



Queenstown Primary School Attendance Management Plan and Supporting STAR Procedures

Strategic Priorities/Attendance Goals

Regular school attendance is important for students to achieve their educational potential and support student welfare. Queenstown Primary School works with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance.

Attendance Targets

The government's target is that 80% of students will be regularly attending school by 2030. Queenstown Primary School has annual attendance targets.

Queenstown Primary School Attendance Target 70% Regular attendance by Term 4, 2026. We were at 67% Regular attendance in Term 4, 2025.

This target is set out in our school's Strategic Plan/Annual Implementation Plan.

Our Attendance Policy sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

Our Attendance Procedures set out

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences

Our school's monitoring and assurance process sets out

- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance

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 (Education and Training Act, s 36).

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.

Have processes and procedures in place to support a Stepped Attendance Response (STAR) 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.

The board has appointed an attendance officer who has the authority to follow up on absences with students and their parents/caregivers directly (Education and Training Act, s 48).

Principal Responsibilities

The principal is responsible for:

Developing and implementing a stepped attendance response (SAR) aligned with the thresholds to support student attendance.

Ensuring that student absences are investigated, responded to, and that actions taken align with the thresholds.

Ensuring all students, whānau, and staff understand the processes and procedures that support student attendance.

Reporting to the board on any trends, barriers to attendance, and interventions being used to support student attendance.

Assuring the board that student absences are correctly recorded, monitored, and followed up on.

Appointing staff and delegating duties to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students.

Reviewing requests and, if parents/guardians ask, considering student preferences for excusing their child from certain areas of the curriculum, such as religious or cultural reasons.

Approving or denying requests for planned absences based on criteria, including the benefit to education and the length of time away (Education and Training Act 2020, s 45).

Attendance Management Procedure - Stepped Attendance Response (STAR)

We recognise the importance of regular attendance to help our students achieve their educational potential. Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns. We have a stepped attendance response to ensure we can identify students and offer appropriate interventions at the thresholds to support their return to regular attendance. We share our attendance information with the Ministry of Education. We will follow our procedures for Managing Injuries and Illness if a student is ill or injured at school.

Board Monitoring and Reporting Procedures

The principal will oversee the Attendance Officer in maintaining reporting of daily attendance data.

The board will receive termly attendance reporting, including information provided by the Every Day Matters report. This reporting will include any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

The Attendance Officer will evaluate patterns of attendance and the specific interventions being used termly to review outcomes and the effectiveness of these interventions.

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, and absences remaining unexplained at the end of each week.

Relevant Legislation and Compliance

Education and Training Act 2020

Education (School Attendance) Attendance Regulations 2024

Education Attendance Management Plan regulations (yet to be passed)

STAR Framework (Stepped Attendance Response) [STAR](#)

Use of the Ministry-approved electronic Attendance Register (Edge) and [official attendance codes](#).
[Understanding Attendance Codes at QPS](#)

Compliance with any future Ministry updates to attendance regulations or STAR thresholds.

Reviewed: The Attendance Policy will be reviewed by the Principal and Board.

Term 2 2024 (Last policy review) |

Next Review: Term 3 2026 (Policy next review date) | Parent/Whānau Responsibilities: The Attendance Management Plan will be reviewed annually by the Principal and Board.

Parent/Whānau Responsibilities

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

Parents/guardians are expected to:

Ensure students attend every day they are able.

Whānau should notify the school of an absence by 9:00 a.m. if their child will be late or absent. A reason for absence must be provided no later than the end of the school week.

If your child is not at school, please use the Report an Absence feature within the SKOOL LOOP APP or phone the school office before 9:00 am 03 4429120.

If your child is late to school, please have them visit the office to sign in on our Vistab system before heading to their classroom.

If the school has had no notification or response from parents when a student is absent, this is marked as Truant.

Arrange appointments and trips outside school hours or during school holidays where possible.

Work with the school to manage attendance concerns.

Reinforce good attendance habits.

Maintain open communication with the school.

Follow the school's attendance management plan and associated attendance policies and procedures.

Applications for planned absences must be made to the Principal at least 1 week before the planned event.

