Sunset School Attendance Management Plan

Strategic Context and Targets

Purpose

To ensure every student at Sunset School attends regularly to achieve their full potential. This aligns with the Government's target of **80% regular attendance (90%+ attendance) by 2030**.

Current Status and Targets

- **Current regular attendance**: 36% (Term 3 2025 Attendance Matters Data)
- **Target**: Lift to **80% regular attendance**
    - **50% by the end of 2026**
    - **60% by the end of 2027**
    - **70% by the end of 2028**
    - **80% by the end of 2029**
- **Long-term alignment**: Maintain 80%+ attendance by 2030, in line with MOE targets.

Key Objectives

1. Identify and reduce barriers to student attendance (health, transport, engagement, etc.).
2. Implement a **data-informed, stepped response** to absences using EDGE SMS and Everyday Matters Reports
3. Strengthen school–whānau partnerships to support consistent attendance.
4. Ensure board oversight and transparent reporting on attendance trends and interventions.

Stepped Attendance Response – STAR

Te Tāhuhu o te Mātauranga
Ministry of Education

Responding to all absence

The Government's target is for **80% of students to attend regularly,** that is to attend school more than 90% of the time

Governance and Responsibilities

Board of Trustees

- Complies with *Education and Training Act 2020* and upcoming *Attendance Management Plan Regulations*.
- Reviews attendance data during each meeting via the "Every Day Matters" report.
- Publishes and reviews the Attendance Management Plan (AMP) every **three years** (next review: November 2028).
- Investigates and records all actions taken in response to absences.

Principal

- Implements the **Stepped Attendance Response (STAR)** model.
- Ensures daily attendance is accurately recorded in EDGE.
- Reports termly to the Board on trends, barriers, and actions.
- Ensures community awareness and staff understanding of the attendance plan.

Staff

- **Class teachers:** Record attendance twice daily. Use the correct attendance codes ensuring that ? unexplained absences are changed by the end of the day.
- **Office team (Kate)**: Follow up on absences daily.
- **DP in charge of Attendance (Prue) :** Monitor attendance patterns, communicate with whānau, and refer to SLT as needed.
- **Senior Leadership Team (Craig, Darsh, Prue):** Meet fortnightly to review attendance data, escalate concerns, and coordinate support plans.

Attendance Processes

Daily Procedures

- Attendance marked electronically in EDGE twice daily.
- Texts sent for unexplained absences by **10:00 am**.
- All absences coded and followed up within **two school days**.

Data Monitoring

- EDGE reports analysed weekly by the **DP in charge of Attendance (Prue)**.
- Emerging patterns flagged for discussion at SLT meetings.
- Termly analysis provided to the Board, including:
    - Trends by year level, gender, ethnicity.
    - Common barriers and interventions trialled.
    - Link between attendance and student achievement.

Attendance Processes

Daily Procedures

- Attendance marked electronically in EDGE twice daily.
- Texts sent for unexplained absences by **10:00 am**.
- All absences coded and followed up within **two school days**.

Data Monitoring

- EDGE reports analysed weekly by the **DP in charge of Attendance (Prue)**.
- Emerging patterns flagged for discussion at SLT meetings.
- Termly analysis provided to the Board, including:
    - Trends by year level, gender, ethnicity.
    - Common barriers and interventions trialled.
    - Link between attendance and student achievement.

Stepped Attendance Response (STAR)

Threshold	Response Actions	Responsible	Recording
< 5 days	Confirm reason for absence, update code, communicate to parents, weekly student updates.	Classroom Teacher	EDGE
5–9 days	Parent contact (email/phone), identify causes, discuss catch-up learning, refer to Prue if pattern emerges.	Classroom Teacher / Prue	EDGE
10–14 days	Formal meeting with parents, implement a tailored support plan, involve pastoral/counselling support.	Prue / SLT	EDGE
15+ days	Escalate to Attendance Service, develop reintegration plan, multi-agency collaboration if needed.	Principal	EDGE + ASA referral

