



Pokeno School

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

At Pokeno School, regular attendance is essential for learners to achieve their potential and experience success as confident, connected, and actively involved members of our community. Regular attendance supports engagement in learning, strengthens relationships, and aligns with our vision: *Mā te huruhuru ka rere te manu – Adorn the bird with feathers so it may fly.*

Our current regular attendance rate is 55% (Term 3, 2025), with a goal to lift this to 80% by the end of 2026, in line with the Government target of 80% regular attendance by 2030.

Our school values guide our approach:

- **Manaakitanga:** We act with care and empathy when working alongside whānau.
- **Kotahitanga:** We work together as a collective team – staff, students, whānau, and external agencies – to achieve better attendance outcomes.
- **Ako:** We learn from our data, our practice, and our partnerships.
- **Whakawhanake:** We commit to continuous improvement in how we support attendance.

Proactive Attendance Culture

We take a proactive approach to building a culture where attendance is valued and celebrated. This includes:

- Setting clear expectations for attendance at enrolment, and reinforcing these each term.
- Celebrating regular attendance through class challenges, certificates, and school-wide recognition.
- Communicating the link between attendance and achievement in newsletters and assemblies.
- Running attendance awareness campaigns at the start of each term and after school holidays.
- Ensuring new families are welcomed through hui that outline school routines and expectations.

Board responsibilities

The Board of Trustees will:

- Take all reasonable steps to ensure that students attend school when open for instruction.
- Support systems that identify and respond to student absence through the **Stepped Attendance Response (STAR)** process.
- Use data to guide decisions and resource allocation to support attendance.
- Monitor attendance trends termly through the *Every Day Matters* reports and Principal's updates.
- Consider identified barriers and the effectiveness of interventions as part of ongoing strategic planning.
- Publish this Attendance Management Plan on the school website.
- Ensure compliance with the *Education and Training Act 2020, Education (Attendance) Regulations*, and future *Attendance Management Plan Regulations*.

Principal responsibilities

The Principal will:

- Implement and review the Stepped Attendance Response (STAR), aligned with Ministry thresholds.
- Ensure that all absences are followed up in a timely and culturally responsive manner.
- Support staff to develop strong, empathetic communication with whānau.
- Analyse and report attendance data to the Board each term, including trends, patterns, and barriers.
- Lead professional learning to strengthen consistent, values-based practice across the school.
- Maintain relationships with North Waikato Attendance Service and external agencies to ensure coordinated support.

[Student Attendance](#)

[Attendance Procedures](#)

Monitoring and Reporting

- Daily attendance is recorded electronically by class teachers and monitored by the administration team.
- Unexplained absences are followed up by 10:00 a.m. each day.
- Attendance data is analysed weekly by the Deputy Principal/Associate Principal and reviewed fortnightly by the pastoral care team.
- Patterns, trends, and barriers are identified and responded to through targeted actions.
- The Principal reports to the Board each term, including:
 - Overall attendance rate
 - Year-level, gender, and ethnicity breakdowns
 - Students identified within each STAR threshold
 - Actions and interventions taken
 - Recommendations for improvement
- Findings are shared with staff at team meetings to build collective accountability and reflection.

Legislative compliance/ Legislation

- [Education and Training Act 2020](#)
- [Education Attendance Rules](#)
- [Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed:

Next Reviewed:



Attendance Management Procedure- Stepped Attendance Response

Our Commitment

At Pokeno School, we recognise that attendance is influenced by a range of social, cultural, and well-being factors. We approach all attendance conversations through a lens of whanaungatanga and Manaakitanga, ensuring that whānau feel heard, respected, and supported.

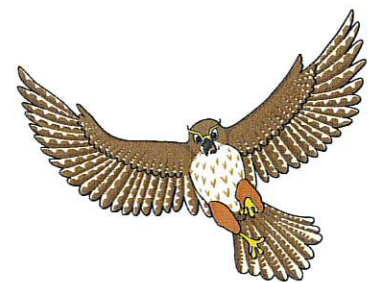
Our goal is not only to return learners to regular attendance but to strengthen their sense of belonging and connection to school.