- If your child/ren is going to be absent during term time for a holiday, please complete the ['Holiday / Special Leave'](#) form.
- If your child/ren is going to attend an extra-curricular activity, either a one-off or on an ongoing basis, please complete the ['Extra-curricular'](#) form.
- If your child/ren is leaving QPS, please complete the ['Leavers'](#) form

School Responsibilities

Queenstown Primary School staff comply with our schedule and release students at set times.

Provide clear communication to parents and students about attendance expectations at enrolment, at the start of the year, and at the start of each term.

Display visual reminders regarding attendance expectations in classrooms and offices.

Record student attendance data in mid-year and end-of-year reporting to parents using the language of Good, Worrying, Concerned, and Serious Concern.

Communicate to parents the steps the school will take if the student is absent.

Monitor student attendance.

Provide students with regular updates on their own attendance.

Report regularly to parents on their child's attendance via weekly emails/parent portal/termly updates.

Record attendance accurately using [Ministry of Education attendance codes](#) (1st April 2025), noting if absence is justified or unjustified.

If the school has had no notification or response from parents when a student is absent, this is marked as Truant.

Keep attendance registers for seven years from the date of last entry.

Provide supervision for any students excused from certain areas of the curriculum.

School Procedures

Queenstown Primary School records and monitors attendance using our student management system. The principal will appoint staff and delegate duties.

Role	Responsibility
Classroom/Ako teachers/Relief teachers	Responsible for recording student attendance in their class on a half-day basis at 9:05 am and 1:40 pm. Maintaining accurate and up-to-date records and supporting the attendance systems. Monitoring and following up on lateness and other attendance issues.
Classroom/Ako teachers	Manual Attendance Procedure: If Edge/SMS is unavailable to record attendance, teaching staff will record attendance manually, ensuring the record is submitted to the office, signed, and retained.
Non-teaching staff/Office Staff/Admin	Supporting teachers to maintain accurate, up-to-date attendance information. Checking and updating attendance information (e.g., due to students arriving late or going home early). Following up on absences and monitoring for changes or trends. Coordinating with relevant staff as needed. Following up on unexplained absences. Text-based reminders to be sent from 10 am for all unexplained absences.
Non-teaching staff/Office Staff	Systematic Flagging: Ensure patterns of irregular attendance are flagged weekly through SMS reporting by a specific designated staff member (e.g., Office Staff/Attendance Officer).
Team Leaders/Senior Leaders	Monitoring student attendance for their respective groups using the weekly attendance data provided by EDGE SMS and the Principal. Ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.
All Staff	Staff are encouraged to report any attendance concerns to the Attendance Officer. Staff are encouraged to escalate issues in accordance with procedures.

Category Descriptions

Justified - Illness (with medical certificate where required), bereavement/tangi, exceptional family circumstances, school-approved activity

The Principal may allow a student to be absent from school for up to 5 days if there is a justified reason for absence.

Unjustified- Truancy, parent/guardian choice without a valid reason, no contact, or failure to provide evidence when requested

For planned absences, requests must be made to the Principal at least 1 week prior to the event.

[Attendance Code tree](#): All absences are coded in the Edge/SMS using Ministry attendance codes.

Medical certificate requirements

- 3+ consecutive illness days: medical certificate requested at Principal's Discretion
- 6+ short illness absences in one term: certificate required for future illness absences.
- Chronic medical condition: one GP/specialist note per year.

If no certificate is provided when required, absence may be coded as unjustified

Barrier Identification and Support

Schools must diagnose and address underlying causes of absence, including:

- Health or mental well-being concerns
- Transport or logistics issues
- Family/whānau circumstances
- Learning engagement or anxiety
- Financial hardship

Supports may include:

- Pastoral care meetings or home visits
- Resource or transport assistance
- Flexible learning arrangements
- External agency referrals
- Counselling, mentoring, or buddy systems

The school will contact parents/caregivers directly if no explanation is provided for student absence. If a student does not arrive or goes missing, the school checks recording errors, follows up with contacts, and may follow the Missing Student Procedure. We may also refer students with extended or persistent absences to Attendance services. All actions taken to respond to absences will be recorded in Edge.

Queenstown Primary School Stepped Attendance Response (STAR)

Activities

Actions to address non-attendance can be taken at any stage and do not require waiting for a student to meet a specific threshold. Contact with parents should occur as soon as possible (ideally within two school days).