MOE Attendance Codes

Present/Absent	Subgroup	Code		Description
Present	Present	P	Present	Student is present in clas
		L	Late	Student arrives late to class (anytime after 9.20am)
		D	Approved external appointment	Student is attending a doctors appointment, medical appointment or court proceeding,
		Q	Board approved offsite learning	Student is learning off-site (approved by the board) e.g. a cultural activity such as Tangihana
		A	Alternate provision	Student is present in a Ministry-approved alternative provision such as STAND
Absent	Justified Absent	M	Medical	Student is absent due to illness, injury, mental-health or medical reasons
		J	Justified	Student is absent for a reason that is explained and approved by the principal (e.g., family emergency, bereavement, approved representation).
		U	Stand Down/Suspension	Student is absent because they're formally stood-down or suspended.l
	Unjustified Absent	T	Truant	Student is absent without explanation or permission from parent/caregiver.
		E	Explained	Student is absent; parent/caregiver provided a reason but it does *not* meet approved criteria. e.g., staying home to babysit, hobby.
		G	Holiday during term time	Student is absent because of a holiday during term.
		?	Unknown	Reason for absence is unknown. Should be updated by the end of the day

Identifying and Addressing Barriers

Barriers will be identified via:

- Attendance data patterns (chronic absences, lateness, term-over-term trends).
- EDGE to identify students at each STAR stage and provide data to Prue.
- Whānau meetings and student voice surveys.
- Input from external agencies (Oranga Tamariki, Attendance Services, health providers).

Examples of interventions:

- Transport/van support
- Health or counselling referrals
- Flexible learning arrangements
- Peer mentoring and engagement programs

Monitoring and Evaluation

- **Weekly:** Attendance Officer, Office Administrator (Kate) and Class Teachers check unexplained absences.
- **Fortnightly:** SLT Team reviews targeted students' progress.
- **Termly:** Principal reports to Board on trends and outcomes.
- **Annually:** Review success toward annual attendance target and adapt interventions accordingly.

Communication and Review

- Plan shared with whānau via school website, newsletters, and enrolment packs.
- Reviewed every **three years** or earlier if MOE regulations change.
- Specific attendance feedback collected from staff, students, and whānau to refine practices in line with annual consultation.
- Include attendance question in annual community survey.

Step By Step attendance guide

Less than 5 days absent (Good attendance)

Teachers	Kate in Office	DP – Prue	SLT	School Board	Parents/Caregivers
• Mark rolls accurately in **EDGE** each by 9.30 and 12.30 • If an absence appears unexplained, **message whānau same day** (quick text/email) and update code in EDGE when reason is received. • **Give the student weekly attendance feedback** (e.g., "You're at 93%—awesome, keep it up"). • Note any early patterns (e.g., regular Mondays) and flag to Prue if recurring.	• Send **10:00am text** for any unexplained absence; reconcile replies and **update codes in EDGE**. • Maintain **current contact details**; chase invalid numbers. • Produce a **weekly list** of students with 2–4 days absent for teachers	• Run **weekly EDGE checks** for coding accuracy and emerging trends; nudge teams where data quality slips. • Share a **one-slide weekly snapshot** with SLT (e.g., % regular attendance, year-level highlights).	• Keep **universal supports** humming: punctuality prompts, recognition for strong attendance, minimising in-day disruptions. • Ensure enrolment packs and start-of-term briefings clearly set expectations	• Note in policy/plan that **all absences are followed up** and that the school will **record actions** in EDGE. (No intervention needed at this level beyond oversight.) • https://sunset.schooldocs.co.nz/	• Ensure student attends every day they're able; **reply promptly** to absence texts; keep contact details current.

