

Te Kura O Urumutu West End School



Effective from Term 1, 2026

Reviewed annually by the Board of Trustees

1. Introduction

At West End School, we are committed to ensuring every tamaiti (child) has the opportunity to learn, thrive, and succeed through regular attendance. This plan outlines how we will support attendance in partnership with whānau, recognising cultural diversity and the needs of neurodiverse learners.

This Attendance Management Plan (AMP) is aligned with the Ministry of Education's **Stepped Attendance Response (STAR)** framework. Our approach reflects our school values: Manaakitanga, Mana Aoturoa, Whakamana, Kotahitanga

2. Principles Guiding Attendance

- Regular attendance is defined as **90% or more** of the term.
 - Every day counts: small absences can add up quickly and affect learning.
 - Early, supportive intervention is the best way to remove barriers.
 - Respect for cultural identity and diverse needs is central to our practice.
 - Attendance is a shared responsibility between school, whānau, and community.
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3. Roles and Responsibilities

- **Board of Trustees:** Oversees AMP implementation, receives regular reports, reviews annually.
- **Principal & Leadership Team:** Ensures staff consistency, liaises with agencies, reports to Board and Ministry.
- **Teachers & Admin Staff:** Mark rolls accurately, identifies trends, and contacts whānau early.

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- **Whānau & Caregivers:** Communicate absences, work with us to address challenges.
 - **Students:** Attend regularly and engage in learning.
 - **Attendance Services / Ministry:** Provide external support where significant barriers exist.
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4. Attendance Monitoring Process

- Rolls marked twice daily using our electronic attendance system.
 - Attendance codes follow Ministry of Education guidelines.
 - Teachers monitor daily patterns; leadership reviews fortnightly.
 - Data analysed termly, with summary trends shared with the Board and community.
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5. Stepped Attendance Response (STAR) at West End School

Attendance Level	What the School Will Do	What Whānau Can Expect
Green (0–4 days absent/term)	Positive reinforcement, class updates, regular communication	Encouragement to continue strong attendance
Amber (5–10 days absent/term)	Teacher contacts whānau, hui arranged if needed, simple Attendance Plan created	Invitation to meet and discuss supports
Red Shade (11–14 days absent/term)	Leadership involvement, formal Attendance Plan reviewed, referral to external support if required	Meeting with leadership and whānau to address barriers

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**Red (15+ days
absent/term)**

Escalation to external agencies,
Board notified, legal processes
considered as last resort

Whānau work alongside
school and agencies for
intensive support

6. Culturally Responsive and Inclusive Practice

- Hui options available: kanohi ki te kanohi, online, or phone.
- Support provided through translation, interpreter services, or community liaison.
- Engagement with iwi, Pasifika, and other cultural leaders where appropriate.
- Flexible supports for neurodiverse learners: visual schedules, buddy systems, sensory-friendly spaces.

7. Communication with Whānau

- Absences reported via phone, text, Etap app, or email.
- Regular reminders in newsletters and on the school app.
- Attendance expectations shared at enrolment and reinforced termly.
- Whānau invited to provide feedback on AMP effectiveness.

