



Matamata Intermediate Attendance Management Plan

At Matamata Intermediate School, we believe that regular attendance is fundamental to student achievement, wellbeing, and lifelong learning. Our school community is committed to ensuring that all ākonga attend school consistently and on time because every day of learning matters. Consistent attendance enables students to build meaningful relationships, engage deeply with their learning, develop strong habits of responsibility, and access the full range of opportunities our school provides.

Aligned with the Ministry of Education's structured STAR approach to attendance and driven by our school values of ngākau aroha (consideration), tika (common sense) and manawanui (commitment), we actively monitor attendance patterns, communicate with whānau when attendance or lateness is affecting a student's engagement, and work in partnership with families to identify and respond to any barriers to regular attendance. This collaborative approach supports both academic success and a sense of belonging for all students.

We recognise that attendance is a shared responsibility — between students, whānau, staff, and the wider school community — and that working together ensures that every learner is in class, engaged, inspired and empowered to achieve.

Purpose

- To ensure that all ākonga at Matamata Intermediate have the opportunity and support to attend school regularly to support academic achievement, wellbeing and belonging
- To have a clear framework in identifying, responding to and reducing student absences aligned with the Ministry of Education's STAR procedures
- To have clear defined roles, thresholds, interventions, communication processes and supports for improving attendance

Attendance Policy

Matamata Intermediate School has clear procedures to record, monitor and respond to student attendance. Attendance is taken daily at the start of each block, at all school activities and events and during emergency situations to ensure every ākonga is safely accounted for. This consistent monitoring allows staff to quickly identify patterns of non-attendance or concern and to respond with appropriate support or intervention.

Our attendance expectations are clearly communicated to ākonga and whānau through newsletters, the school website and regular reminders in class and assemblies. All staff play an active role in reinforcing expectations as part of our daily routines and school values. Matamata Intermediate uses data to monitor and track progress towards our strategic and annual goals. When attendance concerns arise, we work in partnership with ākonga, whānau and external agencies when required to understand and remove barriers to regular attendance.

As required by the Education and Training Act 2020 (s35), all students between six and 16 years of age 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 at Matamata Intermediate attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their child attends school (Education and Training Act 2020 s244). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent.
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

Further information can be found in our [School Docs Attendance Procedures](#).

Strategic Plan Links

Our Attendance Management Plan sits within our Strategic Goals and Initiatives:

- Ako: Strengthen staff competency and capability to inspire students and ensure excellent and equitable learning pathways for all
- Te Taiao Akoranga: Foster a learning environment that enhances Mauri Ora, rich in cultural identity and belonging for all
- Whanaungatanga: Nurture partnerships between parents, whānau and wider community to support learning

Baseline Data and Annual Target

We believe that our longitudinal data would support that we are on track to meet the government's target of 80% regular attendance to be achieved by 2030.

The category where the most shifts could be made to reach this target is with the Worrying/Irregular attendance group. Reducing this category would have a positive impact on our regular attendance cohort.

Regular Attendance Present 90-100%					Irregular Attendance Present 80-89%					
	Term 1		Term 2		Term 3		Term 4		Annual Average	
2025 National Average	65.9%		58.4%		50.3%		57.3%		-	
2025	75.8%	16.7%	64.4%	24%	67.7%	19%	66.7%	17.5%	68.65%	19.3%
2024	67%	22%	62%	23%	57%	27%	63%	23%	62.25%	23.75%
2023	58%	24%	47.5%	30%	63%	19%	62%	21%	57.6%	23.5%

Annual Target for 2026:

Our goal is an annual average of 71.35% of ākonga attending regularly across the four terms. This will be a 2.5% increase.

If we aim to increase regular attendance by 2.5% every year, we would meet the target of 80% of our ākonga attending 90% of the time in the timeframe of 2030 set by the government.

Attendance Management Procedures - Roles and Responsibilities

Role	Responsibilities
Whānau/Parents/Caregivers	Legal obligation to ensure your child attends school regularly. Let the school know if your child is away, work with us to address any attendance issues, reply to messages, help your child come regularly, and accept support if needed. Where practicable plan any trips/holidays outside of school term dates. If your child is going to be absent from school, caregivers are requested to notify the school by 8.30am on the day of

	<p>the absence using one of the following methods:</p> <ul style="list-style-type: none"> • Skool Loop App • Email either the office@matamataint.school.nz or their child's classroom teacher • Phone Call: Call the school office on 078887221 and leave a message on our absence line
Ākonga/Students	Be at school every day unless you're sick or have permission. Let the school know if something is hindering your ability to attend school regularly, and to support any plans and help to rectify any attendance issues.
Kaiako/Teachers	Mark rolls accurately and on time; observe and report attendance concerns; build relationships with students and their whānau; encourage good attendance habits; communicate with whānau when concerns arise.
Senior Leadership Team (SLT)	Oversee implementation; ensure staff are trained; monitor school-wide attendance data; intervene when thresholds reached; liaise with MOE and external agencies; approve extended leave; ensure plan is published and communicated.
Board of Trustees	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.
Office Administration	Daily monitoring; follow-up on unexplained absences; maintain accurate attendance records.

