

# SGHS Stepped Attendance Response (STAR)

All students are expected to attend school > 90%  
 Non attendance is a learning issue  
 Teachers have a legal obligation to record attendance accurately

## Classroom Teachers

- Record attendance on HELIX within the first 15 minutes of each class
- Recognise non-attendance patterns eg: 1 day a week, the same day/days each week or every second week

## Actions expected

- Talk with the student
- Notify Academic Tutor/HRM teacher

<b>Good</b> Chance of Success 90% Less than 5 days absence	<b>Worrying</b> Less Chance of success 80-90% Up to 10 days absence	<b>Concerning</b> Hard to make progress 70-80% Up to 15 days absence	<b>Serious Concern</b> Very hard to make progress > 70% 15 days or more of absence
<p><b>Parents/Guardians</b></p> <p>Will encourage good attendance patterns and do their best to ensure their child attends school regularly during term time.</p> <ul style="list-style-type: none"> <li>positively reinforce regular attendance with their child</li> <li>openly communicate with school</li> <li>follow school attendance process as per Whānau Hononga booklet.</li> </ul>	<p><b>Parents/Guardians</b></p> <p>Will engage constructively with the school to enable their child to return more regularly to school.</p> <ul style="list-style-type: none"> <li>engage with the Homeroom Teacher/ Academic tutor</li> <li>engage positively in supports offered</li> </ul>	<p><b>Parents/Guardians</b></p> <p>Will engage constructively with the school and will participate in developing an attendance and engagement plan.</p> <ul style="list-style-type: none"> <li>constructing on attendance and engagement plan</li> </ul>	<p><b>Parents/Guardians</b></p> <p>Will engage constructively with the school. Parents will attend hui to review the plan that is currently in place.</p> <ul style="list-style-type: none"> <li>support the attendance and engagement plan</li> <li>attend regular hui</li> </ul>
<p><b>School</b></p> <p><b>Attendance Officer</b></p> <ul style="list-style-type: none"> <li>update absence codes as communicated by parents/whānau</li> <li>send regular texts during the day to parents/whānau who have not communicated about absences</li> </ul> <p><b>Classroom Teachers</b></p> <ul style="list-style-type: none"> <li>code attendance within 15 mins of each class</li> <li>recognise patterns of non-attendance, discuss with students and refer to AT if ongoing</li> </ul> <p><b>HRM Teacher/AT</b></p> <ul style="list-style-type: none"> <li>check attendance fortnightly</li> <li>update incorrect codes</li> <li>support students to attend school</li> </ul> <p><b>SLT</b></p> <ul style="list-style-type: none"> <li>ensure weekly and termly attendance is communicated in parents/whānau</li> </ul> <p><b>YLC/Guidance/SENCO</b></p> <ul style="list-style-type: none"> <li>support students to access learning both in school and through outside agencies eg: Health school, RTLB etc</li> <li>support students to access educational pathways eg: Gateway</li> </ul>	<p><b>School</b></p> <p><b>HRM/AT</b></p> <p>Immediately contact whanau to check in</p> <ul style="list-style-type: none"> <li>Discuss reasons with whanau and student</li> <li>Offer support if needed eg: Hui to discuss barriers/counsellors/YLC intervention etc</li> <li>Consider if involvement in extra curricular activity is appropriate</li> </ul> <p>Expect improvement after first intervention. Check again in a week and keep checking.</p> <p>If no sustained improvement refer to YLC to consider the following steps:</p> <ul style="list-style-type: none"> <li><u>Under 16</u></li> <li>Rock on phone call home and letter inform attendance manager when Rock on letter is sent</li> <li>Rock on 2: if attendance remains under 90%</li> <li>Attendance hui</li> <li><u>Over 16</u></li> <li>Phone call/email home, whānau hui letter</li> </ul>	<p><b>School</b></p> <p><b>YLC with support from HRM Teacher/AT/SLT/Counsellors/SENCO/Careers</b></p> <p>Identify barriers and develop support plan including the following;</p> <ul style="list-style-type: none"> <li>Agency referrals eg: ISSN/Health School/PACT/Attendance Service (Asa referral)</li> </ul> <p>Expect sustained improvement</p> <ul style="list-style-type: none"> <li>Liaise with attendance Manager for more Rock on intervention ie: Police letter</li> </ul>	<p><b>School</b></p> <p><b>YLC/SLT/Counsellors/SENCO/Careers</b></p> <p>Continue to implement support plans using in school and outside agencies. Consider Rock on FGC (U16) through discussion with Attendance Manager. Consider Rock on legal action if support is declined without valid reason.</p>
<p><b>Ministry of Education</b></p> <p><b>Attendance Service</b></p> <ul style="list-style-type: none"> <li>Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:                             <ul style="list-style-type: none"> <li>agreeing changes to be made,</li> <li>addressing some unmet basic needs impacting on attendance, and</li> <li>referring students to other services as necessary</li> </ul> </li> <li>Collaborate with schools so that                             <ul style="list-style-type: none"> <li>they remain engaged as plans are developed and implemented, and</li> <li>they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn</li> </ul> </li> </ul>		<p><b>Regional and National teams</b></p> <ul style="list-style-type: none"> <li>Facilitate involvement of other agencies</li> <li>Support schools to access other education pathways for a student where appropriate</li> <li>Consider system-wide initiatives for high-risk attendance</li> <li>Reprioritise regional support resources to where most needed/effective</li> <li>Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>	