



LSS ATTENDANCE PLAN 2026

LYTTON
STREET SCHOOL

1. How we set and reinforce attendance expectations with families and students

- Attendance is promoted as a key factor in student success through newsletters, school reports, and whānau communication.
- Teachers and leadership regularly highlight the link between attendance, learning progress, and wellbeing during team meetings and student goal-setting conversations.
- Absence expectations and procedures are clearly outlined on our website..

2. Our process for recording attendance

- **Daily Attendance Rolls:** Teachers complete attendance on HERO twice daily — morning and afternoon.
- **Data Storage:** HERO securely stores attendance data and allows analysis of trends, categories, and individual patterns across the school.
- **Office Checks:** The office team monitors that rolls are completed by 9:15am and 1:45pm and follows up on any unexplained absences.

3. Steps for following up on unexplained absences

- Office staff begin phone contact with families for any student marked absent without explanation.
- Families may explain absences via:
 - The school website's absence form
 - Phone call to the office
 - Email to the office
- If no explanation is received after three consecutive days, the deputy principal is informed and further action is taken, including possible referral to the Attendance Service.

4. Monitoring practices

a. Identifying barriers and patterns of concern

- Teachers report any noticeable patterns (e.g., regular Monday/Friday absences, recurring lateness) directly to the deputy principal.
- Students with ongoing medical absences or wellbeing concerns are monitored, and referrals to the public health nurse are considered.
- All termly data is reviewed during team meetings using the **Attendance Monitoring Sheet** and the STAR categories.

b. Using thresholds to identify concerns

We follow the **STAR (Stepped Attendance Response)** thresholds:

- **Worrying (90–95%)** – Early-stage support
- **Concerning (80–89%)** – Targeted response, letter home, contact with whānau
- **Serious Concern (below 80%)** – School-level interventions plus potential referral to external support

These thresholds are used at the end of each term to categorise students, supported by teacher insight and office records.

c. Escalation pathways

- **Initial Contact:** Formal letter sent home using STAR templates.
- **Follow-up:** If no improvement is observed within a fortnight, a phone call or meeting with parents is arranged.
- **Persistent Absence:** If absences continue, a referral to the Attendance Officer or interagency support is considered.

d. Involving other agencies

- When school-level support is insufficient, the school initiates a referral to the **Attendance Service**.
- For complex cases involving wellbeing, health, or home circumstances, we may involve:
 - **Public Health Nurse**
 - **Oranga Tamariki**
 - **Whānau Ora or other iwi-based services**
- Interagency forums or wraparound meetings may be used where multiple needs exist.

5. Supporting students returning to school

- **Loss of Learning:** Classroom teachers identify gaps and provide catch-up support through:
 - Small group re-teaching
 - Adjusted tasks or learning plans
- **Reintegration Support:**
 - Staff ensure returning students reconnect with peers through class-based activities.
 - Playground and break-time inclusion is monitored.
- **Ongoing Communication with Parents:**
 - HERO posts and parent meetings are used to show academic and social reintegration progress.

6. Reviewing and adjusting our Attendance Plan

Scheduled reviews

- The Attendance Plan is reviewed annually in Term 4 by the senior leadership team.
- Attendance procedures and data are reviewed each term in staff meetings and team meetings, allowing for real-time adjustments.

7. Monitoring the implementation of procedures

- **Roll Check Compliance:** The office monitors roll completion daily and follows up with staff if missing.

8. Monitoring effectiveness of responses

- Attendance patterns are tracked over time to assess the impact of letters, calls, and referrals.
- Whānau feedback on interventions is gathered informally and through HERO communications.

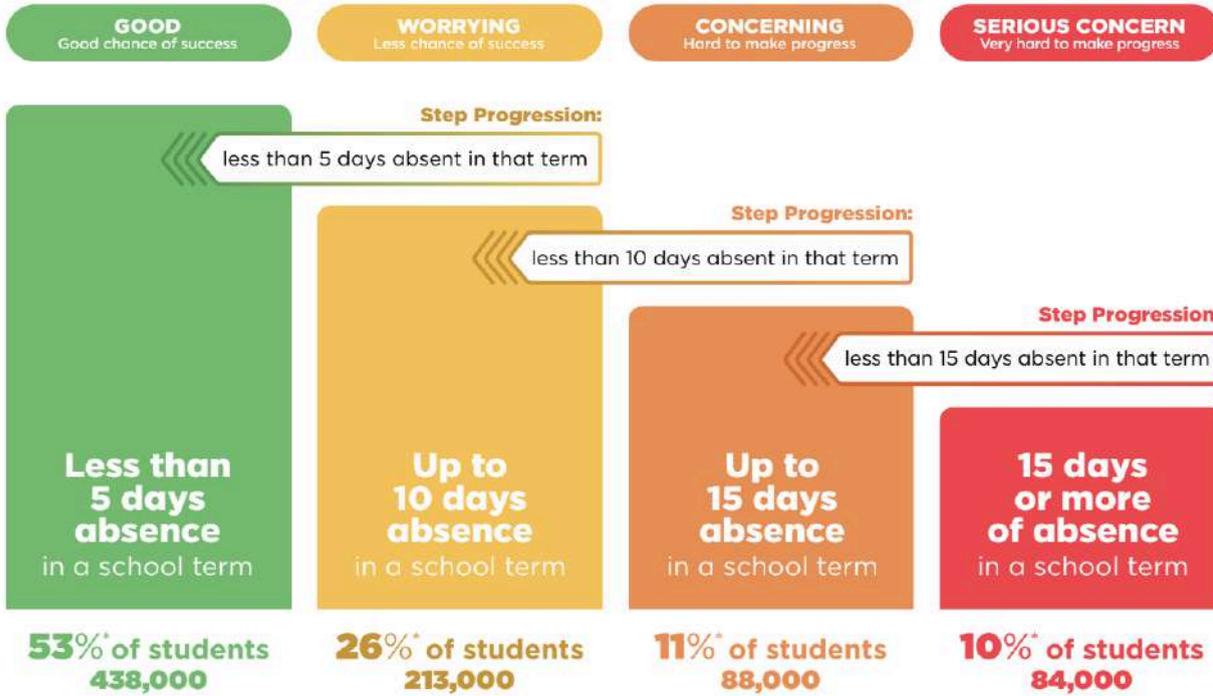
9. Reporting to and assuring the Board

- Attendance data is reported to the Board of Trustees each term.
- The Board is consulted annually on updates to the Attendance Plan and informed of any regulatory changes.

Stepped Attendance Response – STAR

Responding to all absences

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.



* These approximate numbers of students are based on the numbers of students in the regular attendance categories in Term 2 2024.