

OUR PEOPLE
PLACE
FUTURE

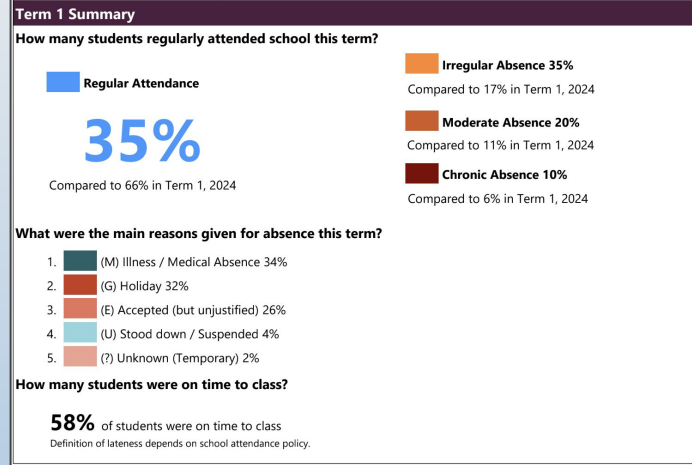
ŌURUHIA



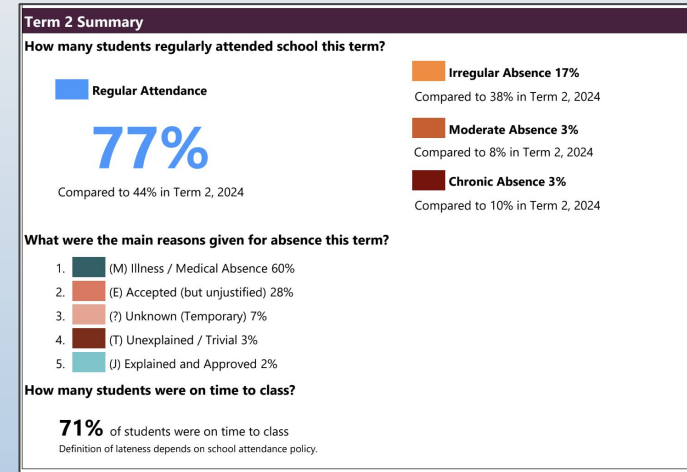
Ōuruhia Model School Attendance Management Plan

This plan outlines our commitment to ensuring every student can access the curriculum through regular attendance, meeting all legal requirements under the **Education and Training Act 2020**.

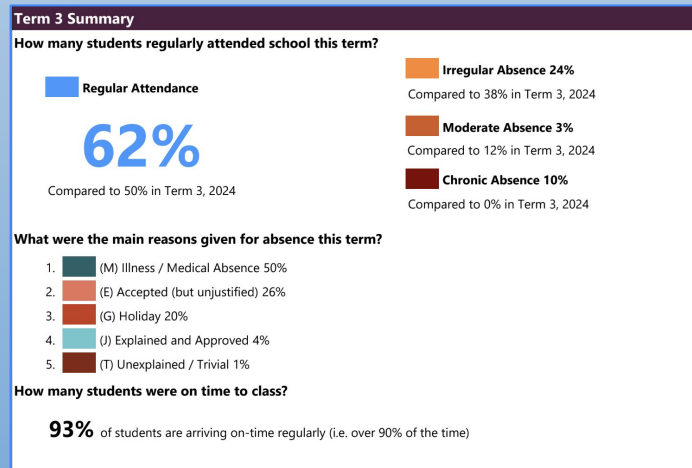
Term 1, 2025



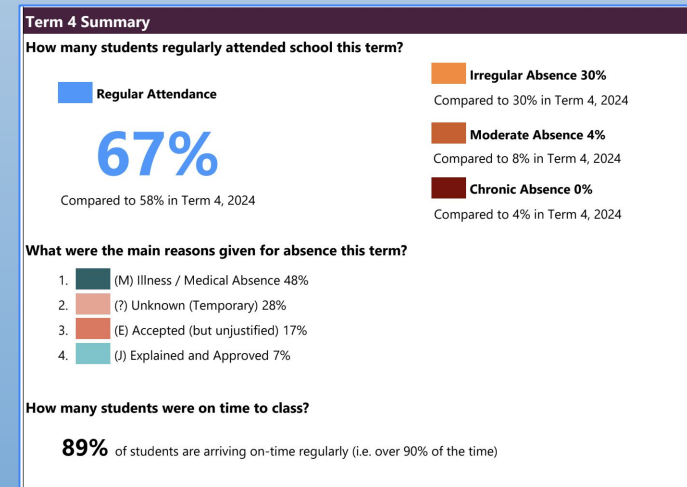
Term 2, 2025



Term 3, 2025



Term 4, 2025





Term-by-Term Attendance Trends (2024–2025)

The data indicates a **steady recovery** in attendance across most terms, which mirrors the national trend.

Term	2024 Trend	2025 Trend	Key Observation
Term 1	Generally strong start.	Higher than 2024.	Term 1 2025 shows a significant "reset," with fewer students
Term 2	Dip due to winter illness.	Moderate recovery.	Illness (Code M) remains the primary driver of absence, but the "unjustified" (Code E/G) rates are lower than in previous years.
Term 3	Plateau.	Slight improvement.	Schools saw a more consistent middle-of-year engagement in 2025 compared to 2024.
Term 4	Seasonal Drop.	Improvement.	2025 saw the highest Term 4 attendance since 2022.



