



Learning Together  
Akona Piri Tahī

# Te Puke Primary School Attendance Management Plan

## Purpose:

- To ensure that all students enrolled at Te Puke Primary School have the opportunity and support to attend school regularly, thereby improving learning outcomes, wellbeing, and equity.
- To align with the MOE's Attendance Management Plans in using the STAR framework in identifying, responding to, and reducing student absences.
- To clearly define roles, thresholds, interventions, communication processes, and supports for improving attendance.

## Why Regular Attendance Matters:

Regular attendance is crucial for your child's learning, well-being, and long-term success. Consistent attendance ensures that tamariki have equitable access to the curriculum during their key developmental years (Years 1–8).

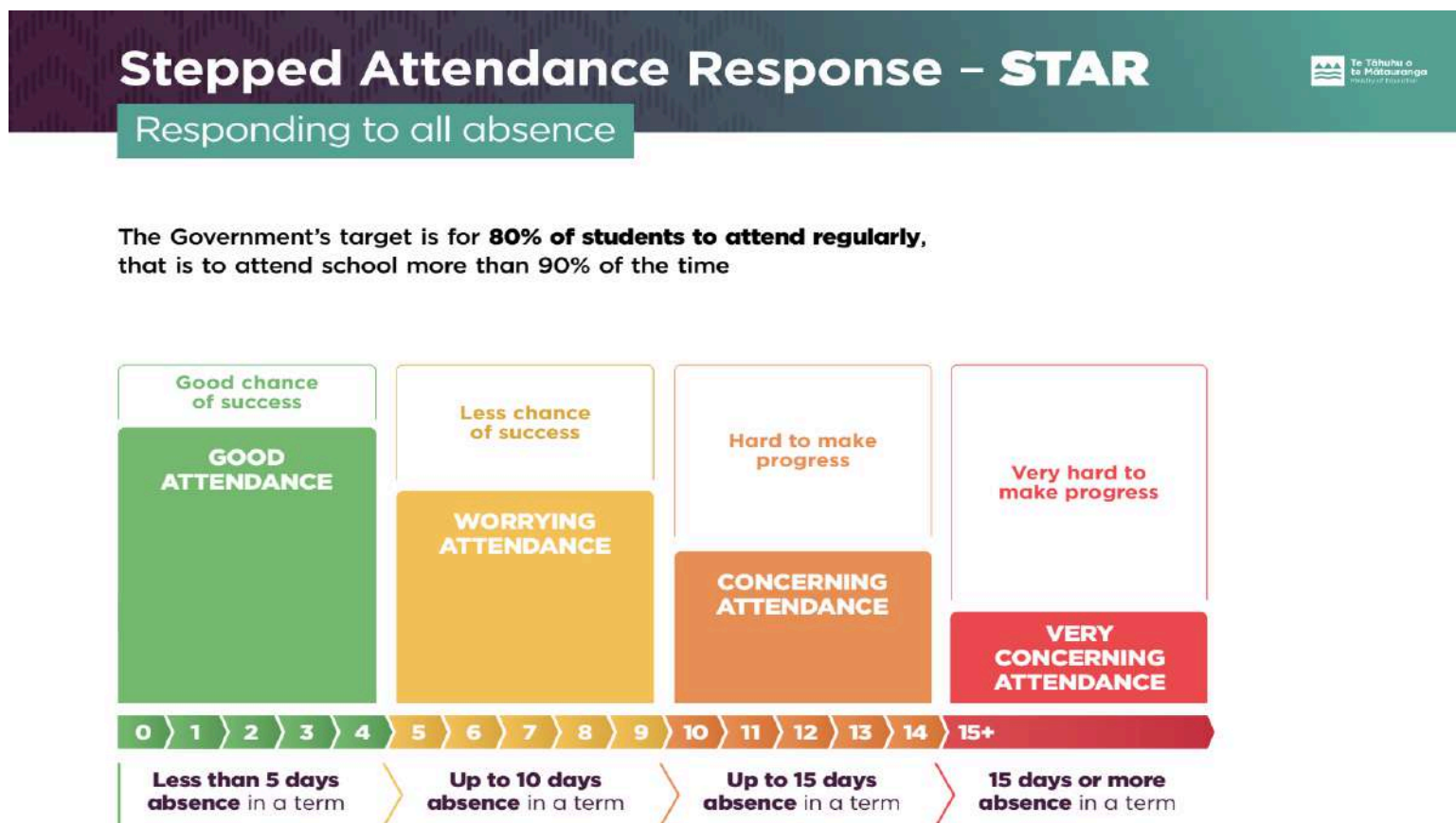
- There is a clear connection between going to school regularly and achieving well in the classroom.
- The plan supports your child's well-being, as attendance is a key indicator.
- Attendance is a shared commitment; parents are responsible for ensuring their child attends school every day.
- The school aims to promote a positive culture where every day matters.
- The Ministry of Education's national goal is for 80% of students to attend school 90% of the time by 2030.

