

DALEFIELD SCHOOL ATTENDANCE MANAGEMENT PLAN

Dalefield School Attendance Procedure

LEGISLATION PROCEDURE 6.1: ATTENDANCE

Introduction

Under the **Education and Training Act 2020**, parents/caregivers are legally required to ensure that their children attend school every day that Dalefield School is open for instruction, unless there is a justifiable reason for absence.

Dalefield School and the **Dalefield School Board** are responsible for ensuring that all enrolled students maintain satisfactory attendance. Low or irregular attendance can negatively impact learning outcomes. Where attendance is unsatisfactory, the school will take all reasonable steps to support students in returning to regular attendance.

Purpose

Ensure all students gain maximum benefit from schooling through regular attendance.

Maintain clear communication between the school and whānau.

Track attendance accurately to enable timely interventions.

Electronic Attendance Register

Attendance is recorded **twice daily** – morning and afternoon – using Dalefield School's electronic system.

Morning attendance must be completed by 9:00 am to allow verification by the office administrator.

Relieving teachers record attendance on **hardcopy class lists**, which are submitted to the office for entry.

Parents/caregivers must notify the school **before 9:00 am** if a child is absent.

Unexplained absences are initially coded as '?'; the office administrator follows up and updates the register with the correct code.

Attendance Management Plan

Absence Due to Medical Reasons

Parents/caregivers should inform the school of persistent or recurring health issues.

A medical certificate may be requested if appropriate.

Teachers report health concerns to the **Office Administrator or Principal** for follow-up with families or health authorities.

Term-Time Holidays

For holidays of **5 or more days**, parents/caregivers must contact the **Principal or Deputy Principal** beforehand.

If unapproved absences exceed 5 days, a formal reminder is sent via **Hero**.

Attendance Rates and STAR Stages

STAR Stage	Attendance Days Absent per Term	Notes	MoE Terminology
Good	<5 days	Regular attendance – good chance of success	Regular
Worrying	Up to 10 days	Irregular attendance – reduced chance of success	Worrying
Concerning	Up to 15 days	Moderately absent – learning progress affected	Concerning
Very Concerning	15+ days	Chronically absent – very hard to make progress	Very Concerning

Note: Absences due to chronic illness, disability, or where families are actively engaging with support are **not treated as grounds for prosecution**.

Stepped Attendance Response (STAR)

Good Attendance (<5 days absence per term)

Parent/Caregiver Expectations:

Ensure daily attendance.

Reinforce good attendance habits.

Notify school of absences promptly.

Dalefield School Expectations:

Communicate attendance expectations on enrolment, start of year, and each term.

Monitor attendance and follow up on absences.

Provide termly attendance reports.

Worrying Attendance (Up to 10 days absence per term)

Parent/Caregiver Expectations:

Support the student to return to regular attendance.

Engage in discussions about absence causes.

Help the student catch up on missed learning.

Dalefield School Expectations:

Send formal reminders via **Hero** after 5 days of unjustified absence.

Contact parents/caregivers if attendance drops below 85% without justification.

Offer support for re-engagement.

Concerning Attendance (Up to 15 days absence per term)

Parent/Caregiver Expectations:

Attend meetings and collaborate with the school on support plans.

Implement home strategies to encourage attendance.

Dalefield School Expectations:

Teachers/Principal contact whānau directly if attendance falls below 80%.

Develop individual support plans for students with ongoing absences.

Engage external agencies where needed.

Referral to the Attendance Service may occur if attendance does not improve with school interventions.

Very Concerning Attendance (15+ days absence per term)

Parent/Caregiver Expectations:

Actively participate in improvement plans.

Attend regular meetings with school staff.

Dalefield School Expectations:

Issue formal warnings and arrange meetings.

Collaborate with the **Attendance Service** and MoE for system-level support.

Monitor and implement improvement plans closely.

Legal action is **only considered when absences are unjustified and not related to illness, disability, or supported engagement**, in accordance with MoE guidance.

Referral and System-Level Support:

- Dalefield School may refer students to the **Attendance Service** for intensive support.

The MoE provides advice, support, and monitoring to re-engage students.

Multi-agency approaches may include Oranga Tamariki and other social support services if appropriate.