



TE KURA KAUPAPA MĀORI O MANAWATŪ

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Overarching attendance objectives and strategic priorities

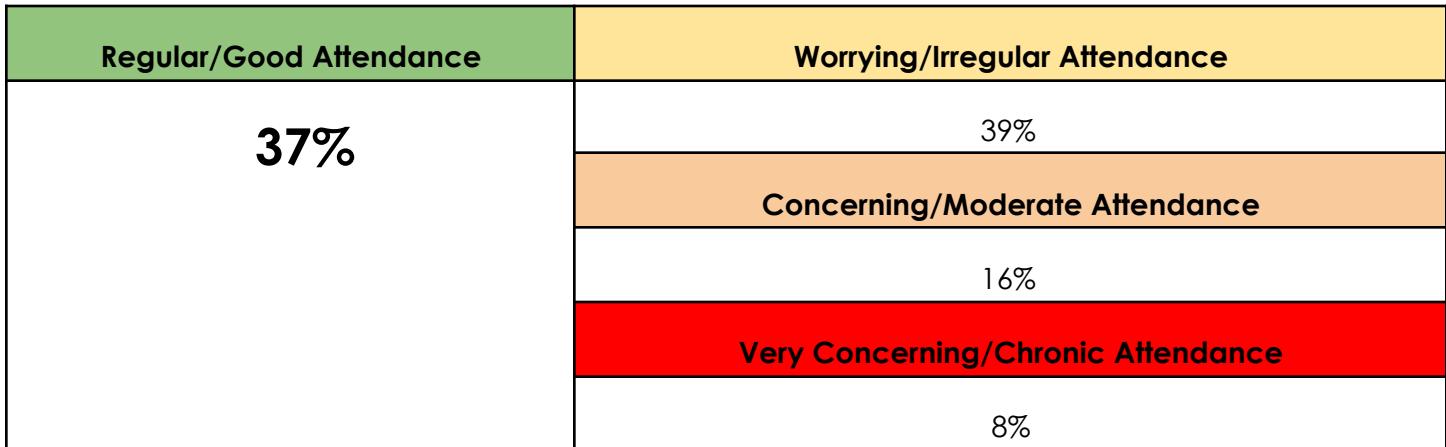
Regular kura attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their 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 Te Kura Kaupapa Māori o Manawatū our expectations & tūmanako underpins our approach to attendance - every tamaiti striving to their potential. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamaiti can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan

Term 2 Attendance 2025 (from Every Day Matters)



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 |
|-------------------------|-------------------------------|
| 37% ↑5% | 39% ↓5% |
| <u>42%</u> | <u>34%</u> |



Rationale for 5% increase: From Term 2 2025 to Term 3 2025, our Regular Attendance didn't improve. We are therefore setting an aspirational target to move at least 5% (14 children) from Worrying/Irregular Attendance to Regular/Good Attendance.

We aim to increase Regular Attendance by 5% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030. Our current roll is 125 not inclusive of the 21 students in our wharekura, their attendance is captured by our satellite kura, Ngā Mokopuna.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:

- Strategic Goal 3 (Ako): To ensure all learners are supported to strive towards their own personal excellence, continue to strengthen our ākonga through Rumaki Reo Māori across all marau.
- Annual Implementation Plan 1 (Wellbeing) Annual Implementation Plan 2 (Achievement) Attendance Policy - This will be added to the AIP 2026.

Te Kura Kaupapa Māori o Manawatū has procedures to record and monitor attendance, and to identify and follow up concerns. We will 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 Te Kura Kaupapa Māori o Manawatū attend kura when kura 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

Further supporting information can be found in our [Attendance Procedure](#)

Attendance Management Procedures

Attendance Expectations

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

- Communication in the weekly Pānui
- Kōrero at Pā Harakeke and Uui Mātua-Pouako
- Kōrero on enrolment
- Facebook reminders
- School app reminders
- Phone calls with whānau when needed

Recording Attendance

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.30am.
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 is taken by the Akomanga Kaiako **BY** 1.40pm
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 E-Tap) to inform the Office.

Tari Responsibilities

1. The Administrator check the texts and emails and take phone calls of absences in the morning.
2. The Administrator checks all classes' attendance on E-Tap at 9.30am.



3. Any children marked with a ? are then followed up by the Administrator:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Administrator updates the absence with the appropriate code.
 - c. The administrator does send further emails as opportunities for whānau to engage and continue to enhance whakawhanungatanga.
 - d. If no reply is received, the child is marked as Truant.

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

Monitoring Practices

Every week, Te Kura Kaupapa Māori o Manawatū 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

Attendance patterns and concerns will be discussed at Manawatū Leadership hui every fortnight.

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 (Everyday Matters Report)
- 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 |
| <ul style="list-style-type: none">• Ensure student attends every day they are able• Reinforce good attendance• habitsSupport other whānau to reinforce good attendance• habitsFollow 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 learningSupport student to catch up on missed learningEngage 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 planImplement 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 <ul style="list-style-type: none"> 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 | <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 timetables, PB4L | <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 absence | <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 support plan |
|--|--|--|---|
| <ul style="list-style-type: none"> attending school to continue learning if unable to attend school every day, | | <ul style="list-style-type: none"> Use in-school resources as appropriate to remove barriers and request | <ul style="list-style-type: none"> Undertake school-led prosecution, or request MOE led prosecution, |
| Kura | Kura | Kura | Kura |
| <ul style="list-style-type: none"> including using MOE approved wellbeing or transitional plans, or health schools where appropriate to access other education pathways where appropriate | | <ul style="list-style-type: none"> support from Attendance Service or other agencies as needed | <ul style="list-style-type: none"> 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.