

# St Francis School, Thames



## Attendance Management Plan and supporting STAR procedures

### Strategic Priorities

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

Our school currently has 70% regular attendance and a target of lifting regular attendance to 80% by the end of 2030. A Priority for St Francis is also to ensure students are arriving at school on time and ready to learn. Currently our attendance is 71% at the end of 2025. Our goal is to reach 73% by the end of 2026, with 2% incremental increases in subsequent years to achieve the government target.

### Procedures/supporting documentation

**Attendance management Procedure - Stepped Attendance Response (STAR)- see below**

### 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:

- having a commitment to support students return to 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
- 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 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.

## Monitoring

The principal will maintain reporting of daily attendance data including the number of students arriving at school late, along with monitoring levels of response as per the thresholds in the [MOE Stepped Attendance Response](#).

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.

## School Responsibilities

We recognise the importance of regular attendance to help our students achieve their educational potential. We show this by keeping accurate attendance records and collaborating with whanau, our school board, and the ministry to improve student attendance where concerning trends or barriers emerge. 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 agencies, where necessary to improve our levels of student attendance; as outlined in our annual implementation plan under 'Strategic goal 3': *Working with whanau to raise, and in most cases, maintain student attendance of an acceptable level to maximise students access to the curriculum.*

## Parent/Whanau responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.

## School responsibilities

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

## School Procedures

- The principal appoints all teaching staff and delegates duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.
- Relieving Teachers must be given hard copy morning and afternoon rolls by the office administrator.
- Classroom teachers are responsible for recording student attendance to their class on each half day basis by 9.10am and 2pm.
- Class teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attendance issues.
- Senior leaders are responsible for monitoring student attendance for the school, ensuring that parents are informed of attendance concerns. Outside agencies will be used as appropriate to support attendance.
- 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 Principal/Pastoral/SLT termly to review outcomes and effectiveness of these interventions

Below is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. If you have any questions about our Stepped Attendance Response or procedures, please contact the Principal



## Individual Student Attendance activities

Individualised student responses to absence thresholds

### Less than 5 days absence in a school term

#### Parents



Parents will encourage good attendance habits and do their very best to ensure their child/ren attend school regularly during term time.

- Positively reinforce regular attendance with their children
- Open communication with school
- Follow school attendance process

#### School



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:

- Rewarding regular attendance through Tau Cards
- End of Term Attendance Awards
- Encouraging/supporting regular attendance at school

### Up to 10 days absence in a school term

#### Parents



Parents will engage constructively with the school to enable their child to return more regularly to school.

- Engage with school counsellor (if appropriate)
- Engage positively in supports offered

#### School



School makes an effort to return the child to regular attendance. A formal notification will be made to the parent advising the of the 10 days absence. Contact will be made with the parent to discuss the absences.

- Engaging with school counsellor (if applicable)
- 5-week monitoring period
- Check in, Check out
- Attendance Project
- Monitor due to explained and justified reason

### Up to 15 days absence in a school term

#### Parents



Parents will engage constructively with formal notification and attend a meeting with the school to develop an Attendance and Engagement Plan.

- Constructively take part in developing an Attendance and Engagement Plan

#### School



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.

- Developing an Attendance and Engagement Plan (may include multi agencies)
- Counsellor
- Attendance Project
- Monitor due to explained reason

### 15 days or more of absence in a school term

#### Parents



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.

- Supporting the Attendance and Engagement Plan in place
- Attend regular meetings

#### School



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.

- Attendance and Engagement Plan in place
- ROCK-on support
- Collaborative Problem Solving



### Ministry of Education

#### Attendance Service

- › Work with chronically absent and non-credited 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

#### 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

## Legislative compliance/ Legislation

[Education and Training Act 2020 No 38 \(as at 19 November 2025\), Public Act – New Zealand Legislation](#)

[Education Attendance Rules](#)

[Attendance Management Plans – Requirements](#)

## 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 nonattendance. Contact parents asap (ideally within 2 school days) and arrange a meeting for as soon as possible.

<b>Day-to-day operations</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p>	<p>Class teacher</p> <p>Principal</p> <p>School board</p> <p>Office Administrator</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<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 any unexplained absences</p>	<p>Office Administrator</p> <p>Call all Absent children by 10am</p>	<p>Text based reminder to be sent from 10 am for all unexplained absences.</p> <p>Principal to contact parents if there is no office administrator.</p>

Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
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Assess history of new students	When enrolling, identify issues or trends in attendance history.	Principal	Meet with each whanau and discuss the importance of regular attendances.
Escalate attendance issues as needed  Develop support plans  Involve other services, consider referral to Attendance Services	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures.

<b>Students with less than 5 days absence</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Communicate with parents/caregivers Maintain contact details	Identify all student absences  Communicate these to parents	Administration team or  In School attendance team (if your school has one)	Follow-up all absences to confirm the reason for absence.  No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via email	teacher	Updates sent to students and parents through weekly notes
<b>Between 0-4 days absence all absences need to be followed up 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 pastoral care team at their weekly meetings.</b>			
<b>Students with less than 10 days absence (5-9 days)</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parents to discuss reasons for absence and 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 student has met the threshold	Principal  Office Admin	If there is no action taken due to individual circumstance- record this against the student record.  Follow-up to be within 2 school days of meeting the threshold.

Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Teacher	
Use in-school resources as appropriate to  Remove barriers e.g. organise transport	Contact Principal/pastoral care team if barriers identified that the school could assist with	Principal/ Pastoral care team	Parents and students provided access to additional resources.  Consider transport options
<p><b>Between 5-9 days 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 on etap.</b></p> <p><b>For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.</b></p>			

**If there is no action taken due to individual circumstance- record this against the student record.**

<b>Students with less than 15 days absence</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to escalate concerns	Further contact with parent  Email and/or phone call as required for escalation.	Teacher  Principal	Record actions taken in the school SMS system.  If there is no action taken due to individual circumstance- record this against the student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meetings including parents and students.	Parent  Teacher	Consider who is needed at this meeting.
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.	Principal/Teacher	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Principal/Teacher	

**Between 10-14 days 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 circumstance- record this against the student record.**

**Students with greater than 15 days absence**

<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact parent to escalate concerns	Further escalating email (use template)	School leadership	
Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meetings including parents and students. Consider who will be in attendance.	Principal	Plan to return student to regular attendance
Request support from Attendance Services or other agencies as needed  Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies  Support access to services and collaborating with specialists	Principal decision	Before referral check all previous actions like support plans are in place.  Resources and supports will continue to be provided as appropriate  Reintegration plan in place to return student to regular attendance

Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Principal	Support plan in place Continue monitoring Steps taken to reintegrate student
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**Over 15 days of absence, investigate reasons for this absence and refer to the dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against the student record.**

### **Reviewing our Attendance Management Plan - Annual review**

In reviewing our Attendance Management Plan, we will use the following questions to guide our review:

- When was our attendance strategy created?
- Who did we engage within our community?
- Is it still relevant and aligned with our current goals?
- When was it most recently updated?
- What prompted the last update, what was changed and what impact did it have?
- Does our attendance strategy reflect the current needs of our school community?
- Have there been significant changes in our community that require adjustments?
- What about our school needs to be reflected in our approach?
- Are our values and the needs of our community clearly represented in the strategy?
- Does our practice reflect what is in the strategy?
- Have we adapted our practices to address emerging challenges or requirements?

Reviewed: November 2025

Next review: November 2028