

# Attendance Management Plan and supporting STAR procedures

## Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government's target is that 80% of students will be regularly attending school by 2030.

Our school currently has 56% regular attendance and a target of lifting regular attendance to 80% by the end of 2026.

## Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- committing to support students' regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students not attending regularly
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance

publishing this attendance management plan on the school's website.

## Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken are recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

## Procedures/supporting documentation

Attendance Management Procedure - Stepped Attendance Response (STAR) - see below

## Monitoring

The school office receives attendance information from classroom teachers and/or relievers, itinerant, or specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up on absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

The Ministry of Education collects attendance data from the school, including:

- the proportion of students who attend regularly
- students with five or more full days of unjustified absence in a term
- absences remaining unexplained at the end of each week.

Staff are encouraged to report any attendance concerns to the attendance officer. The attendance officer will maintain the reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

## Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance Rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

## Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential. Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff and external agency, where necessary to improve our levels of student attendance.

### Parent/Whanau responsibilities:

Parents and guardians have legal obligations to ensure their children attend school (Education and Training Act, s 244). We expect parents/guardians to:

- ensure students attend every day they are able
- reinforce good attendance habits
- have open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.
- notify the school as soon as possible if their child is going to be late or absent
- arrange appointments and trips outside school hours or during school holidays where possible
- work with the school to manage attendance concerns.

### School responsibilities

The school takes all reasonable steps to ensure all students enrolled at Fraser Crescent School attend school when it is open. We do this by:

- having clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicating to parents what steps the school will take if the student is absent from school
- monitoring student attendance
- providing students with regular updates on their own attendance
- reporting regularly to parents on the attendance of their child.

## School Procedures

Fraser Crescent School has procedures to record and monitor attendance, and to identify and follow up on concerns. We share attendance expectations with students and their parents/caregivers, and staff are responsible for reminding students of these expectations.

Classroom teachers, learning support staff, and office staff work together to ensure attendance is recorded correctly. Relievers, itinerant teachers, and specialist teachers provide attendance information as necessary to the relevant teacher or directly to the school office.

We record students as present or absent using Ministry of Education attendance codes. An absence may be justified (e.g. for medical reasons) or unjustified (e.g. for an unapproved holiday or other unsatisfactory reason), and we record this in our attendance register.

The school office receives attendance information from classroom teachers and/or relievers, itinerant, or specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up on absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

Staff are encouraged to report any attendance concerns to the attendance officer.

We monitor absence patterns using our student management system and notify parents/caregivers of any concerns.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT termly to review outcomes and effectiveness of these interventions.

Outside agencies will be used as appropriate to support attendance.

The school provides attendance data to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded.

## School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible.

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



## Day-to-day operations

Activities	Practice	Responsible Person	Notes & Actions
Communicate clearly with parents: expectations, procedures, and follow-up steps the school will take when a student is absent	<p>Set expectations, procedures, and follow-up steps the school will take when a student is absent.</p> <p>Use newsletters, the website, and enrolment packs to clearly state attendance expectations and the steps the school will take if a child is absent.</p>	School leadership team	<p>Termly attendance features, including updates on data in newsletters.</p> <p>Expectations and guidance for parents are published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance are included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Act early in following up on absences to support students in staying engaged	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents.</p> <p>Follow up daily with parents on any unexplained absences.</p>	Administration team	Text-based reminder to be sent from 9:30 am for all unexplained absences.
Minimise disruptions to the school day and week	Prioritise learning time. Hold parent-teacher meetings after school and use callback days for professional development where possible.	School leadership team	
Assess the attendance history of new students	When enrolling, contact the previous school to get attendance records for new students. Identify issues or trends in attendance history.	Enrolment / Administration Team	
Escalate as needed, develop support plans, involve other services, and consider requesting support from Attendance Services	Seek more support as needed	All staff as appropriate	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss attendance officer.
Set attendance targets and regularly review attendance data	Set and update attendance targets each year. Review with the Board throughout the year and share a summary of attendance with the parent community	School leadership team	
Create a welcoming environment	We encourage positive connections between tamariki and all staff to have a trusted adult at school that they can go to at any time	All staff as appropriate	

### Students with less than 5 days absent in a term

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers	Identify all student absences and communicate these to parents	Administration team	Maintain contact details. Follow-up all absences to confirm reason for absence.
Provide whanau with regular updates on their own attendance	Edge will provide parents with regular, easy-to-understand updates on their child's attendance. Parents receive termly reports on their child's attendance.	All staff as appropriate	Updates sent to students and parents regularly.
Collaborate with families	Work together to address attendance problems and develop solutions. Provide resources to families who may be struggling to get their children to school, i.e, offer breakfast club, support with the school nurse.	All staff as appropriate	
<p><b>Between 0-4 days of absence, all absences need to be followed up on to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the SENCOM team at their weekly meetings.</b></p>			

