

Mangatainoka School Attendance Plan



Part A – Policy Framework

1. Purpose

- This plan sets out our school's processes for managing student attendance in line with the Education and Training Act 2020, Ministry of Education **Stepped Attendance Response (STAR)** framework, and our school's vision for equitable learning outcomes.
- Attendance targets for 2026: **Regular Attendance (>90% of the term)**: At least 85% of students.
- Attendance targets for 2026: **Chronic Absence (<70% of the term)**: Less than 5% of students.
- These targets align with the Government's goal of 80% regular attendance by 2030.

2. Legal and Regulatory Compliance

- **Section 36, Education and Training Act 2020**: The Board must take all reasonable steps to ensure students attend school when open.
- Attendance recording and coding will follow the **Ministry of Education Attendance Codes**.
- This AMP is publicly available on our website and reviewed annually.
- Non-compliance by parents may be referred to the Ministry for enforcement.

3. Integration with Existing Policies

- Student Wellbeing Policy
- Positive Behaviour for Learning (PB4L) Framework
- Inclusive Education Policy
- Health and Safety Policy

Part B – Cultural Responsiveness

4. Commitment to Te Tiriti o Waitangi

- Uphold the principles of **Partnership, Protection, and Participation**.
- Use **Te Whare Tapa Whā** as a wellbeing model to understand and respond to attendance barriers for Māori students.
- Engage iwi and mana whenua in attendance initiatives.

5. Inclusion for Diverse Communities

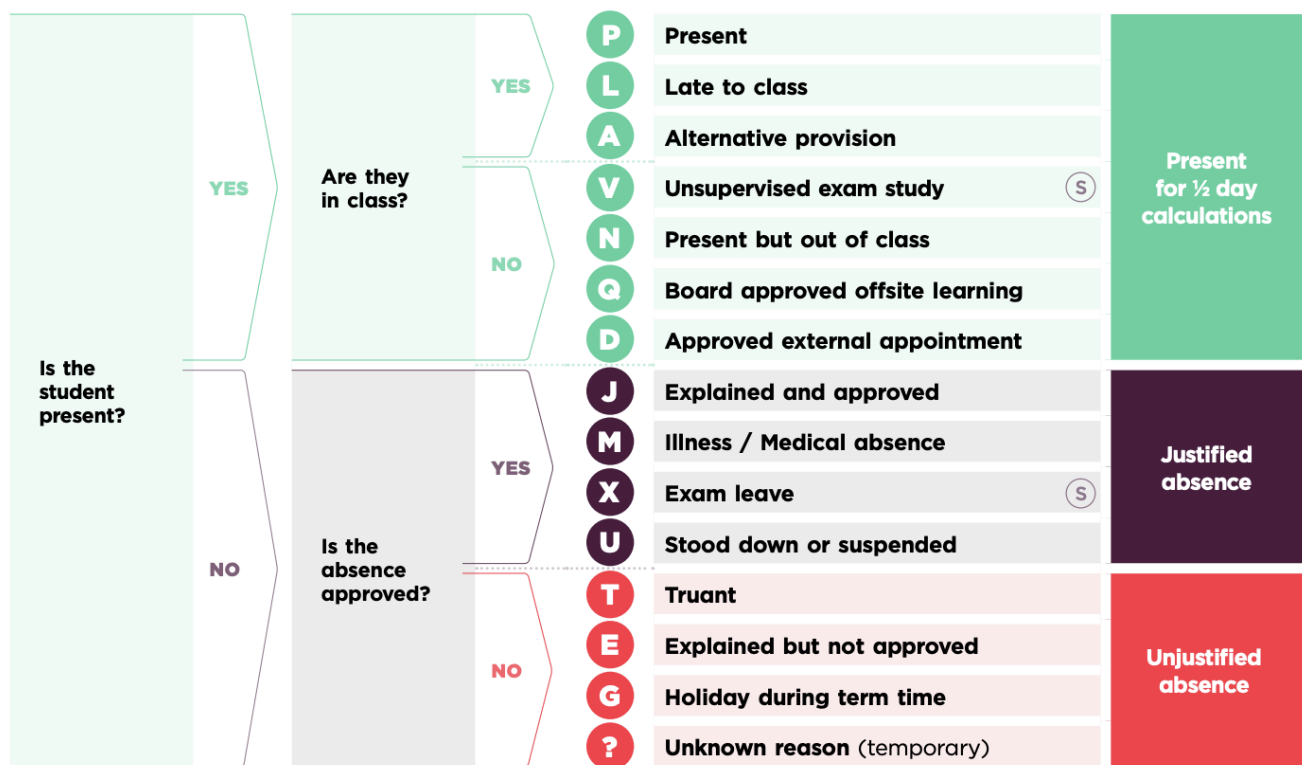
- Recognise cultural events and obligations, ensuring proactive communication with whānau.
- Provide bilingual attendance materials for our community.

