



Attendance Management Plan and supporting STAR Procedures

1. Introduction and Guiding Values

This document outlines the Attendance Management Plan for Cashmere Avenue School, a medium, suburban school serving the Cashmere area of Khandallah, Wellington. This plan is designed to be a living document, reflecting our commitment to ensuring every student attends school regularly and engages in their learning. It aligns with the Ministry of Education's requirements for mandatory Attendance Management Plans and the Stepped Attendance Response (STAR) framework.

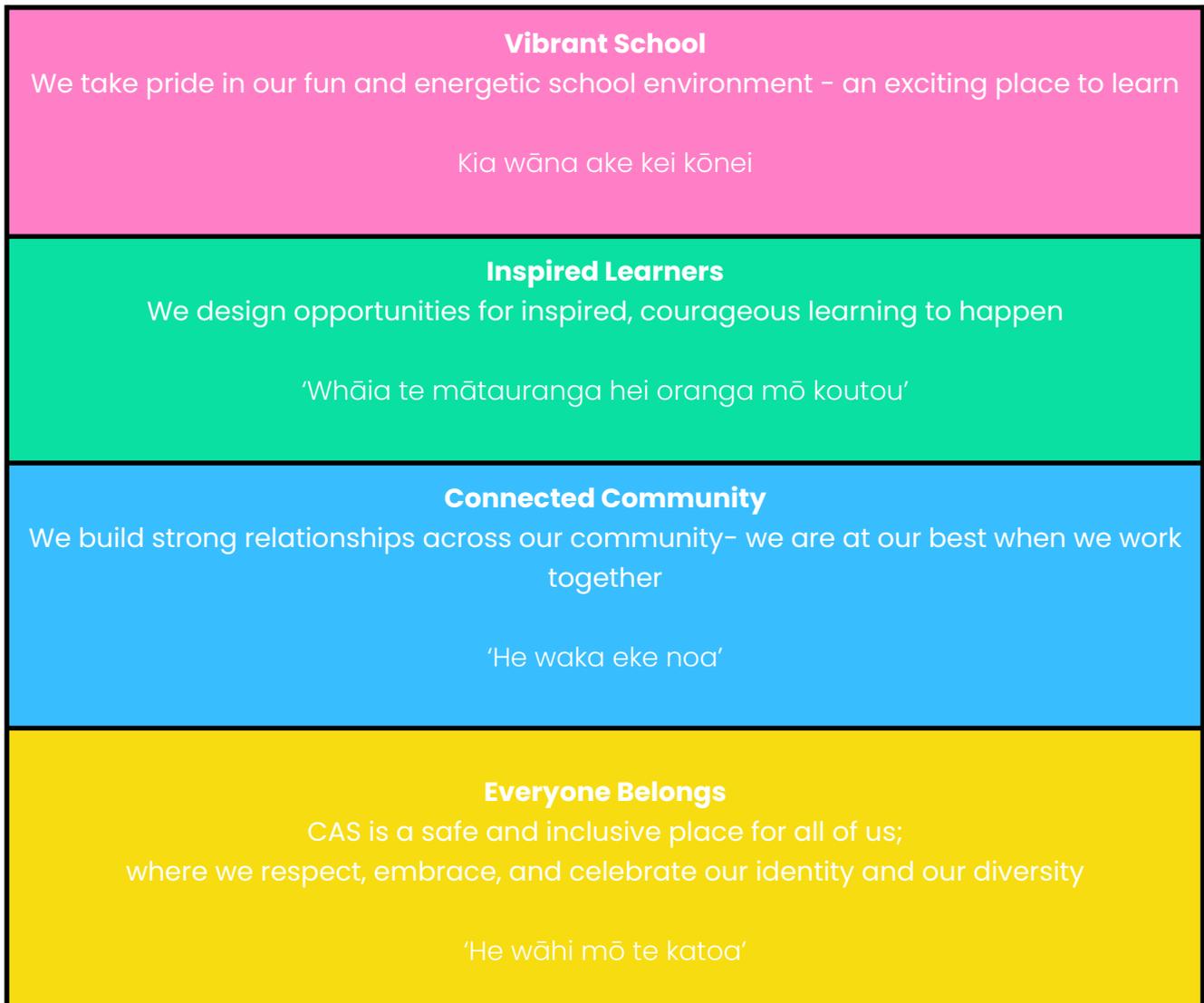
Our guiding values are:

- **Whanaungatanga:** We believe that strong, trusting relationships with our students, their families, and the wider community are the foundation of developing a sense of belonging which can support good attendance.
- **Empathy:** We work to understand the perspectives and lived experiences, and to understand and care for ākonga.
- **Mahi Tahī:** We seek to work together with our families, and act promptly and compassionately in collaborative ways when a student's attendance begins to decline, addressing barriers before they become chronic issues.
- **Growth Mindset:** We set goals for improvement, seek to understand and overcome barriers and challenges, and work with

local agencies, community groups, and the Ministry of Education to provide the best support for our students and their families.

- **Pride:** We acknowledge when attendance challenges have been overcome, showing that we are proud of the efforts of our community to support regular attendance.

