, stationery) if present.	Contact principal or team leader if barriers identified that the school could assist with	Class Teacher / Team Leader	Parents and student provided access to additional resources.
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 circumstance- record this against the student record.			

Students with less than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Class teacher, and/or Principal	Record actions taken in SMS.  If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Class teacher and/or 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.	Class teacher, and/or Principal	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from outside agencies as needed	Discuss with team leader and Principal what further supports are available	Class teacher and /or team leader	
<b>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.</b> <b>If there is no action taken due to individual circumstance- record this against the student record.</b>			
Students with greater than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template)	School leadership	
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for a meeting including parents and student. Consider who will be in attendance.	Class teacher and principal	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed  Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies  Support access to services and collaborating with specialists	Principal	Before referral check all previous actions like support plan are 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	Class teacher / Team leader / Principal	Support plan in place  Continue monitoring  Steps taken to reintegrate student
<b>Over 15 days of absence, investigate reasons for this absence and refer to the Principal for further action. Record all actions taken to address non-attendance.</b> <b>If there is no action taken due to individual circumstance- record this against student record.</b>			

