MURUPARA AREA SCHOOL
ATTENDANCE HANDBOOK
2026

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school is currently at 27% regular attendance and a target of lifting regular attendance to 58% by the end of term 4 2026

Board responsibilities

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 step-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.

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 Everyday matters report. Included in this report 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 Attendance Management Plan regulations (yet to be passed)

Reviewed: November 2025	Next review: November 2026

Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and response to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff an external agency, where necessary to improve our levels of student attendance.

Parent/Whanau responsibilities

- ensure students attend every day
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.

School responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate with parents what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child.

School Procedures

The principal will appoint staff and delegate duties, to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.

Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.

Classroom or subject teachers are responsible for recording student attendance to their class each period/ half day basis.

Learning advisors/class teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems. They will also monitor and follow up on lateness and other attendance issues.

Learning advisors/hub leaders/ Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Parents will receive student attendance data weekly/termly updates via panui, school website and school Facebook page.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the SMT/Pouarahi/Attendance officer termly to review outcomes and effectiveness of these interventions

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in Kamar. The pastoral care team meets fortnightly.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible.

Pastoral care -attendance, support behaviour and learning will be conducted during Tuesday hub hui then brought to Pouarahi hui.

Any attendance data related questions please contact the Tumuaki and the Tumuaki tuarua.

Day-to-day operations			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with parents	1. Set expectations, procedures and follow-up steps the school will take when a student is absent. 2. Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents	1. Principal/Deputy Principal School board 2. Admin staff/Classroom teacher/Learning advisor	1. Termly attendance features including updates on data in newsletters. Expectations and guidance for parents published on our school website. 2. Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms. Work with parents and students, where appropriate
Following up absences daily	1. Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents 2. Follow-up daily with parents any unexplained absences	1. Administration team support 2. Classroom teacher/Learning advisor	1. Text based reminder to be sent from 10 am for all unexplained absences. Whānau replies will be entered by the office or truancy officer. 2. Unexplained absences, during the school day will be noted by the subject teacher, the office to be notified asap, and followed up by the admin staff.
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Deputy Principals. Communicate to hub leaders teaching staff (respective hubs)	Use our "welcome to school" hui with whanau.
Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance Services	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with Julie Tumarae Support plans via Kamar,

Students with less than 5 days absence (10 week term- 1 day a fortnight)

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Classroom teacher /LA Administration team or In School attendance officer	Follow-up all absences to confirm reason for absence. No action taken
Provide students with regular updates on their own attendance	Provide regular reporting via classroom discussions and or notice boards	Learning advisors/classroom Teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child	providing weekly notes on attendance to parents via email, certificates, or online (as per each hub communication portal)	Learning advisors/classroom Teacher	Updates sent to students and parents through weekly notes

Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students, already on attendance list from previous term will be identified by the pastoral care team at their weekly meetings.

Students with less than 10 days absence (5-9 days. 10-week term 1.5-2 days a fortnight)

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days send email to parent (use template). Phone contact to be used if this is not the first time student has met the threshold	Learning advisors/classroom Teacher (Any concerns of next steps discussion options with hub leader.)	Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against student record. Follow-up to be within 2 schools days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Learning advisors/classroom Teacher	Discuss with student in form time- student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pass	Contact pastoral attendance team if barriers identified that the school could assist with	Learning advisors/classroom Teacher	Parents and student provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments

Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.
For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.
If there is no action taken due to individual circumstance- record this against student record.

Students with less than 15 days absence (10-week term – 1.5 days a week)

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	School leadership, and/or In School attendance team	Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Learning advisors/classroom Teacher, attendance team	Consider who is needed at this meeting.
Develop and implement a Collaborative Attendance support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan.	Learning advisors/classroom Teacher	Involve, whānau, mentors and other staff members who has a positive relationship with the student
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Learning advisors/classroom Teacher	This may involve outside agencies.

Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.
If there is no action taken due to individual circumstance- record this against student record.

Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template in Kamar)	School leadership	
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Deputy principal with the teacher	Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists	Attendance officer & Deputy principal	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and act quickly where expectations aren't being met	Attendance officer & Deputy principal	Support plan in place Continue monitoring Steps taken to reintegrate student

Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance.
If there is no action taken due to individual circumstance- record this against student record.

Attendance Code Decision Tree

Updated 1 April 2025

Te Tāhuhu o te Mātauranga
Ministry of Education

Is the student present?

YES → **Are they in class?**

- **YES:**
  - **P** Present
  - **L** Late to class
  - **A** Alternative provision

- **NO:**
  - **V** Unsupervised exam study (S)
  - **N** Present but out of class
  - **Q** Board approved offsite learning
  - **D** Approved external appointment

→ **Present for ½ day calculations**

NO → **Is the absence approved?**

- **YES:**
  - **J** Explained and approved
  - **M** Illness / Medical absence
  - **X** Exam leave (S)
  - **U** Stood down or suspended

→ **Justified absence**

- **NO:**
  - **T** Truant
  - **E** Explained but not approved
  - **G** Holiday during term time
  - **?** Unknown reason (temporary)

→ **Unjustified absence**

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

(S) Secondary schools only

Attendance Code Descriptions

Updated 1 April 2025

Te Tāhuhu o te Mātauranga
Ministry of Education

Present for ½ 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 (S)

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.

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 (S)

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.

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