Attendance Management Procedures - Recording Attendance

We record attendance accurately to ensure all ākonga are accounted for, which is crucial for both their educational progress and safety. The school provides attendance data to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024. We utilise our student management system (KAMAR) to monitor absence patterns and proactively notify whānau of any emerging concerns.

Attendance Codes

We record students as present or absent using the [Ministry of Education Attendance Codes](#).

- An absence may be justified (e.g., for medical reasons, bereavement, approved family circumstances) or unjustified (e.g., for an unapproved holiday or other unsatisfactory reason). This justification is accurately recorded in our attendance register.
- A student is marked as LATE if they arrive 15minutes into the block. In block 1 students who are late sign in using the iPad in the office. During block 2 and 3 teachers will follow up lateness with an appropriate consequence and mark students as LATE.
- There are times when a student and their whānau work in conjunction with the school and a student may be engaged in learning at home. This must be approved by the principal. In order for a student to be marked as Q in these instances they must be actively engaged in learning from home and the health and safety of the student is closely monitored by the school.

Kaiako/Teachers

- Rolls must be marked by 9.00am in block one, 11.15am in block two and 1.30pm in block three (Office will access the list of students marked as ? or T and ring and/or send a text home to inform whānau after Block 1.)

- Ensure that all attendance is recorded accurately, including any students arriving late or leaving early
- It is essential that teachers record how they have communicated with whānau re attendance on Kamar. This helps to build a pattern and shows the pastoral steps taken to support a student and to inform our next steps. Note for consistency in recording on Kamar: Location, Offsite and Time 5pm.
- If a student was marked present earlier in the day but is away later in the day, please follow the following steps;
 - Check that the student is not at the office (e.g. sickbay), in the cloakbay, toilet etc
 - Send a message to the homeroom teacher/office for follow up if you cannot yourself
 - Office to follow up with a call home
 - Unable to make contact with home, Police Youth Officer called for assistance if unavailable call 105 or 111
- In Block 1 as part of the teacher's administration routine, when marking attendance in Kamar you have a day view where you mark today's roll. Go to the weekly roll to check for any ? or Ts and follow the steps below. Note: By the end of Friday all ? from Monday-Thursday must be rectified.

Question	Action	Notes/Consequence
Notification of absence	If you are informed of an absence of a student in your class (emailed, texted or phone call) make sure you change the attendance code accordingly on KAMAR before 9am.	
Is there a single unexplained absence/ truancy (?, T)	Ask student for explanation and supporting note <ul style="list-style-type: none"> • Student has a valid note / explanation 	<ol style="list-style-type: none"> 1. Check note 2. Change attendance record accordingly including explanation for absence, action taken and initial with your name e.g. S.J in notes on Kamar
	Ask student for explanation and supporting note <ul style="list-style-type: none"> • Student does not have a valid explanation or admits truancy 	<ol style="list-style-type: none"> 1. Conversation with the student regarding attendance issues 2. Contact home (email/phone call) 3. Make an attendance pastoral entry 4. Change attendance record accordingly including explanation for absence, action taken and initial with your name e.g. S.J in notes on Kamar

Office Administration

- Teachers are to ensure rolls are marked by 9.00am in block one, 11.15am in block two and 1.30pm in block three

Question	Action	Notes/Consequence
Is there a single unexplained absence/ truancy (?, T)	Check the absence line, KAMAR and Skool Loop for any notified absences.	<ol style="list-style-type: none"> 1. Change attendance record accordingly including explanation recorded in notes on Kamar
	Go to the Absence Manager on Kamar and find students who have been marked as ? or T.	<ol style="list-style-type: none"> 1. Call and/or text home to indicate student has not arrived at school and seek explanation 2. If you get a reply; change attendance record accordingly including explanation

		<p>recorded in notes on Kamar</p> <ol style="list-style-type: none"> 3. If you get no reply; send an email to indicate student has not arrived at school and seek explanation 4. Make a note on Kamar that call made and no reply
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Whānau Leader

Question	Action	Notes/Consequence
How do we ensure all rolls are marked in a timely fashion?	<ul style="list-style-type: none"> ● On a Friday go to KAMAR Reporting and select Attendance. ● Check that all rolls have been marked for your Whānau. ● If there are rolls unmarked, email the teacher with a screenshot of the day/s and block/s that they need to mark and expect it to be actioned ASAP. 	<ol style="list-style-type: none"> 1. If the problem persists, arrange a formal sit down meeting with the teacher to see what support they require and implement a plan to ensure the issue is rectified 2. After a plan and support has been put in place if there is still an issue, seek support from the DP/Principal for a formal meeting to support the teacher
How do we ensure ?/Ts are followed up?	<ul style="list-style-type: none"> ● Set aside Whānau Planning time to rectify rolls ● Buddy check rolls to ensure all ?/T are followed up 	
How do we ensure action is taken in a timely manner to address falling attendance rates?	<ul style="list-style-type: none"> ● Minute attendance concerns/patterns in Whānau Planning time, follow up actions expected to be taken at the following meeting ● Support homeroom teachers at meetings with parent/caregivers ● Communicate attendance concerns with Deputy Principal/SENCO 	

Attendance Management Procedures - Stepped Attendance Response (STAR) Framework

Matamata Intermediate School follows the STAR framework put together by the Ministry of Education. STAR provides a clear process to follow 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 MoE.