2. Strategic Priorities



3. Roles and Responsibilities

Role	Responsibility
Board	<ul style="list-style-type: none"> ● Regular review of this Attendance Management Plan ● Ensure the plan is published on the school's website ● Set an annual attendance target for the school
Principal DP/SENCO	<ul style="list-style-type: none"> ● Lead the implementation of the plan ● Provide professional development for staff ● Monitor school-wide attendance data and trends, and management of the responses to absences ● Act as the primary contact for moderate and chronic absence cases ● Liaise with the Ministry of Education Attendance Service and other support agencies.
Team Leaders	<ul style="list-style-type: none"> ● Monitor team-wide attendance ● Discuss patterns, and student attendance of concern in team meetings ● Support classroom teachers in their responsibilities, e.g. by meeting with parents alongside classroom teachers as second/follow up point of contact for students with irregular absences
Teachers	<ul style="list-style-type: none"> ● Record attendance accurately at the start of each morning and afternoon session. ● Build and maintain strong relationships with students and whānau. ● Act as the first point of contact for students with irregular absences.
Office Staff	<ul style="list-style-type: none"> ● Record and update absence notifications daily. ● Contact parents/caregivers on the first day of an unexplained absence. ● Maintain accurate contact details for all students. ● Raise concerns, share extra information, and patterns around attendance with the Principal and DP/SENCO

Whānau/ Families	<ul style="list-style-type: none"> • Ensure their child attends school every day, unless they are unwell. • Notify the school promptly of any absence. Communicate in writing if the absence will be for an extended period (e.g. returning to home country) • Work in partnership with the school to address any attendance concerns
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4. Stepped Attendance Response (STAR) Framework

We use a tiered approach to identify and respond to student absences.

Attendance Category	Definition	School Response
Regular Attendance	90% attendance, less than 5 days of absence per term	<p>Tier 1: Universal Support: Teachers maintain positive communication with whānau Teachers maintain a positive, engaging and inclusive learning environment</p>
Irregular Attendance	80%-89%, absent 5-9.5 days a term	<p>Tier 2: Targeted Support: The teacher contacts whānau to understand the reasons for absence.</p> <p>The school offers support to address any emerging barriers (e.g. transport, equipment, learning, wellbeing)</p> <p>School responses are recorded in SMS using the drop down tabs</p> <p>Attendance is monitored closely for improvement.</p>

		Team Leader works alongside teacher to follow up if there are continued patterns of absence
Moderate Absence	70%–79%, absent 10–14.5 days a term	<p>Tier 3 – Intensive Support:</p> <p>Principal/DP meets with whānau and students to develop a supportive plan.</p> <p>The plan may involve connecting the family with community resources.</p> <p>A formal attendance improvement plan is created, with clear goals and check-ins.</p> <p>Referral may be considered at this stage if there are complex reasons</p>
Chronic Absence	Less than 70% attendance, absent 15 or more days per term	<p>Tier 4: Referral</p> <p>All previous steps have been documented and a formal referral is made to the Ministry of Education Attendance Service, Piki Te Mauri</p> <p>The school continues to work closely with Piki Te Mauri and whānau</p>

5. Procedures/supporting documentation

5.1 Procedures for Absence Notification and Follow-up

Daily Attendance Recording

- Teachers will mark the electronic attendance register for all students by 9 am each morning and 1:55 pm each afternoon.
- Attendance will be submitted daily to the Ministry of Education.
- The school uses the refreshed set of [attendance codes](#) as required by the Ministry.

First-Day Absence Follow-up

- If a student is marked absent without a prior explanation, the administration staff will contact the student's primary caregiver via phone call or text message by 9:45 am.
- If the caregiver cannot be reached, alternative contacts may be tried.
- Unexplained absences that remain unresolved by the end of the school day will be coded as 'T' (Truancy)

Absence Notification by Whānau

- Whānau are expected to notify the school of an absence by 9:00am on the day of the absence.
- This can be done through the @School app, via phone call to the school office at 04 939 4700, or email to absences@cashmere-ave.school.nz

Lateness:

- Students and or caregivers sign in through Vistab in the office with the reason for being late.

- Lateness is reviewed fortnightly by the Principal/DP to identify students with frequent lateness.
- The teacher contacts whānau to understand the reasons for absence.
- The school offers support to address any emerging barriers.

5.2 Justified vs. Unjustified Absences

- Justified: sickness, including those supported by medical certificates (for prolonged illness) and mental health reasons, bereavement, family emergencies, or cultural/religious observances are considered justified. The code 'M' or 'J' will be used.
- Unjustified: Planned holidays during term time, extended family visits, or unapproved sporting events are considered unjustified. The code 'E' will be used.

6. Addressing Barriers to Attendance

We will seek to work with whānau/families to address barriers to attendance;

- Transport: We will work with whānau to identify transport issues and connect them with available community carpooling options or transport assistance where possible.
- Food/Equipment: we will find ways to support a child to attend school with what they require, if the family is not able to provide this
- Community Links: Our school will maintain strong connections with Piki te Mauri, Oranga Tamariki, Public Health, community groups, and the community constable. This network provides a valuable resource for supporting families facing complex challenges.
- Kaupapa Māori Approach: We will seek to adopt a culturally responsive approach, ensuring all interactions with whānau are empathetic and uphold mana.

7. Data Monitoring and Plan Review

- Attendance data is reviewed fortnightly by the Principal and Leadership Team to identify students in the Irregular and Moderate absence categories.
- Referrals for children with attendance less than 70% (without compelling and justified reasons) will be made by Week 5 and by the end of the term, unless there are urgent cases.
- The Board receives and reviews attendance reports at every meeting, and reviews the Every Day Counts termly attendance report.
- This Attendance Management Plan will be reviewed every three years by the Board.

8. Ministry of Education Guidance:

- The [Ministry of Education NZ](#) provides a guide for schools and kura on managing student attendance.
- The [Ministry of Education NZ](#) refreshed attendance codesLegislative compliance/ Legislation

9. Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education \(School Attendance\) Amendment Regulations 2025 \(yet to be passed\)](#)

Reviewed: CAS Board, February 2026	Next review: February 2029
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