



Marco School Attendance Plan

Purpose:

To ensure all students are present, engaged, and supported to learn every day. Our rural school recognises the unique challenges our whānau face, and we are committed to working together through Mahi Tahi, showing Manaakitanga, and upholding Kaitiakitanga to support regular attendance.

1. Our Values in Action

Mahi Tahi (Working Together):

Building strong, respectful partnerships between staff, students, and whānau.

Problem-solving as a team when barriers to attendance arise.

Manaakitanga (Care and Support):

Welcoming and inclusive environment where every child feels safe and valued.

Providing support for wellbeing needs that may affect attendance.

Kaitiakitanga (Shared Responsibility):

Everyone—students, staff, and whānau—has a role in looking after attendance.

Protecting learning time as a taonga (treasure).

2. Attendance Goals

90%+ of students attend school regularly.

Early response to absence patterns so whānau feel supported, not judged.

A culture where attending school every day is the norm.

AN OVERVIEW OF THE STUDENT ATTENDANCE CATEGORIES

	Attendance Rate	Equivalent Absences (per term)
Regular	Over 90%	<5 days
Irregular	80-90%	5-9 days
Moderate	70-80%	10-14 days
Chronic	70% or less	15+ days

3. Roles & Responsibilities

Principal / Attendance Lead (Kaitiaki): Oversees attendance systems, data, and external referrals.

Teachers (Mahi Tahi partners): Mark rolls accurately, notice patterns, and engage with whānau early.

Office Administrator (Manaakitanga in action): Manages SMS, follows up absences, communicates with whānau.

Whānau (Shared Kaitiakitanga): Ensure children are ready for school daily, notify absences, and work with school if issues arise.

Students (Self-Kaitiakitanga): Take responsibility for being on time, ready, and engaged in their learning.

4. Monitoring & Recording

Rolls marked twice daily in SMS.

Unexplained absences followed up the same day.

Weekly checks of attendance by the Principal.

Termly reporting to the Board of Trustees with trends and actions.

5. Communication with Whānau

Expectations shared at enrolment, through newsletters, informal hui, and school events.

Whānau contacted daily for unexplained absences.

When concerns arise: supportive, kanohi ki te kanohi (face-to-face) conversations or a phone call to work out solutions.

Celebrate improvements and acknowledge strong attendance.

6. Responding to Concerns

Stage 1 (Mahi Tahi): Teacher checks in with whānau to understand barriers.

Stage 2 (Manaakitanga): Principal meets whānau to co-design a plan of support (transport help, morning routine strategies, health referrals).

Stage 3 (Kaitiakitanga): If attendance does not improve, referral made to external agencies (e.g., Attendance Service, Oranga Tamariki if safety concerns).

7. Rural Considerations

Provide Van pick up and drop off in accordance to MŌE guidelines (which have to be followed by families)

Recognise farming and seasonal demands on whānau while emphasising the importance of school.

Use community events and sports groups as support networks.

8. Supportive Strategies

Provide Van pick up and drop off in accordance to MōE guidelines (which have to be followed by families)

Breakfast club is on offer.

Positive attendance recognition (certificates, whānau shout-outs).

Localised, culturally responsive curriculum that connects to whenua and community.

Wellbeing check-ins for tamariki with health or anxiety-related absences.

9. Review & Reporting

Plan reviewed annually with staff, Board, and whānau input.

Regular updates to the Board using attendance data.

Continuous alignment with Mahi Tahī, Manaakitanga, and Kaitiakitanga to guide decisions.

