

STAR in your school

Adapting the STAR for your school community

Schools can either use the blank STAR template as provided, or design their own version of the STAR maintaining the set thresholds.

Explore the examples below as reference points for your own approach.

If your school has developed a STAR resource or approach you'd like to share, please send it to:

SteppedAttendance.Response@education.govt.nz



Using the blank STAR template: Kura Kaupapa Māori example



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term

WHĀNAU/KAITIAKI

- Ensure tamaiti attends kura every day they are able
- Reinforce good attendance habits with tamaiti
- Communicate with kura reason for absence and when tamaiti will be able to attend
- Participate, contribute to kura hui ā-whānau

Kura

- Maintain positive and support communications with whānau
- Monitor attendance
- Support tamaiti getting to kura
- Use kura level approaches to promote positive, social, learning environment
- Termly Hui ā-whānau - review kura attendance management plan, attendance expectations, what current school wide attendance picture looks like
- Communicate good attendance habits to tamaiti

Up to 10 days absence in a school term

WHĀNAU/KAITIAKI

- Return tamaiti to regular attendance
- Contact kura to discuss reasons for absence
- Support tamaiti to catch up on missed work
- Engage with supports the kura are able to suggest and/or offer

Kura

- Phone call to whānau asking them to attend hui ā-kanohi
- Hui to whakawhiti kōrero, whakatau huarahi āwhina
- Develop and implement a support plan tailored to the specific needs of tamaiti and whānau around attendance
- Use in-school resources as appropriate to support and encourage improved attendance

Up to 15 days absence in a school term

WHĀNAU/KAITIAKI

- Return tamaiti to regular attendance
- Attend kura hui to discuss attendance and work with the kura to develop a huarahi āwhina/support plan
- Implement strategies at home

Kura

- Phone call to whānau asking them to attend hui ā-kanohi
- Hui to whakawhiti kōrero, whakatau huarahi āwhina
- Develop and implement a support plan tailored to the specific needs of tamaiti and whānau around attendance
- Use in-school resources as appropriate to support and encourage improved attendance

15 days or more of absence in a school term

WHĀNAU/KAITIAKI

- Return tamaiti to regular attendance
- Collaborate in development of an improvement plan
- Engage in improvement plan
- Participate in regular hui

Kura

- Hold kanohi-ki-te-kanohi hui with whānau (whānau must attend)
- Invite multi-agency supports where required
- Participate in a multi-agency support response
- Co-design with whānau and agencies an improvement plan
- Implement and monitor improvement plan including regular hui with whānau



Ministry of Education











Attendance Service

- › Work with referred 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

Te Mahau – 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

Using the blank STAR template: Primary School example

 Individual Student Attendance activities Individualised student responses to absence thresholds			
Less than 5 days absence in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a school term	15 days or more of absence in a school term
Parents  <p>Parents will encourage good attendance habits and do their very best to ensure their child/ren attend school regularly during term time.</p> <ul style="list-style-type: none"> - Positively reinforce regular attendance with their children - Open communication with school - Follow school attendance process 	Parents  <p>Parents will engage constructively with the school to enable their child to return more regularly to school.</p> <ul style="list-style-type: none"> - Engage with school counsellor (if appropriate) - Engage positively in supports offered 	Parents  <p>Parents will engage constructively with formal notification and attend a meeting with the school to develop an Attendance and Engagement Plan.</p> <ul style="list-style-type: none"> - Constructively take part in developing an Attendance and Engagement Plan 	Parents  <p>Parents will engage constructively with the notice advising of 15 days or more absence. Parents will meet with the school and review the plan that is currently in place.</p> <ul style="list-style-type: none"> - Supporting the Attendance and Engagement Plan in place - Attend regular meetings
School  <p>School encourages good attendance habits. Support will be given to encourage good attendance habits. School will follow our attendance management plan and policies. This will be achieved by:</p> <ul style="list-style-type: none"> - Rewarding regular attendance through Tau Cards - End of Term Attendance Awards - Encouraging/supporting regular attendance at school 	School  <p>School makes an effort to return the child to regular attendance. A formal notification will be made to the parent advising of the 10 days absence. Contact will be made with the parent to discuss the absences.</p> <ul style="list-style-type: none"> - Engaging with school counsellor (if applicable) - 5-week monitoring period - Check in, Check out - Attendance Project - Monitor due to explained and justified reason 	School  <p>School makes every effort to ensure students can return to regular attendance. A formal notification will be sent to parents advising of the 15 days absence. A meeting will be organised with the whānau to discuss reasons for absence.</p> <ul style="list-style-type: none"> - Developing an Attendance and Engagement Plan (may include multi agencies) - Counsellor - Attendance Project - Monitor due to explained reason 	School  <p>School makes every effort to support regular attendance. Warning notice sent to parents advising of 15 days or more absence. A meeting will be organised with the whānau to discuss reasons. A variety of agencies may be engaged to support whānau.</p> <ul style="list-style-type: none"> - Attendance and Engagement Plan in place - ROCK-on support - Collaborative Problem Solving
Ministry of Education  <div> Attendance Service <ul style="list-style-type: none"> › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes: <ul style="list-style-type: none"> › 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 <ul style="list-style-type: none"> › 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 </div> <div> Regional and National teams <ul style="list-style-type: none"> › 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 </div>			

Whānau messaging: Communicating Attendance Expectations with Parents and Whānau