### Students with less than 10 days absent in a term (5-9 days)

Activities	Practice	Responsible Person	Notes & Actions
Formal notification to parents. Seek a discussion regarding reasons for absence and the impact on learning	After 5 days, send an email to the parent (use template).  Phone contact to be used if this is not the first time the student has met the threshold.	Classroom Teacher Administration Team Attendance Officer	Record actions taken in Edge If there is no action taken due to individual circumstance, record this against the student record. Follow-up to be within 2 schools days of meeting the threshold.
Support students to catch up on missed learning where required	Teachers identify missed learning and provide notes or activities to help the student catch up	Class Teacher	
Use in-school resources as appropriate to remove barriers, e.g. counsellor, uniform, school lunches	Contact the Student Support team if barriers are identified that the school could assist with - School counsellor, Fuel the need, Breakfast club...	Classroom Teacher School leadership team	Parents and students provided access to additional resources.
<p><b>Between 5-9 days of absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non-attendance. For students who have progressed from having higher absences, provide feedback on the improvement on their attendance to both the student and whānau.</b></p>			

### Students with less than 15 days of absence

Activities	Practice	Responsible Person	Notes & Actions
Contact the parent to escalate concerns	Further contact with the parent Email and/or phone call as required for escalation	Classroom Teacher School Leadership Team Attendance Officer	Record actions taken in Edge If there is no action taken due to individual circumstances, record this against the student record
Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange a meeting including parents and the student	School Leadership Team Attendance Officer	Consider who is needed at this meeting. Develop an action plan to address attendance
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan	Classroom Teacher Student Whanau Attendance Officer	Act quickly where expectations aren't being met Consider referral to attendance services if ongoing absences are a concern
Use in-school resources as appropriate to remove barriers and request support as needed	Contact the Student Support team if barriers are identified that the school could assist with - School Nurse, Fuel the need, Breakfast club	School Leadership Team Attendance Officer	Parents and students provided access to additional resources.
<b>Between 10-14 days of absence, investigate reasons for this absence and if there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstances, record this against the student record.</b>			

### Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact the parent to escalate concerns	Further escalating email (use template)	School leadership Team	
Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for a meeting, including parents and the student. Consider who will be in attendance.	Classroom Teacher Student Whanau Attendance Officer	Plan to return the student to regular attendance
Request support from the Attendance Service or other agencies as needed	Refer to the Ministry of Education attendance services or other agencies Support access to services and collaborate with specialists	School Leadership Team Attendance Officer	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student to regular attendance
Participate in a multi-agency response	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	School Leadership Team Attendance Officer Ministry of Education	Support plan in place Continue monitoring Steps taken to reintegrate student
<b>Over 15 days of absence, investigate reasons for this absence and refer to Student Support team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstances, record this against the student record.</b>			



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Monday, 3 November 2025

### Student Lateness reminder

Dear Parents and Caregivers,

We want to take a moment to share a friendly reminder about the importance of arriving at school on time each day. While a few minutes here or there might not seem like much, those first few moments of the school day are crucial for your child's success.

Being on time doesn't just mean avoiding a late mark; it sets your child up for a positive, productive, and happy day of learning.

### Why Every Minute Matters

When your child arrives on time, they get to:

- **Start the Day Calmly:** They have time to settle in, greet their friends, unpack their bag, and mentally prepare for the day without feeling rushed or anxious.
- **Hear Key Instructions:** The first few minutes of class are when teachers outline the day's schedule, explain important activities, and share morning announcements. Missing this can leave a child feeling "behind" from the very start.
- **Engage in Morning Routines:** Many classes begin with essential warm-up activities, such as daily reading, writing prompts, or math challenges. These are vital for reinforcing skills and are often when students are most alert.
- **Build Social Connections:** The informal time before the bell is a key opportunity for children to connect with their peers and teacher, strengthening their sense of belonging and community.
- **Develop Positive Life Habits:** Punctuality is a valuable life skill. By making it a priority, you are helping your child develop responsibility, discipline, and respect for their own time and the time of others—habits that will serve them well into adulthood.

### The Impact of Lateness

Arriving late can be stressful for a child. They may feel embarrassed walking into a quiet, settled classroom and will have missed the important settling-in period, forcing them to play "catch-up" both academically and socially.

