

ATTENDANCE MANAGEMENT PLAN

TE ATATŪ INTERMEDIATE

Approval:	Date School Board Signature	Published on:	www.teatatu.school.nz
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Overarching attendance objectives and strategic priorities

This document outlines the Attendance Management Plan for Te Atatū Intermediate School. It is designed as a living document, reflecting our commitment to ensuring that every student attends school regularly and engages in their learning.

It aligns with the Ministry of Education's requirements for mandatory Attendance Management plans and the Stepped Attendance Response (STAR) framework.

Good attendance at school allows for greater educational success for our akōnga. It allows learning opportunities to be fostered and increased educational, social and emotional benefits. We are committed to supporting akōnga attending school and the following plan outlines the process we will go through as part of connection with whānau, school, student and the support of our Attendance providers - Attendance West - who will continue to run the 'We Got you' programme supporting students attendance at school.

*Our commitment is to reach the Governments target of 80% of students attending school 90% of the time by 2030.
(2025 Target = 70% / 2026 Target = 75%)*

WHANAUNGATANGA
CONNECTION/BELONGING

ATAWHAI
CONSIDERATION/KINDNESS

KAITIAKITANGA
RESPONSIBILITY

AKO
RESPECTFUL PARTNERSHIP

TE ATATŪ INTERMEDIATE SCHOOL - A PLACE TO BELONG!

BOARD RESPONSIBILITIES

As required by the Education and Training Act 2020 (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 attend when it is open for instruction (Education and Training Act 2020 s36).

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website

PRINCIPAL RESPONSIBILITIES

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

PROCEDURES/SUPPORTING DOCUMENTATION

Attendance management Procedure - Stepped Attendance Response (STAR)- see below

MONITORING

- The principal will maintain reporting of daily attendance data.
- The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

LEGISLATIVE COMPLIANCE/ LEGISLATION

- Education and Training Act 2020
- Education Attendance rules
- Education (School Attendance) Regulations 2024

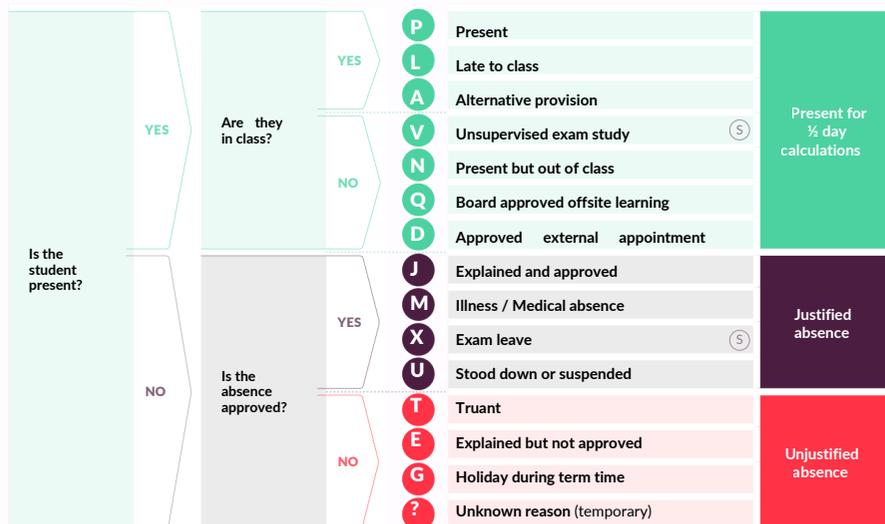


DAILY ATTENDANCE *EVERY ABSENCE MUST BE EXPLAINED OR MARKED AS 'TRUANT'*

1. **Teacher** Morning Roll is completed by 9:15 am.
2. **Teacher** notes any parent notifications received using the correct code on the key code sheet.
3. **Office** check absence messages (email/voicemail) and update 'Unexplained Absence' accordingly.
4. **Office** send an 'Unexplained Absence' text to all remaining.
5. **Office** have not heard from whānau by 11:00 am, the student is marked as 'Truant'.
6. **Teacher** Afternoon Roll is completed by 2:15 pm.
7. Repeat steps 3-4.
8. **Office** have not heard from whānau by 3:00 pm, the student is marked as 'Truant'.
9. **Frequent Lateness:** Students who exceed the school's threshold for lateness (Code: L) multiple times in a week will be required to attend a weekly lunchtime detention to reflect on their time management and catch up on missed morning instructions

Attendance Code Decision Tree

Updated 1 April 2025



For more information visit: education.govt.nz/attendance-register

^S Secondary schools only

Attendance Code Descriptions

Updated 1 April 2025



Present for 1/2 day calculations

- P Present**
Student is present in class. This includes supervised dual tuition with Te Kura.
- L Late to class**
Student is late to class. Schools set the threshold for lateness (e.g. 10 minutes) in their school policy.
- A Alternative provision**
Student is present in a Ministry-approved alternative provision, such as a teen parent unit, alternative education, secondary-tertiary program, health school or activity centre.
- V Unsupervised exam study**
Student is present in an examination or unsupervised study where the student is on-site.
- N Present but out of class**
Student is present but out of class due to an on-site school activity (cultural or sporting event), internal appointment, temporary removal from class, or time in the sickbay.
- Q Board approved offsite learning**
Student is present in Board-approved off-site learning, including courses, school-organised activities, and work experience.
- D Approved external appointment**
Student is present but has a medical appointment which is unable to be scheduled outside of school hours (e.g. doctor or dentist and includes travel time) or is participating in court proceedings.

