



## Attendance at St Joseph's Catholic School - Matata

### Te Taetae Hato Hohepa ki Matata

#### English

##### Why Attendance Matters

When tamariki come to school every day, they learn more, feel confident, and stay connected. School works best when whānau and school work together.

##### Our Expectations

- School is compulsory for children aged 6–16
- Tamariki are expected to attend every day the school is open
- We aim for 90% attendance or better

##### Letting Us Know About Absences

Please let us know by **8:30am** if your child will be away.

You can contact us by phone, text, app, email, or in person.

If we haven't heard from you, we will follow up to make sure your child is safe.

##### How We Keep Track

- Attendance is taken every morning and afternoon
- We watch for frequent absences, lateness, or patterns

##### If Attendance Becomes a Concern

Our approach is supportive.

- First, we have a friendly kōrero with whānau
- If needed, we meet and make a simple plan together

With whānau agreement, we may ask for extra support.

##### Supporting Tamariki

Support may include encouragement, practical help, and links to local services.

##### Celebrating Attendance

We acknowledge good and improved attendance in a fair and positive way.

##### Everyone's Role

**School:** keeps records and follows up

**Whānau:** support children to attend and let us know about absences

**Tamariki:** come to school ready to learn

##### We're Here to Help

If attendance is ever a worry, please talk to us early.

**Contact: Office – 07 3222 095**

#### Te Reo Māori

##### He aha te take he mea nui te taetae?

Ina tae mai ngā tamariki ki te kura ia rā, ka nui ake te ako, ka tupu te māia, ka mau te hononga. Ka pai ake te kura ina mahi tahi te kura me te whānau.

##### Ā Mātou Whāinga

- Me haere ngā tamariki 6–16 tau ki te kura
- Me tae mai ngā tamariki ia rā e tuwhera ana te kura
- Ko tā mātou whāinga kia 90% te taetae, neke atu rānei

##### Mō te Kore Taetae

Tēnā whakamōhio mai i mua i te **8:30am** mēnā ka kore tō tamaiti e tae mai.

Ka taea te waea, te tuku pānui, te whakamahi i te taupānga, te īmēra, te kōrero kanohi ki te kanohi.

Ki te kore mātou e rongo kōrero, ka whai atu mātou kia mōhio kei te haumaruru tō tamaiti.

##### Te Aroturuki i te Taetae

- Ka tuhia te taetae ia ata, ia ahiahi
- Ka mātaki mātou i ngā kore taetae auau, te tōmuri, me ngā tauira

##### Mēnā ka Raru te Taetae

He huarahi tautoko tā mātou.

- Tuatahi, ka kōrero mātou me te whānau
- Ki te hiahia, ka hui tahi, ka hanga mahere māmā

Mā te whakaae a te whānau, ka tonu mātou i ētahi atu tautoko.

##### Te Tautoko i ngā Tamariki

Ka whai wāhi te whakamanawa, te āwhina whaihua, me te hono ki ngā ratonga ā-rohe.

##### Te Whakanui i te Taetae

Ka whakanui mātou i te taetae pai me te pikinga ake, i runga i te tika me te aroha.

##### Ngā Kawenga o te Katoa

**Te Kura:** ka pupuri i ngā rēhita, ka whai atu

**Te Whānau:** ka tautoko i te taetae, ka whakamōhio mai

**Ngā Tamariki:** ka tae mai ki te kura kia ako

##### Kei Konei Mātou hei Āwhina

Mēnā he āwangawanga mō te taetae, kōrerohia mai wawe.

# Attendance Management Plan 2026: St Joseph's Catholic School Matata



Approval	26th November, 2025	To be published on	1st January 2026 www.saintjosmatata.school.nz
Effective Date	28 th February 2026	Review Date	End of every term.

## Overarching attendance objectives and strategic priorities

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.

The 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 or 5 days a term** to ensure that they can have continued success at school.

At St Joseph's our school vision of: Ma te whakaatu...Ka mohio. Ma te mohiotanga...Ka marama. Ma te maramatanga...Ka matau. Ma te matauranga...Ka ora underpins our approach to attendance - every tamaiti striving to their potential. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamaiti 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
<b>37%</b>	<b>20%</b>
	<b>Concerning/Moderate Attendance</b>
	<b>15 %</b>
	<b>Very Concerning/Chronic Attendance</b>
	<b>29%</b>

### 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 Chronic Absence - reducing this category would have a positive impact on our overall

data. In Term 2 it was 29% compared to 11% last year. If we can improve this to 10% and improve our regular attendance to 57%, we will have achieved our goal

**CONTEXT:**

As a school with a small roll tangihanga, illness and whanau movements have a disproportionate impact on the data. 1 student represents over 2%. A whanau of 4 absent can represent close to 10% of our data set.

