

## Taitā Central School Attendance Management Plan

### Vision

*Standing strong together – enhancing the mana of all learners.*

*Te tu pakari tahi, te whakamana i nga ākonga katoa.*

### Mission Statement

*Ako tahi Tātou, Tipu tahi Tātou,*

*Together we Learn, Together we Grow*



**At Taitā Central School we prioritise regular attendance to support learning and achievement, and ākonga well-being. Our processes align with STAR (Stepped Attendance Response). Our school attendance target is 80% of students present for 90% of the term.**

**Strategic Goal 1: Whānau Engagement** - Build strong relationships and work in partnership with families, whānau, aiga to support their tamaiti/child.

**Initiative 1:** Seek regular opportunities to build strong engagement with families, whānau and aiga.

**Outcome:** Our ākonga/students are well supported in their learning at kura/school and at home and achieve high levels of success in their learning. Learner attendance is regular and consistent.

### **Below are the systems in place to support this;**

- We consistently communicate the links between attendance and achievement. We do this by newsletter and through our conversations with families, whānau and aiga.
- We analyse attendance data for patterns of absence. (School SMS (eTap), MOE Every Day Matters Termly Reports and Termly TCS Evaluation and Analysis of MOE Every Day Matters Attendance Reports).
- We share our attendance expectations with parents/caregivers.
- We meet with ākonga/students and their parents/caregivers to discuss strategies for improving attendance.
- We discuss school programmes with relevant staff to better meet the needs of students at risk of disengagement.
- We have clear expectations and will respond early and consistently, which allows us to help stop attendance issues from turning into bigger problems.
- We have a stepped approach to managing attendance, with defined escalation thresholds based on days absent per term. (STAR Flow Chart)
- We have a clear process for accessing further support when needed.
- We have an action plan that clarifies roles and responsibilities for our whānau and school. We share this with our BOT, whānau and seek feedback regularly.

## Review Process

- Our Stepped Attendance Response (STAR) will be reviewed once a year, in Term 1.
- Our School Leadership Team will be responsible for ensuring this review happens.
- The School Leadership Team and Administration Team will review the strategy and implementation process. The review will also examine the adherence and effectiveness of the overall strategy and make recommendations to the School Board.
- The Review will include consultation with the Staff, BOT, and whānau. Feedback will be sought on its implementation and effectiveness from Whānau at one of our whānau hui.
- Data from the review will be shared once a year with our whānau and students,
- Effectiveness will be measured by an increased % of regular attendance from the previous term and year. Also, the continuing decline of students (%) with irregular and unjustified attendance over the term. We will also see fewer students being referred to Awhi Services (our MOE Attendance Officer).
- Data will come from the MOE Every Day Matters - Attendance Termly Reports, and our SMS eTap attendance data.
- Changes, if necessary, will be implemented upon completion of the yearly review or if there are voiced concerns around the implementation of STAR by School Leadership, Staff or Whānau, the review will be completed earlier.

<b>Day to day operations</b>		
<b>Activities included in the STAR</b>	<b>What this looks like in practice</b>	<b>Who is responsible for these processes/actions</b>
<ul style="list-style-type: none"> <li>• Assess attendance history of new students and share attendance history when ākongā/students move between school.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact previous school to request attendance records.</li> <li>• Identify any issues and trends in attendance history.</li> </ul>	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Tumuaki/Principal</li> <li>• Team leaders</li> <li>• Class teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Gather feedback from ākongā/students and parents/caregivers to support effective teaching practice and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt ākongā/students and parents/caregivers to share their thoughts on teaching practices and engagement during formal ākongā/parent/teacher Kōrero.</li> <li>• Hold Whānau hui regularly to update and consult on our practices and processes on engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Tumuaki/Principal</li> <li>• School Leadership team</li> <li>• Classroom Teachers</li> </ul>
<ul style="list-style-type: none"> <li>• School Leadership Team and Board actively minimise disruptions to the school day and week e.g. use callback days, formal ākongā/parent/teacher Kōrero held after school.</li> </ul>	<ul style="list-style-type: none"> <li>• School Board and school leadership team prioritise school hours for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School Board</li> <li>• School Leadership Team</li> </ul>
<ul style="list-style-type: none"> <li>• Support ākongā/students to continue learning if unable to attend school every day, including using Ministry-approved well-being transition plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide alternative learning activities, such as worksheets and online learning (Google Classroom, Google docs) for ākongā/students who cannot be at school on a short-term basis, (e.g. 3 or more days).</li> </ul>	<ul style="list-style-type: none"> <li>• Team leaders</li> <li>• Classroom Teachers</li> </ul>

