

Albany Primary School 2026

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. Albany Primary School understands the importance of student attendance at school every day.

The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has 73% regular attendance and a target of lifting regular attendance to 75% by the end of 2026.

See 2025 School wide Attendance Tracking (attached).

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
- ensuring that student absence is investigated, responded to and actions taken are recorded and aligned with the thresholds
- ensuring all students, whānau and staff understand the processes and procedures that support student attendance
- reporting 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 attached APS categories and Attendance Tracking at APS

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: January 2026

Next review: November 2028

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 external agencies, 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 whose duties are associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.

Classroom teachers are responsible for recording student attendance of their class each half day.

Classroom 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 other attendance issues.

Team leaders / Deputy Principals are responsible for monitoring student attendance for their respective teams, 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 automated alert notifications by email at each stage or threshold.

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 Senior Leadership Team 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 eTAP.

Albany Primary 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 (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>	Senior Leadership Team	<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	<p>Admin staff members record all school app / email absence messages. The reason for the absence is then recorded into the eTAP system.</p> <p>Admin staff call parents of any student absence that has not been explained. The reason is then recorded in the eTAP system or if no contact is recorded as a '?'.</p>
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 (if available).	Deputy Principal of relevant year level team	Meet with the family on induction to confirm school attendance protocols.
Escalate attendance issues as needed	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to school / STAR procedures.

Students with less than 5 days absence - Stage 1 - Good

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
<p>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 the attendance list from previous term will be identified by school staff at their weekly meetings.</p>			

Students with less than 10 days absence (5-9 days) - Stage 2 - Worrying

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days automated email to parent and Class Teacher Phone contact to be used to set a meeting with parents if this is not the first time student has met the threshold	Class Teacher (Any concerns of next steps discussion with Team Leader)	Record actions taken in eTAP. If there is no action taken due to individual circumstance - record this against the student record on eTAP.
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	Discuss with parent / student where appropriate e.g. extended overseas holiday / leave.
Use in-school resources as appropriate to remove barriers	Refer to appropriate Deputy Principal if barriers identified that the school could assist with	Class Teacher / Team Leader / Deputy Principal	Parents and students provided access to additional resources. Consider any barriers to attendance that the school resourcing could support e.g. parent contact on phone, uniform or bus issues
<p>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 on eTAP.</p>			

Students with less than 15 days absence – Stage 3 Concerning

Activities	Practice		Responsible Person	Notes & Actions
Contact parent to escalate concerns	After 10 days automated email to parent, Class Teacher, Team Leader. Further contact with parent Email and/or phone call as required for escalation.		Deputy Principal	Record actions taken in eTAP. 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 with parents.		Class Teacher / Team Leader / Deputy 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		Team Leader / Deputy Principal	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support as needed	Discuss with Deputy Principal what further supports are available		Class Teacher / Team Leader / Deputy Principal	Consider any barriers to attendance that the school resourcing could support e.g. parent contact on phone, uniform or bus issues

**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 on eTAP.**

Students with greater than 15 days absence – Stage 4 Serious Concern

Activities	Practice		Responsible Person	Notes & Actions
Contact parent to escalate concerns	After 15 days automated email to parent, Class Teacher, Team Leader and Leadership team. After 20 days automated alert to leadership@albany.school.nz and a personalised email or phone call to coordinate a meeting.		School leadership	
Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for a meeting with parent. Consider who will be in attendance whānau, support agencies, teacher).		Deputy Principal / 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 Blue Light Attendance Services Support access to services and collaborating with specialists		Principal decision	Before referral check all previous actions such as a 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		Principal	Support plan in place Continue monitoring Steps taken to reintegrate student

Over 15 days of absence, investigate reasons for this absence and refer to Deputy Principal / Principal for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance - record this against the student record on eTAP.

