



Attendance Management Plan

Purpose

Regular attendance is essential for student learning, wellbeing, and success. Attending school every day supports our children to build strong foundations for their learning and social development. Regular attendance promotes achievement success as children are able to consistently build on their learning. This plan sets out how Fairton School promotes, monitors, and responds to student attendance in a way that reflects our rural context, strong whānau connections, and commitment to manaakitanga.

Guiding Principles

Our government has set a national target of 80% of students attending school at least 90% of the time. Fairton School aims to reach this target every term in 2026.

Our approach to attendance is:

Student-centred – Wellbeing comes first.	Whānau-focused – Attendance is a shared responsibility.
Early and supportive – Act early before patterns form.	Culturally responsive – Honour tikanga Māori and community values.
Collaborative – Work with agencies when needed.	School is here to help, and will show compassion and understanding.

Expectations

Students are expected to attend school every day school is open, and stay for the full day.	Students are expected to arrive at school every day for the 9am start.
Parents are expected to notify the school of any absences before 9am.	School will follow up all unexplained absences
Appointments should, where possible, be made outside school hours.	

Roles and Responsibilities

Board of Trustees Set clear attendance expectations. Monitor attendance data termly. Ensure resources support attendance improvement.	Principal / Tumuaki Overall responsibility for attendance. Liaise with Attendance Services and external agencies. Report attendance patterns to the Board.
Teachers Build positive relationships with students and whānau. Take accurate rolls twice daily, and notify the appropriate personnel if a child is not at school. Identify early signs of disengagement. Communicate concerns promptly to appropriate staff. Have initial conversations with parents and care-givers around appointments and regular lateness.	Office Manager Record attendance daily. Follow up unexplained absences. Maintain accurate records

<p>Whānau</p> <p>Ensure children attend regularly.</p>	<p>Have children to school on time. Communicate reasons for absences.</p> <p>Work with the school to address barriers and find solutions.</p>
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Attendance Monitoring

<ul style="list-style-type: none"> ● Rolls are marked morning and afternoon - Data on SMS ● Teachers use Ministry of Education codes to record absences. ● Office Manager or Principal notified of absences to follow up. ● The teacher follows up if the Office Manager or Principal is away. ● The Office will send a text or phone call to check in with any parents who haven't informed the school of absence. If we don't receive a response from the parent or care-giver, we will try an emergency contact from our SMS (Student Manager System). If we still do not know the reason for the absence, the child will be recorded 'truant' as per the MOE attendance codes. ● Each term a detailed attendance report is sent to the school from the MOE. This informs further action if necessary. ● Attendance is reviewed: <ul style="list-style-type: none"> Weekly (classroom level) Termly (school-wide) ● Patterns of concern include: <ul style="list-style-type: none"> Frequent absences Regular lateness Mondays/Fridays absences Attendance regularly below 90%

Responding to Absences

<p>Tier 1: Universal (All Students)</p> <ul style="list-style-type: none"> • Positive classroom culture • Attendance messages in newsletters • Celebrating good and improved attendance • Strong teacher–student relationships 	<p>Tier 2: Early Concern (90–85%)</p> <ul style="list-style-type: none"> • Informal conversation with student • Phone call or kōrero with whānau • Identify barriers (transport, health, anxiety, family commitments) • Short-term support plan agreed with whānau 	<p>Tier 3: Ongoing Concern (Below 85%)</p> <ul style="list-style-type: none"> • Formal meeting with whānau • Individual Attendance Plan developed • Involvement of SENCO or learning support • Referral to Attendance Services (if required) • Collaboration with agencies (Health, Oranga Tamariki, iwi services)
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Rural Context Considerations

<p>We recognise that attendance may be affected by:</p> <ul style="list-style-type: none"> • Transport difficulties • Weather and road conditions • Seasonal work and farming demands 	<p>Where possible, the school will:</p> <ul style="list-style-type: none"> • Be flexible and problem-solving focused • Support whānau to find practical solutions • Advocate for students with external agencies
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Recording and Data

Attendance data is stored securely

Attendance data is shared with the Ministry of Education daily

Data is used to:

Identify trends

Evaluate interventions

Inform resourcing decisions

Attendance reports are shared with the Board (no identifying details)

Communication


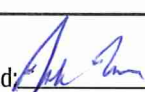
Attendance expectations will be regularly shared by way of newsletters, assembly talks, notices and on the school website.

Whānau are contacted early and respectfully when concerns arise

Review and Evaluation

This plan will be:

- Reviewed annually
- Evaluated against:
Attendance data
Whānau feedback
Student wellbeing outcomes

This plan is effective from February 2026	Date: <u>11/2/26</u>
Signed:  (Presiding Member)	Signed:  (Principal)