^S Secondary schools only

Justified absence

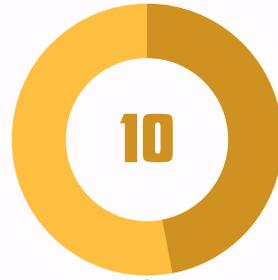
- J Explained and approved**
Student is absent due to explained and approved reasons (e.g. family emergencies, bereavement, representing in national / cultural events, approved exemptions, or accompanying parents on overseas diplomatic / military postings).
- M Illness / Medical absence**
Student is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety).
- X Exam leave**
Student is absent studying offsite preparing for exams. NOTE: Time allocated to this code is not included in Ministry attendance calculations.
- U Stood down or suspended**
Student is absent due to formal stand down or suspension. This code applies to the period of the stand-down or suspension, excluding the day it was imposed.

Unjustified absence

- T Truant**
Student is absent without explanation or permission from a parent / caregiver (e.g. skipping class).
- E Explained but not approved**
Student is absent and the reason provided does not meet the school's policy for a justifiable absence (e.g. a parent states their child didn't want to attend sports day).
- G Holiday during term time**
Student is absent due to a holiday taken.
- ? Unknown (temporary)**
Temporary code used when the reason for a student's absence is initially unknown. This will be updated once the reason is confirmed.



RESPONSE FOR CONTINUOUS UNEXPLAINED ABSENCE



3 DAYS CONTINUOUS UNEXPLAINED ABSENCES

- **Teacher/Office** “Every day” steps 1–8
- **Teacher** email notification to whānau
- **Teacher** adds notes to SMS

5 DAYS CONTINUOUS UNEXPLAINED ABSENCES

- **Teacher/Office** “Every day” steps 1–8
- **Office** calls whānau. *If contact fails, contact all emergency contacts on file.*
- **Office** offer in-school resources as appropriate to remove barriers. *eg: kai, uniform, counsellor.*
- **Office** adds notes to eTAP

10 DAYS CONTINUOUS UNEXPLAINED ABSENCES

- **Teacher/Office** “Every day” steps 1–8
- **Office** sends a formal letter/email home
- **SLT/Teacher** hold a whānau hui with student included.
- **SLT/Teacher/Whānau** formalise an Individual Attendance Plan (IAP)
- **Office** request support from MOE/ASA
- **Office/SLT/Teacher** adds notes to SMS

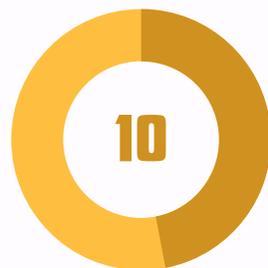
15 DAYS CONTINUOUS UNEXPLAINED ABSENCES

- **Teacher/Office** “Every day” steps 1–8
- **DP/Principal** sends a formal letter/email home
- **SLT/DP** conducts welfare check procedure if safety is unverified.
- **Office/DP/SLT** adds notes to SMS

20 DAYS CONTINUOUS UNEXPLAINED ABSENCES

- **Teacher/Office** “Every day” steps 1–8
- **Principal/BOT** undertake school-led prosecution, or request MOE-led prosecution, when considered appropriate if supports are offered and not taken up
- **Principal/Office** unenrol students who will not be returning to school and update ENROL.

RESPONSE FOR NON-CONTINUOUS ABSENCE



TO BE SENT TO ALL STUDENTS AT THE START OF EACH TERM

- **Office** email to all whānau setting expectations for the term.
- **Teacher** provides student with regular updates on their own attendance
- **Teacher** provides whānau with an overview of their child's attendance .
- **Whānau** maintain attendance, communicate absences, engage in support.

**GOOD ATTENDANCE
GOOD CHANCE OF SUCCESS**

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Less than 5 days absence in the term

**WORRYING ATTENDANCE
LESS CHANCE OF SUCCESS**

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Up to 10 days absence in the term

- **Office** email formal notification to whānau
- **Office** offer in-school resources as appropriate to remove barriers. eg: kai, uniform, counsellor.
- **Teacher** contact whānau to discuss reasons for absence and impact on learning.
- **Teacher** support to catch up missed learning where required
- **Teacher** lunchtime detentions for frequent lateness.
- **Whānau** maintain attendance, communicate absences, support catch-up, engage in support.

**CONCERNING ATTENDANCE
HARD TO MAKE PROGRESS**

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Up to 15 days absence in the term

- **Office** email formal notification to whānau
- **Office** request support from MOE/ASA
- **SLT/Teacher** hold a whānau hui with student included.
- **SLT/Teacher/Whānau** formalise an Individual Attendance Plan (IAP). Temporary suspension from sports teams/extracurriculars.
- **Teacher** maintaining implementation and monitoring of IAP, include a specific review date.
- **Whānau** return student to regular attendance, implement strategies at home and participate in regular communication with school.

**VERY CONCERNING ATTENDANCE
VERY HARD TO MAKE PROGRESS**

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15 days+ absence in the term

- **DP/Principal** email formal warning notice a whānau
- **SLT/DP** hold a whānau hui to review the existing IAP and to integrate multi-agency strategies.
- **Whānau** return student to regular attendance, collaborate in development of an IP, and engage in the improvement plan
- **Principal/BOT** Undertake school-led prosecution, or request MOE-led prosecution, when considered appropriate if supports are offered and not taken up
- **Principal/Office** unenrol students who will not be returning to school and update ENROL.