



# WAIWERA SOUTH SCHOOL

*Tauti*  
Nurture

*Whakamanawa*  
Inspire

*Whanake*  
Grow



## Attendance Management Plan

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Overarching attendance objectives and strategic priorities

### He Tangata: Attendance as a Foundation for Success

Waiwera South School acknowledges that, as a school in Aotearoa New Zealand, we are committed to upholding Te Tiriti o Waitangi as our nation's founding document. We give effect to this partnership by valuing and integrating Te Ao Māori principles into our core operations, particularly through the emphasis on whanaungatanga (relationships), manaakitanga (care), and a holistic view of wellbeing (ora and wairua). These principles provide an effective framework for all ākonga (students), kaimahi (staff), and whānau (families). The concept that "What works for Māori works for all" is central to our approach, ensuring that strong relationships and a supportive environment are prioritised to achieve high attendance and success for every child.

### Rationale for Prioritising Attendance: Te Kete o te Whānau

Waiwera South School firmly believes that regular attendance is crucial for a child's academic success, social development, and overall well-being. Consistent attendance builds positive daily habits and routines, promotes strong connections with peers, and ensures ākoka (students) are actively engaged in their learning. This is underpinned by several core concepts that strengthen the link between presence and potential:

**Whanaungatanga (Relationships/Sense of Belonging):** Consistent attendance builds positive daily habits and routines, fostering strong whanaungatanga (relationships) with peers and kaimahi (kaimahi). Being present ensures ākoka (students) are actively engaged in the school whānau (family/community), enabling them to build a deep sense of belonging, which is fundamental to successful learning.

**Wairua (Spirit/Wellbeing):** When a ākoka (student) is consistently present, their wairua (spirit and overall wellbeing) is nurtured through active engagement and the established school routine. This holistic focus is vital for a child to reach their full potential.

**Tikanga (Customs/Protocol):** Attendance is an integral tikanga (protocol/custom) of our school community. Being present and engaged demonstrates manaakitaka (hospitality, generosity, care for others) and ako (reciprocal learning) within the classroom and wider school environment.

**Whakapapa (Connection):** We acknowledge the deep whakapapa (connection) to the taiao (natural environment) through both tipuna and lived history. Attending school daily ensures they are connected to both their home learning base and the broader educational pathway, setting the foundation for future success.

Our school's core values of Responsibility, Respect, Honesty, and Ora (wellbeing/life) are all underpinned by the fundamental requirement of being present and engaged in the school community.

### Links to existing strategic documents:

This plan aligns with the school's strategic vision, 'Taute, Whakamanawa, Whanake. Nurture, Inspire, Grow', and Mission Statement: 'To provide education of the highest standard, where each individual child's growth and learning is centre. Waiwera South School is a safe, nurturing environment in which we work to help each child reach their full potential and develop the skills of being confident lifelong learners.' It supports the school's commitment to providing a safe, healthy, and innovative learning environment as outlined in our school plans and priorities.

## Attendance Policy: Key legal obligations under the Education and Training Act 2020

- **Parent / legal guardian obligations (Kā herenga a kā mātua / kaitiaki ture):** Parents / legal guardians are required to enrol their child at a registered school when they turn 6 years old and to make sure their child (including enrolled 5-year-olds) attends school every day the school is open until they are at least 16 years old.
- **School Board Responsibilities (Kā kawenga a te Poari Kura):** The school Board is required to take all reasonable steps to ensure that ākoka (students) attend when the school is open. The Tumuaiki is responsible for assuring the Board that ākoka (student) attendance is recorded and that absences are notified. Expectations of parents / legal guardians, ākoka (students) and kaimahi in relation to ākoka (student) absence.
- **Expectations of parents / legal guardians (Kā tūmanako a kā mātua / kaitiaki ture):** Parents / legal guardians are expected to notify the school as soon as possible if their child will be late or absent. They are also expected to work with the school to manage any attendance concerns.
- **Expectations of ākoka (students) (Kā tūmanako a kā ākoka):** Ākoka (students) are required to be present and attend classes on time. Ākoka (students) are not permitted to leave the school during school hours without permission from a parent or caregiver and the school. If an ākoka (student) needs to leave, they must sign out at the school office.
- **Expectations of kaimahi (Kā tūmanako a kā kaimahi):** kaimahi are expected to comply with the school's schedule and release ākoka (students) at set times. Kaimahi are also expected to report attendance concerns to the Tumuaiki as part of our whanaungatanga (relationship) commitment.