Day-to-Day Operations

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	Set expectations, procedures, and follow-up steps the school will take when a student is absent.	Classroom Teacher, Principal, School Board	Expectations and guidance for parents are published on our school website and included in enrolment forms. Work with parents and students, where appropriate.
Following up on absences daily	Use procedures in place to quickly identify all student absences and communicate these to parents.	Administration team	Follow up daily with parents on any unexplained absences. Text-based reminder to be sent from 10 am for all unexplained absences.
Assess the history of new students	When enrolling, identify issues or trends in attendance history.	Administration team/ Deputy Principal (new students during the year)	Use our “welcome to school” hui with whānau to discuss attendance and take any necessary steps required by making contact with the previous school.
Escalate attendance issues as needed.	Develop support plans; involve other services, consider referral to Attendance Services.	SLT staff, as appropriate	Staff are encouraged to escalate issues in accordance with these procedures.

Students with Less than 5 Days Absence (0-4 days)

Good

Activities	Practice	Responsible Person	Notes & Actions
Identify and Follow Up	Follow up on all absences to confirm the reason for absence and ensure the correct code is recorded.	Administration team or In-School attendance team	Maintain contact details. No action taken if absence is justified.
Provide regular updates	Provide regular reporting via online portals and classroom discussions.	Classroom Teacher	Updates are sent to students and parents through weekly notes.

Students with Less than 10 Days Absence (5-9 days)

Worrying

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days, send an email to the parent (use template). Phone contact if this is not the student's first time meeting the threshold.	Teacher	Record actions taken in Edge. If no action is taken due to individual circumstances, record this in the student record.
Support students to catch up on missed learning where required	Identify missed learning objectives and consider notes or activities to help the student catch up.	Teacher	Discuss with the student during class time. Check if any assessments are missed.

Remove barriers	Contact the SENCO if barriers are identified (e.g., counsellor, uniform, bus pass required for public bus, food, etc).	Teacher/SLT/SENCO	Parents and students provided access to additional resources.
Positive feedback	For students who have progressed from having higher absences, provide feedback on the improvement to both the student and whānau.	Teacher	The teacher is to acknowledge the shifts in data with parents and caregivers either by placing a phone call or by email.

Students with Less than 15 Days Absence (10-14 days) Concerning

Activities	Practice	Responsible Person	Notes & Actions
Contact the parent to escalate concerns	Further contact with the parent.	Attendance Officer	Email and/or phone call as required for escalation. Record actions taken in Edge.
Hold a meeting with the parent/caregiver and the student	Arrange a meeting to analyse the reasons for absence.	Teacher, and/or Team Leader/Attendance Officer	Consider who is needed at this meeting.
Develop and implement a support plan	Hold everyone accountable for their part in the plan.	Teacher/ Attendance Officer	Take action quickly where expectations aren't being met.
Use in-school resources and request support as needed	Discuss with SENCO what further supports are available.	Teacher/ Team Leader/Attendance Officer	Investigate reasons for absence and patterns across the year.

Students with Greater than 15 Days Absence (Over 15 days) Serious Concern

Activities	Practice	Responsible Person	Notes & Actions
Contact the parent to escalate concerns	Further escalating email (use template).	School leadership/ Attendance Office.	Investigate reasons for this absence and refer to SENCO for further actions.
Hold a meeting with the parent/caregiver and the student	Arrange a meeting promptly, including the student and parents.	Deputy Principal/ Teacher/ 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. Participate in a multi-agency response.	Attendance Officer	Before referral, check that all previous actions, like the support plan, are in place. Support access to services and collaborate with specialists.
Maintain implementation and monitoring of the support plan	Hold everyone accountable for their part in the plan.	Attendance Officer	Support plan in place. Continue monitoring. Steps taken to reintegrate the student.

Clarification of Analogy:

This Attendance Management Plan serves as a structured roadmap for our school community. When attendance is smooth, the plan reinforces good habits (checking the map daily). When a student starts missing days, the plan provides progressively more comprehensive tools and support (a roadside assistance kit, then a mechanic, and finally specialised navigation services) to remove barriers and guide the student back onto the main route of regular education.