5–10 days absent in a term (Worrying attendance)

Teachers	Kate in Office	DP – Prue	SLT	School Board	Parents/Caregivers
• **Within 2 school days** of hitting 5 days: 1. Phone/email home to discuss **reasons and impact on learning**. 2. **Log actions** in EDGE notes (reason, plan, date). • If pattern continues, **escalate to Prue.**	• Generate **threshold alert** (5–9 days) from EDGE each Monday. • If no teacher contact recorded within 2 days, **prompt the teacher** • Keep an **audit trail** of messages sent/received in EDGE.	• Check **consistency of follow-ups**; ensure a quick **check-in plan** exists • Where barriers are indicated (transport, uniform, health), **refer to Pastoral Team** for supports.	• Monitor **weekly threshold counts**; redeploy supports (counsellor, nurse, uniform fund, van assistance) as needed. • Ensure teachers use the **school template** for 5-day parent contact	• No direct family contact at this stage; ensure the **AMP and procedures** are published and understood; receive **termly figures** on students in 5–9 ban • https://sunset.schooldocs.co.nz/	• **Discuss reasons** for absence with the teacher; support the **catch-up plan**; keep open communication with school.

10–15 days absent in a term (Concerning attendance)

Teachers	Kate in Office	DP – Prue	SLT	School Board	Parents/Caregivers
• **Escalate**: request a **meeting** with whānau and student (include /Prue as appropriate). • Prepare a short **attendance + learning summary** (missed topics/assessments, current grade risk). • Co-create a **Support Plan** (targets, responsibilities, dates); **log plan** in EDGE and share with whānau	• **Schedule the meeting**, issue confirmations, attach **Support Plan template**, and upload minutes to EDGE. • Track **follow-up dates** and send reminders to teacher	• **Facilitate** the meeting for complex cases. • Approve and **activate supports** (adjusted timetable, counselling, learning catch-up sessions). • **Review after 2 weeks**: if not improving, prepare **Attendance Service referral pack** with evidence	• Ensure **barriers are addressed** (wellbeing, safety) coordinate multi-staff response. • Confirm all **actions recorded** and that **progress checks** are calendared.	• Receive **termly report** on 10–14 day numbers, key barriers/trends, and whether supports are effective. • Confirm plan remains **aligned to STAR thresholds** and AMP timelines • https://sunset.schooldocs.co.nz/	• **Attend the meeting**, agree to the **Support Plan**, and implement home strategies (sleep routine, transport). • **Communicate changes** (medical notes, appointments) and keep to agreed check-ins.

Over 15 days absent in a term (Very concerning attendance)

Teachers	Kate in Office	DP – Prue	SLT	School Board	Parents/Caregivers
• Continue **weekly check-ins** with student; ensure learning is **re-entry-ready** (scaffolded catch-up, buddy support). • Update **progress against Support Plan** in EDGE.	• Finalise the **Attendance Service referral** (if not already done): attach chronology of contacts, meeting notes, support actions, barriers, and current plan. • Maintain **multi-agency calendar** invites and documentation in EDGE.	• **Lead escalation**: ○ Submit Attendance Service referral; liaise with AS worker. ○ Convene **multi-agency hui** as needed; update plan after each meeting. ○ Where appropriate, consider formal steps available in guidance and ensure all **supports offered** are documented.	• Oversee **re-integration plan** (daily meet and greet, wellbeing checks). • Reallocate resources (teacher aide time, learning hub catch-up). • Report serious cases and **systemic barriers** to Board in the principal's report.	• **Assure** that all reasonable steps have been taken and recorded; note any **Attendance Service involvement**. • Review policy implications and ensure the **AMP remains compliant**; confirm the plan is published online. • https://sunset.schooldocs.co.nz/	• **Engage fully** with support and reintegration plans; attend regular meetings; action agreed steps at home. • If absence persists, collaborate with Attendance Service; provide any required documentation.

Next Steps for Sunset School

1. **Adapt EDGE settings** to match AMP thresholds (5, 10, 15+ days).
2. **Publish the plan online** by Term 1, 2026 (MOE requirement).
3. **Provide staff PD** on STAR procedures and data use.
4. **Develop a communication campaign** to lift community awareness of attendance goals.
5. **Include measurable success indicators**, such as:
    - Reduction in "concerning attendance" cases by 10% each term.
    - Increase in parent engagement (attendance at hui or follow-ups).