We maintain accurate attendance records, identify emerging patterns, and respond quickly to concerns. The STAR framework provides a clear, consistent system for early identification and intervention, with every response guided by our values:

<i>Value</i>	<i>How it guides our approach</i>
<i>Manaakitanga</i>	<i>Communicate with empathy, understanding, and respect.</i>
<i>Kotahitanga</i>	<i>Collaborate across teams and with whānau to remove barriers.</i>
<i>Ako</i>	<i>Reflect on data and practice to refine our approach.</i>
<i>Whakawhanake</i>	<i>Continuously review and improve interventions.</i>

Parent/Whanau responsibilities:

- Ensure children attend school daily and on time.
- Notify the school promptly of any absences.
- Reinforce the value of regular attendance at home.
- Work alongside staff to identify and address barriers to attendance.
- Participate in attendance planning meetings when requested.



School responsibilities

- Communicate attendance expectations clearly through enrolment, newsletters, and hui.
- Contact parents promptly regarding unexplained absences.
- Maintain accurate attendance data and coding in HERO.
- Provide regular updates to students and whānau on attendance.
- Follow the STAR procedures to ensure a consistent, fair response at each threshold.
- Use restorative, values-based approaches to support re-engagement.
- Collaborate with North Waikato Attendance Service and community partners as required.

School Procedures

Roles and Accountability Flow

Classroom Teacher	Record attendance, contact whānau for first-level concerns, and encourage positive attendance habits.
Whānau Leader	Monitor attendance within the team, support teachers to implement Tier 2 interventions, and communicate with the Deputy Principal/Associate Principal or Associate Principal.
Associate Principal & Deputy Principal	Oversee attendance data, coordinate the STAR process, liaise with North Waikato Attendance Service, and lead whānau meetings.
Principal	Ensure compliance, monitor systems, and report to the Board on trends and outcomes.

Stepped Attendance Response (STAR)

Threshold	Attendance Level	Response Actions	Responsible Person(s)
Regular Attendance	Over 90%	Text message for unexplained absences.	Class Teacher / Admin Team

Weekly monitoring of patterns.

Acknowledge and reinforce positive attendance.

Irregular Absence	80–90%	Text, phone call, and follow-up email from Deputy Principal/Associate Principal. Identify barriers (health, transport, anxiety, family challenges). Record all actions in HERO. Provide positive feedback when attendance improves.	Class Teacher / DP/AP
Moderate Absence	70–80%	Meeting with whānau to co-construct an attendance plan. Referral to North Waikato Attendance Service, where appropriate. Monitor weekly and adjust supports. Engage learning support, counsellor, or external agencies as needed.	Whānau Leader / DP/AP
Chronic Absence	Below 70%	Formal referral to North Waikato Attendance Service. Develop or review a multi-agency support plan. Continue wraparound monitoring through the pastoral team. Reintegration plan created and reviewed fortnightly.	DP/AP / SENCo / Pastoral Team

Continuous Improvement

- Attendance data is reviewed each term by the Senior Leadership Team to evaluate the effectiveness of interventions and to identify new trends.
- Findings inform professional learning, communication strategies, and pastoral initiatives.
- Attendance results are shared with staff, students, and whānau to strengthen transparency and engagement.
- The school will continue to align its attendance practices with national priorities and with our local values of *Manaakitanga*, *Kotahitanga*, *Ako*, and *Whakawhanake*.

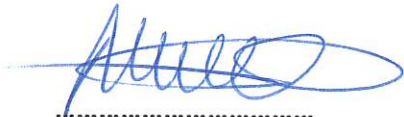
Board Endorsement

This Attendance Management Plan was formally adopted by the **Pokeno School Board of Trustees** on 31st March, 2026.

The Board confirms that this plan:

- Meets the legislative and regulatory requirements of the *Education and Training Act 2020* and the *Education (Attendance) Regulations 1951*.
- Reflects the school's commitment to supporting every ākonga to attend, engage, and succeed in their learning.
- Aligns with the school's values of *Manaakitanga*, *Kotahitanga*, *Ako*, and *Whakawhanake*.
- Will be reviewed every three years, or sooner if required by policy or legislative change.

Signed on behalf of the Pokeno School Board of Trustees:



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Jenna Taituha
Presiding Member