8. Data, Reporting & Review

- Attendance data tracked daily, analysed termly.
 - Reports provided to Board and shared in community-friendly formats.
 - Annual AMP review completed by Board, incorporating whānau and staff input.
 - Continuous improvement guided by ERO evaluations and Ministry guidelines.
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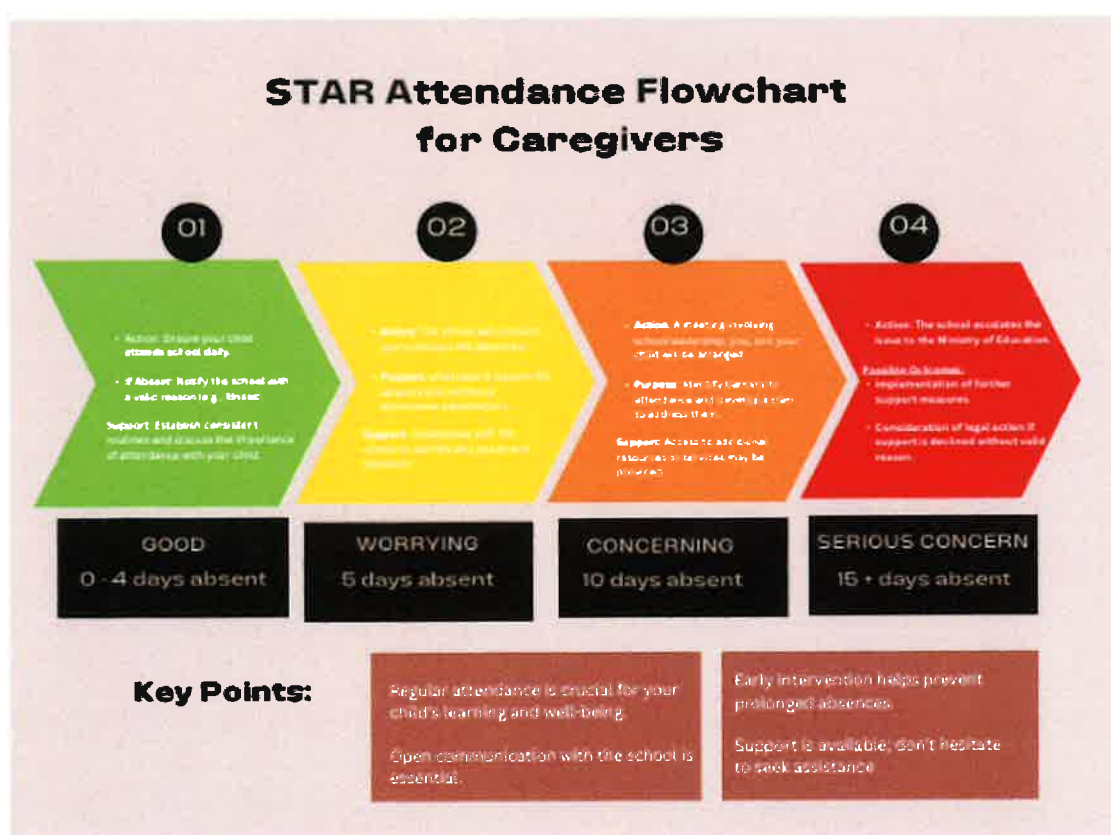


9. Support & Contacts

- School Office: office@westend.school.nz (06) 3582465
- Attendance Lead (SLT): principal@westend.school.nz
- Principal: Tony West
- Ministry of Education resources: education.govt.nz/attendance

10. Publication & Accessibility

- This AMP is published on the West End School website.
- A summary infographic version is available online and at the school office.
- Translations or alternative formats are available on request.
- [STAR](#) - Stepped Attendance Response



Stepped Attendance Response – STAR

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





Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term



Parents/Guardians

- » Ensure student attends every day they are able
- » Reinforce good attendance habits
- » Support other parents to reinforce good attendance habits
- » Open communication with school
- » Follow school attendance management plan and associated policies and processes

Schools



- » Communicate with parents about every absence
- » Maintain contact details of parents
- » Provide student with regular updates on their own attendance
- » Report regularly to parents on attendance of their child
- » Support student:
 - » attending school
 - » to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate
 - » to access other education pathways where appropriate

Up to 10 days absence in a school term



Parents/Guardians

- » Return student to regular attendance
- » Contact school to discuss reasons for absence and impact on learning
- » Support student to catch up on missed learning
- » Engage in supports offered

Schools



- » Contact parents to discuss reasons for absence and impact on learning
- » Support student to catch up missed learning where required
- » Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L

Up to 15 days absence in a school term



Parents/Guardians

- » Return student to regular attendance
- » Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan
- » Implement strategies at home

Schools



- » Contact parents to escalate concerns
- » Hold meeting to analyse reasons for absence and to collaborate on a support plan
- » Develop and implement a support plan tailored to the reasons and circumstances around the child's absence
- » Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed

15 days or more of absence in a school term



Parents/Guardians

- » Return student to regular attendance
- » Engage in support plan
- » Participate in regular meetings

Schools



- » Contact parents to inform of escalated response
- » Request support from Attendance Service or other agencies as needed
- » Participate in multi-agency response
- » Maintain implementation and monitoring of support plan
- » Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up
- » Unenroll if student will not be returning to school

Ministry of Education



Attendance Service

- » Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
 - » agreeing changes to be made,
 - » addressing some unmet basic needs impacting on attendance, and
 - » referring students to other services as necessary
- » Collaborate with schools so that
 - » they remain engaged as plans are developed and implemented, and
 - » they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams

- » Facilitate involvement of other agencies
- » Support schools to access other education pathways for a student where appropriate
- » Consider system-wide initiatives for high-risk attendance
- » Reprioritise regional support resources to where most needed/effective
- » Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools