Clifton Terrace School Attendance Management Plan and Supporting STAR procedures

Strategic Priorities

*Clifton Terrace School (CTS) is committed to ensuring all ākonga attend regularly, feel connected to their learning, and experience success. Driven by our strategic pillars—**Strengthening Community Connection & Whānau Partnership**, **Strengthening Teaching Pedagogy & Curriculum Coherence**, and **Global Citizenship & Sustainability**—we aim to improve attendance by developing consistent, culturally responsive systems that promote engagement and reduce barriers.*

Attendance Targets for 2026

- *Increase the percentage of students attending **regularly (90%+) to at least 70%.***

- *Reduce the percentage of students attending between **80 – 90% to below 20%***

- *Reduce the percentage of students attending **70 - 80%** to below **8%**.*

- *Reduce chronic absence (**<70%**) to **under 2%**.*

- *Ensure **Māori and Pasifika attendance** matches or exceeds whole-school regular attendance rates.*

- *Ensure every student with emerging attendance concerns receives support **within 5 school days**.*

Key Strategic Objectives Related to Attendance

- *Strengthen reciprocal relationships with whānau so that daily attendance becomes a shared commitment.*

- *Develop a robust pastoral care framework that enables early identification of wellbeing or engagement issues.*

- *Embed high-quality, engaging, and culturally sustaining learning experiences that motivate regular attendance.*

- *Strengthen transitions (ECE → CTS → Intermediate) to support continuity of learning and belonging.*

- *Enhance data literacy among staff to track attendance patterns and take rapid, effective action.*

Board Responsibilities

The Board of Trustees will:

- *Set attendance expectations, targets, and strategic priorities annually.*

- *Investigate and respond to persistent absences or concerning patterns in accordance with this Attendance Management Plan.*

- *Record all actions and decisions relating to attendance to ensure accountability and compliance.*

- *Monitor attendance data across cohorts, groups (Māori, Pasifika, neurodiverse learners), and year levels.*

- *Allocate resources to support attendance initiatives, pastoral care systems, and whānau engagement.*

- *Ensure legal compliance with the Education and Training Act 2020 and the Attendance Management Regulations.*

- *Review and approve the Attendance Management Plan annually.*

Principal Responsibilities

The principal will:

- *Lead the development, implementation, and review of attendance systems and procedures.*

- *Ensure all staff understand MOE attendance expectations, coding requirements, and school processes.*

- *Oversee daily monitoring of attendance and ensure that unexplained absences are followed up promptly.*

- *Coordinate early intervention for students with emerging patterns of concern.*

- *Work with whānau, iwi partners, and external agencies (Attendance Service, RTLB, health providers) to remove barriers to attendance.*

- *Report attendance data, trends, and actions to the Board twice per term.*

- *Ensure cultural and neurodiversity responsiveness is embedded in attendance planning.*

Procedures/Supporting Documentation

Attendance Management Procedure - Stepped Attendance Response

This plan is supported by:

- **CTS Stepped Attendance Response (STAR) Procedure**

- **Pastoral Care and Hauora Framework**

- **PP4L / Behaviour Support Systems**

- **Learning Support and Neurodiversity Pathways (RTLB, LSC, SENCO)**

- **Transition and ECE Partnership Procedures**

- **Critical Incident, Safety, and Communication Policies**

These documents outline clear schoolwide expectations, responsibilities, and processes that support early intervention and sustained engagement.

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

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Reviewed:February 2026	Next review: February 2027

Attendance Management Procedure- Stepped Attendance Response

Clifton Terrace School believes that regular attendance is essential for learning success, wellbeing, and belonging. Attendance is a shared responsibility between whānau, kura, and ākonga, and we act early and compassionately to remove barriers, restore engagement, and support students back into consistent routines

Parent/Whanau Responsibilities:

Whānau are expected to:

- *Ensure their child attends school daily and arrives on time.*

- *Notify the office of absences before 9am with a clear reason.*

- *Provide medical certificates where required.*

- *Work with the school to address attendance concerns.*

- *Attend hui when requested and collaborate on attendance plans.*

- *Inform the school of any challenges at home impacting attendance so that timely support can be provided.*

School Responsibilities

The school will:

- *Record daily attendance accurately and consistently.*

- *Make same-day contact for unexplained absences.*

- *Monitor patterns weekly to identify early signs of disengagement.*

- *Provide culturally responsive wellbeing and learning support.*

- *Create and follow through on individual Attendance Support Plans.*

- *Collaborate with whānau and external agencies to address complex barriers.*

- *Advocate for students and remove school-based barriers (e.g., bullying, learning needs, peer issues, classroom engagement).*

School Procedures

See Clifton Terrace School Stepped Attendance Response Activities

Clifton Terrace 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 asap (ideally within 2 school days) and arrange meeting for as soon as possible. Any attendance data related questions please contact Justine Butler or Prue Smith -office administrators or Rob Wemyss (Principal).

Day-to-day operations			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with parents	Set expectations, procedures and follow-up steps the school will take when a student is absent. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	Class teacher Principal School board	Termly attendance features including updates on data in newsletters. Expectations and guidance for parents published on our school website. Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents and students, where appropriate.
Following up absences daily	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents Follow-up daily with parents any unexplained absences	Administration team	A phone call will be made to parents/caregivers for all unexplained absences.
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.	Administration team	All new students will be checked for attendance from previous school.
Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance Services	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Rob Wemyss

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Students with less than 5 days absence			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with parents/caregivers Maintain contact details	Identify all student absences	Administration team DP or Principal	Follow-up all absences to confirm reason for absence. No action taken
Report regularly to parents on attendance of their child through Hero.	Provide termly attendance to parents via Hero	Teacher	Termly attendance update to parents.
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 attendance list from previous term will be identified by the syndicate teams at their fortnightly meetings.			

Students with less than 10 days absence (5-9 days)			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Contact parents to discuss reasons for absence and impact on learning.	After 5 days send email to parent (use template). Phone contact to be used if this is not the first time student has met the threshold	Class Teacher (Any concerns of next steps discussion options with year level dean.)	Record actions taken in Hero. If there is no action taken due to individual circumstance still record this on Hero Follow-up to be within 2 schools days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider activities to bring student back up to speed	Teacher	Discuss with student in class time-
Use in-school resources as appropriate to remove barriers e.g. LSC connections, uniform, bus pass etc.	Talk to Rob (Principal) or Chris (DP) if barriers are identified that the school could assist with.	Teacher/ Pastoral care team	Parents and student provided access to additional resources. Consider bus pass, uniform, etc.
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 in Hero.**			

Students with less than 15 days absence			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Teacher, and/or School leadership.	Record actions taken in Hero. If there is no action taken due to individual circumstance - record this in Hero
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	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.	Principal and Teacher	Take action quickly where expectations aren't being met.
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss what further supports are available	Principal, teacher, syndicate leader	

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 in Hero.

Students with greater than 15 days absence			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Contact parent to escalate concerns	Further escalating email (use template)	School leadership	
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Principal with teacher	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 or other agencies Support access to services and collaborating with specialists	Principal, teacher LSC may be included if appropriate	Before referral check all previous actions like 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	Pastoral care team	Support plan in place Continue monitoring

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			Steps taken to reintegrate student
Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. **If there is no action taken due to individual circumstance - record this in Hero.**			

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