<b>For ākongā/students with less than 5 days absence in a school term – (1 – 4 days absence)</b>		
<b>Activities included in the STAR</b>	<b>What this looks like in practice</b>	<b>Who is responsible for these processes/actions</b>
<ul style="list-style-type: none"> <li>• Clear communication with parents/caregivers on attendance expectations on enrolment, at the start of the school year, and each term.</li> <li>• Communicate to parents/caregivers what steps the school will take in the event their child is absent from school.</li> </ul>	<ul style="list-style-type: none"> <li>• On enrolment, newsletters, Taitā central School facebook page or other communication methods to set expectations and provide guidance to parents/caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• School Leadership Team</li> <li>• Office Manager</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor attendance.</li> <li>• Communicate with parents/caregivers about every absence.</li> <li>• Maintain up to date contact details for parents/caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers speak/text/call or email parents/caregivers if a child is away often, which has a detrimental impact on their progress and achievement.</li> <li>• Use school SMS (eTap) to quickly identify all ākongā/students' absence and communicate these to parents.</li> <li>• Notify and follow up by text to every tamaiti/child who is away and whose parent/caregiver has not rung in/left a message regarding the absence.</li> <li>• After 3 days absence a phone call to the parent/caregiver will be made.</li> <li>• Update contact details of parents/caregivers when notified of changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Office Manager</li> <li>• Tumuaki/Principal</li> <li>• Team Leaders</li> </ul>
<ul style="list-style-type: none"> <li>• Provide ākongā/students with regular updates on their own attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Have classroom discussions on the need to attend school every day.</li> <li>• Provide regular reporting (once a week) in daily notices of ākongā/classroom percentages (Regular) of attendance, Share at school assembly every 2 weeks.</li> <li>• Celebrate at the end of term assembly with certificates for ākongā/students who have attended more than 95% in the term and a celebration for ākongā/students who achieved 100% attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• School Leadership Team</li> <li>• Classroom Teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Report regularly to parents/caregivers on attendance of their tamaiti/child.</li> </ul>	<ul style="list-style-type: none"> <li>• Term attendance letters will be sent out via email to parents/caregivers through our school SMS (eTap).</li> <li>• Include ākongā/student attendance data on our Mid-Year and End of Year school reports.</li> <li>• Attendance is discussed at our ākongā/parent/teacher Kōrero in Term 1 and Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Tumuaki/Principal</li> <li>• School Leadership Team</li> <li>• Classroom Teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Support ākongā/students getting to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with parents/caregiver through newsletters, phone calls, texts, face to face hui, to discuss the support available to assist them in getting their tamaiti/child to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Tumuaki/Principal</li> <li>• School Leadership Team</li> <li>• Office Manager</li> </ul>
<ul style="list-style-type: none"> <li>• Use school level approaches to promote good social and learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Mana Enhancement kaupapa, trauma informed practices, Mitey and regular PLD opportunities to support teachers and support staff as well as ākongā/students and parents/caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• School Leadership team</li> <li>• Team leaders</li> <li>• Staff</li> </ul>

<b>For ākongā/students with less than 10 days absence in a school term – (5 – 9 days absence)</b>		
<b>Activities included in the STAR</b>	<b>What this looks like in practice</b>	<b>Who is responsible for these processes/actions</b>
<ul style="list-style-type: none"> <li>• Send a formal notification and contact parents/caregivers to discuss reasons for absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Send TCS Attendance Letter hardcopy and/or email to parents/caregivers of ākongā/students with less than 90% attendance for the term.</li> <li>• Utilise templates and resources provided by the MOE.</li> </ul>	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Tumuaki/Principal</li> <li>• School Leadership Team</li> </ul>
<ul style="list-style-type: none"> <li>• Support ākongā/students to catch up missed learning when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify missed learning objectives and provide opportunities to support ākongā/students to catch up.</li> </ul>	<ul style="list-style-type: none"> <li>• Team Leaders</li> <li>• Classroom Teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Use in-school resources as appropriate to remove barriers e.g. SENCo, LSCo, SWiS Social Worker, Outside agencies, Mitey Programme etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide parents/caregivers and ākongā/students attendance resources and support them to access them as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• School Leadership Team</li> <li>• SENCo, LSCo, SWiS</li> <li>• Public Health Nurse</li> <li>• Awhi Services</li> </ul>