## Relevant Links to policies and Documents:

[Ākoka \(student\) Attendance Guide - Te Tāhuhu o te Mātauranga](#)

[Ākonga Attendance](#)

[Attendance Procedures](#)

[Curriculum and Ākonga Achievement Policy](#)

## Attendance Management Procedures

- **Setting and reinforcing expectations :** Attendance expectations of families and ākoka (students) are set when ākoka (students) are enrolled at Waiwera South School and reinforced through our school newsletters. These expectations are framed within our school values and the principles of whanaungatanga (relationships) and tikanga (protocol), emphasising the ākoka (students') responsibility to their learning whānau.
- **Process for recording attendance:** Attendance is recorded daily by kaiakos and kaimahi using official Ministry of Education (MOE/Te Tāhuhu o te Mātauranga) attendance codes. This data is stored on our ākoka

(student) Management System (Edge) and sent to the Ministry, as required by law.

- **Steps for following up on unexplained absences:** School office kaimahi follow up with parents/legal guardians about any unexplained absences. This initial contact is a continual development of manaakitaka (care), ensuring whānau and school are communicating effectively about the child's whereabouts and wellbeing.
- **Monitoring practices:** The school office is the central point for managing and monitoring attendance. They update records for late arrivals or early departures and monitor for any concerning patterns. Any kaimahi member can also report attendance concerns to the Tumuaiki. The school analyses trends and may take further action if a ākoka (student's) attendance is concerning. Due to the size of our school we know our children and families well, we support those who require help with getting children to school.
- **Thresholds for identifying concerning absences that require a response:** We are utilising the [Stepped Attendance Response \(STAR\)](#) to provide tikaka (protocol) for intervention based on the level of concern. This is summarised below.
- **Attendance Services:** Support will be requested from Attendance Services at the point that we are not making progress and attendance is not improving through the support and discussion we are providing. Being a small school, we value relationships and will endeavour to work with whānau to find solutions to support attendance at Waiwera South School.

## STEPPED ATTENDANCE RESPONSE - STAR



Actions from the school when the child is regularly attending:	Actions from the school when the child has some absences:	Actions from the school when the child has many absences:	Actions from the school when the child has a lot of absences:
<p>Our school will stay in regular contact the parent/legal guardian about the ākoka (student)'s attendance.</p> <p>Our school will follow up to find out the reason why the ākoka (student) isn't at school: Communicate with parents about unjustified/unknown absence</p> <p>Support ākoka (student): attending school to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate &gt; to access other education pathways where appropriate</p>	<p>Tikaka (protocol) of initial check-in: Contact parent/legal guardian to discuss the reasons for the absence</p> <p>Weekly emails if required: Parent/legal guardian will be notified via email of their child's weekly attendance rate.</p> <p>Our school will work with whānau to identify any barriers to attendance.</p> <p>Use in-school resources as appropriate to remove barriers e.g. counsellor, access to food if required second hand uniform options and learning support resources.</p>	<p>Korero (Discussion) and support planning: Contact parents to discuss concerns, arrange and hold meeting to analyse reasons for absence and to collaborate on a support plan</p> <p>Develop and implement a support plan tailored to the reasons and circumstances around the child's absence</p> <p>Continue to use in-school resources to remove barriers</p> <p>Request support from Attendance Service - Able Minds or other agencies as needed</p> <p>15 day hui with agencies e.g. Able Minds, Strengthening Families, OT, NZ Police . . .</p>	<p>Kaitiakitaka (Guardianship) External support and Partnership: Stay in contact with parents and keep informed of escalated response</p> <p>Request support from Attendance Service or other agencies as needed</p> <p>Participate in multi-agency response</p> <p>Maintain implementation and monitoring of support plan</p> <p>Unenroll if ākoka (student) will not be returning to school</p>

## Te Hokinga Mai: Supporting Ākoka (student) Reintegration and Learning

When an ākoka has had a significant period of absence (Worrying, Concerning, or Very Concerning Attendance), their return to school requires intentional support grounded in manaakitaka (care and support) to ensure successful reintegration, both academically and socially.

