



JCS - Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Purpose:

This plan sets out our school's strategy and process for identifying, responding to, and reducing student absences, in accordance with sections 137A–137D of the Education and Training Act. Our focus is on supporting students and whānau to ensure consistent engagement in learning.

We believe regular attendance is critical to student wellbeing and achievement. Our school promotes a culture where attendance is valued, monitored, and supported through strong relationships, clear communication, and proactive interventions..

Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for no more than one day a fortnight to ensure that they can have continued success at school.

The goal of 80% of students, present 90% of the term forms part of the second goal of, Foster a Christ-centred culture of learning and community, in the JCS Strategic Plan 2025-2027 which can be found here:

<https://www.jireh.school.nz/information/school-chatter/>

Board responsibilities

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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. The school uses eTap as a SMS to track, look for trends and patterns and assess the percentages of days present and absent which is aligned with the STAR model.
- 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 at Board meetings, using eTap (SMS) and Every Day Matters, (MOE)
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives at Board meetings, using eTap (SMS) and Every Day Matters, (MOE)

Procedures/supporting documentation

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

Monitoring

The principal will maintain reporting of daily attendance data via the SMS.

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 \(School Attendance\) Regulations 2024](#)

Reviewed date:

Next review: February 2027

Attendance Management Procedure- Stepped Attendance Response

What would success look like?

Success will be measured by an increase in the number of students achieving Good Attendance, with the goal of 80% of students attending school at least 90% of the time, in line with the Ministry of Education attendance target.

Our focus will be on supporting students who are currently in the Irregular Attendance, Concerning Attendance, and Very Concerning Attendance categories to improve their attendance. While we will continue to encourage and celebrate students with Good Attendance, the greatest improvement can be achieved by working in partnership with tamariki and their whānau whose attendance is below the expected level.

Through early identification, positive relationships, and targeted support, we aim to see more students move from the Irregular, Concerning, and Very Concerning categories into the Good Attendance category, resulting in improved learning outcomes, wellbeing, and engagement across our school.

Parent/Whanau responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

School responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

Response Process

At Jireh Christian School, we are committed to working in partnership with whānau to support every student to attend school regularly. Our response to attendance concerns aligns with our Attendance Zones and focuses on early intervention, support, and collaboration.

Green Zone – Good Attendance 90–100% attendance, less than 5 days absence in a school term

Students with good attendance are in the best position to achieve success in their learning and wellbeing. The school will celebrate and acknowledge positive attendance and continue to encourage regular attendance.

Yellow Zone – Irregular Attendance 80–89% attendance, up to 10 days absence in a school term

Classroom Teacher Check-in

The classroom teacher will contact the whānau to:

- Check on the student's wellbeing and understand the reasons for the absences.
- Offer support where needed.
- Encourage improved attendance through a positive partnership with the family this may include a conversation or email and this will be recorded on etap.

Orange Zone – Concerning Attendance 70–79% attendance, up to 15 days absence in a school term

Deputy Principal Support Meeting

The Deputy Principal will:

- Meet with the student and whānau to discuss attendance concerns and identify any barriers affecting attendance.
- Develop an Attendance Improvement Plan with agreed actions and ongoing monitoring.
- Encourage improved attendance through a positive partnership with the family this may include a conversation or email and this will be recorded on etap.

Red Zone – Very Concerning Attendance Below 70% attendance, 15 days or more absence in a school term

Principal Follow-up

The Principal will:

- Meet with the student and whānau to review attendance concerns.
- Work collaboratively with the family to develop strategies that support regular attendance and student wellbeing.
- Encourage improved attendance through a positive partnership with the family this may include a conversation or email or home visit and this will be recorded on etap.

Referral for Additional Support

Where attendance does not improve despite school-based support, the school may make a referral to the Attendance Service (ASA) and/or other appropriate external agencies. These services work alongside the school and whānau to improve the student's attendance, wellbeing, engagement, and educational success.

