MANAIA SCHOOL

ATTENDANCE MANAGEMENT PLAN

Approval from Board	10 December 2025	Published on	www.manaia.school.nz
Effective Date	2 February 2026	Review Date	30 March 2026

Overarching Attendance Objectives and Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our children. Attending school every day supports our children to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as children 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 children should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

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.

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our children 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 the children and whānau with Worrying/Irregular Attendance.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan as we understand that this is a vital element to every child reaching their potential:

- **Strategic Aim 1: Whakamana** - empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- **Annual Implementation Plan: 1.3 Increase Attendance rates at Manaia School**
    - The average attendance rate will be 90% or higher.
    - HERO will be used to help identify children who fall under the expected rate of attendance
    - An Attendance Management Plan will be created and used to ensure best practice.

Attendance Policy

Manaia School has procedures to record and monitor attendance and to identify and follow up concerns. We share attendance expectations with children and whānau. 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 Manaia School attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their child/ren 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 Procedures
Community Level Login: Username: manaia Password: dream

Attendance Management Procedures

Attendance Expectations

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

- Communication in newsletters
- Discussion at Hopes and Dreams Meetings
- Informed as part of enrolment
- Facebook reminders
- Phone calls with whānau when needed

Recording Attendance

Teacher Responsibilities

1. Roll to be taken by the teacher **BEFORE** 9.05am.
2. Any child who arrives late to school is to report to the office to let the Office Manager know that they have arrived.
3. Should a child 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** 1.35pm.
5. There should be no need to send 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 HERO) to inform the Office.

Office Responsibilities

1. The Office Manager checks the texts and emails and takes phone calls of absences in the morning.
2. The Office Manager checks attendance on HERO from 9.10am.
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 1.40pm.

Whānau Responsibilities

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

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

Monitoring Practices

Every week, the 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 staff meetings every fortnight.

The Principal will:

- report attendance data twice termly to the School Board
- provide a copy of the 'Attendance Matters' report termly to the School Board
- adhere to the STAR thresholds
- review the Attendance Management plan termly after considering the Every Day Matters Report

Communicating with Whānau

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

In relation to STAR, our school may use the Ministry of Education resource Communicating with parents about attendance to support communication with whānau and if required, escalation of attendance concerns.

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

WHĀNAU			
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**
• Ensure student attends every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures	• 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	• Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home	• Return student to regular attendance • Engage in support plan • Participate in regular meetings

SCHOOL			
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**
• Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of their child • <u>Support student:</u> • attending school • to continue learning if unable to attend school every day, • including using MOE approved wellbeing or transitional plans, o health schools where appropriate • to access other education pathways where appropriate	• 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, eg: counsellor, alternative timetables, PB4L	• 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	• 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 support plan • Undertake school-led prosecution, or request MOE led prosecution, • when considered appropriate if supports are offered and not taken up • Unenroll if student will not be returning to school