Regular attendance is vital for the success and wellbeing of our tamariki.

- **Building Foundations:** Attending school every day helps students build strong foundations for learning and social development.
- **Achievement:** Regular attendance promotes success as tamariki consistently build on their previous learning.
- **National Target:** The government target is **80% of students attending at least 90% of the time.**
- **The Standard:** To ensure continued success, tamariki should be absent for **no more than one day a fortnight.**



Responsibilities

Legal Obligations

- **Whānau:** Must ensure tamariki attend school regularly (Education and Training Act, s244).
- **The Board:** Takes all reasonable steps to ensure students attend when the school is open (Education and Training Act 2020 s36).
- **The Principal:** Responsible for implementing the Stepped Attendance Response (STAR) and reporting trends to the Board.

Mahi tahi (working together) in Action: Whānau Expectations

- **M** - Manage attendance; notify the kura as soon as possible if a child is late or absent.
- **A** - Arrange appointments or trips outside of kura hours or during holidays where possible.
- **H** - Hopeful with support of your children to attend daily; with a **Can-Do & Independent** approach
- **I** - Inform & collaborate with kura to manage attendance concerns.



Ōuruhia Model School Procedures

Daily Routines

- **Morning Roll:** Kaiako (teacher) take the roll **as close to 9:00 am** as possible.
- **Late Arrivals:** Students arriving after 9:00 a.m **must** come to the office to report in - seek the Principal and or learning assistant.
- **Afternoon Roll:** Kaiako (teacher) take the roll on return from lunch **approx 1.45 p.m.**

Office / Principal/ Learning Support Follow-up

- The Learning Assistant role is to follow up and checks absences from 9:00 a.m
- Any child marked with a "?" is followed up with a phone call.
- Check the teacher has not received an email with an explanation/ and or approved plan with MoE signed off.
- If no reply is received, the child is marked as **absent / no explanation.** A follow up phone call by the principal and or an email will seek an explanation.

Stepped Attendance Response (STAR)

Thresholds and Actions per Term

Category	Absence Threshold	Whānau Support - Communicate	Kura Response
Good	< 5 days	Attend with an Can-Do and Independent attitude	Daily roll checks and contact detail updates.
Worrying	Up to 10 days	Communicate reasons for absence and impact on learning.	Phone call home from Kaiako (teacher) to connect and discuss barriers. Letter #1 Step plan shared with whānau.
Concerning	Up to 15 days	Participate in meetings and respect the established support plan.	Meeting with Kaiako(teacher)/Hub Leader to develop a tailored support plan . Letter #2 Step plan shared with whānau from the Principal.
Very Concerning	Up to 20 days	Engage in support plan with School Leadership .	Management meeting; request Attendance Service/s or MoE where applicable and agency support. Letter #3 Step plan shared with whānau from the Principal.



Monitoring and Success

What Success Looks Like

- An increase in **Regular/Good Attendance** across kura.
- A positive shift in the **Worrying/Irregular** category, reducing these absences to improve overall achievement.

Review and Reporting

- The Principal provides a **termly attendance report** to the Board.
- Reports include data analysis, emerging trends, and barriers to attendance.
- **Plan Last Reviewed:** January 2026.
- **Next Review Date:** January 2029.

Ōuruhia Model School's Attendance Steps

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 school term	Up to 15 days absence in a school term	Up to 20 days absence in a school term
Whānau Expectations	Whānau Expectations	Whānau Expectations	Whānau Expectations
<ul style="list-style-type: none"> Supporting your children to attend everyday they are able to with a Can-Do attitude Reinforce good attendance habits Working together - mahi tahi, to communicate needs around any attendance 	<ul style="list-style-type: none"> Work together with the school to create regular attendance Communicate reasons to the school for absence and impact on learning Liaise with your child's home room teacher to support their missed learning 	<ul style="list-style-type: none"> Participate in meetings with your child's home room teacher or appropriate school contact Respect the support plan once it has been established by working together - Mahi tahi 	<ul style="list-style-type: none"> Engage in support plan with appropriate support from school leadership Working together to get the students back to regular attendance Communicate any further absences if outside of a graduated MoE transition plan is in place

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Kura Processes	Kura Processes	Kura Processes	Kura Processes
<ul style="list-style-type: none"> • Attendance checked every day by office/learning staff after daily roll • Update contact details regularly • Contact if appropriate 	<ul style="list-style-type: none"> • Phone call home from home room teacher to connect / and or email • Work together with the whānau to discuss reasons for absence and impact on learning • Share letter # 1 STAR approach to support whānau with any barriers to attendance 	<ul style="list-style-type: none"> • Phone call from home room teacher/hub Principal to identify & share # 2 Letter concerning attendance • Hold meetings to work together with the whānau to establish a support plan • Develop and implement the support plan which will be tailored to the individual's/whānau needs 	<ul style="list-style-type: none"> • Phone call from home room teacher/school management to request a in school meeting to discuss - share data and # 3 Letter identifying absences • Request support from attendance service/s or MoE if a graduated transition plan is already in place and signed off - review this