



TRS STAR Framework: Defining and Enhancing School Attendance

At Target Road School, when responding to absences, we always consider the learning aspirations of the ākonga, the whānau/family context, reasons for absence, likelihood of reoccurrence, attendance history, and prior interventions. Whānau are explicitly expected to engage with the support offered and work with the school and other agencies to return their children to regular attendance.

Our Target Road School STAR framework is built upon the four attendance thresholds and the corresponding actions required for kura/schools and whānau/families, as detailed below:

School-Wide Approach and Goals

The overall goal of the STAR framework is to help work toward the Government's target of 80% of students attending at least 90% of the term by 2030.

As part of implementing the STAR framework, Target Road School will adopt a school-wide approach to strengthen attendance culture, improve data quality and use, and enable timely support and escalation.

Key School Responsibilities (Ongoing):

- Set attendance targets and regularly review attendance data.
- Communicate clearly with parents regarding expectations, procedures, and follow-up steps.
- Act early in following up absences to support students to stay engaged.
- Use school-wide strategies, including maintaining strong relationships and minimizing disruptions to the school day and week.
- Assess attendance history of new students and share attendance history when students move between schools.

Stepped Attendance Response Thresholds and Actions

1. Good Attendance: Less than 5 days absence in a term

Role	Actions
Whānau	Ensure tamariki attend every day they are able. Reinforce good attendance habits. Follow the school attendance management plan and associated policies and processes. Maintain open communication with the school.
Kura	Communicate with parents about every absence. Report regularly to whānau on their child's attendance. Provide the ākonga with regular updates on their own attendance. Maintain contact details of whānau.

2. Worrying Attendance: Up to 10 days absence in a term

Role	Actions
Whānau	Return tamariki to regular attendance. Contact the kura to discuss reasons for absence and the impact on learning. Support your tamariki to catch up on missed learning. Engage in any supports offered.
Kura	Contact whānau to discuss reasons for absence and the impact on learning. Support tamariki to catch up missed learning where required. Use in-school resources as appropriate to remove barriers (e.g., counsellor, alternative timetables).

3. Concerning Attendance: Up to 15 days absence in a term

Role	Actions
Whānau	Return tamariki to regular attendance. Participate in a meeting with the school to analyze reasons for absence and to collaborate on a support plan. Implement strategies at home.
Kura	Contact whānau to inform them of the escalated response. Request support from the Attendance Service or other agencies as needed. Participate in a multi-agency response.

4. Very Concerning Attendance: 15 days or more absence in a term

Role	Actions
Whānau	Return tamariki to regular attendance. Engage in the support plan. Participate in ongoing meetings.
Kura	Contact whānau to escalate concerns. Hold a meeting to analyse reasons for absence and collaborate on a support plan. Develop and implement a support plan tailored to the reasons and circumstances. Use in-school resources to remove barriers and request support from Attendance Service or other agencies. Maintain implementation and monitoring of the support plan. The school may undertake school-led prosecution, or request Ministry-led prosecution, if supports are offered but not taken up. Unenroll the student if they will not be returning to school.