MCS Attendance Management Plan

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Maranatha Attendance Data	*Can be requested from the school*		

Attendance at Maranatha Christian School is a priority. There is a clear connection between being at school and succeeding in learning. We want our tamariki to have the best possible chance at success by attending regularly.

This Attendance Management Plan (AMP) outlines how we work together to increase attendance rates at Maranantha, as well as how we respond to absences in order to minimise them.

We want to help Maranatha students attend school regularly (more than 90% of the time). Our goal is for 80% of our students to reach this level of attendance. This aligns with the Ministry of Education's expectations and their 2030 target.

At Maranatha, we take a personal approach to absences. We work with families to understand the reasons behind these absences. We monitor both termly and annual absences. Sometimes absences can be explained clearly; however, we want to be ready to support and encourage students at risk of persistent absences.

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters" (Colossians 3:23). We want to partner with parents in helping children understand the joys of diligence. Attendance can be a basic thing we can encourage our children to be faithful in, knowing that what they learn early will support positive habits later in life.

Everyday Procedures:
Parents are asked to notify the school office of any absences either by email, phone call or (preferably) Edge App. The office will then enter this information into our Student Management System, (SMS). Any unnotified absences will be followed up by email or phone call to the parent/guardian to query the absence.

Pre-planned absences (holidays) of three consecutive days or more will receive an email response outlining that this absence will be recorded as an unjustified absence in line with the Ministry of Education regulations.

Day-to-day operations	Actions	Who is Responsible?
School Leadership and Boards actively minimise disruptions to the school day and week	School boards and school leadership prioritise school-hours to be for learning.	School leadership and School board
Support students to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate.	Draw attention to alternative activities (such as worksheets or online learning) for students who **cannot** be at school on a short-term basis	Teacher and Parents
For students with less than 5 days absence in a school term	**Actions**	**Who is Responsible?**
Clear communication to parents on attendance expectations on enrolment and regularly throughout the year. Communicate to parents what steps the school will take in the event their child is absent from school	Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents Communicate termly attendance rates and trends to the community	School leadership
Communicate with parents about every absence	Confirm absences with parents	Administration Team
Report regularly to parents on attendance of their child	Notify individual attendance rates in school reports Make attendance rates available to parents in real time	Teachers
Support students getting to school	Communicate to parents the supports available to assist them to get their children to school	Administration team Parents School community
Create a culture of caring within the school to ensure children are happy to be there	LIFE values Te Whare Tapa Whā Mauri Ora	School leadership Teachers
For students with up to 10 days absence in a school term	**Actions**	**Who is Responsible?**
Ensure the school is aware of reasons for absence. Consider sending a formal notification and contact parent/ guardian to discuss reasons for absence.	Notify every absence, providing regular reports through school communication methods	Administration team
Support students to catch up missed learning	Identify missed learning	Teacher

where required	objectives and provide notes or activities to bring student back up to speed for students who **cannot** be at school	
For students with up to 15 days absence in a school term	**Actions**	**Who is Responsible?**
Send escalated formal notification to parents unless an exceptional reason is known Consider holding a meeting with parents to collaborate on a support plan	Utilise templates and resources provided by the Ministry of Education	Teacher and/or School leadership
Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed	Engage with the Ministry of Education attendance services to find out about options for support	School leadership
For students with 15 days or more absence in a school term (70%)	**Actions**	**Who is Responsible?**
Send a notice and make contact to arrange meeting with parents unless an exceptional reason is known	Utilise templates and resources provided by the Ministry of Education Identify reason and keep Board updated	School leadership
Escalate to multi-agency response as required Participate in multi-agency response as required	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	School leadership
Implement and monitor improvement plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	School leadership and School board
Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up	Engage with Ministry of Education to discuss options available and required steps to take	School leadership and School board

Monitoring and Measuring Progress

- We will review our target yearly to ensure we are making progress
- The Principal will continue to update the Board on termly attendance
- The Principal and the Board will work together as this AMP is implemented, acknowledging that attendance is a Board responsibility under the *Education and Training Act.*