



Te Kura o Te Awahou

He Kura Ate-Raukawa



Attendance Monitoring Plan 2026

STAR FRAMEWORK

Purpose

To promote regular, punctual school attendance and ensure every ākonga (student) is supported to attend, engage, and achieve. This plan outlines procedures to prevent, monitor, and respond to attendance issues in accordance with NZ legislation and MoE guidelines.

Goal:

Increase the proportion of students attending by **20%** (relative lift on Term 4, 2025 baseline).

Whānau Expectations

- Each child is required to attend the kura daily.
- School starts at 8.45am - all children are expected to be at karakia.

- Absences are to be reported to the school office manager by face to face/ text/ phone/ email/ skool loop/ website.
- Any child absent for up to 5 days due to illness, a medical certificate is to be provided by the whānau.
- Any unexplained absences - whānau will receive either a phone call or text from the school, so we can understand the reasons why.

Ongoing unexplained absences and lateness the Office Manager will arrange a meeting between whānau and the Tumuaki to discuss a plan forward with support.

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Our Kura Values - A.R.O.H.A

Te Kura o Te Awahou values in action

- **Āwhina (Assist, Help, Support):** We support our whānau by keeping strong communications and relationships to enable them to feel comfortable to keep in contact when students are absent and the reasons for this
- **Reo (Language & identity):** We communicate in accessible, strengths-based language, provide te reo Māori options where appropriate, and ensure messages reflect the identities of our ākonga and whānau.
- **Oranga (Thriving):** We remove practical barriers to attendance (kai, transport, devices, routines) so ākonga can attend and participate.
- **Hononga (Connections, Relationships):** We maintain positive relationships by keeping communications positive and open with whānau for them to keep connected if students are absent, explain why and whether we need to follow up with any learning mahi.
- **Hauora (Wellbeing):** We encourage healthy living – good sleep patterns, good hygiene, healthy kai, water, healthy social relationships. We apply current health guidance when ākonga are unwell and use pastoral, SWiS/external supports as needed.
- **Ako (Learning):** Teachers create engaging, relevant programmes, share progress regularly, and reconnect learners promptly after absence.

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Legal & Policy Framework

- Education and Training Act 2020: requires students aged 6–16 to attend school.
- MoE Attendance and Engagement Guidelines.
- School’s own Attendance Policy and Behaviour / Wellbeing Policies.
- Privacy Act 2020: governs handling of student data

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Attendance Definitions and Thresholds (STAR-aligned)

Present

- At school, school-approved activity, or dual-enrolment programme.

Justified Absence

- Illness, medical appointment, bereavement, tangihanga, unavoidable family circumstances.

Unjustified Absence

- Holiday during term, unexplained absence, refusal, truancy.

Chronic Absence

- Below 70% attendance.

At Risk Attendance

- Below 90%.
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STAR thresholds we will use

Tier 1: Early Support (1–2 days irregular attendance)

- Check in with student.
- Teacher/ or attendance officer contacts whānau.
- Record reason, offer support.

Tier 2: Emerging Pattern (Attendance < 90%)

- Referral to Tumuaki
- Meeting with student and whānau, and letter sent home.
- Develop Attendance Improvement Plan.
- Consider support: learning needs, counselling, transport assistance, mentoring.

Tier 3: Significant Concern (< 80%)

- Attendance Service involvement.
- Home visit (where appropriate) and plan with whānau for alternative sita
- Multi-agency support: Oranga Tamariki (if wellbeing concerns), RTLB, Health providers.

Tier 4: Chronic, Persistent (< 70%)

- Formal referral to Attendance Service (AS) and Police
- AS may provide:
 - Intensive Case Management
 - IWS / OT referrals (if necessary)

These tiers reflect the Ministry's STAR approach and are to be documented in our SMS when responses are triggered.

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Attendance Targets

School-wide annual targets:

- >90% regular attendance for all students.
- Reduce chronic absence by 20%.
- Improve attendance for priority groups (e.g., Māori, Pasifika, SEN learners).

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Day-to-Day Operations (All Absences)

Daily (Admin & Teachers):

- **Mark rolls** in eTAP every morning by 9.30am and after lunch by 1.30pm; use correct codes. (Kaiako). Late students sign in at reception
- **Same-day text/call/email** for unexplained absences using up-to-date contacts; log contact attempts in SMS. (Admin)
- **Triage patterns/reasons** (e.g., transport, anxiety, caregiving, health) and alert Kaiako/Tumuaki for concerning patterns. (Admin)

Communication with whānau:

We use warm, mana-enhancing language (Awhina, Reo), reinforce why attendance matters, and explain justified vs unjustified absences consistently.

