



## Ohakune School Attendance Management Plan

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Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Ohakune School our school vision of “Young People who will be confident, connected, contributing, life long learners” underpins our approach to attendance - every ākonga striving to their potential. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every ākonga can strive to be

the best they can be.

### Baseline Data informing our Attendance Management Plan

Term 2 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
51%	26%
	Concerning/Moderate Attendance
	13%
	Very Concerning/Chronic Attendance
	10%

#### What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance.

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

## Annual Target

Regular/Good Attendance	Worrying/Irregular Attendance
56% ↑5%	26% ↓5%
<u>61%</u>	<u>21%</u>

Rationale for 5% increase: From Term 2 2024 to Term 2 2025, our Regular Attendance improved from 34% to 51%. We are therefore setting an aspirational target to move at least 5% (14 ākonga) from Worrying/Irregular Attendance to Regular/Good Attendance.

We aim to increase Regular Attendance by 5% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

## Sub Target

### Increase attendance for our Māori learners

39/91 (36%) Māori students showed Irregular Attendance for Term 2 2025. A focus on decreasing the number of Irregular attendances to Regular attendance, would improve the outcome for our Māori learners. A decrease to at least 20% would be an initial target.

## **Strategic Plan and Annual Implementation Plan**

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:

- Strategic Goal: We want our learners to be equipped socially, mentally, academically and culturally.
- Annual Implementation Plan 1 (Wellbeing) Annual Implementation Plan 2 (Achievement)

## **Attendance Policy**

Ohakune School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

As required by the Education and Training Act 2020 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Ohakune School attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent

- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

Further supporting information can be found in our [School Documentation](#).

## **Attendance Policy**

### **Student Attendance**

Ohakune School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with students and their parents/caregivers, and staff are responsible for reminding students of these expectations.

### **Recording attendance**

We record attendance accurately to ensure all students are accounted for, including for emergency situations. The school provides attendance data to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024. We monitor absence patterns using our student management system and notify parents/caregivers of any concerns.

Classroom teachers, learning support staff, and office staff work together to ensure attendance is recorded correctly. Relievers, itinerant teachers, and specialist teachers provide attendance information as necessary to the relevant teacher, or directly to the school office.

We record students as present or absent using Ministry of Education 12 attendance codes. An absence may be justified (e.g. for medical reasons) or unjustified (e.g. for an unapproved holiday or other unsatisfactory reason), and we record this in our attendance register.

## **Monitoring attendance**

The school office receives attendance information from classroom teachers and/or relievers, itinerant, or specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

Staff are encouraged to report any attendance concerns to the principal.

The Ministry of Education collects attendance data from the school, including:

- the proportion of students who attend regularly
- students with five or more full days of unjustified absence in a term
- absences remaining unexplained at the end of each week.

## **Student absences**

Parents/Caregivers are expected to notify the school as soon as possible (before or during the school day) if their child will be absent. A reason for absence must be provided no later than the end of the school week. Ohakune School will contact parents/caregivers directly if no explanation is provided for student absence.

If the student is absent 3 days or more, the school may request a medical certificate.

Under the Education and Training Act 2020 (s 45), the principal may allow a student to be absent from school for up to five days if there is a justified reason for absence (e.g. due to illness, a funeral or tangihanga, or other approved reason at the discretion of the school). For planned absences, requests must be made to the principal at least one week before the planned event.

The principal has discretion to approve or deny requests, based on criteria including:

- the benefit to education for the student (including qualifications and experience of course providers as relevant)
- the length of time away from regular school programmes that the activity will require.

If a student does not arrive at school or goes missing during the day (including from an EOTC event), we check there are no errors in how attendance information was recorded or updated (e.g. if a student has gone home due to illness). If necessary, we follow up with parents/guardians and/or emergency contacts. We may also follow our Missing Student Procedure.

### **Following up unexplained absences**

Ohakune School takes all reasonable steps to ensure students attend school while it is open, including following up unexplained absences.

Our follow-up actions may include:

- analysing attendance data for patterns of absence
- contacting parents/caregivers to outline attendance expectations
- meeting with students and their parents/caregivers to discuss strategies for improving attendance
- discussing school programmes with relevant staff to better meet the needs of students at risk of disengagement.

The board may appoint an attendance officer who is responsible for following up absences with students and their parents/caregivers directly.

We may also refer students with extended or persistent absences to Attendance services.