We understand that mornings can be hectic! We are here to partner with you. A consistent morning routine, packing bags the night before, and setting a regular bedtime can make a huge difference.

Thank you for your partnership in making every school day a great one for your child.

Yours sincerely



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### Important Update Regarding [Student Name]'s School Attendance

Dear ####,

At Fraser Crescent School, we believe that **"every day matters"** for your child's learning and well-being. We monitor the attendance of all our tamariki closely, as regular attendance is the single most important factor in achieving success at school.

We are writing to you as we have concerns about [Student Name]'s attendance during Term 2.

Our records show that [Student Name]'s attendance rate for this term is currently [e.g., 75%]. This is based on [e.g., 34] half-days attended out of a possible [e.g., 45] half-days.

This attendance rate is below the **90% level**, which is defined as regular attendance.

Of particular concern is the reason for these absences. We have recorded [e.g., 14] half-days where the school received no contact from your household. When this occurs, we are legally required to record this absence as **'truant'**.

I think we should have a discussion to better understand the reasons for their absences and to see if there is anything the school can do to support you to improve [student's name]'s attendance. Please send me an [email/message] to arrange a time asap.

#### **The Impact of Absences**

We want to be sure you are aware of the significant cumulative effect of missing school. If a student misses five school days each term, or just one day a fortnight, they will miss the equivalent of **one full year of school over 10 years**.

Children who attend school every day are more likely to build strong friendships, achieve success, and develop positive social and learning behaviours.

#### **Our Legal Responsibilities and Expectations**

The Education Act 1989 requires that all children six years old and over must attend school, and parents are legally responsible for ensuring this.

To help us work together, the school expects parents and guardians to:

- Notify the school by 8:50 am if their child is going to be absent. This can be done via phone, text, or email.
- Try to arrange appointments (e.g., medical, dental) outside of school hours or during the school holidays.
- Work with the school to manage and improve any attendance issues.

### **Our Offer of Support**

We want to work alongside you and your whānau to support [Student Name]'s regular attendance.

If the number of unexplained absences continues, we may need to refer this case to the Attendance Service (Te Roopu Awhina). However, we would much prefer to work directly with you to find a solution first.

If there is anything at all we can do to support you or your child, or if there are barriers to attending school that we can help with, please do not hesitate to contact me.

Yours sincerely



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Monday, 3 November 2025

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**[Student Name]'s Continued Low School Attendance**

Dear ####,

Following our previous letter, I am writing to you again as [Student's Name]'s attendance has not improved enough. This continues to be a serious concern for us.

Our attendance records show that [he/she/they] has been absent for [xx] days this term.

As we have discussed, it is important for students to attend school to set them up for success, and they are legally required to attend school every day. We share the responsibility to make sure students attend and engage in learning from when they first start school.

We've already had a kōrero with you about [Student Name]'s attendance on [date of chat/meeting]. Unfortunately, things haven't improved enough.

We now need to meet to make a formal plan to ensure [Student Name] gets back to regular attendance, so [his/her/their] learning stays on track.

I will give you a call in the next two days so we can arrange a time to develop this plan.

Yours sincerely



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Monday, 3 November 2025

**Formal Notification of Referral to Attendance Service**

Dear ####,

This letter is a formal follow-up to our previous communications regarding [Student Name]'s attendance.

As you know, The Education Act 1989 requires that all children six years old and over must attend school and, once enrolled, must attend regularly. The expectation at Fraser Crescent School is a minimum attendance rate of 90%.

[Student Name]'s attendance continues to be a major concern and remains well below this expectation.

**Attendance Summary**

- **Term 1: 79%**
- **Term 2: 75%**
- **Term 3: [e.g., 80%] (to date)**
- **Overall Attendance: [e.g., 78%]**

Despite our previous attempts to work with you to resolve this, the number of absences has not improved.

Therefore, we have now fulfilled our obligation to refer [Student Name]'s case to Awhi (The Attendance Service).

You can expect Awhi to be in contact with you directly to arrange a meeting. The purpose of this meeting will be to discuss these attendance concerns and establish a formal plan to support [Student Name]'s return to regular schooling.

We remain focused on [Student Name]'s well-being and success. As we have mentioned, children who attend school every day are more likely to have friends, to achieve success, and to develop good social and learning behaviours.

We hope this process will lead to a positive outcome for your whānau.

Yours sincerely

## Fraser Crescent School - Individual Attendance Support Plan

This plan is a partnership between the school, the student, and their whānau. We are all working together to support regular attendance because "every day matters."

