



Fraser High School Attendance Management Plan

Approved by the Board: 30 March 2026

Next Review: February 2027

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1. Purpose and Rationale

Regular attendance is fundamental to student learning, well-being, and equity. Fraser High School is committed to ensuring that all aakonga attend school regularly, feel a strong sense of belonging, and are supported to engage meaningfully in learning every day.

Attendance data from the *Every Day Matters* (EDM) report for Term 4, 2025, shows improvement in regular attendance and reductions in chronic absence, while also highlighting persistent challenges for specific cohorts and predictable pressure points across the week and term. This plan responds to those realities by combining clear, consistent systems with relational, equity-focused practice.

This Attendance Management Plan (AMP) meets all regulatory requirements and is aligned with the Ministry of Education's **Stepped Attendance Response (STAR)** framework. It is designed to be practical, explicit, and sustainable, supporting staff to act early, consistently, and compassionately.

2. Strategic Intent and Targets

National Target

The Government target is that **80% of students attend regularly** (attend school more than 90% of the time) by 2030.

Fraser High School Targets

- Increase regular attendance year-on-year, with an initial focus on reducing chronic absence.
- Reduce the proportion of absences coded as unexplained/trivial through tighter systems and follow-up.
- Improve attendance for priority cohorts, including Year 13 students and Maaori learners.
- Reduce attendance drop-off on Fridays and in the final weeks of each term.

Specific termly targets are drawn from our longitudinal data on Everyday Matters. They are both aspirational and achievable. The term targets for 2026 are:

Everyday Matters - MOE data																
	Regular - Above 90%				Irregular - 80-90%				Moderate -70-80%				Chronic - Below 70%			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
2026	45%	38%	34%	32%	26%	25%	23%	20%	11%	14%	15%	15%	18%	23%	28%	33%

Progress toward these targets will be monitored termly and reported to the Board.

3. Legislative and Regulatory Framework

This plan is developed in accordance with:

- [Education and Training Act 2020](#)
- [Education \(Attendance\) Rules](#)
- [Attendance Management Plan Regulations \(effective Term 1, 2026\)](#)
- [Ministry of Education Stepped Attendance Response \(STAR\) framework](#)

The plan will be reviewed at least once every three years.

4. Roles and Responsibilities

Board of Trustees

The Board of Trustees holds **governance-level responsibility for attendance**, ensuring the school meets its legal obligations and sets clear strategic direction for improving attendance outcomes.

The Board will:

- Take all reasonable steps to ensure students attend school when it is open for instruction.
- Approve and publish the Attendance Management Plan.
- Set attendance-related strategic priorities and targets.
- Receive and scrutinise termly attendance reports, including trends, barriers, and effectiveness of interventions.

Principal

The Principal holds **overall leadership accountability for attendance**, ensuring that systems, people, and practices work coherently to support regular attendance across the school.

The Principal is responsible for:

- Implementing this Attendance Management Plan and ensuring alignment with STAR thresholds.
- Ensuring attendance data is accurate, monitored daily, and acted upon promptly.
- Ensuring staff understand and follow attendance procedures.
- Reporting regularly to the Board on attendance patterns, priority cohorts, and system effectiveness.

Senior Leadership Team (SLT)

The Senior Leadership Team provides **strategic and operational leadership for attendance**, ensuring consistency, equity, and alignment between policy, practice, and school culture.

The SLT will:

- Monitor whole-school attendance data for trends, patterns, and priority cohorts within their year groups
- Ensure consistent application of attendance procedures across the school.
- Support Deans with complex or escalated attendance cases.
- Ensure equity, relational practice, and student well-being underpin attendance responses.

Deans

Deans hold **operational leadership for attendance** within their Waka (house) and are accountable for the consistent implementation of this plan.

Deans are responsible for:

- Holding **weekly attendance and pastoral meetings** to review concerns, patterns, and emerging risks.
- Overseeing and supporting form tutors in their Waka with attendance monitoring and follow-up.
- Ensuring attendance data is **entered accurately and promptly** in Kamar.
- Identifying students meeting STAR thresholds and ensuring appropriate responses are actioned.
- Escalating concerns in line with thresholds and professional judgement.
- Meeting with students and whaanau to address attendance concerns.
- Developing, implementing, and reviewing **individual attendance plans** for students requiring targeted or intensive support.
- Coordinating supports and referrals, including engagement with Attendance Services and external agencies where required.
- Ensuring all actions, communications, and plans are documented appropriately, and Kamar is kept updated

Waka Tutors (Tutor Time)

Waka tutors play a critical role in **daily attendance culture and early intervention**.

Waka tutors are responsible for:

- Monitoring daily attendance and patterns for students in their tutor group.
- Discussing attendance regularly with students during tutor time.
- Reinforcing expectations that every lesson, every day, matters.
- Making timely contact with whaanau at early thresholds or where concern exists.
- Referring concerns promptly to the Dean.
- Recording all attendance-related actions and communications in Kamar.

