

Moanataiari School Attendance Management Plan (2026)

(Aligned with the Ministry of Education Stepped Attendance Response – STAR, Version 1, January 2025)

1. Purpose

Regular attendance is essential for learning, well-being, and lifelong success. This plan outlines how Moanataiari School records, monitors, and improves attendance in partnership with whānau and the community.

It supports compliance with the **Education and Training Act 2020**, the **STAR Framework (2025)**, and the school’s **strategic attendance goals**.

2. Attendance Goals and Baseline

The following table establishes Moanataiari’s baseline, interim, and target attendance levels using verified Ministry of Education *Every Day Matters* data.

Year	Regular Attendance (≥ 90%)	Moderate Absence (70–80%)	Chronic Absence (< 70%)	Source
2024 Baseline (Term 4)	61 %	9 %	7 %	Every Day Matters – Term 4 2024 Report
2025 Interim Target	65 %	7 %	5 %	School projection 2025
2026 Target	70 %	5 %	3 %	Board-adopted goal (AMP 2026)

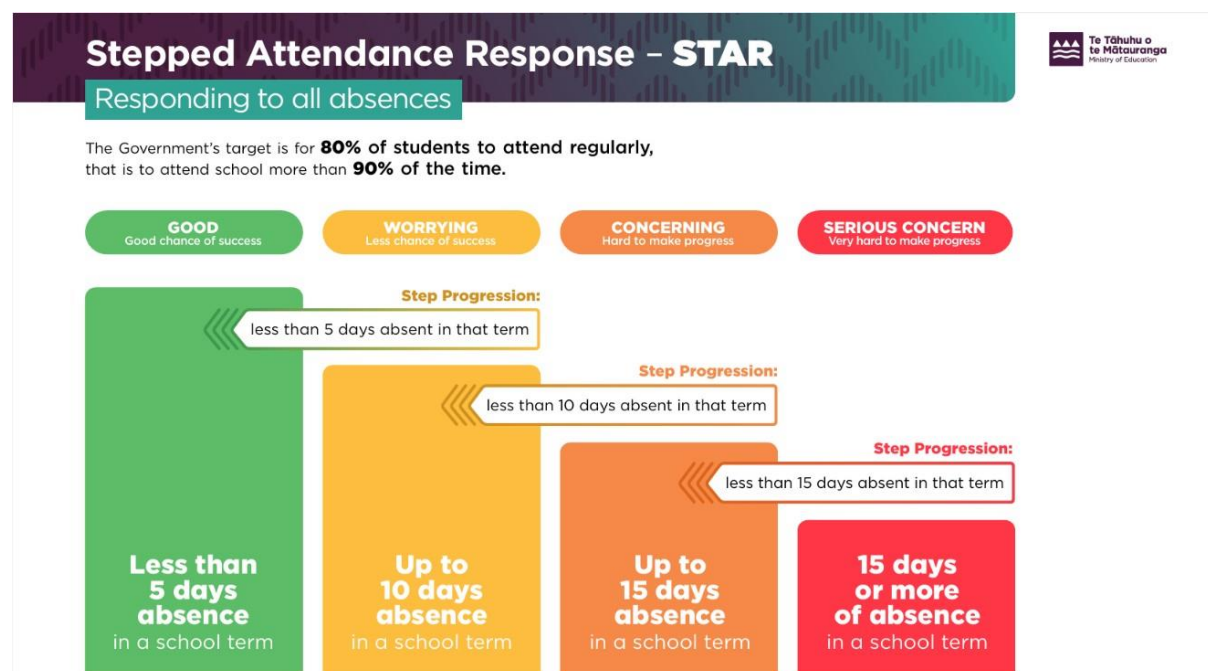
Interpretation

- The **2024 baseline (61%)** reflects verified Ministry attendance data.
- The **2025 interim target (65%)** marks a realistic increase through strengthened early contact, whānau partnership, and STAR-based tiered responses.
- The **2026 target (70%)** aligns with the board's strategy and the Ministry's expectations for realistic local improvement.

3. Attendance Framework – STAR

The **Stepped Attendance Response (STAR)** outlines consistent action levels for schools, parents, and agencies.

Level	Absence Threshold (per term)	Description	School Response
Good	0 – 5 days	Regular attendance; strong engagement.	<ul style="list-style-type: none"> • Celebrate and reinforce attendance (certificates, class rewards).
Worrying	6 – 10 days	Emerging concern: attendance slipping.	<ul style="list-style-type: none"> • Attendance officer → Principal → LSC check-in. • Contact home and offer support. • Monitor weekly (Thursday).
Concerning	11 – 15 days	Learning at risk; progress hindered.	<ul style="list-style-type: none"> • Principal - Whānau meeting. • Attendance Improvement Plan (AIP). • Use in-school supports.
Serious Concern	16 + days	Serious absence; sustained non-attendance.	<ul style="list-style-type: none"> • Leadership case review (Principal- DP- Attendance Officer). • Referral to CAPS Hauraki (Attendance Service). • Multi-agency response.