## Stepped Attendance Response (STAR) Framework

Te Puke Primary School follows the STAR framework, developed by the Ministry of Education in conjunction with schools.

The STAR helps all stakeholders to understand what should happen when students do not attend school.

Under the STAR framework, any student who reaches a clearly defined threshold of days absent will trigger an appropriate and proportionate response from the school or the MOE. Below is an overview of each tier, and following that, how each stakeholder is alerted and supported when students do not attend school:





# Individual Student Attendance activities

## Individualised student responses to absence thresholds

### Less than 5 days absence in a school term

#### Parents/Guardians



- Make sure your child comes to school every day they can.
- Encourage good attendance habits.
- Keep in touch with the school. Attendance is a shared responsibility
- Support the school in raising the importance of attendance

#### School



- Maintain positive and supportive communication with whanau
- Give students regular updates on their attendance.
- Report to parents regularly about their child's attendance.
- Support students by:
  - helping them attend school
  - Creating safe spaces and strong relationships with teachers.
  - Making learning meaningful and linked to student interests.
  - Opportunities for leadership, sport, arts, and cultural activities to increase belonging

### Up to 10 days absence in a school term

#### Parents/Guardians



- Help your child get back to coming every day.
- Korero with the school about why your child has been away and how we can help.
- Discuss with your child the importance of attending school
- Make the most of the support TIS offers

#### School



- Contact parents to discuss reasons for absence and impact on learning
- Support student to catch up missed learning where required
- Use in-school resources as appropriate to remove barriers
  - e.g. counsellor, alternative timetables, PB4L, Youth Mentors, Enrichment programmes etc

### Up to 15 days absence in a school term

#### Parents/Guardians



- Support your child to return to regular school attendance every day.
- Attend a hui with the school to talk and make a plan together to support your child in attending school
- Use routines and strategies at home that will reduce barriers of coming to school

#### School



- Contact parents when attendance concerns continue to plan a hui
- Meet together to understand why the student is often absent and make an individual plan to return student to regular attendance.
- Create and follow a support plan that fits the student's situation.
- Use school supports and, if needed, get help from the Attendance Service or other agencies.

### 15 days or more of absence in a school term

#### Parents/Guardians



- Return child to regular attendance immediately
- Engage in support plan with kura, Attendance Services and external agencies
- Open communication with TIS around the reasons that your child is not attending school
- Participate in regular hui, taking on board support and implementing action plans for your child

#### School



- Let parents know that the attendance concern has not been resolved and therefore will be escalated.
- Ask for help from the Attendance Service or other agencies if needed.
- Work with other services to support the student and family.
- Review and continue the individual support plan and check how it's going.
- If support is offered but not taken up, the school may consider legal steps with the Ministry.
- Clarify if the student will be returning to TIS. If a commitment is not made by whanau then student will be unenrolled.



## Ministry of Education

### Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
  - › agreeing changes to be made,
  - › addressing some unmet basic needs impacting on attendance, and
  - › referring students to other services as necessary
- › Collaborate with schools so that
  - › they remain engaged as plans are developed and implemented, and
  - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

### Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

## Day-to-Day Expectations and Communication:

### School Responsibilities:

Who:	Actions:
<b>Kaiako - Marking Attendance</b>	Mark rolls accurately on HERO and on time; observe and report attendance concerns; build relationships with students; encourage good attendance habits; communicate with whānau where concerns arise.
<b>Attendance Officer</b>	Daily monitoring of attendance and <u>attendance codes</u> ; follow-up on unexplained absences - text message home via HERO requesting a reason for absence; maintain accurate attendance records; communicate with whānau where required.
<b>Leadership Team (SLT)</b>	Oversee implementation; ensure staff are trained in use of HERO for attendance; monitor school-wide attendance data; intervene when thresholds are reached; liaise with MOE and external agencies; approve extended leave; ensure plan is published and communicated.
<b>Board of Trustees</b>	Ensures all students attend school regularly by maintaining clear processes to record, monitor, and respond to absences. It supports a stepped, data-based approach to improve attendance, allocates resources for interventions, reviews progress annually, and publishes the Attendance Management Plan on the school's website.

