Mosston School Attendance Strategy

Encouraging good attendance allows all akonga the opportunity to learn and connect with others, setting the foundation for future success. Good attendance will lead to better achievement outcomes. Working in partnership with whānau to improve attendance will bring the best results for our akonga."

Our Baseline data from *Every Day Matters indicates that **we are seldom meeting** the National target of 90% of students attending 80% of the time. The Ministry of Education has mandated the STAR (Stepped Attendance Response)

Regular attendance >90%		**Irregular absence 80 - 90%**	**Moderate Absence 70 - 80%**		**Chronic Absence < 70%**
*2024 Data	Term 1	81%	2025 Data	Term 1	91%
	Term 2	72%		Term 2	78%
	Term 3	71%		Term 3	
	Term 4	72%		Term 4	

Action Plan

Daily			**Who is responsible**
• Record and follow up all absences and the reason			• Office Manager
• Contact emergency contacts when a parent is not able to be contacted			• Office Manager
• Update Principal on daily attendance			• Office Manager, Principal
• Report absences of concern to the Principal			• Office Manager, Class Teachers
• Offer support for students to attend school (Transport, food, uniform etc)			• Principal
• Share and celebrate with the class if there are no absences			• Class teacher
• Ministry Of Education retrieve data			• Ministry Of Education
• Request a medical certificate If a student has been absent for more than three days			• Office Manager
• Invite Parents of students who have missed more than ten days of the term to a hui to collaborate on an Individual Attendance Plan			• Principal, SENCo

Ongoing	Who is responsible
• Maintain current contact details of parents	• Office Manager, Whānau
• Share Attendance Expectations in the school newsletter at the beginning of the year, in the enrolment packs & at the New Entrant chit chat with new parents. Translate into other languages.	• Office Manager, Principal
• Monitor students' attendance and where there are concerns or patterns of absenteeism, activate an early response	• Office Manager, Class Teacher
• Encourage parents to send students to school when they have an appointment	• Office manager
• Contact parents of students who have been absent more than 15% of the term / year. This may be an informal discussion or a formal letter depending on the circumstances.	• Office Manager, Principal
• Invite whanau to a hui/meeting to develop an Individual Attendance Plan when a student has missed more than ten days in a term	• Principal Class teacher
• Make referrals to external agencies for additional support for whānau	• Principal
• Share attendance updates in the newsletter once a term	• Office Manager, Principal
• Report to the Board on School Attendance at every Board meeting	• Principal
• Discuss students with attendance concerns at SENCo (Special Education Needs) meetings	• Principal, SENCo
• Share attendance data with parents on their child's mid and end of year progress summary and at the Learning Conversations	• Class Teacher
• When students transfer from other schools, ask previous school about their attendance	• Office Manager
• Place an alert on ENROL if students leave Mosston School and attendance has been a concern	• Office Manager
• Discourage holidays in term time while recognising the importance of students learning about their and other cultures and connecting with their families. Parents are encouraged to tell the school when students will be on a holiday in term time.	• Principal Whānau
• Consider requests for alternative activities (online learning or worksheets) on a case by case basis	• Class Teacher
• Analyse Every Day Matter reports each term and report to the Board	• Principal
• Review Attendance Strategy annually as part of Board Self Review Plan	• Mosston Board
• Celebrate classes if there are no absences over a one week period.	• Principal, Class teachers
• Acknowledge students who are present for 100% of the year in mid and end of year assembly	• Office Manager, Principal
Supporting Documentation	

MOE Stepped Attendance Response, Attendance Codes, School Docs Policy, ETAP attendance register, Education Counts website

For students with less than 5 days absence in a term	
Actions	**What this looks like in practice**
• Clear communication to parents on attendance expectations on enrolment and at the start of school year. Communicate to parents what steps the school will take in the event their child is absent from school.	Use enrolment packs, newsletters and the website to share expectations to parents
• Communicate good attendance habits to students and parents	Staff share their delight when the whole class is present on a day and then a week!
• Monitor attendance and communicate to parents about every absence	Follow up the reason for **all** absences
• Maintain contact details of parents	Send our personal Information updates in week two, term one each year.
• Provide students with regular updates on their own attendance	Teachers in tui hub share attendance data with students
• Report regularly to parents on attendance of their child	Updates shared at Learning Conversations and in mid and end of year progress summary
• Support students getting to school	Communicate to parents the supports available to assist them to get their children to school i .e transport, spare uniform, food, stationery
• Use school level approaches to promote good social and learning environment i.e. PIVOT, well being survey	PIVOT check ins twice a term in Tui Hub

For students with up to 10 days absence in a term (Irregular absence)	
Actions	**What this looks like in practice**
• Contact parent/ guardian to discuss reasons for absence	Utilise templates and resources provided by the Ministry of Education
• Support students to catch up on missed learning where required	Identify missed learning and provide notes or activities to bring student back up to speed
• Use in-school resources as appropriate to remove barriers e.g. health nurse or social worker referrals	Make parents and students aware of additional resources and support them to access them

For students with 11-15 days absence in a term (Moderate absence)	
Actions	**What this looks like in practice**
• Send email to parents with data from ETAP	Utilise templates and resources provided by the Ministry of Education and include latest ETAP data
• Analyse reasons for absence. Hold a meeting to discuss reasons and to collaborate on an Individual Attendance Plan tailored to the reasons and circumstances around the child's absence.	Use Mosston School template
• Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed	Refer to Health Nurse or Social Worker. Engage with the Ministry of Education attendance services to find out about options for support

For students with more than 15 days or more absence in a term (Chronic absence)	
Actions	**What this looks like in practice**
• Send email and arrange a formal meeting with parents	Utilise templates and resources provided by the Ministry of Education
• Review previous plan and write a new plan. Coordinate a multi-agency response	Support access to services i.e health nurse or social worker. Refer to Ministry of Education attendance services or other agencies
• Monitor improvement plan each week	Hold everyone accountable for their part in the plan. Take action quickly where expectations aren't being met and praise efforts of whānau.
• Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up	Engage with Ministry of Education to discuss options available and required steps to take
• When criteria is met, follow prescribed processes to unenroll the student	Update ENROL as soon as school is made aware a student will not be returning and complete a non-enrolled notification Share information with other agencies

Resources

- ☐ Mosston School Attendance Expectations
- ☐ Mosston School Individual Attendance Plan
- ☐ Special Education Needs (SENCo) permission to discuss form
- ☐ Public Health / Social worker referral from

- [ ] Attendance Services referral online