



Rukuhia School Attendance Strategy Plan Using the New Zealand Stepped Attendance Report (STAR)

1. Purpose:

To implement a proactive and data-driven attendance strategy that identifies, monitors, and supports students with attendance concerns using the New Zealand Stepped Attendance Report (STAR).

2. Key Principles:

- Regular monitoring of attendance data.
- Early intervention for students showing attendance concerns.
- Collaborative engagement with students, parents, and external agencies.
- A supportive, rather than punitive, approach to attendance improvement.

Weekly Actions Using STAR

Step 1: Data Collection and Analysis

- Use STAR to generate a weekly attendance report.
- Identify students with attendance rates below 90%.
- Categorise attendance patterns:
 - **Green (Good Attendance):** Less than 5 days in a school term
 - **Yellow (Worrying Attendance):** Up to 10 days absence in a school term.
 - **Orange (Concerning Attendance)** Up to 15 days absence in a school term.
 - **Red (Very Concerning Attendance)** 15 days or more absence in a school term.

School Stepped Attendance Response Activities

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

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<p>Ensure student attends every day they are able</p> <p>Reinforce good attendance habits</p> <p>Support other whānau to reinforce good attendance habits</p> <p>Follow school attendance management plan and procedures</p>	<p>Return student to regular attendance</p> <p>Contact school to discuss reasons for absence and impact on learning</p> <p>Support student to catch up on missed learning</p> <p>Engage in supports offered</p>	<p>Return student to regular attendance</p> <p>Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</p> <p>Implement strategies at home</p>	<p>Return student to regular attendance</p> <p>Engage in support plan</p> <p>Participate in regular meetings</p>
Kura	Kura	Kura	Kura
<p>Communicate with whānau about every absence</p> <p>Maintain contact details of all parents</p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to whānau on attendance of</p>	<p>Contact parents to discuss reasons for absence and impact on learning</p> <p>Support student to catch up missed learning where required</p> <p>Use in-school resources as appropriate to remove barriers, eg: counsellor,</p>	<p>Contact parents to escalate concerns</p> <p>Hold meeting to analyse reasons for absence and to collaborate on a support plan</p> <p>Develop and implement a support plan tailored to the reasons and circumstances</p>	<p>Contact parents to inform of escalated response</p> <p>Request support from Attendance Service or other agencies as needed</p> <p>Participate in multi-agency response</p> <p>Maintain implementation</p>

Step 2: Initial Intervention

- Green: No action needed beyond routine monitoring.
 - Yellow and Orange:
 - Class teacher to have a one-on-one conversation with the student.
 - Notify parents via email or text about the declining attendance.
 - Offer pastoral care or learning support if required.
 - Red:
 - Learning support Coordinator or Principal makes direct contact with parents/caregivers.
 - Arrange a meeting to discuss barriers to attendance and create a support plan.
 - Referral to external agencies if necessary (e.g. attendance services, social workers).
-

Twice-Termly Actions and Interventions

Step 3: Attendance Review and Follow-Up

- Conduct a twice-termly (Week 5 and Week 10) in-depth attendance review using STAR.
- Identify students who have shown improvement or continued decline.
- Update intervention records and adjust support plans.

Step 4: Whole-School Communication and Recognition

- Celebrate improved and excellent attendance in assemblies, newsletters, and class awards.
- Provide incentives for students moving from Red/Amber to Green (e.g., certificates, classroom rewards).

Step 5: Strengthening Family and Community Engagement

- Hold parent workshops on the importance of attendance.
 - Engage community support services for families facing attendance barriers.
 - Conduct home visits for students with persistent non-attendance (if applicable).
-

Monitoring and Evaluation

- Compare attendance trends termly and annually.
- Evaluate the effectiveness of interventions and adjust strategies accordingly.
- Report key findings to the Board of Trustees and leadership team.

By consistently implementing the STAR framework, the school aims to create a culture of regular attendance, early intervention, and strong community partnerships to support student success.
Draft Strategy (for review)

Reviewed 27-11-25

Next Review Nov 2028