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.

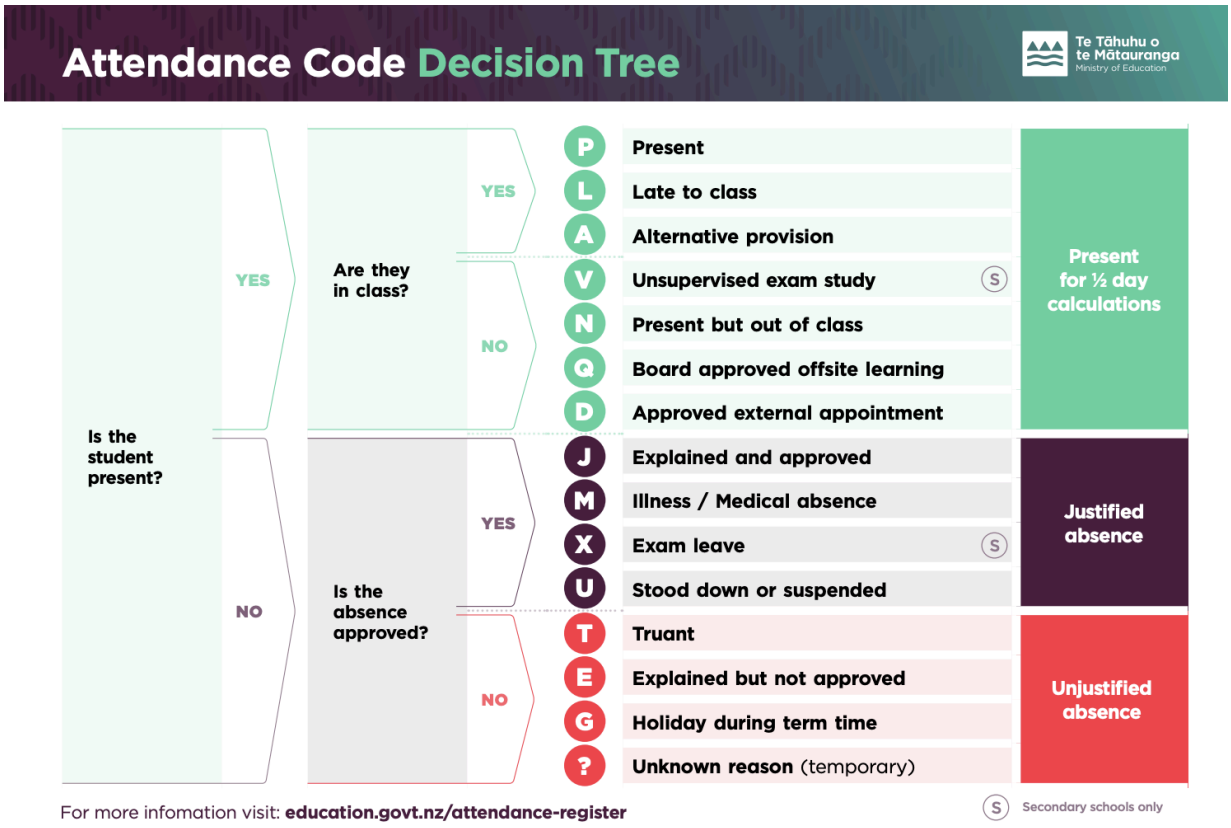
5. Inclusion for Diverse Communities

- 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 are marked twice daily (9:00am and 1:30pm) in the Student Management System (SMS) by the responsible teacher in the classroom.
- Teachers mark attendance as it is with the students physically present in the classroom. The codes available are 'P' (present), '?' (unknown), and 'L' (late) if the students arrive before submitting the attendance/roll.
- If a student arrives after the bell, or at the bell and has to get organised, they are late and should be marked 'L'. Make sure the office knows by sending them to see the office administrator - ask the student if they have been to the office.
- If a student is present for at least one hour of the morning or afternoon (from 12pm) they are marked as present and a note can be added that they have left early.
- An older sibling can not provide the explanation that we take as fact for why someone is away - the office still needs to follow up and acknowledge that the sibling passed on the information but it has to be checked.
- The office administrator is to check the school phone, Skool Loop and emails for absence messages at 9am and record as necessary in Edge (SMS).
- The office clipboard is to be used to record verbal explanations of absences as they are communicated with the school. If staff receive a message regarding absences they must record this on the clipboard.
- Once rolls are marked in the morning if there is any uncertainty as to a student's presence/absence, the office administrator is to check with staff before contacting parents/caregivers. This is to be done without interrupting classrooms and teaching and learning.
- 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 rolls are checked each morning to ensure the previous day has been completed in the SMS. This is done by the office administrator and updated if necessary each day.
- If the office administrator is unclear about what code to use for an absence they are to check with the Principal after using the 'Decision Tree' (MOE).
- Parents and caregivers are to simply be asked for a reason for the absence without requesting further details that we do not need to know. Staff are to use discretion when asking for information around absences without demanding information or justifications (parents may be having a challenging time as it is with illness, behaviour difficulties or family crisis situations).



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; create Attendance Support Plan	Attend meeting, implement agreed strategies	Help resolve barriers, connect agencies
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 - requesting from parents/caregivers must be approved by the Principal before a request is made.

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