



Northern Southland College

2026 Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Northern Southland College is committed to ensuring that every student attends regularly, as consistent attendance is vital for academic success and personal growth. We fully support the Ministry of Education's goal for 80% of students to attend school regularly by 2030 and are dedicated to achieving this target through proactive strategies and community partnership.

Board responsibilities

The Board of Trustees are responsible for:

- *Committing to support students to return to regular attendance*
- *Taking all reasonable steps to ensure that our students at NSC attend school when we are open for instruction*

The Board of Trustees will comply with the provisions in the legislation in relation to student attendance by:

- *Having processes and procedures in place to support a stepped attendance response to student absence that uses data-based thresholds to identify students*
- *Recording all absences and responding accordingly*
- *Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance*
- *Publishing this attendance management plan on the NSC website*

Principal Responsibilities

The Principal of NSC is responsible for:

- *Developing and implementing a stepped attendance response aligned with the thresholds that support student attendance*
- *Ensuring that student absence is investigated, responded to and actions are taken*
- *Ensuring that students, staff and whanau understand the processes and procedures that support student attendance*
- *Report to the board on barriers, trends and interventions that are being used to support student attendance*

Procedures/supporting documentation

Attendance Management Procedure - Stepped Attendance Response

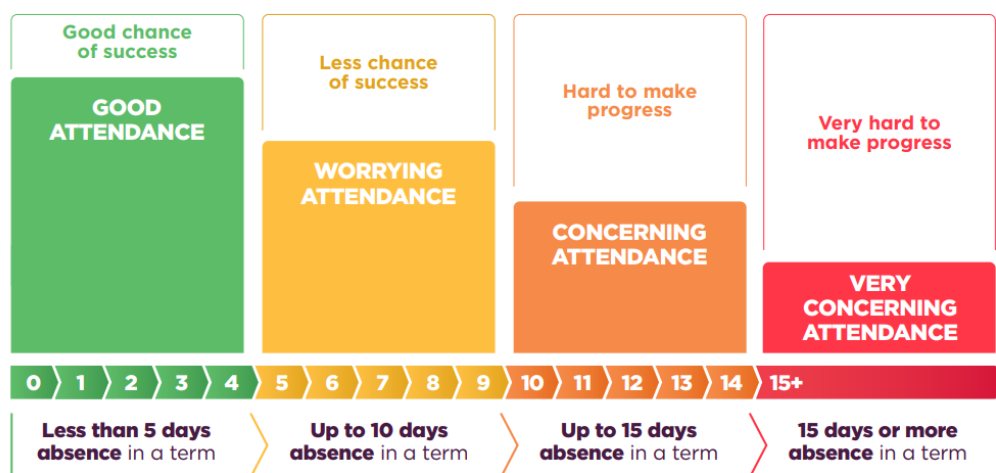
[Stepped Attendance Response - STAR.pdf](#)

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



Monitoring

- *The Tutor Group Teacher will maintain reporting of daily attendance data, alongside the appropriate member of the Pastoral Team (Year Level Dean / Deputy Principal). This team will liaise directly with the Principal, who will feed this information to the Board of Trustees*
- *The Board of Trustees will receive termly attendance reporting, the everyday matters report. Trends and barriers to attendance must be highlighted, as well as areas of concern for the board's consideration*

Legislative compliance/ Legislation

Education Act

<https://www.legislation.govt.nz/act/public/2020/0038/latest/lms170676.html>

Education Rules

<https://www.education.govt.nz/education-professionals/schools-year-0-13/managing-students/student-attendance-guide-schools-and-kura>

Education Attendance Management Plan regulations (yet to be passed)

Parent/Whanau responsibilities:

- *Ensure daily attendance of their child/children*
- *Reinforce good attendance habits*
- *Open communication with NSC*
- *Parents must follow the NSC attendance management plan, policies and procedures that support student attendance*
- *Any requests for student leave in term holidays must be signed off by a member of SLT*

School responsibilities

- *To mark attendance correctly and within time constraints*
- *Report weekly their child's attendance to parents*
- *Clear communication at the start of the year, on what our expectations and policies are at NSC*
- *Provide regular attendance updates to students*

Created: December 2025	Next review: December 2028
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Northern Southland College

Attendance Management Procedure

Stepped Attendance Response

School Procedures:

Attendance Targets

- *2026 School-wide goal: 90%+ attendance for 70% students (2027 – 75% of students, 2028 – 80% of students)*
- *Termly review: Attendance data analyzed by Pastoral Team and SLT*

Roles & Responsibilities

Deputy Principal:

- *Oversees implementation of attendance processes*
- *Monitors data*
- *Escalates cases*
- *Liaise with agencies (Attendance Service) and whanau*
- *Feeds data to Deans and Tutor Group Teachers twice a term*

Year Level Deans:

- *Use information/data from Deputy Principal and discuss with students / Tutor Group Teachers*
- *Forwards at-risk students to Attendance Dean, twice a term*

Tutor Group Teachers:

- *Daily roll checks*
- *First contact for absences*
- *Speak with students in Tutor Group time to clarify absences*
- *Make changes in KAMAR when required and inform Pastoral Team if they notice a pattern of absence*
- *Builds a relationship with students in order to understand their patterns*

Students:

- *Attend every day unless genuinely unable*
- *If leaving school for ANY reason throughout the day, leaves through main office and sign out*

STAR-Aligned Thresholds & Actions

Threshold	School Actions	Parent Actions
<i><5 days per term</i>	<i>Communicate every absence; provide attendance updates; reinforce positive habits.</i>	<i>Ensure daily attendance; open communication.</i>
<i>5–9 days per term</i>	<i>Contact parents; discuss reasons; support catch-up learning; use in-school resources (counsellor, PB4L).</i>	<i>Engage with school; support catch-up learning.</i>
<i>10–14 days per term</i>	<i>Escalate to Pastoral Team; hold meeting; develop support plan; consider Attendance Service referral.</i>	<i>Participate in support plan; implement strategies at home.</i>
<i>15+ days per term</i>	<i>Multi-agency response; maintain monitoring; consider Ministry-led prosecution if supports fail; unenroll if necessary.</i>	<i>Engage fully in plan; attend meetings; return student to regular attendance.</i>

Escalation Process

Early intervention:

- *Contact within 24 hours of unexplained absence*
- *Pastoral Team to make first attempt at contacting whanau*
- *Any repeated patterns, reported to Deputy Principal*
- *All action/contact from whanau recorded on KAMAR*

Support plan:

- *Developed at 10+ days absence*

Referral:

- *Attendance Service engaged for chronic absence*
- *Letters sent where necessary at Deputy Principal's discretion*
- *Legal action: Considered only after all supports exhausted*

Data & Reporting

- **Daily:** *All Rolls marked electronically no later than 10 minutes after lesson start*
- **Weekly:** *Tutor Group person reviews patterns and informs Pastoral Team.*
- **Each Term:** *Report to Principal – Principal presents to Board of Trustees, information published in a summary in school newsletter*

Communication

- *Clear expectations shared via website, newsletters, and school social media pages*
- *Parents informed of absence thresholds and consequences*
- *Parents informed during every step of attendance process*

Barriers & Support

- *Identify barriers (eg: transport, health, engagement)*
- *Use school resources (counsellor, LSC, SENCO, Deans, SLT, Attendance Service)*
- *Access MOE-approved wellbeing or transitional plans where needed*