



Tikokino School Attendance Plan

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Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and wellbeing of our students. Attending school every day supports our students to build strong foundations for their learning and social development. Regular attendance also promotes achievement success.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that students should be absent for **no more than one day a fortnight**.

Baseline Data informing our Attendance Management Plan

Attendance 2025 (from Every Day Matters)

| Regular/Good Attendance | Worrying/Irregular Attendance |
|-------------------------|------------------------------------|
| 66% | 28% |
| | Concerning/Moderate Attendance |
| | 4% |
| | Very Concerning/Chronic Attendance |
| | 2% |

2026 Attendance Goals:

Regular/Good Attendance 80%

Worrying/Irregular Attendance 20%

Concerning/Moderate Attendance 0%

Very Concerning/Chronic Attendance 0%

Attendance Policy

Tikokino School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with students and family.

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

Attendance Management Procedures

Attendance Expectations

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

- Communication in the weekly newsletter
- Facebook reminders
- Phone calls with family when needed

Recording Attendance

Teacher Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.05am.
2. Any tamaiti who arrives late to school is to report to the Tari to register that they are late on the Vistab system.
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 HERO) 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 HERO from 9.05am.
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.

Family 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 week, the Principal and staff will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the family
- adhere to the STAR thresholds

The Principal will:

- report attendance data termly to the School Board
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives
- adhere to the STAR thresholds
- review the plan termly after considering the Every Day Matters Report
- 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 |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings |
| Kura | Kura | Kura | Kura |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

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| <ul style="list-style-type: none"> • <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 | <p>timetables, PB4L</p> | <p>absence</p> <ul style="list-style-type: none"> • Use in-school resources as appropriate to remove barriers and request • support from Attendance Service or other agencies as needed | <p>support plan</p> <ul style="list-style-type: none"> • 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 |
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Communicating with Family

Ongoing communication with family 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 family and if required, escalation of attendance concerns.