

Attendance Matters At Tisbury School

(Implementation: 1 January 2026)

Tisbury School has the following procedures to support and manage regular attendance by our students. They have been developed in response to:

Attendance data over the past year.
Ministry of Education: Every Day Matters reporting.
Stepped Attendance Response (STAR) guidelines brought in by the government.
Schoolwide attendance self-review using the Ministry of Education Reference Guide.

The government's target is for 80% of students to attend regularly, that is to attend school more than 90% of the time. They have defined attendance into the following threshold steps:



Tisbury School monitors attendance on a daily/weekly basis. The Principal uses the SMS HERO attendance tracking systems to monitor students attendance trends. Once a term the report from Education Matters is shared with the Board of Trustees and the overall picture of our attendance is shared with the wider community, highlighting major trends.

The school's goal is to have 80% of students attending 90% of the time. To help the school work towards this goal, the above steps and the school's actions will be implemented from 1 January 2026.

Each threshold step has the following responses which shows what responsibility each member has to ensure that students are attending school.



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a school term	15 days or more of absence in a school term
<p>Parents/Guardians</p> <ul style="list-style-type: none"> › Ensure student attends every day they are able › Reinforce good attendance habits › Support other parents to reinforce good attendance habits › Open communication with school › Follow school attendance management plan and associated policies and processes 	<p>Parents/Guardians</p> <ul style="list-style-type: none"> › Return student to regular attendance › Contact school to discuss reasons for absence and impact on learning › Support student to catch up on missed learning › Engage in supports offered 	<p>Parents/Guardians</p> <ul style="list-style-type: none"> › Return student to regular attendance › Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan › Implement strategies at home 	<p>Parents/Guardians</p> <ul style="list-style-type: none"> › Return student to regular attendance › Engage in support plan › Participate in regular meetings
<p>Schools</p> <ul style="list-style-type: none"> › Communicate with parents about every absence › Maintain contact details of parents › Provide student with regular updates on their own attendance › Report regularly to parents on attendance of their child › Support student: <ul style="list-style-type: none"> › attending school › to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate › to access other education pathways where appropriate 	<p>Schools</p> <ul style="list-style-type: none"> › Contact parents to discuss reasons for absence and impact on learning › Support student to catch up missed learning where required › Use in-school resources as appropriate to remove barriers e.g. counsellor, alternative timetables, PB4L 	<p>Schools</p> <ul style="list-style-type: none"> › Contact parents to escalate concerns › Hold meeting to analyse reasons for absence and to collaborate on a support plan › Develop and implement a support plan tailored to the reasons and circumstances around the child's absence › Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed 	<p>Schools</p> <ul style="list-style-type: none"> › Contact parents to inform of escalated response › Request support from Attendance Service or other agencies as needed › Participate in multi-agency response › Maintain implementation and monitoring of support plan › Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up › Unenroll if student will not be returning to school
<p>Ministry of Education</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Attendance Service</p> <ul style="list-style-type: none"> › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes: <ul style="list-style-type: none"> › agreeing changes to be made, › addressing some unmet basic needs impacting on attendance, and › referring students to other services as necessary › Collaborate with schools so that <ul style="list-style-type: none"> › they remain engaged as plans are developed and implemented, and › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn </div> <div style="width: 48%;"> <p>Regional and National teams</p> <ul style="list-style-type: none"> › Facilitate involvement of other agencies › Support schools to access other education pathways for a student where appropriate › Consider system-wide initiatives for high-risk attendance › Reprioritise regional support resources to where most needed/effective › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools </div> </div>			

Stepped Attendance Response - STAR: Responding to all absence

Version 2: July 2025

Communicating with Whānau:

<p>Term 1: Setting Expectations</p> <p>Week 8 : Remind parents that their child's attendance graph is available on the HERO app at all times and they should check it out.</p>	<p>In the school's bulletin, clearly set the expectations for attendance. Use Message 1 from MOE communicating with parents. Share the procedures that have been approved by the Board of Trustees.</p> <p>If a student's attendance is below 85% - send a message advising the parent of this and asking if there is anything the school can help to ensure attendance can improve.</p>
<p>Term 2 / 3 / 4 Share previous terms Education Matters Graph of attendance. Re-state expectations.</p> <p>Week 8 : Remind parents that their child's attendance graph is available on the HERO app at all times and they should check it out.</p>	<p>Highlight notable trends, including medical reasons.</p> <p>If a student's attendance is below 85% - send a message advising the parent of this and asking if there is anything the school can help to ensure attendance can improve.</p>

These above MOE responses have been refined into the following Tisbury School specific procedures:

1. DAY TO DAY OPERATIONS		
Activity:	What it looks like:	Who is responsible:
<ul style="list-style-type: none"> Set attendance targets and regularly review Communicate clearly with parents: <ul style="list-style-type: none"> expectations, procedures and follow-up steps the school will take when a student is absent 	Use enrolment forms, bulletins, webpage or other communication methods to share expectations and provide guidance to parents.	School Leadership and School Board
<ul style="list-style-type: none"> Access attendance history of new students and share attendance history when students move between schools. 	Contact previous school to request attendance records Identify any issues or trends in attendance history	Principal and Administration Personnel
<ul style="list-style-type: none"> Follow up absences, if not reported by parents 	If a student is recorded with a ? on the roll, administration is to contact whānau via SMS HERO message as noted below. Record of contact to be kept on SMS.	Administration Personnel SMS system message
<ul style="list-style-type: none"> Use school-wide strategies, including strong relationships and minimising disruptions to the school day and week 	Utilise PR4L and regular PLD opportunities. School boards and leadership prioritise school hours to be for learning.	School Leadership and School Board
SMS Message sent from HERO: CHILD} has been noted as absent from school today. Please reply to let us know why {CHILD} is not here, otherwise your child will be marked as truant. Please disregard if you have already notified the class teacher.		

2. FOR STUDENTS WITH LESS THAN 5 DAYS ABSENCE IN A SCHOOL TERM		
Activity:	What it looks like:	Who is responsible:
Report to whānau when the students has reached 5 days absent from school within the one term, this includes medical notifications. Report to whānau at Week 8 of each term student attendance graph from the SMS system	A message will be sent to the whānau, via SMS HERO, advising the student's attendance and that the number of days absent has reached 5 for the term. A communication via HERO advising parents that the attendance graph is available on the HERO app. If there are any attendance concerns, then a message via SMS HERO will be sent out.	Principal and Administration Personnel
Support Students: -Reinforce how it great to see all students at school "today". -If student is absent due to medical or illness supportS their learning.	Staff to reinforce positively how great it is to have students at school Classroom Teacher to provide learning support for home if it is appropriate to support students from missing too much learning.	Teachers
SMS Message sent from HERO: to be provided by HERO.		

3. FOR STUDENTS WITH UP TO 10 DAYS ABSENCE IN A SCHOOL TERM		
Activity:	What it looks like:	Who is responsible:
<ul style="list-style-type: none"> Contact parent to discuss reasons for absence and impact on learning 	<p>Use template and responses provided by MOE - in the MOE File on the google drive</p>	Classroom Teacher / SENCO
<ul style="list-style-type: none"> Support students to catch up missed learning where required 	<p>Identify missed learning and provide students with support to catch up as appropriate</p> <p>Support students to reintegrate into school and restore friendships</p>	Classroom Teacher
<ul style="list-style-type: none"> Use in-school resources as appropriate to remove barriers, eg school counsellor 	Make parents aware of resources that could support students to attend school regularly	Classroom Teacher
<ul style="list-style-type: none"> Use out of school resources to support whānau to remove barriers 	<p>Make parents aware of out of school resources that can support them in getting their child to school regularly</p> <p>eg attendance service, family parenting courses, public health nurse</p>	Classroom Teacher to liaise with SENCO / Principal to organise contact with outside agency

4. FOR STUDENTS WITH UP TO 14 DAYS ABSENCE IN A SCHOOL TERM		
Activity:	What it looks like:	Who is responsible:
<ul style="list-style-type: none"> Contact parent to escalate concerns Hold a meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a support plan tailored to the reasons and circumstances around the student's absence 	<p>Use template and responses provided by MOE - in the MOE File on the google drive</p>	Classroom Teacher / SENCO / Principal who is the most appropriate at this stage
<ul style="list-style-type: none"> Use in-school resources as appropriate to remove barriers, eg school counsellor 	Engage with the Ministry of Education Attendance Service to find out about options for support	Classroom Teacher / SENCO / Principal
<ul style="list-style-type: none"> Use out of school resources to support whānau to remove barriers 	<p>Make parents aware of out of school resources that can support them in getting their child to school regularly</p> <p>eg attendance service, family parenting courses, public health nurse</p>	Classroom Teacher to liaise with SENCO / Principal to organise contact with outside agency

5. FOR STUDENTS WITH 15 DAYS OR MORE ABSENCE IN A SCHOOL TERM

Activity:	What it looks like:	Who is responsible:
Contact parent to escalate concerns	Use template and responses provided by MOE - in the MOE File on the google drive	SENCO / Principal
Request support from Attendance Service or other agencies as needed Participate in multi-agency response Maintain implementation and monitoring of support plan	Refer to Ministry of Education Attendance Service Support access to services and collaborating with specialists Hold everyone accountable for their part in the plan, take action quickly where expectations aren't being met	SENCO / Principal
Undertake prosecution, when considered appropriate if supports are offered and not taken up	Engage with Ministry of Education to discuss options available and required steps to take: Attendance,Proceutions@education.govt.nz	
<ul style="list-style-type: none"> • Unenrol students who will not be returning to school 	Update ENROL as soon as school is made aware a student will not be returning and complete a non-enrolled notification. Share information with other agencies. MOE, Attendance Service and whoever else is appropriate, ie OT.	SENCO / Principal / Administration

[Linked is folder that contains:](#)

- MOE Individual attendance plans to use.
- A guide to support communicating with parents/whānau.
- Guide to implementing the stepped attendance response - which these procedures are based on.