Source - Schooldocs link

### **Attendance Expectations**

We regularly communicate with our tamariki and whānau about attendance expectations, consisting of:

- Communication in the weekly meeting
- Discussion at Learning Conferences
- Discussion with whānau at enrolment interviews
- Facebook reminders

- Phone calls with whānau when needed
- Expectations documented in school enrolment pack
- Regular newsletter updates
- School Facebook/Skool Loop apps for positive reinforcement
- Direct communication through Skool Loop and etap
- Supporting Ministry of Education promotions
- Reiteration at school assemblies
- Certificates for attendance and other positive promotions
- Guiding coalition analysis of data - Culturally responsive practice

### **Attendance Codes**

1. Our school follows the Ministry of Education expectations for coding attendance
2. The Office Administrator in consultation with the principal or deputy principal, make final decisions on which codes are used for student absences

### **Attendance Procedures**

#### **Teachers**

1. Roll to be taken by the teachers **BEFORE** 9.00am.
2. Any ākonga who arrives late to school is to report to the office to register that they are late on the Vistab system and receive an arrival card.
3. Should a ākonga arrive in class after the roll has been taken, ask if they have reported to the office. If they haven't, they **MUST** report to the office.

4. Afternoon roll must be taken **BEFORE** 1.30pm.
5. There should be no need to send over paper absences to the office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance (through the Roll on our SMS) to inform the office.

### **Office**

1. The Office Manager checks the texts, voice messages and emails and takes phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on Skool Loop from 9.05am.
3. Any children marked with a ? are then followed up by the Office Manager:
  - a. a text is sent out to the whanau of all children who are marked with an ?
  - b. When replies are received, the Office Manager updates the absence with the appropriate code.
  - c. If no reply is received, the child is marked as Truant.
4. The Office Manager will check the afternoon roll from 1.50pm.

### **Whānau Responsibilities**

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

- notify the kura as soon as possible if their ākonga is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us to manage attendance concerns

## **Monitoring Practices**

Every week, the Principal or Deputy Principal will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- adhere to the STAR thresholds

Attendance patterns and concerns will be discussed at Senior Leadership Team meetings every week. The Principal will:

- report attendance data twice termly to the School Board
- provide a termly attendance report to the School Board showing the analysis of data, trends
- Report to parents regularly on attendance of their child

**Absence Thresholds in reaction to the Stepped Attendance Response (STAR)**

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>
<ul style="list-style-type: none"> <li>• Ensure student attends every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Support other whānau to reinforce good attendance habits</li> <li>• Follow school attendance management plan and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Contact school to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up on missed learning</li> <li>• Engage in supports offered</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</li> <li>• Implement strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Engage in support plan</li> <li>• Participate in regular meetings</li> </ul>

School	School	School	School
<ul style="list-style-type: none"> <li>• Communicate with whānau about every absence</li> <li>• Maintain contact details of all parents</li> <li>• Provide students with regular updates on their own attendance</li> <li>• Report regularly to whānau on attendance of</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to discuss reasons for absence and impact on learning</li> <li>• Support student to catch up missed learning where required</li> <li>• Use in-school resources as appropriate to remove barriers, eg: counsellor,</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to escalate concerns</li> <li>• Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>• Develop and implement a support plan tailored to the reasons and circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents to inform of escalated response</li> <li>• Request support from Attendance Service or other agencies as needed</li> <li>• Multiagency response</li> <li>• Maintain implementation</li> </ul>

<p>their child</p> <ul style="list-style-type: none"> <li>• <u>Support student:</u></li> <li>• attending school</li> <li>• to continue learning if unable to attend school every day,</li> <li>• including using MOE approved wellbeing or transitional plans, or health schools where appropriate</li> <li>• to access other education pathways where appropriate</li> </ul>	<p>alternative timetables, PB4L</p>	<p>around the child's absence</p> <ul style="list-style-type: none"> <li>• Use in-school resources as appropriate to remove barriers and request</li> <li>• support from Attendance Service or other agencies as needed</li> </ul>	<p>and monitoring support plan</p> <ul style="list-style-type: none"> <li>• Undertake school-led prosecution, or request MOE led prosecution,</li> <li>• when considered appropriate if supports are offered and not taken up</li> <li>• Unenroll if student will not be returning to school</li> </ul>
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### Communicating with Whānau

Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to STAR, our kura may use the Ministry of Education resource [Communicating with parents about attendance](#) to support communication with whānau and if required, escalation of attendance concerns. Provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

- adhere to the STAR thresholds
- review the plan termly after considering the Every Day Matters Report
- ensure termly attendance is printed, signed by each teacher and securely stored onsite for 7 years

### **Supporting Learners Returning to School**

1. To mitigate loss of learning classroom teachers will differentiate learning programmes.
2. Teachers will operate a positive and inclusive classroom to welcome learners back to school and establish friendships. Relationship based Learning pedagogy at the foundation.
3. Depending on the level of absence, ongoing monitoring by the school will enable a response to emerging learning or well-being concerns.
4. As part of good practice, teachers will ensure that whānau and parents of returning learners are kept informed with any reintegration progress.