4. Roles and Responsibilities

School

- Mark attendance accurately in **EDGE** by 9.00 am and 1.30 pm.

- The Attendance Officer checks unmarked rolls **by 10.00 am** and follows up by making notes and phone calls.
- Follow up on all unexplained absences the same day.
- Track patterns weekly and report termly to the Board.
- Maintain an inclusive, safe, and engaging learning environment.

Parents and Caregivers

- Ensure children attend school daily unless unwell.
- Notify absences before 9 am with a clear reason.
- Work with teachers and leaders to resolve barriers to attendance.
- Participate in Attendance Improvement Plans where required.
- Understand that **overseas holidays taken during term time are classified as unjustified absences** under Ministry of Education guidelines unless approved under exceptional circumstances (e.g., family emergency or cultural obligation). Approval for overseas travel on financial or convenience grounds will not be granted.

Students

- Arrive on time and ready to learn.
- Take responsibility for daily attendance and engagement.
- Support classmates by encouraging positive habits.
- Late students must sign in.
- Caregivers will sign the child out early if they are leaving.

Ministry of Education / CAPS Hauraki

- Support schools with serious attendance cases.
- Facilitate multi-agency responses for persistent non-attendance.
- Monitor regional data and intervene where required.
- Lead legal action only after all supports are exhausted.

5. Monitoring and Reporting

Frequency	Activity	Responsible
Daily	Teachers mark rolls (9.00 am and 1.30 pm). The office verifies absences and contacts families via SMS or phone.	Teachers / Office Admin
Weekly	Leadership reviews EDGE data and identifies students below 90 %.	Principal/ Attendance Officer/ LSC
Termly	An Attendance analysis is presented to the BOT.	Principal/ Attendance Officer/ LSC
Annually	A full attendance analysis is included in the annual report.	Principal / Board

6. Celebrating Regular Attendance through whanaungatanga and manaakitanga (Dates are calendared)

Term	Celebration	Purpose
1	Ice-cream Day	Establish early attendance habits.
2	Sausage Sizzle	Encourage winter term resilience.
3	Hot Chocolate Morning Tea	Maintain motivation mid-year. Recognise full-year commitment.
4	Prize Draw & Certificates	Certificates for 90%+ students A draw for each class for a prize from the 90%+ group Fish and chips for the class with the best attendance.

7. Whānau and Community Partnerships

- Promote the value of attendance through newsletters, Facebook, and community hui.
- Contact whānau early to identify barriers (health, transport, anxiety, family hardship).
- Co-design solutions and refer to community agencies (health, social, cultural) when needed.
- Celebrate improvements publicly and positively.
- Families who knowingly remove children from school for extended overseas travel contrary to school policy should note that these absences will be marked as unjustified. Students who are absent for knowingly unjustified reasons, such as elective overseas travel, will not be prioritised for reintegration support beyond standard administrative re-entry.

8. Review Cycle

Review Frequency - Monthly (by means of cumulative record)

Responsibility - Attendance Officer and Principal

Reported to - Board of Trustees

9. Procedural Actions (Operational Summary)

Early Identification

- EDGE SMS generates alerts for unexplained absences each morning.
- Teachers complete rolls at **9.00 am and 1.30 pm** daily.
- Attendance Officer checks all unmarked rolls **by 10.00 am**.

Tiered Response Protocol (for unjustified absence)

1. **Day 1:** Office contacts caregivers by phone or SMS.
2. **Day 3:** Template letter home and internal review by principal and attendance officer.
3. **Day 5:** Referral by principal to CAPS Hauraki (Attendance Service).
All contact attempts are recorded digitally in EDGE or shared attendance logs by Attendance Officer and LSC.

Data Monitoring

- Attendance data is analysed **weekly** using SMS analytics.
- Students with below 90% attendance are identified and supported through personalised **Re-engagement Plans**. Re-engagement Plans apply primarily to unexplained or unjustified absences, while legitimate medical or well-being absences (like extended sickness) should receive supportive follow-up rather than intervention.
- A re-engagement Plan doesn't need to be lengthy—it can be a short note in EDGE outlining next steps and responsibilities, typically handled by the class teacher.

Board Reporting

- A **Termly Attendance Dashboard** is presented to the Board showing:
 - Percentage of students attending 90%+
 - Chronic absence rate
- Attendance targets are reviewed annually in line with the **STAR Framework**.

Community Engagement

- Attendance goals shared in newsletters and at whānau hui.
- Positive reinforcement through celebration and visibility.

Evidence and Reporting

- **Termly Attendance and Engagement Report** presented to the Board.
- **Annual AMP review in Term 4**, with a **mid-year update following MoE data release**.