

# Hutt Intermediate School – Attendance Management Plan

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## 1. Introduction & Purpose

Regular attendance is essential for student learning, wellbeing, and engagement. This Attendance Management Plan defines how Hutt Intermediate will use the Ministry of Education’s Stepped Attendance Response (STAR) framework to respond to absences early, intervene appropriately, and support students back to regular attendance.

## 2. School Attendance Target

Our school goal aligns with Ministry expectations: 80% of students attending more than 90% of the term.

## 3. Definitions & Thresholds (STAR Steps)

STAR Step	Absence threshold (per term)	Risk Level	Indicative % of Students
<b>Step 1</b> Good / Day-to-day	< 5 days absent	Low risk	≈53%
<b>Step 2</b> Worrying	Up to 10 days absent	Moderate concern	≈26%
<b>Step 3</b> Concerning	Up to 15 days absent	Elevated concern	≈11%
<b>Step 4</b> Serious Concern / Persistent	15+ days absent	High risk	≈10%

These thresholds will trigger progressively stronger responses, to ensure early intervention before absenteeism deepens.

## 4. Roles & Responsibilities

- School Board – approves, resources, and monitors the plan.
- Principal & Leadership – lead implementation, monitor progress, and liaise with agencies.
- Attendance Leads – track attendance data, initiate interventions, and manage referrals.
- Teachers – monitor attendance daily and engage with whānau.
- Whānau – report absences promptly and work with the school to address barriers.
- Ministry of Education – supports and monitors attendance interventions.

## 5. Response Steps / Interventions by STAR Level

STAR Step	School Response & Intervention	Monitoring / Escalation
<b>Step 1 – Day-to-day</b>	Automated contact to whānau; daily check-ins; positive attendance messaging.	Monitor monthly; escalate if absences increase.
<b>Step 2 – Worrying</b>	Formal letter/email; whānau phone call; meeting if needed; targeted supports offered.	Review fortnightly; escalate to Step 3 if no improvement.
<b>Step 3 – Concerning</b>	Multi-staff meeting with whānau; individual plan created; possible agency involvement.	Weekly review; escalate to Step 4 if persistent.
<b>Step 4 – Serious Concern</b>	Formal notices; referral to Attendance Service; external agency involvement.	Intensive weekly monitoring; report to Board.

## 6. Data, Monitoring & Reporting

- Maintain live attendance dashboards and reports.
- Track attendance by class, year level, gender and ethnicity.
- Report termly to the Board.
- Use data to evaluate intervention effectiveness and refine annually.

## **7. Communication & Engagement**

- Communicate attendance expectations at enrollment and start of each year.
- Celebrate attendance achievements in assemblies and newsletters.
- Engage with whānau and community agencies to address barriers to attendance.

## **8. Review & Continuous Improvement**

- Review this plan annually with input from staff and whānau.
- Update based on feedback, data, and new Ministry guidance.
- Report outcomes to the Board and Ministry as required.