



## Te Rautaki Whakaeke-ā-kura: He Tauria Whetū

### Kura Kaupapa Māori Attendance Strategy: The Whetū Model

This strategy frames student attendance not as a compliance issue, but as a commitment to **Whānau, Whenua, and Wairua** (Family, Land/Context, and Spirit/Wellbeing).

It aligns the Ministry of Education's Stepped Attendance Response (STAR) with the Māori world view, using the metaphor of a **Whetū (Star)** to guide proactive engagement.

#### Tātai Arataki | Guiding Principle

**He Whetū nō te Whānau, kia tiaho ki te Ao:** Our students are stars of their whānau, destined to shine brightly in the world. Regular attendance ensures their light is not dimmed.

#### Ngā Tūranga Mahi | Roles and Responsibilities

Role	Key Responsibility through the Whetū Lens
<b>Te Poari (The Board)</b>	Ensures the Whetū Model is strategic, resourced, and aligns with the Kura's overarching vision and values (Te Aho Matua).
<b>Te Tumuaiki (Principal)</b>	Models proactive engagement and cultural responsiveness. Oversees the implementation of the Whetū Model and supports staff capacity.
<b>Kaimahi (Staff)</b>	Acts as the first point of contact (Pae Whakapiri). Fosters warm relationships with students and whānau, ensuring attendance is recorded accurately.
<b>Whānau (Family)</b>	Commits to open communication with the Kura and actively participates in co-designing and fulfilling the Whānau Attendance Support Plan (WASP).



## Te Anga Whetū | The Star Framework

The strategy uses the five-point structure of a star to define clear steps, responsibilities, and culturally responsive actions for managing and improving attendance.

Whetū Point (Absence Threshold)	MoE STAR Threshold (Days Absent per Term)	Kaupapa Māori Focus (Mātauranga Māori)	Required Action / Intervention
<b>Pae Tūwatawata</b> (Horizon Line)	<b>0 - 4 Days Absent</b> (Regular Attendance)	<b>Hauora / Mauri Ora:</b> Celebrating wellbeing and presence. The focus is on early whānau relationship building.	<b>Proactive Communication:</b> Send positive acknowledgements of regular attendance. Ensure all absences are immediately verified and coded correctly by Administration.
<b>Pae Whakapiri</b> (Connecting Point)	<b>5 - 9 Days Absent</b> (Moderate Absence Risk)	<b>Whakawhanaungatanga:</b> Strengthening the relationship through mutual understanding and manaaki (care).	<b>Early and Soft Touch:</b> Class/Form Teacher makes initial contact (phone/kanohi ki te kanohi) to check in and identify potential barriers (e.g., transport, sickness). <b>Offer Kōrero</b> over barriers, not judgement.
<b>Pae Tautoko</b> (Support Point)	<b>10 - 14 Days Absent</b> (High Moderate Absence)	<b>Kaitiakitanga:</b> Acting as guardians of the student's learning journey. Implementing a joint solution plan with the whānau.	<b>Hui Whānau (Formal Meeting):</b> Senior Leadership/Kaitiaki meets with whānau and student to co-design a <b>Whānau Attendance Support Plan (WASP)</b> . Focus on removing specific, identified barriers.



<p><b>Pae Ārahi</b> (Guidance Point)</p>	<p><b>15+ Days Absent</b> (Chronic Absence)</p>	<p><b>Tūmanako / Mana Motuhake:</b> Reinstilling hope and supporting the whānau to reclaim self-determination in their child's education.</p>	<p><b>External Partnership:</b> School refers to the Ministry of Education Attendance Service (or other relevant agencies, e.g., health) while maintaining a strong whānau connection. Continue to monitor WASP progress.</p>
<p><b>Pae Whakaū</b> (Sustaining Point)</p>	<p><b>Ongoing Monitoring</b> (Long-Term Strategy)</p>	<p><b>Mana Whenua / Pūtaiao:</b> Embedding attendance success within the Kura's climate, culture, and context.</p>	<p><b>System Review:</b> Pastoral/Leadership team reviews data termly to evaluate the effectiveness of the Whetū Model. Share successes with the Board and the wider community.</p>