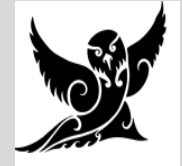


# Mosston School Attendance Management Plan



“Encouraging good attendance allows all ākonga 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 ākonga.”

<b>Approved by the Mosston School Board</b>		<b>Date</b>	17 February 2026
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Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

The government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for no more than one day a fortnight to ensure that they can have continued success at school. The Ministry of Education has mandated that all schools have an Attendance Management Plan in place from February 2026.

At Mosston School our school vision of ***Hei whakamanahia e ngā ākonga kia māia kia ārahi kia tipu ki te eke angitu*** To empower confident, resilient learners to lead, grow and succeed underpins our approach to attendance - every learner striving to their potential.

Our Stepped Attendance Response (STAR) outlines our process for monitoring, supporting and improving attendance at the various thresholds- so every student can strive to be the best they can be. Chronic lateness will also be addressed through the attendance thresholds.

Baseline data from Every Day Matters indicates that **we are inconsistently meeting** the National target of 80% of students attending school 90% of the time by 2030. To meet this target we need to be increasing our regular attendance by 3% each year, with a focus on terms two and three.

2025 Data (no. of students)	Regular / Good attendance >90%	Irregular absence / Worrying 80 - 90%	Moderate Absence / Concerning 70 - 80%	Chronic Absence / very concerning < 70%
<b>Term 1</b>	91%	8% (13)	1% (1)	1% (1)
<b>Term 2</b>	78%	15% (25)	5% (8)	2% (4)
<b>Term 3</b>	68%	28% (50)	3% (6)	1% (2)
<b>Term 4</b>	85%	13% (24)	2% (3)	1% (1)

Mosston School met the Government target in terms one and four in 2025 and we hope to see a positive shift towards 80% in terms two and three in 2026. While the number of students with **chronic** absence (one to two students) and **moderate** absence (one to eight students) is low, we are working towards increasing the number of students with regular attendance. Success would show an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance and reducing this category would have a positive impact on Regular/Good Attendance. There is little disparity between NZ European and Māori students.

Mosston School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and all staff are responsible for reminding our community of these expectations.

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 Mosston School attend when it is open for instruction (Education and Training Act 2020 s36).

**Whānau have a legal obligation** 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 and explain the reason why
- 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 and policies can be found on School Docs ([www.schooldocs.co.nz](http://www.schooldocs.co.nz))

### **Board Responsibilities**

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction. The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website

### **Principal Responsibilities**

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensuring that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensuring all students, whanau and staff understand the processes and procedures that support student attendance
- reporting to the board each term on information in the Every Day matters report and include analysis, emerging trends, barriers to attendance and interventions being used to support student attendance along with any areas of concern for the board to consider.

## Attendance Management Procedures

### **Attendance Expectations**

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

- Communication in newsletters and at the start of each school year
- Mosston School attendance expectations in enrolment pack
- Korero at Learning Conversations
- Facebook reminders
- Phone calls and informal conversations with whānau

### Recording Attendance

#### **Teacher Responsibilities**

1. Roll to be taken by the teacher BEFORE 9.10am.
2. Any student who arrives after the roll has been taken is to report to the office. They will be marked **Late** if after 9.10am.
3. Should a student 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 1.40pm.
5. If there is a reliever in the room or the internet is down then a paper roll will be sent to the office.
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 etap) to inform the Office.

#### **Office Manager Responsibility**

1. The Office Manager checks texts, phone messages, emails and takes phone calls of absences in the morning.
2. The Office Manager ensures we have current and up to date contact information for all families.
3. The Office Manager checks all classes' attendance on ETAP from 9.10am and provides a daily update to the Principal.
4. Any student marked with a ? is followed up by the Office Manager:
  - a. A text is sent out to caregivers of all students who are marked with an ?
  - b. When replies are received, the Office Manager updates the absence with the appropriate code.
  - c. If whānau cannot be contacted, emergency contacts are called.
  - d. If no reply is received, the Principal is informed.
5. The Office Manager has the discretion to request a medical certificate if a student has been away from school unwell for **more than 3 days**.
6. The Office Manager will check the afternoon roll from 1.40pm.

#### **Whānau Responsibilities**

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244).

We expect whānau to:

- notify the school as soon as possible if their child is going to be late or absent
- arrange appointments or trips outside of kura hours or during school holidays where possible
- work with us (Mosston School) to manage attendance concerns

## Monitoring Practices

The Principal will:

- check on any students with regular lateness
- follow up on Truant codes if no communication has been had with the whānau
- discuss students with absence > 20% at SENCO Hui
- record holidays taken by students in term time and their duration
- share attendance data with the staff each term
- report on Strategic Goal 2 at each Board mtg and provide an attendance report each term showing analysis of data, trends and narratives
- adhere to the STAR thresholds on the school SMS system
- review the plan each term after reviewing the MOE Every Day Matters Attendance 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)**

*All actions taken to respond to absences will be recorded in your child's file on our Student Management System (SMS)*

Staff share their delight when the whole class is present on a day and then a week!

