



## Attendance Management Plan Chaucer School

This Attendance Management Plan for **Chaucer School** outlines a structured, proactive approach to ensuring all students are present and engaged in their learning. Grounded in the **Education and Training Act 2020**, this plan utilizes the Ministry of Education's **Stepped Attendance Response (STAR)** framework to monitor, support, and intervene when necessary.

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### Strategic Vision and Objectives

At Chaucer School, we believe that regular attendance is the cornerstone of student achievement and well-being. Our goal is to foster an environment where every student feels safe, valued, and motivated to attend daily.

- **Primary Attendance Target:** Maintain a school-wide daily attendance rate of **80%**.
- **2026 Strategic Goal:** Manaakitanga - to foster a culture of respect - awahi - Ensure **80%** of our student body attends school at least **90%** of the time.
- **Community Partnership:** We prioritize clear communication with whānau to reinforce the shared responsibility of student enrollment and daily attendance.
- **This aligns with the Government target for 80% of students to attend regularly by 2030.**

# Attendance Thresholds: The STAR Framework

Chaucer School monitors attendance over each school term to provide timely support. We categorize attendance into four distinct levels to identify students who may require additional assistance.

## Stepped Attendance Response – STAR



Responding to all absence

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



Stepped Attendance Response - STAR: Responding to all absence

Version 2: July 2025

Attendance Category	Rate	Term Absence Equivalent
Good Attendance	Over 90%	Less than 5 days absent
Concerning Attendance	71% – 80%	10 to 14.5 days absent
Very Concerning	70% or less	15 or more days absent

# Intervention and Support Strategies

We use a stepped response to ensure that absences are addressed before they become chronic.

- **Early Intervention (Irregular Absence):** For students absent from school, the office staff will conduct daily follow-ups by text on unexplained absences and teachers will then initiate proactive contact with whānau to reinforce positive habits. .
- **Collaborative Planning (Moderate Absence):** Students missing 10 or more days during a term will trigger a mandatory meeting with parents and school leadership. This results in a tailored **Individual Attendance Plan (IAP)** to address specific barriers.
- **Escalated Accountability (Chronic Absence):** For absences of 15+ days during a term, the school will request support from the **Ministry of Education Attendance Service (ACES)**. Persistent irregular attendance may lead to Board-led or Ministry-led prosecution under the Education and Training Act.
- **Reintegration Support:** Chaucer School provides dedicated assistance for students returning from extended absences, focusing on social reconnection and catching up on missed learning.

## Managing Lateness

Punctuality is essential to minimise learning disruptions. Lateness is tracked daily as a percentage. Staff will monitor this percentage.

Lateness is recorded using Ministry of Education code 'L' and is treated seriously as it disrupts learning for the student and the class.

- **Initial Intervention:** Communication begins when lateness reaches **10%–15%**.

## Parent / Whānau Expectations

- **Leave Requests:** Family holidays and recreation are **not** considered acceptable reasons for absence. Requests for leave exceeding 5 days must be submitted to the Principal.
- **Medical Certificates:** Required for any illness lasting more than **3 consecutive days**.
- **Recognition:** Students maintaining over 90% attendance with minimal lateness (under 10%) are celebrated with the **Attendance Star Award** at the end of the year.

## Monitoring and Accountability

The Chaucer School Board and leadership team review attendance data to ensure the effectiveness of this plan. The plan undergoes a formal annual review to align with internal data and Ministry requirements.

Reviews will utilise attendance data from the Ministry of Education (e.g. "Every Day Matters") reports and internal data to assess the plan's implementation, adherence and effectiveness against the established goals.

## **Parent/Whanau responsibilities**

Whanau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whanau to:

- Notify the kura as soon as possible if their tamariki are going to be late or absent.
- Arrange appointments or trips outside of kura hours or during school holidays where possible.
- Work with us (kura) to manage attendance concerns.