<b>For ākongā/students with less than 15 days absence in a school term – (10 – 14 days)</b>		
<b>Activities included in the STAR</b>	<b>What this looks like in practice</b>	<b>Who is responsible for these processes/actions</b>
<ul style="list-style-type: none"> <li>• Send escalated letter or make a phone call to parents/caregivers.</li> <li>• Hold a meeting to discuss reasons for absence and to work together to develop a support plan.</li> <li>• Develop and implement a plan tailored to the reasons and circumstances around the ākongā/students' absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Send TCS Attendance Letter hardcopy and/or email to parents/caregivers of ākongā/students with less than 90% attendance for the term.</li> <li>• Utilise templates and resources provided by the MOE.</li> </ul>	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Tumuaki/Principal</li> <li>• School Leadership Team</li> <li>• Classroom Teacher</li> </ul>
<ul style="list-style-type: none"> <li>• Use in-school resources and/or agencies as appropriate to remove barriers and request support from Awhi Services and/or MOE as needed e.g. SWiS. SENCo, LSCo, Attendance Officer.</li> </ul>	<ul style="list-style-type: none"> <li>• In-school Learning Support Hauora Team hold a hui (held every 3 weeks) e.g. Principal, LSCo, SWiS, SENCO, Office Manager</li> <li>• Involve Public Health Nurse, Wellbeing specialist, Awhi Services as appropriate, either independently or at Hauora Team Hui.</li> <li>• Involve Awhi Services Attendance Officer in Learning Support Hauora Team Hui (held every 3 weeks) and put through a referral to them if required. (Office Manager will put through referrals to Awhi Services).</li> </ul>	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Tumuaki/Principal</li> <li>• School Leadership Team</li> <li>• SWiS, LSCo, SENCO</li> <li>• Awhi Services</li> </ul>

For ākongā/students with 15 days or more absence in a school term		
Activities included in the STAR	What this looks like in practice	Who is responsible for these processes/actions
<ul style="list-style-type: none"> <li>Send warning notice and make a formal phone call to parents/caregivers to arrange a meeting.</li> <li>Work with the parents/caregivers to create a Back-to-School Transition plan and include attendance target (improvement plan).</li> </ul>	<ul style="list-style-type: none"> <li>Send TCS Attendance Letter hardcopy and/or email to parents/caregivers of ākongā/students with less than 90% attendance for the term.</li> <li>Utilise templates and resources provided by the MOE.</li> </ul>	<ul style="list-style-type: none"> <li>Office Manager</li> <li>Tumuaki/Principal</li> <li>School Leadership Team</li> </ul>
<ul style="list-style-type: none"> <li>Escalate to multi-agency response.</li> <li>Participate in multi-agency response.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to MOE attendance services (Awhi Services) or other agencies e.g. putting in a Section 19 with Oranga Tamariki.</li> </ul>	<ul style="list-style-type: none"> <li>Office Manager</li> <li>Tumuaki/Principal</li> <li>School Leadership Team</li> </ul>
<ul style="list-style-type: none"> <li>Implement and monitor Back-to-School Transition Plan (improvement plan).</li> </ul>	<ul style="list-style-type: none"> <li>Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met.</li> </ul>	<ul style="list-style-type: none"> <li>Tumuaki/Principal</li> <li>School Leadership Team</li> </ul>
<ul style="list-style-type: none"> <li>Refer to Ministry of Education to consider action, including prosecution, when support offered to parents/caregivers is not taken up.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with MOE to discuss options available and required steps to take.</li> </ul>	<ul style="list-style-type: none"> <li>Tumuaki/Principal</li> <li>School Leadership Team</li> <li>School Board</li> </ul>
<ul style="list-style-type: none"> <li>When criteria is met, follow prescribed processes to unenroll the ākongā/student.</li> </ul>	<ul style="list-style-type: none"> <li>Update ENROL as soon as School is made aware ākongā/student will not be returning, and complete a non-enrolled notification (after 20 days continuous absence).</li> <li>Share information with other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Tumuaki/Principal</li> <li>School Leadership Team</li> </ul>