Stepped Attendance Response – STAR

Responding to all absence



The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



Note: A student who has very concerning attendance under the Ministry of Education guidelines, prosecution can be made if supports that are offered are not taken up.

If a student has been absent for 20 school days without advising the principal they can be unenrolled.



Individual Student Attendance activities

Individualised student responses to absence thresholds

Less than 5 days absence in a school term

Parents/Guardians

- › Ensure your child attends every day they are able
- › Encourage and support good attendance habits
- › Open communication with school
- › Follow school attendance management plan and associated policies and processes

School

- › Maintain positive communication with whānau
- › Support students and whānau to regularly check and monitor attendance through the Kamar app
- › Attendance data is analysed twice a term in Week 5 and Week 10, acknowledge students who are attending school regularly
- › Termly engagement and goal setting in relation to attendance with students
- › Support students by:
 - › helping them to attend school regularly
 - › creating a safe learning environment
 - › developing strong relationships with staff
 - › making learning meaningful and relevant
 - › opportunities for cultural interests, leadership, arts, academic interests, sport to increase students connection and belonging to school

Up to 10 days absence in a school term

Parents/Guardians

- › Return your child to regular attendance
- › Contact school to discuss reasons for absence and impact on learning
- › Support your child to catch up on missed learning
- › Engage with school supports

School

- › Attendance data is analysed twice a term in Week 5 and Week 10, all target students and their whānau are contacted
- › Homeroom teacher to send a formal notification and contact whānau to discuss reasons for absences. This may be a personalised email or using the letter template provided for Worrying Attendance.
- › Make a KAMAR entry
- › Support the student to catch up on missed learning when required
- › Support the student to mitigate barriers for attending regularly
- › Use in-school resources as appropriate to remove barriers; e.g. provision of school lunches, support with getting uniforms etc

Up to 15 days absence in a school term

Parents/Guardians

- › Return your child to regular school attendance, that is coming every day they can
- › Attend and participate in a hui with school to look at the reasons for absences and to collaboratively create an attendance support plan
- › Use routines and strategies at home that will reduce barriers of coming to school

School

- › Attendance data is analysed twice a term in Week 5 and Week 10, all target students and their whānau are contacted
- › Send a formal notification to whānau to hold an in person meeting with Homeroom teacher and Whānau Leader (where required) to diagnose reasons for absences and to collaborate on a support plan
- › Make a KAMAR entry
- › Inform DP/SENCO and Office so a referral can be made to Attendance Services if no improvement is being made
- › Develop and implement an attendance support plan tailored to the diagnosis and circumstances around the child's absence
- › Use in-school resources as appropriate to remove barriers; e.g. provision of school lunches

15 days or more of absence in a school term

Parents/Guardians

- › Return your child to regular attendance, that is coming every day they can
- › Engage in attendance support plan with school, attendance services and external agencies as required
- › Open communication with school
- › Attend and participate in a hui with school to look at the reasons for absences and to collaboratively create an attendance support plan

School

- › Attendance data is analysed twice a term, all target students and their whānau are contacted
- › Send an escalated formal notification to whānau to hold an in person meeting with Homeroom teacher and Whānau leader (where required) to diagnose reason for absence and to collaborate on a support plan
- › Make a KAMAR entry
- › Inform DP/SENCO and Office so a re-referral/referral can be made to Attendance Services
- › Develop or review and implement an attendance support plan tailored to the diagnosis and circumstances around the child's absence
- › Use in-school resources as appropriate to remove barriers
- › Possible S19 Referral to OT Care and Protection for Non-Attendance



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

Attendance Management Procedures - Tracking and Monitoring

Matamata Intermediate Schools takes all reasonable steps to ensure all of our students attend school while it is open. We follow up unexplained absences, this can include but it not limited to;

- Analysing attendance data for patterns of absence
- Attendance data reviewed every fortnight at Whānau planning hui
- Attendance data reviewed every fortnight at Whānau Leaders hui
- Contacting whānau to share attendance expectations
- Meeting with students and their whānau to discuss strategies for improving attendance
- Communication could include using one of the following generic attendance letters;
 - [Worrying Attendance 80-89%](#) (up to 10 days absent in a term)
 - [Concerning Attendance 70-79%](#) (up to 15 days absent in a term)
 - [Very Concerning Attendance <70%](#) (15 days or more absent in a term)
- Developing a [Student Attendance Plan](#)
- We may refer students with extended persistent absences to [Attendance Services](#)

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