Support Strategies

- Connection with counsellor and learning support teams
- Individualised attendance improvement plans
- Engagement with external support providers where appropriate
- Culturally responsive approaches to whānau engagement
- Positive reinforcement through incentives such as:
- Certificates or shout-outs in assemblies for class with the best attendance and punctuality
- Accolades in the newsletter for the class with the best attendance of the week.
- A reward of pizza lunch for classes that achieve the highest attendance for the term.
- A certificate for all students with 100% attendance for the year at the annual Awards Ceremony.

Review and Monitoring

- Reviewed annually by the board or in accordance with any updated regulations
- Attendance data is monitored daily
- Termly reports to the Board using data from Every Day Matters and eTap.
- Feedback gathered from staff, students, and whānau to inform updates

Public Access

This plan is published and accessible on our school website

School Procedures

Tumuaki Responsibilities

The Principal is responsible for ensuring that effective systems and procedures are in place to monitor, record, and respond to student attendance. This includes delegating responsibilities to appropriate staff and ensuring that attendance is accurately recorded in the school's electronic attendance register.

Attendance concerns will be managed through the following process:

- **Class Teachers** monitor daily attendance and will make initial contact with whānau when a student has been absent for **5 days (Yellow)** to understand the reason for the absence and offer support.
- **Deputy Principal** will follow up with whānau when a student has been absent for **10 days (Orange)**, working alongside families to identify barriers and develop strategies to improve attendance.
- **Principal (Tumuaki)** will contact families when a student has been absent for **15 or more days (Green)** to discuss attendance concerns, review support already provided, and determine any additional actions required.

- Where attendance concerns continue despite school support, the **Principal** may make a referral to the **Attendance Service (ASA)** and/or other appropriate external agencies to provide additional support for the student and whānau.

Attendance data will be regularly monitored to identify students who reach attendance thresholds. Follow-up actions will be tailored to the individual circumstances and reasons for absence.

The Senior Leadership Team will review attendance data and intervention strategies each term to evaluate their effectiveness and ensure that appropriate support is provided. The goal is to increase the number of students achieving **Good Attendance (80% of students attending school at least 90% of the time)** and to reduce the number of students in the **Irregular, Concerning, and Very Concerning** attendance categories.

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.05am.
2. Any tamaiti who arrives late to school is to report to the Tari to register that they are late on the Vistab system and on the SMS.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the Tari. If they haven't, they **MUST** report to the Tari.
4. Afternoon roll must be taken **BEFORE** 1.50pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, i.e.: tangi, appointment, holiday, please add a note to their attendance to inform the Office.

Tari Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on eTap from 9.05am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - a. a text is sent out to all children who are marked with an ? a phone call is made to parents and if they do not answer an email is sent requesting to know where their child is.
 - b. When replies are received, the Office Manager updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.
4. The Office Manager will check the afternoon roll from 1.50pm.

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 student management system (etap).**

School Stepped Attendance Response Procedures

Below is our stepped attendance response for responding to individual student absence.

Zone	Attendance Rate	Status	School Response
Green	90% - 100% Less than 5 days absence in a school term	Good Attendance	Celebrate! Your child is in the best position to learn and thrive.
Yellow	80% - 89% Up to 10 days absence in a school term	Irregular Absence	Check - in: The Classroom Teacher will contact you to see how we can help improve attendance.
Orange	70% - 79% Up to 15 days absence in a school term	Concerning Absence	Support Meeting: Referral to Deputy Principal. She will meet to create an attendance plan.
Red	Below 70% 15 days or more absence in a school term	Very concerning Absence	Principal Follow-up: The Principal will contact the family to discuss the student's attendance, offer support, and work together on strategies to improve attendance where needed. External Support: If attendance concerns continue, the school may make a referral to the Attendance Service (ASA) to work alongside the family and school to support the student's regular attendance, wellbeing, and engagement in learning.