

Maniototo Area School

Attendance Management Plan

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Overarching attendance objectives and strategic priorities

*This plan details the proactive steps and interventions Maniototo Area School will implement to work towards the school and government target of **80% of students present at school for more than 90% of the time.***

Improving student attendance has been central to the strategic and operational plans of Maniototo Area School over the last 2 years. We believe that poor attendance contributes to loss of learning and lower attainment of learning goals and qualifications. Poor attendance also has significant social impacts and can undermine student wellbeing and interpersonal relationships.

Data evaluation at Maniototo Area School shows a clear relationship between attendance and achievement. For our students to reach their potential we need to work with families to maximise student attendance and to plan effective transitions back to school after periods of absence.

Preventing absences is a significant element of this plan through close reporting of attendance patterns and strong whanau education around the impact of absences.

*The 2024-2025 (now 2026) Strategic Plan identifies attendance as a major focus, and the annual implementation plan of 2025 has a specific attendance target – that **80% of students will be present for more than 85% of the time.***

The annual implementation plan for 2026 will set a particular attendance target, indicating how the school is working towards achieving the government target by 2030.

Our current achievement data is as follows:

2024

Term 1

Regular	45%
Irregular	37%
Moderate	9%
Chronic	9%

Term 2

Regular	62%
Irregular	27%
Moderate	8%

Chronic 3%

Term 3

Regular 35%

Irregular 36%

Moderate 20%

Chronic 10%

Term 4

Regular 64%

Irregular 28%

Moderate 3%

Chronic 5%

2025

Term 1

Regular 76%

Irregular 17%

Moderate 4%

Chronic 3%

Term 2

Regular 71%

Irregular 18%

Moderate 5%

Chronic 6%

Term 3

Regular 40%

Irregular 32%

Moderate 19%

Chronic 9%

Term 4

Regular 74%

Irregular 19%

Moderate 5%

Chronic 1%

Note:

Regular attendance is over 90%

Irregular absences is 80-90% attendance

Moderate absence is 70-80% attendance

Chronic absence is less than 70% attendance

Of concern is the drop off in attendance in term 3. While this decline is to be expected due to illness, in our follow up with families school leadership felt that a decline in motivation and learning engagement were also factors.

Attendance policy

At Maniototo Area School our Board policies ensure that we meet our obligations under the Education and Training Act 2020.

All relevant documentations can be found in School Docs and include the following relevant policies:

- *Student Attendance Policy*
- *Attendance procedures*
- *Communicating with Parents and Whānau*
- *Health, Safety and Welfare policy*
- *Student Wellbeing and Safety policy*
- *Missing Student Procedure*

We also make use of the following Ministry of Education resources:

- *School attendance guide*
- *School and kura roll returns*
- *Stepped Attendance Guide (STAR)*

Attendance Management Procedures

Attendance expectations are communicated with families and students both formally and informally. Expectations are established in the opening newsletter each year and reinforced at Meet the Teacher night. School newsletters remind parents of these expectations and from 2026 onwards, we will include data on attendance data in newsletters, using the specific thresholds from the Stepped Attendance Response. Parents have received copies of the STAR, and this has been shared with students.

Attendance is collected in the primary school twice daily, and collected every period in the secondary school. Parents text or call in absences or use the Helix app to report non-attendance. Office staff follow through on unexplained absences, usually with phone calls or texts home.

Individual student attendance causing concern is often discussed at the primary team meetings, and is a regular agenda item at the weekly secondary team meetings. The Principal and Office manager respond to the Helix weekly attendance summaries by responding to the students who require an attendance intervention.

Students with chronic absences are discussed at Multi Agency meetings, attended by Oranga Tamariki, the Ministry of Education, RTLBN staff and Attendance service staff. Discussion at this meeting may inform a decision regarding referral of a student or family to Attendance Services.

From 2026, our response to attendance concerns is as follows:

Attendance	Attendance range	School response
Good	Less than 5 days absent per term, 90% attendance or above	<i>No additional action beyond communication to students and whanau re. attendance expectations.</i> <i>Regular attendance reports (twice per term and ongoing through Helix) to families.</i>
Worrying	Up to 10 days absent per term, 80% -90% attendance	<i>Attendance email sent (school template), this may be followed by meeting to discuss concerns.</i> <i>Strategies to mitigate learning loss implemented.</i> <i>Counselling and support offered if appropriate</i>
Concerning	Up to 15 days absent per term, 70%-80% attendance	<i>Send escalated formal notification to parents and hold meeting to analyse reasons for absence and to collaborate on a support plan.</i> <i>Develop and implement support plan.</i> <i>Strategies to mitigate learning loss implemented.</i>

		<i>Use any in school resources (Dean, counselling, Health nurse) to support school attendance and refer to Attendance Services if further support is needed.</i>
<i>Serious concern</i>	<i>15 or more days absent per term, less than 70% attendance</i>	<i>Send escalated warning email and arrange family meeting. Escalate to multiagency response by raising concerns at multiagency meeting and referral to Attendance Services.</i>

Strategies to mitigate learning loss will include:

- *Use of Google Classroom to provide learning materials and activities.*
- *Use of NZQA resources to prepare for corequisite assessments*
- *Consideration of Te Kura or Southern Health School for prolonged periods of justified absence*
- *Use of Structured Maths resource to continue learning at home.*

Monitoring and measuring progress

The Plan will be reviewed annually by the staff, Senior Leadership team and Board of Trustees. The review will be supported by annual analysis of attendance data. Everyday Matters reports will be shared with the Board of Trustees at the start of each term (as received).

The Plan will also be reviewed if there is any change to the Stepped Attendance Response (STAR) policy.

The Performance Appraisal of the Office Manager (annual, completed in November) will also review the consistency of attendance procedures.