



Attendance Management Plan and supporting STAR procedures

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Strategic Priority

In line with the government's target our school expects students to attend school regularly, that is 90% or more of the time. The Government target is that 80% of students are present 90% of the time by 2030. Our school target for regular attendance by the end of 2026 is 70%.

2025 Data Regular Attendance

Term 1 69%
Term 2 59%
Term 3 49%
Term 4 56%

Board Responsibilities

The board is responsible for ensuring that all reasonable steps are taken to assure that the school's students attend when it is open for instruction.

The day to day management of this is delegated to the principal who on behalf of the Board will:

- ensure the use of an approved electronic register and Ministry approved attendance codes to support attendance monitoring
- have procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify and monitor student absences
- ensure patterns of absences and barriers to attendance are identified and addressed
- ensure commitment to return students to regular attendance
- publish the attendance management plan on the school's website
- ensure a report is received by the board once a term about attendance data and progress of interventions to improve student attendance rates.

Principal's Responsibilities

The principal is responsible for ensuring that there are strategies in place to support all students to attend school regularly.

The principal delegates the following responsibilities to the senior leader in charge of attendance to ensure:

- an attendance record is kept on Helix for each student who is enrolled at the school for each period the school is open for instruction.
- an effective absence notification process is in place so that absences can be notified to caregivers and to the Ministry
- there are clear communications to whānau and students on attendance expectations at enrolment, at the start of the year, and each term
- the Stepped Attendance Response (STAR) has been developed and implemented.
- the procedures that support student attendance including the Stepped Attendance Response (STAR) are communicated to students, staff and whānau
- students receive regular updates on their individual attendance
- whānau receive regular updates on the attendance of their child
- student absences are investigated, responded to, and actions are taken that align with the thresholds and steps in the STAR
- the principal receives termly reports on trends, barriers to attendance and interventions being used to support student attendance from the senior leader in charge of attendance

Parent/Whānau Responsibilities

- encourage good attendance patterns by positively reinforcing regular attendance patterns with their child
- follow student attendance procedures as per the Whānau Hononga Booklet
- openly communicate with the school about matters concerning their child's attendance
- if attendance is under 90% (regular attendance) engage with and work alongside the school to support their child to return to regular attendance.

Monitoring

The senior leader in charge of attendance will ensure that effective procedures are in place to monitor attendance.

The principal will receive termly attendance reporting including information provided by the Every day Matters report. This report will include emerging trends, barriers to attendance and areas of concerns for the Board's consideration.

Legislative compliance/Legislation-links

[Education and Training Act 2020](#) Part 3

[Education School Attendance Amendment Regulations 2025](#)

School Procedures

Administration of Attendance

1. Parents/Whānau and students will be given a Whānau Hononga booklet annually which includes key attendance procedures.
2. The Attendance Management Plan will be published on the school website annually
3. The school follows the MOE Attendance Rules 2024 and codes attendance accordingly
4. The Attendance Management Plan and the STAR (Stepped Attendance Response) will be included in the school 'Procedures' Manual and can be found on 'Staffhub'
6. SGHS operates Early Notification where a text is sent home within the first 30 minutes of each lesson to caregivers if their child is absent without prior notification
7. Whānau should email, phone or use the Helix app to notify absences or appointments to the school either before, or on the day. A note from whānau can also be brought to the Attendance Officer on the day.
8. All absences are recorded by the Attendance Officer in the Individual student attendance note section in Helix
9. Lateness to school is lost learning time. All students late to school in the morning must report to the main office for a late note. After 9.15am students should report to the Attendance Officer
10. Activities, including extra curricula activities organised outside of school or not associated with the school (e.g. sport/cultural events/dance/music/hobbies etc) are unlikely to be approved by the Principal as a justified reason for absence
11. Planned absences of three days or more must be notified in advance by parents/whānau to the Attendance Officer. A planned absence form will then be completed by the Attendance Officer and signed by an SLT member.
12. For school organised trips the TIC of the activity sends a provisional list 2 days before the event to the Attendance Officer. ON the day the TIC gives the Attendance Officer a complete roll at the time of the departure (or as close to). The Attendance Officer updates the roll and ensures records are accurate.
13. The YLCs and the Attendance Manager (teacher in charge of monitoring day to day attendance and interventions), will instigate the ROCK ON process as per STAR for those students under 16 years, whose attendance is consistently under 90%.



Expectations of staff

At all times staff will work with students to encourage good attendance habits including being on time to classes. When attendance patterns become concerning i.e. consistently under 90%, we will work alongside students and whānau to address the reasons why and provide support where possible as per the STAR.

Staff Actions – as per SGHS Star:

1. Subject teachers will keep a roll of attendance to monitor learning and progress.
2. Teachers will complete electronic attendance rolls within the first 15 mins of every class.
3. If students are late to class, they must have a note signed by the Attendance Officer or a class teacher. If a late student does not have a note from the Attendance Officer or a staff member and the roll has already been completed, then the class teacher must log in and change the student code to 'Late' or send the student to the Attendance Officer to get a late pass. This ensures whānau do not receive an absence text.
4. Subject teachers will alert Academic Tutors (ATs) immediately if there are consecutive days of non-attendance e.g. 3 days or patterns of irregular attendance occurring e.g.: 1 day a week. ATs should discuss the concern with the student, contact home and put a note on the student pastoral file.
5. ATs and YLCs will monitor attendance and on a regular eg: fortnightly basis complete the attendance monitoring process for their AT classes.
 - YLCs provide ASSAY threshold analysis fortnightly to ATs.
 - YLCs identify students in the orange and red thresholds these students require intervention appropriate to STAR. YLCs to record these interventions in Helix using the attendance intervention tab
 - AT identify students in the yellow thresholds and take appropriate actions as per the STAR.
 - ATs record interventions in Helix using the attendance interventions tab for students in the yellow threshold
 - ATs then check that the students in the orange and red thresholds have recent interventions through the YLC.
6. If a student has been in the yellow, orange or red threshold in the previous term(s) interventions will build upon all previous interventions. A holistic view of student attendance and interventions is essential. For example: a student in the yellow threshold who received a Rock on 2 letter would progress to interventions in the orange category ie: whānau hui and plan.
7. YLCs to create and maintain exclusion groups. Exclusion groups are those students where ongoing interventions are in place and being monitored and whānau are actively engaging. This ensures these students do not receive term threshold letters regarding their attendance.
8. When YLCs, the Attendance and SLT will communicate attendance interventions to all appropriate staff and will ensure that students pastoral files are updated.
9. When students have been absent due to illness or other circumstances beyond their control, teachers will work with students to support them to catch them up where possible and practical
10. Where attendance remains under 90%, and interventions are unsuccessful due to lack of parent/whanau engagement, the school may request support from the Ministry of Education.
11. A NENS Referral, which is a non-enrolment notification to remove a student from the school roll is to be completed by the SLT member in charge of attendance for all students under 16 years who is believed to have transferred schools. This helps to ensure all students under 16 enrol in another school asap
12. When student absences have been on going despite support plans and other interventions implemented and/or a student is absent for 20 consecutive days without satisfactory explanation, the school may consider a NENS.