In 2025, the school community was impacted by a severe bout of respiratory illness. Particularly in Term 2 and 3. There is no guarantee this will kt happen in 2026.

**Annual Target**

<b>Regular/Good Attendance</b>	<b>Moderate Attendance</b>
<b>37% ↑20%</b> <b>To 57%</b>	<b>15%</b> <b>↓2% To 13%</b>
<b>Irregular Attendance</b>	<b>Chronic Attendance</b>
<b>20% to remain at 20%</b> <b>20%</b>	<b>29% ↓19%</b> <b>To 10%</b>

Rationale for 20% increase: From Term 2 2024 to Term 2 2025, our Regular Attendance dropped by 7%. We are therefore setting an aspirational target to reduce the Chronic absence from 29% to 10% . Previously Chronic attendance was 11% in 2024 so this is possible.

To increase our regular attendance from 37% to 57% is possible as in 2024 regular attendance was 44%. Therefore, we are only looking to improve regular attendance by 13% (6 students) from 2 years ago.

Long Term Goal

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.

**Strategic Plan and Annual Implementation Plan**

Our Attendance Management Plan will sit within our Strategic Plan and Annual Implementation Plan:

**Strategic Goal 1:**

To develop an engaging Local Curriculum that supports the students in their learning (numeracy and literacy), social development (social relationships, self-worth) and sense of personal and cultural identity – to optimize each student's potential.

## Attendance Policy- [as per School Docs- LINK HERE](#)

St Josephs 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 202 (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 Central Normal 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 Docs Attendance](#)

## Attendance Management Procedures

### Attendance Expectations

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

- Communication in the Pānui
- Korero at Learning Conferences
- Korero on enrolment
- Social Media reminders
- Phone calls with whānau when needed

### Recording Attendance

#### Kaiako Responsibilities

1. Roll to be taken by Kaiako **BEFORE** 9.30 am.
2. Any students who arrives late to school are to report to the office to register that they are late.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the Tari. If they haven't, they **MUST** report to the Tari.
4. Afternoon roll must be taken **BEFORE** 1.50pm.

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 ETAP) to inform the Office.

### Office Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on ETAP from 9.30am.
3. Any children marked with a ? are then followed up by the Office Manager:
  - a. a text is sent out to 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 tamaiti is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

### Monitoring Practices

Every month, the principal and staff at team hui 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

### The Principal will:

- report attendance to the School Board at every hui 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

## 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
Whānau	Whānau	Whānau	Whānau
<p>Ensure student attends every day they are able Reinforce good attendance habits</p> <p>Support other whānau to reinforce good attendance habits</p> <p>Follow school attendance management plan and procedures</p>	<p>Return student to regular attendance Contact school to discuss reasons for absence and impact on learning</p> <p>Support student to catch up on missed learning</p> <p>Engage in supports offered</p>	<p>Return student to regular attendance Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</p> <p>Implement strategies at home</p>	<p>Return student to regular attendance Engage in support plan</p> <p>Participate in regular meetings</p>
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
Kura	Kura	Kura	Kura
<p>Communicate with whānau about every absence</p>	<p>Contact parents to discuss reasons for absence and impact on learning</p>	<p>Contact parents to escalate concerns</p> <p>Hold meeting to analyse</p>	<p>Contact parents to inform of escalated response</p> <p>Request support from</p>

<p>Maintain contact details of all parents</p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to whānau on attendance of their child</p> <p><u>Support student:</u> attending school to continue learning if unable to attend school every day, including using MOE approved wellbeing or transitional plans, or health schools where appropriate and to access other education pathways where appropriate</p>	<p>Support student to catch up missed learning where required</p> <p>Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetables, PB4L</p>	<p>reasons for absence and to collaborate on a support plan</p> <p>Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</p> <p>Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed</p>	<p>Attendance Service or other agencies as needed</p> <p>Participate in multi-agency response</p> <p>maintain implementation and monitoring support plan</p> <p>Undertake school-led prosecution, or request MOE led prosecution, when considered appropriate if supports are offered and not taken up</p> <p>Unenroll if student will not be returning to school</p>
--	--	---	---

**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.