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Incentives for Improvement

Objective: Recognise and celebrate attendance improvement to motivate learners - classroom teachers to decide on the rewards. Examples of these are:

- Certificates for students reaching 90%+
- Prizes for most improved attendance
- Class-level competitions (e.g., pizza party for best weekly attendance)
- Introduce a visual attendance tracker in every classroom.
- Involve student voice in designing rewards and incentives.

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Monitoring and Evaluation

How we'll track progress:

- Weekly data reviews to monitor Tier 1-3 attendance.
- Termly evaluation of STAR actions and impact with Tumuaki/Admin//Kaiako

- Adjust plan based on mid-year review (e.g., if particular year groups need more support)
- Board reporting each meeting
- Yearly review of policy and procedures
- Student voice collected annually on barriers to attendance
- Analyse data by:
 - Ethnicity
 - Year level
 - Gender
 - SEN needs
 - Pastoral trends

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4) STAR: Stepped Attendance Responses (in more detail)

Tier 0: Fewer than 5 days absent (all term)

- **Teacher actions (Ako, Awhina):** Notice early patterns (e.g., Mondays/Fridays), connect with ākongā, and send a positive nudge to whānau.
- **Admin actions:** Continue daily follow-ups for unexplained absences; keep contacts current.
- **Tumuaki:** Monitor weekly dashboard; identify cohorts at risk. (Aligns with national guidance to act early and consistently.)

Tier 1: 5–9 days absent (within a term) — “5-Day Response”

Trigger: Student reaches **5 days** absence (cumulative, any reason) in the term.

Response package (logged in SMS):

1. **Whānau check-in** (phone or kanohi-ki-te-kanohi) to understand barriers; agree simple supports (e.g. lunch, pickup, health plan). (*Admin + Teacher*)
2. **Attendance kōrero** with whānau using materials as needed (Reo), reinforcing why attendance matters and what counts as justified/unjustified. (*Teacher*)
3. **Mini Attendance Plan (MAP)** for the student (Ako, Hauora): short, strengths-based goals; re-engagement activities; catch-up work. (*Teacher*)
4. **Two-week review date set;** attendance graph shared with whānau (visual progress). (*Teacher/Admin*)
5. **Escalation rule:** If absences become **unexplained** or whānau non-responsive after multiple attempts, Tumūaki steps in within 48 hours. (*Principal*)

This aligns with STAR expectations for early, consistent responses at lower absence thresholds.

Tier 2: 10–14 days absent (within a term) — “10-Day Response”

Trigger: Student reaches **10 days** absence (cumulative) in the term.

Response package (logged in SMS):

1. **Tumuaki-led hui** (Aroha, Hauora): Principal, teacher, admin, and whānau meet to co-design an **Individual Attendance Improvement Plan (IAIP)** that addresses root causes (e.g., morning routines, anxiety plan, transport, timetabling, cultural obligations, health). *(Principal)*
2. **Wrap-around supports** activated: SWiS/health services, community providers, kai/transport assistance, timetable tweaks, mentoring/buddying, and culturally responsive strategies (Reo, Oranga, Hauora). *(Senco/Teacher)*
3. **Formal written summary** of agreed actions and **weekly monitoring**, including a reward/recognition plan for improved attendance *(Ako)*. *(Teacher/Admin)*
4. **Attendance Service referral readiness:** If absences are **unjustified** and school efforts are not restoring regular attendance, prepare an **Attendance Service Application (ASA)** referral and continue school-based supports in parallel. *(Principal/SLT)*
This reflects STAR’s escalation and collaboration principles at mid-tier absence levels.

Tier 3: 15+ days absent (within a term)

Trigger: Student reaches **15 or more days** absence.

Response package (logged in SMS):

1. **Immediate ASA referral** (if not already lodged) for unjustified/non-responsive cases; continue school IAIP supports. *(Principal)*
2. **Multi-agency hui:** Coordinate with Attendance Service and other agencies to address complex barriers; set measurable milestones. *(Principal)*
3. **Legal pathways** may be considered only **after** support offers are made and not taken up (e.g., sections relating to irregular attendance), consistent with STAR and MoE guidance. *(Principal/Board)*

Note: Our plan focuses on restoring attendance through support first, consistent with STAR. The Board/Principal will follow MoE processes and legislation where non-attendance persists despite supports.

- Letter template and Diagram attached

Reviewed: March 2026

Next review: March 2027

Approved By:

