



# OMOKOROA NO.1 SCHOOL



## Attendance Management Plan Rationale

Regular attendance is crucial for student learning, wellbeing, and long-term success.

At Ōmokoroa No.1 School, a full primary school (Years 1–8), consistent attendance ensures tamariki have equitable access to the curriculum during their key developmental years.

Our attendance plan helps the school meet its legal obligations under the Education and Training Act 2020 and supports the Ministry of Education's national goal of improving attendance and engagement. It enables the school to:

- Monitor attendance patterns and respond early to concerns
- Identify and address barriers affecting students and whānau
- Strengthen relationships through clear expectations and communication
- Support wellbeing by recognising attendance as a key indicator
- Promote a positive school culture where every day matters

Ōmokoroa No.1 School records and monitors attendance using set attendance procedures. Good attendance is important for school success. This is a shared responsibility that ensures every child attending Ōmokoroa No.1 School is supported by their parents/caregivers and whānau to attend. The school provides for the learning needs of ākonga and communicates non attendance in a timely manner, encouraging good attendance habits with parents/caregivers and whānau, meeting and discussing barriers to learning and the support that can be given. A clear, proactive plan fosters a shared commitment to regular attendance, helping every learner thrive.

## Overall targets

The government has made it a priority to lift attendance in schools with the goal of 80% of students attending 90% of the time. This means a student is not to miss more than one week per term or four weeks in a year. To achieve this a student's individual attendance rate needs to be >94%.

2025	60
2026	65
2027	70
2028	75
2029	80
2030	80

## School Attendance Rules 2025

**Rule 1:** The principal of a State school (other than distance school) must ensure that attendance records are kept.

1.1 an attendance record is kept for each student who is enrolled at the school for each half-day that it is open for instruction.

1.2 to enable the accurate and timely collection of attendance records, the principal must ensure that the school has an absence notification process so that absences can be notified by and to the school promptly.

a. Every notification process (e.g. text or e-mail) for advising a parent/caregiver that a student is absent without explanation must be based on up-to-date contact information.

b. Notifications must be sent as soon as practicable on the day that a student has not arrived at school without explanation.

**Rule 2:** The principal of a State school (other than a distance school) must use a Ministry-approved Electronic Attendance Register (“eAR”) unless exempt.

**Rule 3:** The principal of a State school (other than a distance school) must use Ministry-approved attendance codes.

## Recording Attendance - attendance code

The Attendance Rules 2024 require schools to use Ministry-approved attendance codes to record student attendance.

The attendance codes and guidance are designed to support schools and the Ministry to:

- distinguish between presence, justified absence and unjustified absence
- provide high-level indicators to support monitoring of trends and patterns
- support school attendance activities e.g. tracking the location of students.

Attendance codes are not intended to record causal factors for absences such as transport barriers, bullying, anxiety, birthdays, or teacher practice. It is not practical for codes to record this level of granularity. The information is recorded on our SMS by

office staff eg. type of illness, and exact reason for absences (justified and unjustified) are recorded and can be responded to appropriately.

## Definitions

### Presence

A student is **present** if they;

- P** are physically **present in class**,
- L** arrive **late to class** within school/kura determined thresholds,
- A** are physically present in **alternative provision**,
- V** are engaged in onsite **exams or study**,
- N** are **temporarily out of class** either **at school**,
- D** or in an **appointment**,
- Q** or are engaged in **Board approved learning offsite**.

### Justified absence

A student is **justifiably absent** if they;

- M** are **ill/unwell**,
- U** have been formally **stood down or suspended**,
- X** are engaged in offsite **study for exams**,
- J** or the school principal has **approved their absence**.

### Unjustified absence

A student is **unjustifiably absent** if;

- ?** the reason for the absence is **not yet known**,
- T** they are absent **without parent/caregiver permission**,
- G** they are taking a **holiday during term time**,
- E** or their absence is **explained but not approved** by the principal.

## Application of Codes

Enrolling schools are responsible for recording the daily attendance of its students, including students attending alternative provision and off-site learning. Consistent application of codes is important. The guidelines of Omokoroa No.1 School are as follows:

School policies and procedures support the consistent application of attendance codes.

<b>L</b>	<b>Late to class</b>	Thresholds and acceptable timeframes for lateness
<b>Q</b>	<b>Board approved offsite learning</b>	Presence at offsite learning approved by the school board.
<b>J</b>	<b>Explained and approved</b>	Absences that are explained and approved by the principal
<b>E</b>	<b>Explained but not approved</b>	Absences that are explained but not approved by the principal

### School Response to Unexplained Absence

1. The office will communicate with parents via text message (HERO/SMS) if a child is marked absent without explanation.
2. If there is no response to the text, the office will make a phone call.
3. Parents will be notified if a child has a pattern of being late via an SMS report.