Part C – Practical Implementation

6. Daily Attendance Recording

- Rolls marked twice daily (9:00am and 1:30pm) in the Student Management System (SMS).
- Office Administrator text to caregivers for unexplained absences by 9:30am.
- Follow-up phone call if no response by 10:00am.
- All contact logged in SMS notes.

Attendance Code Decision Tree



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

(S) Secondary schools only

7. STAR-Aligned Response Protocol

Tier	Threshold (per term)	School Action	Parent/Whānau Role	Ministry Role
Tier 1 – Green	< 5 days absent •% Regular Attendance (>90%)	Universal strategies: clear expectations, positive culture, regular monitoring	Encourage good habits, communicate absences promptly	Monitor policy compliance, provide resources
Tier 2 – Orange	5–9 days % Irregular (80-90)	Formal notification + phone call; offer in-school supports	Discuss reasons, support child to catch up	Support school if needed
Tier 3 – Amber	10–14 days % Moderate (70-80)	Escalated letter; formal meeting with whānau;	Attend meeting, implement agreed strategies	Help resolve barriers, connect agencies

Tier	Threshold (per term)	School Action	Parent/Whānau Role	Ministry Role
		create Attendance Support Plan		
Tier 4 – Red	15+ days •% Chronic Absence (<70%)	Warning notice; referral to Attendance Service; multi-agency meeting	Engage fully in plan	Lead multi-agency response; possible prosecution if no engagement

8. Early Intervention and Support

- PB4L strategies to keep students engaged.
- Pastoral care check-ins for patterns of lateness or partial attendance.
- Access to school counsellor (SWIS), breakfast club, Kids Can resources, school lunches.

Part D – Monitoring and Reporting

9. Data Collection and Analysis

- Fortnightly analysis of attendance by year level, ethnicity, and gender.
- Identify trends (e.g., high Monday/Friday absences).
- Track conversion rates from Tier 2 back to Tier 1.

10. Reporting

- Principal provides a termly attendance report to the Board, including KPI's, trend analysis, intervention summaries, and recommendations for improvement.

11. Key Performance Indicators (KPIs)

- % Regular Attendance (>90%)
- % Irregular (80-90)
- % Moderate (70-80)
- % Chronic Absence (<70%)
- Average Daily Attendance Rate (>94%)
- Reduction in unjustified absences year-on-year
- Closing equity gaps between groups

Part E – Support Structures

12. Staff Training

- Annual professional development on attendance coding, STAR processes, and culturally responsive engagement.
- Scenario-based training for conducting Tier 3 diagnostic meetings.

13. Resources and Budget

- SMS licensing and automated messaging system.
- Budget for whānau engagement activities and practical supports.
- Dedicated time for an Attendance Officer role.

14. Community Partnerships

- Work with local iwi, Pacific community groups, social services, and transport providers.
- Maintain an updated directory of agencies (Appendix 4).

Part F – Special Considerations

15. Students with Additional Needs

- Flexible arrangements for students with disabilities or chronic illness.
- Individualised re-engagement plans after extended absence.

16. Health-Related Absences

- Follow Ministry health guidance on when children should be at school.
- Require a medical certificate after 3 consecutive days of sickness.

17. Exceptional Circumstances

- The principal may approve justified absences for family emergencies or bereavements.

18. New Enrolments

- Assess attendance history on enrolment.
- Provide families with attendance expectations and an overview of the AMP.

Part G – Review and Continuous Improvement

19. Review Cycle

- Annual review in Term 4 includes data analysis, staff, student, and whānau feedback, evaluation of strategies, and plan updates for Board adoption.

Appendices

- Ministry of Education Attendance Codes
- Communication Templates (Tier 2–4)
- Attendance Support Plan Template
- Local Support Agency Contacts

Presiding Member: _____

Principal: _____

Date: _____

Dated: Next review: January 2027