

SDCC Attendance Management Plan and supporting STAR procedures as at term 1 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 (90%) school by 2030.

At the end of 2025 St Dominic's currently had 57% regular attendance and have set a target of lifting regular attendance to 65% 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

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

Monitoring

Attendance and Senior Leaders will maintain reporting of daily and weekly 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 \(yet to be passed\)](#)

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 schools' 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/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 recording of the electronic student attendance register 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/ tutor/ Ako teachers are responsible for recording student attendance to their class each period/ half day basis.

Whānau 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.

Deans/ team leaders/ 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.

Parents will receive student attendance data via weekly emails/ parent portal/ termly updates.

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 pastoral team/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 Kamar. The pastoral care team meets fortnightly. If you have any questions about our Stepped Attendance Response or procedures, please contact the 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.

The Pastoral care team meets regularly. Any attendance data related questions please contact the attendance officer.

| Day-to-day operations | | | |
|--|--|--|--|
| Activities | Practice | Responsible Person | Notes & Actions |
| Communicate with parents | Set expectations, procedures and follow-up steps the school will take when a student is absent. Use enrolment forms and newsletters, email, and other communication methods to set expectations and provide guidance to parents | Whānau Teacher Dean Principal SLT | Termly attendance features including updates on data in newsletters. Expectations and guidance for parents explained through whānau Pānui Deans comms to Year level. Work with parents, whānau and students, where appropriate. |
| Following up absences daily | Use procedures in place to quickly identify all student absences and communicate these to parents via text. Follow-up daily with parents any unexplained absences. | Attendance Officer | Text based reminder to be sent from 10 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 | Principal SLT | |
| Assess history of new students | When enrolling, identify issues or trends in attendance history. | Dean SLT at Interview | Use Information Evenings and hui with whānau at the start and throughout the year. |
| Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance West Services | Seek more support as needed | All staff as appropriate. | Staff are encouraged to escalate issues according to these procedures to deans and to SLT. If you are unsure, please discuss with Susan Milham |

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 | Attendance Officer daily | Follow-up all absences to confirm reason for absence. No action taken |
| Provide students with regular updates on their own attendance | Provide regular reporting via online portals and classroom discussions | Automated notification sent through SMS | Updates sent to students and parents through weekly notes |
| Report regularly to parents on attendance of their child | providing weekly notes on attendance to parents via email | Automated notification sent through SMS | Updates sent to students and parents through weekly notes |

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 attendance list from previous term will be identified by the pastoral care 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 email to parent (use template). Phone contact to be used if this is not the first time student has met the threshold | Dean | Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against 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 and consider what is needed to bring student back up to speed (i.e Google Classroom) | Dean (working with subject teachers) | Discuss with student in whānau time- student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13) |
| Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pass | Contact pastoral care team if barriers identified that the school could assist with | Dean SLT | Parents and student provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments Consider discussion with nurses, guidance counsellors |

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 student record.

Students with less than 15 days absence (10-14 days)

| Activities | Practice | Responsible Person | Notes & Actions |
|---|--|--------------------|---|
| Contact parent to escalate concerns | Further contact with parent Email and/or phone call as required for escalation. | Dean SLT | Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against the student record. |
| Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence | Arrange meeting including parents and student. | Dean SLT | 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. and | Dean SLT | 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 | Dean SLT | Consider discussion with nurses, guidance counsellors |
| Consideration of requesting support from Attendance West or other agencies as needed | Discuss with pastoral team what further supports are available | Dean SLT | |

**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 circumstance- record this against student record.**

Students with greater than 15 days absence

| Activities | Practice | Responsible Person | Notes & Actions |
|--|---|--------------------|---|
| Contact parent to escalate concerns | Further escalating email | SLT | |
| Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence. | Arrange promptly for meeting including parents and student. Consider who will be in attendance. | SLT | Plan to return student to regular attendance |
| Request support from Attendance West 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 Dean makes referral Referral sent to Attendance West via Attendance Officer | DPC SLT | 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 |

| | | | |
|--|---|-----|--|
| | Contact made by Attendance West with DPC | | |
| 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 | SLT | Support plan in place Continue monitoring Steps taken to reintegrate student |
| <p>Over 15 days absence, investigate reasons for this absence and refer to Dean and/or pastoral team for further actions. Record all actions taken to address non-attendance.</p> <p>If there is no action taken due to individual circumstance- record this against the student record.</p> | | | |