Oakura School Attendance Management Plan 2026

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Overarching attendance objectives and strategic priorities

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.

Our 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.

At Oakura School we know that 'every day matters'. Regular attendance is essential for the academic progress, social confidence, cultural belonging, and holistic wellbeing of our tamariki. Being at school consistently supports relationships, routines, and readiness to learn.

Our kura is committed to building a culture where attendance reflects and strengthens our school values:

Manawanui – Determination

Attending school daily reflects resilience and commitment to learning.

Whanaungatanga – Relationships

Attendance strengthens connections between peers, staff, whānau, and our community.

Kaitiakitanga – Guardianship

We collectively protect each child's right to learn by supporting consistent engagement.

Government Target

The national goal is **80% of students attending for more than 90% of the time**.Oakura School is committed to meeting and sustaining this goal.

Baseline Data informing our Attendance Management Plan

Term 2 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
66%	20%
	Concerning/Moderate Attendance
	7%
	Very Concerning/Chronic Attendance
	8%

Term 3 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
40%	37%
	Concerning/Moderate Attendance
	14%
	Very Concerning/Chronic Attendance
	9%

Term 4 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance

72%	18%
	Concerning/Moderate Attendance
	6%
	Very Concerning/Chronic Attendance
	4%

Attendance 2025 - Whole Year averages

Regular/Good Attendance	Worrying/Irregular Attendance
59%	26%
	Concerning/Moderate Attendance
	9%
	Very Concerning/Chronic Attendance
	6%

What would success look like?

Success would look like 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 - 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 these tamariki and whānau with Worrying/Irregular Attendance.

Annual Target

Regular/Good Attendance	Worrying/Irregular Attendance
80%	**10%**

<u>Rationale for % increase</u>:
We aim to have Regular Attendance meeting the government target of 80% of children attending 90% of the time every term.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within the Three-Year Strategic Plan and the 2026 Annual Implementation Plan, which together emphasise consolidation, coherence, and deepening impact across all strategic goals.

The 2025 Statement of Variance identified attendance as an area requiring strengthened systems, early identification, and more visible processes. In 2026, attendance is a Ministry of Education national priority and a core focus within Oakura School's Hauora strategic workstream.

Strategic Goal 1: Hauora — To enhance our school culture and uplift collective wellbeing and resilience.

Attendance directly contributes to Hauora by supporting:

- student wellbeing
- stable routines
- connectedness and belonging
- early identification of barriers
- consistent communication between home and school

2026 Hauora Priority (Attendance Focus) - "Make attendance a more visible and proactive priority."

This Attendance Management Plan supports this by:

- tightening daily monitoring and follow-up
- ensuring consistent coding and accurate data entry in HERO
- strengthening early intervention and contact with whānau
- raising awareness of attendance expectations through clear communication
- reducing persistent non-attendance across the school

Strategic Alignment - this plan contributes to broader 2026 goals:

- Refining and embedding systems (behaviour, HERO, attendance)
- Strengthening communication and engagement with whānau
- Supporting wellbeing and consistent expectations across the school
- Growing a culture where Ngā Uara and Be Our Best are lived practices

Attendance Policy

Oakura School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and 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 Oakura 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
- If whanau take their children out for pre-planned events we expect them to inform us with plenty of notice (acknowledging this will vary from case to case) to ensure we can maintain learning, assessment and support programmes.

Further supporting information can be found in our School Docs Attendance Procedures, found through our school website.

Attendance Management Procedures

Attendance Expectations

We communicate with our tamariki and whānau about attendance expectations, consisting of:
- Communication in the newsletter showing data
- Discussion at Learning Conferences where appropriate.
- Discussion on enrolment
- Phone calls with whānau when needed

Recording Attendance

Teacher Responsibilities

1. Roll to be taken by the Teacher BEFORE 9.05am.
2. Any student who arrives late to school is to report to the office to register that they are late on the Vistab system.
3. Should a student arrive in class after the register 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 2.00pm. If a student is not accounted for we would follow our Missing Student Procedure (School Docs).
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 Administrator checks the emails and takes phone calls of absences in the morning.
2. The Office Administrator 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 via HERO is sent out to all children who are marked with an '?' in the first instance.
b. When replies are received, the Office Manager updates the absence with the appropriate code.
c. If no reply is received from the text, a phone call is made to the parents.
d. If no contact has been able to be made, the child is marked as Truant.
4. The Office Administrator will check the afternoon roll from 1.50pm. The Officer Administrator follows up on classes incomplete at 2:00pm. If a student is not accounted for refer Missing Student Procedure (School Docs).

Whānau 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
- If whanau take their children out for pre-planned events we expect them to inform us with plenty of notice (acknowledging this will vary from case to case) to ensure we can maintain learning, assessment and support programmes.

Monitoring Practices

Every week, the Deputy Principals 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

The Principal will:
- report attendance data twice 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

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**
- 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
Kura	**Kura**	**Kura**	**Kura**
- 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 - Support student: - 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

Communicating with Whānau

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

In relation to STAR, our kura may use the Ministry of Education resource "Communicating with parents about attendance to support communication" with whānau and if required, escalation of attendance concerns. [Guidance](#)