### Parent Responsibilities:

Action Required:	Details:
<b>Absence Notification</b>	If your child is going to be absent, it is essential to inform the school as soon as possible via phone, email, or message on the HERO app, and provide the reason.
<b>Punctuality</b>	Students should be at school ready for learning when the 9:00 am bell rings. If late, students must report to the school office to sign in.
<b>Medical Absence</b>	If illness causes 3 continuous days of absence, the school may request a medical certificate if the absences are causing concern. Parents are asked to support students to catch up on missed learning.
<b>Contact Details</b>	Inform the office of any changes to contact details.

## Monitoring Student Attendance and Reporting Concerns:

Te Puke Primary School uses HERO and their Attendance Management Plan designed in collaboration with the Ministry of Education. This feature has 4 fundamental functions:

- IDENTIFY - Clearly identify students with diminishing attendance rates, either individually or via any Hero group.
- ACT & RECORD - Take action to set the student on the path to success. Keep a comprehensive record of actions taken.
- COMMUNICATE - Communicate actions and expectations with staff and caregivers via Hero's post-based platform.
- REPORTING - A daily upload of AMP data is automatically sent to the MoE.

Hero runs a nightly task that will maintain an early intervention register of students who have accumulated 5 full days of unjustified absence (consecutively or separately) during the current term.

Students who meet the 5 full days of unjustified absence threshold will be visible to administrators, and SLT will then be responsible for actioning intervention procedures.

A weekly upload to the Ministry of Education provides a file of students who have reached the threshold in the current term and the date intervention was actioned.

- Attendance thresholds are on a term-by-term basis. Absent code counts are reset to 0 at the start of each term.
- A threshold will not be created until attendance has been entered in the current term.
- More than one AMP threshold may be crossed within a term.
- Thresholds utilise the calculated day code and are accumulated per 1/2 day.
- Levels and colours have been set by the Ministry of Education (align with STAR) and are not adjustable by the school. View the key to identify the threshold ranges and colours

0 - 4.5 Days Absent

5 - 9.5 Days Absent

10 - 14.5 Days Absent

15 Days or More Absent

- A designated staff member will receive a daily email notification showing all students who have crossed a threshold.

## Intervention Process (Aligned with STAR Attendance Response Plan)

### ● Worrying Attendance (Up to 10 days absent)

- DP informs the classroom teacher of the required intervention.
  - Letter sent home via HERO AMP - recorded on students' attendance data sheet.
  - Monitoring Period:
    - If attendance improves, no further action is needed.
    - If attendance declines or does not improve, we move to the next step.
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### ● Concerning Attendance (Up to 15 days absent)

- DP informs the classroom teacher of the required intervention.
  - Letter sent home via HERO AMP - recorded on students' attendance data sheet.
  - A meeting is arranged with the family to:
    - Identify barriers to attendance.
    - Establish a support plan and shared strategies.
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### ● Very Concerning Attendance (15+ days absent)

- Further intervention initiated by DP.
  - Escalated to Attendance Services or the Ministry of Education if required.
  - Additional meetings, wrap-around services, or inter-agency support may be engaged.
  - Ongoing communication is maintained with caregivers and support services.
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## Other Communication and Whole-School Strategies:

- **HERO and Facebook Updates:**  
Regular school-wide posts showing overall attendance data, including the **% of students attending more than 90% of the time**, celebrating positive trends and promoting attendance awareness.
- **End-of-Term Attendance Analysis:**
  - Carried out by the Deputy Principal.
  - Includes discussion of attendance patterns, trends, and concerns.
  - Shared with Team Leaders, then with Classroom Teachers to reflect on actions taken and further steps needed.
  - Every Day Matters Report shared with Team Leaders.
- **Team Attendance Goals and Rewards:**
  - Each team sets termly attendance goals. This could be an overall attendance OR absence rate analysis
  - Incentives and rewards within learning environments are used to promote better attendance and foster a sense of collective responsibility.
- Weekly DP Review of HERO attendance alerts - all interventions recorded on the student's Pastoral Care notes on HERO. Ensure contact home is done.
- Regular updates are shared with classroom teachers.
- Team Leader Hui - discuss students of concern and what is being done.

## Leave during term time:

We understand that there are times when travel or other commitments during the school term are unavoidable.

Under the Education and Training Act 2020 (s 45), the Principal may approve up to 5 days of absence for justified reasons such as medical, regional/national representation, or tangihanga. Requests for extended absences beyond 5 days - such as family holidays during term time, or cultural events - must be submitted at least one week in advance and may be approved at the Principal's discretion. Please note that holiday absences taken during term time count towards the school's overall attendance figures and will be recorded as unjustified absences. Longer periods of unapproved absence may result in consequences, including possible de-enrolment, in line with Ministry of Education guidelines.

AMP Effective from Feb 2026