### School Policies - (we are a SchoolDocs school)

- **Student Attendance**
- **Attendance Procedures**

<https://taitacentral.schooldocs.co.nz>

Username: **taitacentral**

Password: **power**

### **Whakatauki**

***Ki te kotahi kākaho, ka whati: ki te Kāpuia, e kore e whati.***

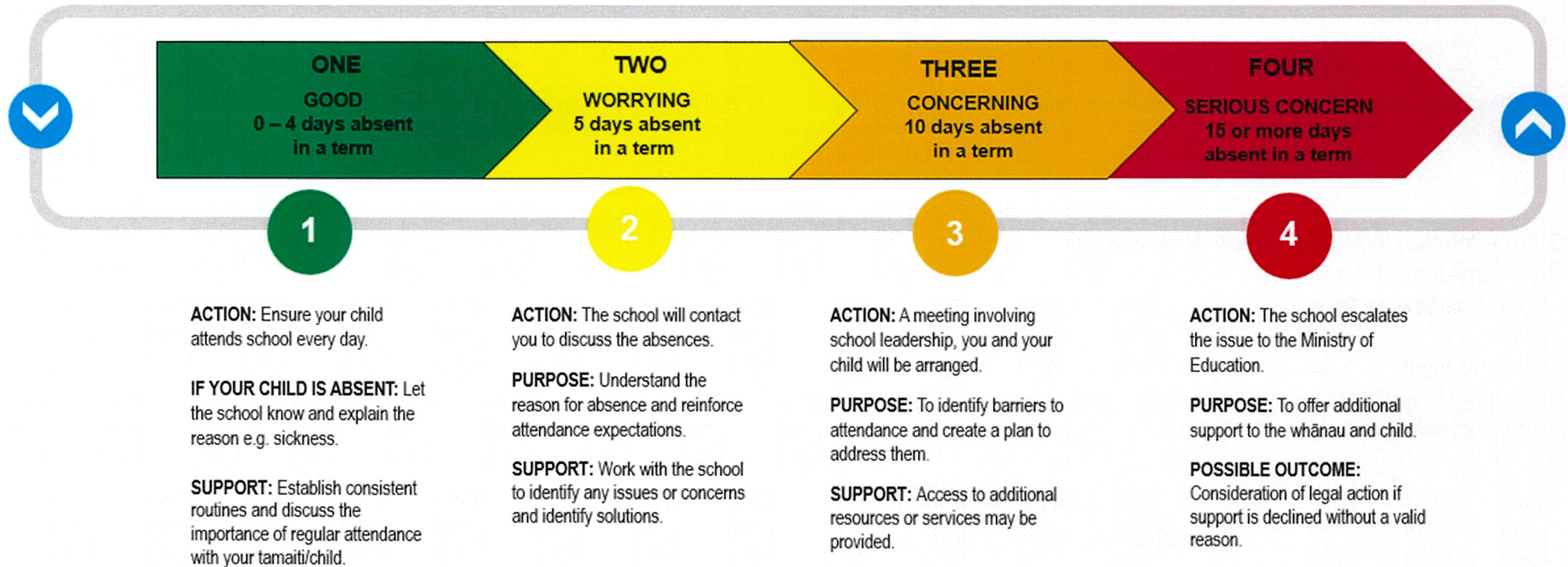
*When we stand alone, we are vulnerable; but together we are unbreakable.*


# Taitā Central School

## STAR Attendance Flowchart for Parents, Caregivers, Whānau and Aiga

### IMPORTANT Messages:

- Regular attendance is important for your tamaiti/child's learning and well-being.
- Open and honest communication with our Kura/School is important and valued.
- Support is available, please speak to your tamaiti/child's teacher or Whaea Shell, if you need support to get your tamaiti/child to school regularly.



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