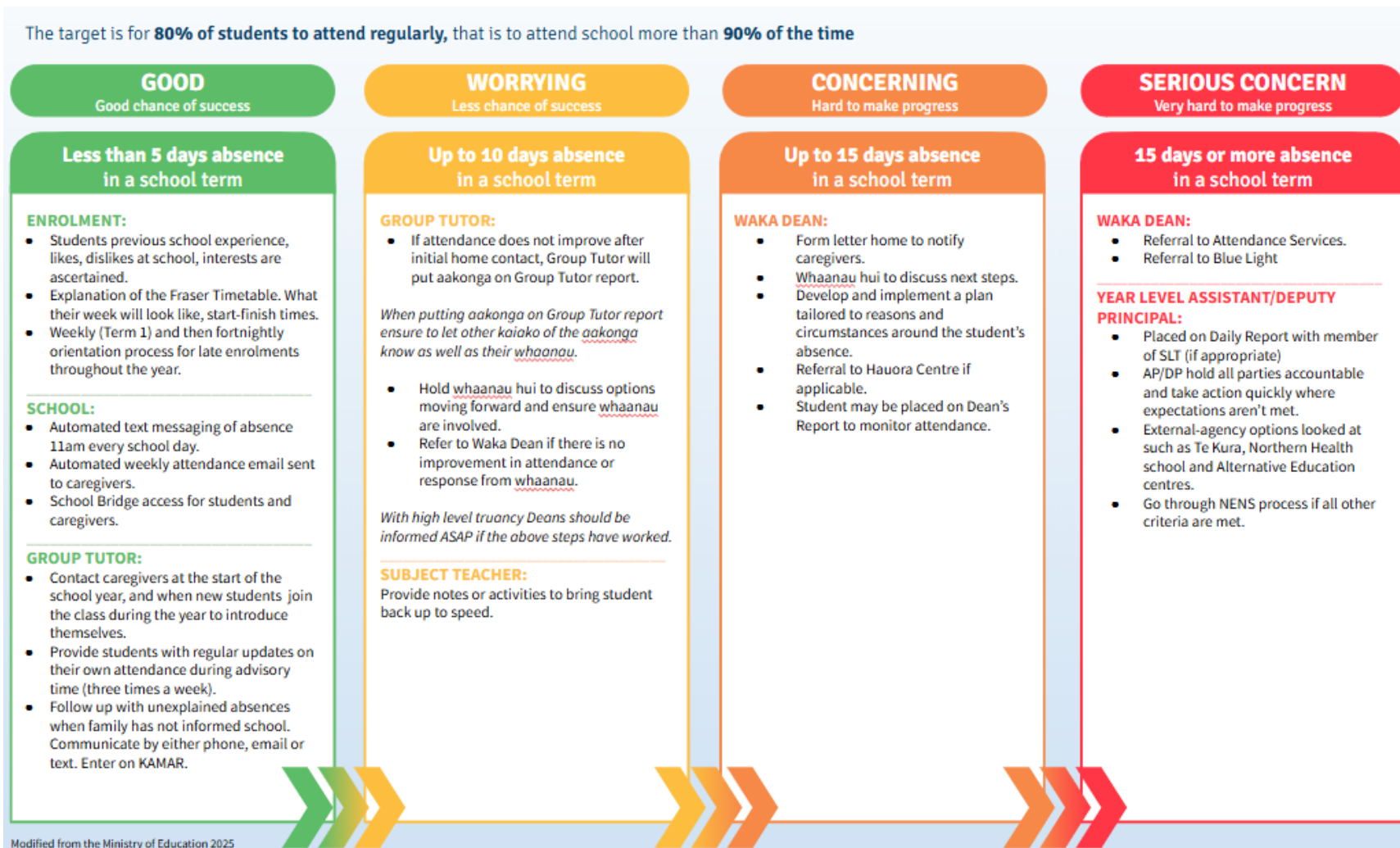
Parents and Whaanau

Parents and whaanau are essential partners in **supporting regular attendance and student wellbeing**. Fraser High School works in partnership with families to address attendance concerns early and constructively.

Parents and whaanau are responsible for:

- Ensuring students attend school every day they are able to.
- Informing the school promptly of reasons for absence.
- Engaging positively and constructively with the school when attendance concerns are raised.
- Participating in meetings and attendance plans where required.
- Supporting agreed strategies at home to improve attendance.

5. Attendance Procedures - Stepped Attendance Response (STAR)



Priority Cohorts and Targeted Actions

Priority Cohort	Identification	Targeted Actions	Monitoring
Students Experiencing Chronic Absenteeism	STAR thresholds, EDM data, weekly Dean review	• Individual attendance plans (SLT attendance report) • Whaanau hui • Attendance Services referral • Wrap-around supports	• Weekly Dean tracking • SLT report checking • Termly SLT review
Year 13 Students	Attendance trends, credit accumulation, pathway risk	• Pathway-linked conversations • Mentoring • Flexible responses where appropriate • Careers alignment	• Weekly Dean/DP review • Termly progress outcomes
Maaori learners (all year levels)	STAR thresholds, EDM data, weekly Dean review, Waka Tutor oversight	• Mana-enhancing, culturally responsive engagement • Partnership with whānau • Student voice-informed strategies • Coordinated supports where barriers are identified	• Weekly tracking by Waka tutors • DP/AP oversight in year levels • Termly cohort analysis by SLT, reported to the Board

6. Equity and Relational Practice

Fraser High School recognises that attendance is not experienced equally. Our approach:

- Prioritises relational, mana-enhancing engagement with Maaori learners and whaanau.
- Differentiates responses for senior students, linking attendance to pathways, purpose, and future aspirations.
- Engages whaanau as partners, not recipients of compliance messaging.
- Uses student voice to inform support strategies.

Attendance improvement is framed as a shared responsibility grounded in trust, dignity, and belonging.

7. Monitoring, Review, and Reporting

- Attendance data is reviewed daily (Subject and Group Teachers), weekly (Deans and APs), and termly (SLT).
- Termly reports to the Board include trends, cohort analysis, and intervention effectiveness.
- Patterns (e.g. Fridays, end-of-term) inform proactive planning.
- The plan will be reviewed at least once every three years, or sooner if required.

8. Communication

This plan will be:

- Published on the school website.
- Communicated clearly to staff, students, and whaanau.
- Supported by clear messaging about expectations, processes, and support available.

Every day matters, every student counts