

LEE STREAM SCHOOL

ATTENDANCE MANAGEMENT PLAN



1. Purpose

At Lee Stream, we are a small school and a big family. Regular attendance helps students feel settled, confident, and ready to learn. This plan explains how we monitor attendance, how we respond when patterns change, and how we work alongside whānau to keep school calm, predictable, and positive for every child. Our approach is grounded in our school values.

2. Strategic Priorities

Our nationwide goal is for 80% of students to attend regularly (90%+). Lee Stream School already has strong attendance. Our goal is to maintain and strengthen regular attendance above the national target, respond early to any changes, and continue working closely with whānau to keep routines strong.

Our values guide our decisions and actions: whanaungatanga (relationships), manaakitanga (care), mahi tahi (working together), ako (everyone learning), rangatiratanga (ownership and responsibility), kaitiakitanga (looking after our people and place).

From 2026, attendance will be monitored through Hero, our School Management System (SMS). This is the online platform where parents can see attendance, learning updates, and school communication.

3. Board Responsibilities

The Board will meet all attendance legislation, support a proactive, values-led approach, ensure clear processes are in place, review termly Every Day Matters Attendance reports, monitor progress towards attendance targets, and ensure this plan is published on the school website.



4. Principal Responsibilities

The Principal will lead the Stepped Attendance Response (STAR), ensure accurate twice-daily records, monitor weekly patterns, follow up early, communicate clearly with whānau, report termly to the Board, coordinate any external support, and oversee the move to Hero.

5. Staff Responsibilities

Because we are small, attendance support is personal and relational.

- **Kate (Teaching Principal):** monitors patterns, checks in with whānau, has conversations when needed, and leads support plans.
- **Miss J (.5 Teacher):** records attendance, notices changes in routines or wellbeing, and supports students to settle back into learning.
- **Learning Support Coordinator (once a fortnight):** assists with strategy when attendance barriers or persistent patterns appear.
- Most support happens early and informally, reflecting our strong whanaungatanga.

6. Parent/Whānau Responsibilities

We communicate with our families. We ask whānau to help keep routines strong, contact us about absences, talk with us early if support is needed, and work together to help students re-establish good habits after time away.

7. Monitoring

Attendance is recorded twice daily and reviewed weekly. Patterns are checked early and followed up with values-based support. Our LSC provides input during their fortnightly visits if needed. Termly attendance reports go to the Board. From 2026, Hero will support real-time tracking and quicker responses.



8. Stepped Attendance Response (STAR)

The STAR system is our clear, calm way of responding when attendance shifts.

GOOD: 0-4 days absent per term (90-100%)

- Consistent attendance
- Strong routines
- Celebrate good habits

WORRYING: 5-9 days absent per term (81-89%)

- Action: a quick check-in with whānau
- Purpose: to understand what's happening
- Support: small adjustments if needed

CONCERNING: 10-14 days absent per term (71-80%)

- Action: a meeting with the teacher/s and whānau to look at what's going on
- Purpose: identify barriers
- Support: simple plan together

SERIOUS CONCERN: 15+ days absent per term (Below 70%)

- Action: a formal meeting with the Principal and whānau to plan stronger next steps
- Support: involve LSC for ideas
- Next Steps: possible Attendance Service referral if there is no improvement
- All actions are recorded. Our approach is supportive, not punitive.



9. Attendance codes

We use Ministry-approved attendance codes to record whether a student is present, late, or absent. Some absences are justified (for example illness or medical appointments). Other absences are unjustified, including holidays taken during school time or a day off for reasons such as birthdays or family trips. These absences are recorded as explained but not approved and count towards a student's overall absence rate.

10. Identifying and Responding to Barriers

As a rural school, attendance barriers can include weather, road conditions, illness, farm commitments, fatigue, or anxiety.

We support whānau with flexible drop-offs, settling support, buddy systems, simple routines, quiet check-ins, and LSC involvement when needed. Everything we do is grounded in relationships and our values.

11. External Support

If attendance does not improve and there is no valid reason, the Principal may consult with the LSC or refer to the Attendance Service. Referrals to external agencies (e.g., health, Oranga Tamariki, Police) are made only when necessary. Parents/whānau are informed when referrals are made. Legal steps are always a last resort.

12. Data, Reporting and Review

Termly attendance data is shared with the Board. Targets are reviewed annually. Strategies are adapted as needed. This plan is reviewed every three years or earlier if legislation changes.

13. Legislation Alignment

This plan aligns with the Education and Training Act 2020, Education Attendance Rules, Attendance Management Plan Regulations (pending), and the MOE Attendance and Engagement Strategy.



STAR ATTENDANCE FLOWCHART

GOOD

0 - 4 days absent per term.
90 - 100% attendance

ACTION:
Your child is attending regularly - awesome!

IF ABSENT:
Let us know the reason (e.g. illness) so we can keep our records accurate.

SUPPORT:
Keep up the great routines at home and talk to your child about why being at school every day matters.

WORRYING

5 - 9 days absent per term.
81 - 89% attendance

ACTION:
We'll check in with you just to see how things are going.

PURPOSE:
To understand what's happening and make sure everything's okay.

SUPPORT:
We'll work together to keep things on track and offer help if needed.

CONCERNING

10 - 14 days absent per term.
71 - 80% attendance

ACTION:
We'll arrange a time to catch up properly and talk through what's going on.

PURPOSE:
To figure out any barriers to attendance and come up with a plan together.

SUPPORT:
We can look at extra supports or adjustments that might help.

SERIOUS CONCERN

15+ days absent per term.
Below 70% attendance

ACTION:
We may need to seek further support, potential referral to Attendance Service

NEXT STEPS:
This could include formal support plans. If absences continue without a valid reason, legal steps may be considered as a last resort.

At Lee Stream, we know:

- Regular attendance makes a big difference to learning, friendships, and routine.
- We're always here to listen - open communication is key.
- We're a small but mighty school - and we've got your back.



Every Day Counts

When your child misses just...	That equals...	Which is...	What your child could miss by the end of Year 12
1 day a fortnight	20 days per year	4 weeks per year	Nearly 1½ years of school
1 day a week	40 days per year	8 weeks per year	Over 2½ years of school
2 days a week	80 days per year	16 weeks per year	More than 5 years of school
3 days a week	120 days per year	24 weeks per year	Almost 8 years of school