Share attendance updates with whanau at Learning Conversations and in mid and end of year progress summary

Communicate to parents the supports available to assist them to get their student to school i.e transport, spare uniform, food, stationery

### **For students with less than 5 days absence in a term**

<b>Whānau</b>	<b>School</b>
<ul style="list-style-type: none"><li>● Ensure student attends every day they are able</li></ul>	<ul style="list-style-type: none"><li>● Share expectations of attendance with all Whanau</li></ul>
<ul style="list-style-type: none"><li>● Reinforce good attendance habits</li></ul>	<ul style="list-style-type: none"><li>● Communicate with whānau about every absence</li></ul>
<ul style="list-style-type: none"><li>● Support other whānau to reinforce good attendance habits</li></ul>	<ul style="list-style-type: none"><li>● Maintain contact details of all parents</li></ul>
<ul style="list-style-type: none"><li>● Follow school attendance management plan and procedures</li></ul>	<ul style="list-style-type: none"><li>● Provide students with regular updates on their own attendance</li></ul>
	<ul style="list-style-type: none"><li>● Report regularly to whānau on attendance of their child</li></ul>
	<ul style="list-style-type: none"><li>● Support student to continue learning if unable to attend school every day, including using MOE approved well being or transition plans</li></ul>
	<ul style="list-style-type: none"><li>● Celebrate good attendance of classes and students</li></ul>

### For students with up to 10 days absence in a term (Irregular absence - worrying)

Whānau	School
<ul style="list-style-type: none"> <li>Return student to regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>Contact parent / guardians to share data and discuss reasons for absence and impact on student's learning</li> </ul>
<ul style="list-style-type: none"> <li>Contact school to discuss reasons for absence</li> </ul>	<ul style="list-style-type: none"> <li>Support student to catch up on missed learning where required</li> </ul>
<ul style="list-style-type: none"> <li>Support student to catch up on missed learning</li> </ul>	<ul style="list-style-type: none"> <li>Use in school resources as appropriate to remove barriers i .e social worker, health nurse</li> </ul>
<ul style="list-style-type: none"> <li>Engage in supports offered by the school</li> </ul>	

### For students with 11-15 days absence in a term (Moderate absence - concerning)

Whānau	School
<ul style="list-style-type: none"> <li>Return student to regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>Contact parents to share attendance data and escalate concerns</li> </ul>
<ul style="list-style-type: none"> <li>Participate in meetings with school to analyse reasons for absence and to collaborate on an <b>Individual Attendance Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> </ul>
<ul style="list-style-type: none"> <li>Implement strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement an Individual Attendance Plan tailored to the reasons and circumstances around the child's absence</li> </ul>
<ul style="list-style-type: none"> <li>Engage with in-school resources to support return to regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>Use in-school resources as appropriate to remove barriers (health nurse and social worker) and request support from Attendance Service or other agencies as needed</li> </ul>
	<ul style="list-style-type: none"> <li>Utilise templates and resources provided by the Ministry of Education</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor attendance and improvement plan each week</li> </ul>

### For students with more than 15 days or more absence in a term (Chronic absence - very concerning)

Whānau	School
<ul style="list-style-type: none"> <li>Return student to regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>Contact parents to inform of escalated response and arrange a formal meeting with whānanu</li> </ul>

<ul style="list-style-type: none"> <li>Engage in review of <b>Individual Attendance Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>Request support from Attendance Service, the MOE or other agencies as needed</li> </ul>
<ul style="list-style-type: none"> <li>Participate in regular meetings</li> </ul>	<ul style="list-style-type: none"> <li>Participate in multiagency response</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor support plan and improvements each week.</li> </ul>
	<ul style="list-style-type: none"> <li>Hold everyone accountable for their part in the plan. Take action quickly where expectations aren't being met and praise efforts of whānau.</li> </ul>
	<ul style="list-style-type: none"> <li>Undertake schooled prosecution, or request MOE led prosecution when considered appropriate if supports are offered and not taken up</li> </ul>
	<ul style="list-style-type: none"> <li>Unenroll if student will not be returning to school. Share information with other agencies or schools.</li> </ul>

### Abbreviations

SMS	School Management System	MOE	Ministry of Education
IAP	Individual Attendance Plan	STAR	Stepped Attendance Response

### Resources and Legislation

- Mosston School Attendance Expectations
- Mosston School Individual Attendance Plan
- Special Education Needs (SENCo) permission to discuss form
- Public Health / Social worker referral form
- Attendance Services referral online
- MOE templates and letters
- [Education and Training Act 2020](#)
- [Education Attendance rules](#)
- [Education \(School Attendance\) Regulations 2024](#)