### Strategies to Support Return to School : Kā rautaki hei tautoko i te hokika mai ki te kura

Aspect of Reintegration	Strategies and Actions
Addressing Loss of Learning	Initial assessment/conversation with the ākoka (student) and classroom kaiako to identify specific learning gaps
Ako (Reciprocal Learning)	Development of a tailored "Catch-Up Plan" focusing on essential learning areas.
	Utilise in-class support (ICS) where possible, or specific targeted teaching to help the ākoka (student) regain ground quickly.
	The Tumuaki/kaiako will work with Learning Support or RTLB, if involved, to ensure resources are targeted effectively.
Reintegrating into the Wider School Environment and Friendships	Assign a buddy or peer mentor to ease the transition back into classroom routines and social groups. Check this is working for both parties ; Ako - reciprocal learning
	kaimahi to check in daily with the ākoka (student) for the first week to affirm their return and sense of wairua (wellbeing).
	The ākoka (student) is supported to join in school-based activities (EOTC <sup>3</sup> , sports, cultural events) by ensuring they have the necessary resources (uniform, gear) and social support.
Continuing to Keep the Parent Informed	Maintain regular contact (via phone or weekly email) with the parent/legal guardian to report on the ākoka (student's) progress and social reintegration.
	Ensure the whānau is informed of the support plan's progress and any necessary adjustments. This ongoing communication reinforces the partnership approach to the child's education.
Kaitiakitanga (Guardianship/Advocacy)	

### Monitoring and Measuring Progress: Aroturuki me te Aromātai

The Board ensures, through the Tumuaki, that all procedures are effective and legally compliant. Our monitoring practices are designed to provide assurance and drive continuous improvement (Whanake).

#### Monitoring that Procedures are Being Followed

The Tumuaki (as the lead kaiako and administrator) ensures that the school office kaimahi adhere to the attendance recording and follow-up steps immediately, as required by tikanga (protocol).

The use of the SMS (Edge) allows for the verification of correct Ministry of Education codes being used and timely follow-ups on unexplained absences.

Kaimahi are trained annually on the use of the STAR framework to ensure consistent and equitable responses to all ākoka (students).

### **Monitoring the Effectiveness of Responses to Absences**

The effectiveness of the STAR interventions is monitored through tracking the ākoka (student's) attendance percentage in the term immediately following the intervention.

The Tumuaki and kaimahi collaboratively identify and analyse recurring barriers or concerning patterns of absence on a termly basis.

Feedback from whānau regarding the support they received is informally sought to assess the impact of our whanaungatanga approach.

### **Reporting and Assurance to the Board**

The Tumuaki reports to the Board at every meeting on the school's overall attendance data, including the number of ākoka (students) in the Worrying, Concerning, and Very Concerning thresholds, and the actions taken.

This report provides assurance to the Board that the school is meeting its legal obligations under the Education and Training Act 2020 and proactively addressing attendance concerns.

Data on the impact of interventions is included to demonstrate the effectiveness of the plan.

## **Review and Adjustment of the Plan: Te Arotake me te Whakatikatika i te Mahere**

**Review Schedule:** This Attendance Management Plan will be formally reviewed by the Board in September 2027 (or two years from the effective date), as part of the school's overall policy review cycle.

**Adjustment in Response to Change:** The plan will be reviewed and adjusted as needed, in response to any changes in legislation (e.g., changes to MOE guidance or NELPS ), or if the monitoring data indicates a significant and sustained lack of effectiveness in the procedures.

Any necessary adjustments will be clearly communicated to the school whānau through newsletters and the website.