Student's Name:

Date of Plan:

Plan Review Date:

School Contact:

### **1. Where We Are Now**

My **CURRENT** Attendance:

- [e.g., 78% for the year]
- [e.g., Missed 10 half-days this term]

Things **AT SCHOOL** that make it harder for me to attend:

- [e.g., Feeling anxious in the morning, finding it hard to catch up on work, issues with friends]

Things **OUTSIDE SCHOOL** that make it harder for me to attend:

- [e.g., Waking up on time, transport, feeling unwell]

### **2. Our Goal**

My **GOAL** Attendance:

- [e.g., To be at 90% or higher by the end of term]
- [e.g., To have no unexplained absences for the rest of the term]
- [e.g., To attend 9 out of every 10 days]

Attendance is **IMPORTANT** to me because:

- [e.g., Seeing my friends, learning new things, being part of the class, future opportunities]

My "Go-To" Person (Who I can talk to at school if I need support):

- [e.g., Classroom Teacher, Deputy Principal, Attendance Officer, a trusted Kaiawhina]

### **3. Our Action Plan**

Here are the steps we will all take to reach our goal.

What I'LL do (Tamariki Actions):

What my WHĀNAU will do (Whānau Actions):

What my SCHOOL will do (School Actions):

How We'll Celebrate Success:

- [e.g., A "good news" call home, a certificate, a special activity]

Signatures (We agree to this plan):

Student: \_\_\_\_\_

Whānau: \_\_\_\_\_

School: \_\_\_\_\_

## **Resource Bank: Ideas & Actions for the Plan**

Use this "pick list" to find practical actions to add to the plan above.

### **What I'LL do (Tamariki Actions)**

Category: My Morning Routine

I will pack my school bag and put my lunchbox out the night before.

I will lay out my uniform/school clothes the night before.

I will go to bed by [e.g., 8:30 pm] on school nights.

I will set my alarm for [time] and get up straight away.

Category: My School Day

I will go and say "hi" to my "Go-To" person [Name] when I arrive.

I will tell [Trusted Adult] if I am feeling worried, sick, or having problems with friends.

I will ask my teacher for help if I have missed work and don't understand.

I will try to join one school club or team [Club Name].

If I feel overwhelmed, I will use my "chill-out pass" as we agreed.

### **What my WHĀNAU will do (Whānau Actions)**

Category: Communication with School

- We will contact the school by 8:50 am via [Phone/Text/Email] for every absence with a clear reason.
- We will respond to school messages or calls about attendance on the same day.
- We will attend the plan review meeting on [Date].
- We will let our school contact [Name] know if we are struggling with anything.

Category: Routines at Home

- We will help [Student] pack their bag and lunch the night before.
- We will set a consistent family "screen-off" time [e.g., 8:00 pm] and a clear bedtime.
- We will try to book any appointments (doctor, dentist) outside of school hours or in the holidays.
- We will make sure [Student] has a healthy breakfast.

### **Category: Engagement & Support**

- We will ask [Student] one positive thing about their school day.
- We will check school messages regularly.
- We will celebrate "small wins" with our child (e.g., getting to school on time, a full week of attendance).
- We will speak positively about school and learning.

### **What my SCHOOL will do (School Actions)**

#### **Category: In-School Support (Anxiety, Social, Learning)**

- Identify a trusted adult [Name] who will check in with [Student] every morning.
- Arrange a "calm arrival" plan (e.g., student arrives 5 minutes early to help with a class job).
- Refer to the Student Support team to discuss learning or social needs.
- Connect [Student] with the School Counsellor.
- Facilitate a "buddy" or peer support system.
- Provide a "catch-up" plan for missed learning (e.g., 10 minutes with the teacher at lunchtime).
- Establish a "chill-out pass" or safe space [Student] can use if feeling overwhelmed.
- Proactively check in on friendship groups or playground concerns.

#### **Category: External Barriers & Whānau Support**

- Offer access to Breakfast Club.
- Provide support from "Fuel the Need" (for lunches).
- Connect whānau with the Health Nurse to create a plan for managing health-related absences.
- Assist with uniform, shoes, or raincoats via the appropriate support channels.
- Agree on a single point of contact at school [Name/Role] for all attendance communication.

#### **Category: Communication & Motivation**

- Provide a weekly "positive connections" update (a quick call or message about something good).
- Give [Student] a leadership role (e.g., class monitor, library helper) to build a sense of belonging.

- Send a "welcome back" message after an absence.
- Agree on a non-financial reward for meeting a goal (e.g., lunch with the principal, extra sports time).
- Provide whānau with a simple visual chart showing attendance improvement.