### Addressing Specific Barriers

Attendance data at Ōmokoroa No.1 School shows that medical absences and holidays in term time are common barriers to achieving attendance targets.

<b>Barriers</b>	<b>School Action to Address</b>
Illness/Medical	We will regularly provide guidance to help families recognise when a child is unwell and should remain at home. Where frequent medical absences are impacting a child’s attendance, a referral to the Public Health Nurse may be considered.
Holidays During School Term Time	We will regularly communicate with families about the impact of holidays on a child’s learning. Families who are planning leave during the school term will receive a standardised email outlining the potential impacts. Teachers will not be expected to provide

	individual learning programmes while a child is on holiday; however, a resource of suggested learning activities will be made available.
Cultural Responsibilities	We acknowledge that absences may occur for significant events such as tangi or religious occasions. Whānau are encouraged, where possible, to minimise time away from school and consider using after-school hours or school holidays to support continuity of learning.

## Attendance Management Plan and supporting STAR procedures

### Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has 60% (**Term 3 2025**) **regular attendance and a target of lifting regular attendance to 65%** by the end of 2026.

### 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
- ensure that student absence is investigated, responded to and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance

- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

## Procedures/supporting documentation

- **Attendance management Procedure - Stepped Attendance Response (STAR)- see below**

## Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

## Legislative compliance/ Legislation

*Insert here any relevant legislation this plan supports*

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: Nov 2025

Next review: Nov 2026

## Omokoroa No.1 School - Stepped Attendance Response

<p style="text-align: center;"><b>Good (Regular)</b></p> <p style="text-align: center;"><b>less than 5 Days Absence</b></p>	<p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>• Ensure student attends every day they are able</li> <li>• Reinforce good attendance habits</li> <li>• Support other parents to reinforce good attendance habits</li> <li>• Open communication with school</li> <li>• Follow school attendance management plan</li> </ul> <hr/> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Communicate attendance expectations to parents during enrolment, at the start of the school year, and each term. Reinforce through newsletters, classroom communication and assemblies on a regular basis</li> <li>• Communicate steps the school will take if a student is absent from school</li> <li>• Monitor attendance daily and notify parents of every absence if not explained</li> <li>• Teacher to follow up on absences of the past fortnight if not explained</li> <li>• Maintain up-to-date contact details of parents in SMS</li> <li>• Support students' attendance by promoting a positive learning and social environment</li> </ul>
<p style="text-align: center;"><b>Worrying (Irregular)</b></p> <p style="text-align: center;"><b>up to 10 Days Absence</b></p>	<p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Contact school to discuss reasons for absence</li> <li>• Support student to catch up on missed learning</li> </ul> <hr/> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Send a formal notification to parents regarding the absence</li> <li>• Contact the parent/guardian to discuss reasons for the absence and offer support</li> <li>• Support students to catch up on missed learning where required</li> <li>• Utilise in-school resources (e.g., SENCo i.e further testing/referrals,/SpT/Class teacher, uniform/stationery assistance) to remove barriers to attendance</li> <li>• Continue to monitor attendance and encourage attendance habits through ongoing communication with parents</li> </ul>
<p style="text-align: center;"><b>Concerning (Moderate)</b></p> <p style="text-align: center;"><b>up to 15 Days Absence</b></p>	<p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>• Return student to regular attendance</li> <li>• Attend meeting at school, analyse reasons for absence and collaborate on a support plan</li> <li>• Implement strategies at home</li> </ul> <hr/> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Escalate formal notifications and hold a meeting with parents to diagnose reasons for absence</li> <li>• Collaborate with parents to develop and implement a tailored support plan</li> <li>• Use in-school resources (e.g., support staff, engagement initiatives, ie Tui, Mauri Tau, Tihori Mai) to address barriers to attendance.</li> <li>• Request additional support from external agencies or the Ministry of Education as needed</li> <li>• Continue to monitor attendance closely and adjust support plans as required</li> </ul>

<b>Serious Concern (Chronic)</b>  <b>15 Days or More Absence</b>	<b>Parents/Guardians</b> <ul style="list-style-type: none"><li>• Return student to regular attendance</li><li>• Engage in improvement plan</li><li>• Participate in regular meetings</li></ul>
	<b>School</b> <ul style="list-style-type: none"><li>• Send a warning notice and arrange a meeting with parents to discuss absences</li><li>• Escalate to a multi-agency response if necessary and participate in all meetings</li><li>• Implement and monitor a multi-agency improvement plan for the student</li><li>• Work with external agencies and the Ministry to resolve any conflicts or barriers</li><li>• Consider Ministry-led or school-led prosecutions if support measures are not being adhered to</li><li>• Complete NeNs form - 20 consecutive days of absence</li><li>• Notify the parents/guardians that the student is no longer on the roll due to non attendance</li></ul>