



969A South Road, Mokoia, RD 12
 Hawera, Taranaki 4672
office@mokoiaprimary.school.nz
 06: 273-4106



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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 Mokoia School our school vision of "Lift off and Soar" 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 4 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
36%	39%
	Concerning/Moderate Attendance
	18%
	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
<p>36% ↑24%</p> <p><u>60%</u></p>	<p>39% ↓24%</p> <p><u>15%</u></p>

Rationale for 24% increase:

Throughout the year, our attendance has shown considerable variation. Earlier in 2025, we achieved regular attendance rates of up to 75%, while the proportion of students with concerning or irregular attendance was as low as 26%.

We recognise that illness is a significant contributing factor. As a small, close-knit community with many siblings, the spread of illness can be rapid and widespread. Given our relatively small dataset, even minor fluctuations in student numbers can result in substantial percentage changes. Socioeconomic factors also play a role; however, our recent partnerships with support organisations have strengthened our ability to assist families facing financial barriers, enabling us to better support student attendance. Additionally, we have observed that regular communication with whānau regarding attendance has a positive impact, with families being less likely to keep children home for non-essential reasons.

We believe that an annual target of 60% regular attendance is both realistic and appropriate. This figure accounts for periods of strong attendance, where rates approach 80%, as well as times when illness significantly affects participation. It also reflects our goal of transitioning a greater number of students from irregular to regular attendance, while supporting those with concerning attendance to move into the worrying category.

Attendance Policy

Mokoia 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 Central Normal 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

Further supporting information can be found in our school docs policy:

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

Attendance Management Procedures

Attendance Expectations

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

- Communication twice termly about their child's specific attendance
- Korero at Learning Conferences
- Korero on enrolment
- Newsletter reminders
- Phone calls with whānau when needed
- Data included in written (academic) reports to whānau, twice a year.

Recording Attendance

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9:10am.
2. Any tamaiti who arrives late to school is to report to the office to register that they are late.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the office. If they haven't, kaiako send a note to the office.
4. Afternoon roll must be taken **BEFORE** 1.40pm.
5. We send over paper rolls, for the office to double check.
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 eTap) to inform the Office.

Office Responsibilities

1. The Office Administrator checks the texts and emails and take phone calls of absences in the morning. The principal will also do this on their device.
2. The Office Manager checks all classes' attendance on eTap from 9.10am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - a. a text is sent out to all children who are marked with a ?
 - b. When replies are received, the Office Manager updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.
4. The Office Manager will check the afternoon roll from 1.50pm.

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 fortnight, the Principal 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
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The Principal will:

- report attendance data 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
- ensure termly attendance is printed, signed by each teacher and securely stored onsite for 7 years

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 habits • Support other whānau to reinforce good 	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings

<p>attendance habits</p> <ul style="list-style-type: none"> Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> Support student to catch up on missed learning Engage in supports offered 	<p>collaborate on a support plan</p> <ul style="list-style-type: none"> Implement strategies at home 	
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> Communicate with whānau about 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 <u>Support student:</u> 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 	<ul style="list-style-type: none"> Contact parents to discuss reasons for absence and impact on learning Offer meeting, support or other resources required Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetables, support material 	<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 Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed 	<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 Request MOE led prosecution, when considered appropriate if supports are offered and not taken up Unenroll if student will not be returning to school – either through notification or 4 weeks uninterrupted absence

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.