



Matata Public School

ATTENDANCE HANDBOOK

Our Vision - *He iwi kōtahi tātou - Working together as One!*

Our children will be caring and creative.
 They will develop a sense of Identity,
 of Community, of Culture
 and of Adventure
 as they learn how to learn.

Our KŌTAHI Values - *Kia Mana Motuhake - Owning our learning and Actions - Tikanga - Ako - Hauora - Ihi*

Kia Mana Motuhake	Owning our learning and actions	Tikanga	Ako	Hauora	Ihi
<i>'Motivated Achievers' are positive and resilient. They show confidence, courage and determination to succeed, change and develop needed skills.</i>	<i>'Powerful Learners' are in control of their learning. They have high expectations, set goals, achieve and reflect. They make necessary changes to achieve desirable outcomes.</i>	<i>'Respectful Citizens' develop and maintain positive relationships by showing consideration and respecting diversity. They appreciate and respect themselves, their community and environment and take action.</i>	<i>'Connected Collaborators' are global citizens and critical thinkers. They cooperate and collaborate with a variety of others to reach common goals.</i>	<i>'Mindful Individuals' recognise and acknowledge they need to maintain a balanced wellbeing. They need to look after their physical (taha tinana), emotional (te taha hinengaro), spiritual (te taha wairua) and social (te taha whanau) wellbeing.</i>	<i>'Inquiring Minds' are curious and innovative. They ask questions, they reflect, wonder and they think critically and creatively.</i>

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Legal Obligation

36 Students of registered schools required to attend whenever schools are open

- (1) Except as provided in this Act, a student is required to attend a registered school whenever it is open if the student:
 - (a) is required to be enrolled at a registered school;
 - (b) is aged 5 years and is enrolled at a registered school.

- (2) A board or sponsor must take all reasonable steps to ensure that the school's students attend the school when it is open.

- (3) For the purposes of this section, a student attends a school on any day if, on the day:
 - (a) it has been open for instruction for 4 hours or more; and
 - (b) the student has been present for 4 hours or more when it was open for instruction.

Rationale

Consistent attendance is a critical factor in student achievement and wellbeing. Data continues to show a strong correlation between low attendance and low academic outcomes - students who are regularly present in class are more likely to engage in learning and achieve success.

Under New Zealand law, all students aged 6 to 16 are required to attend school everyday. Ensuring this happens is a shared responsibility across our school community. When students attend regularly, they are more likely to feel connected to their peers, teachers and learning environment - key elements that support both academic and personal growth.

There are many reasons why students may not attend school, and improving attendance requires a proactive, co-ordinated approach. This handbook outlines the roles and responsibilities of all staff, as well as targeted strategies we will implement as part of our commitment to the *Stepped Attendance Response Plan*. Our collective goal is to raise overall attendance to at least 90%, with a focus on early identification, timely intervention, and strong relationships with whanau.

Accurate attendance marking is not only a professional expectation - it is a legal requirement. Attendance data is used for a range of purposes, including legal matters such as custody arrangements, and is now automatically uploaded daily to the Ministry of Education. This makes accuracy and timeliness more important than ever.

By working together and following the steps outlined in this plan, we can ensure that every student at Matata Public School has the opportunity to succeed through regular, meaningful engagement and learning.

Roles and Responsibilities

Students	<i>Expected to attend every day, arrive on time, and remain on-site during the school day.</i>
Whānau and Caregivers	<i>Ensure student attendance and inform the school of absences on the day.</i>
Teachers	<i>Mark attendance accurately at the beginning and after lunch each day. Engage students in fulfilling purposeful learning. Acknowledge good attendance. Identify concerning patterns of absence. Discuss concerns with Principal at weekly attendance hui.</i>
Administrator / Principal	<i>Make contact with any whanau that have not advised of absenteeism before 10am - record on Etap</i>
SLT / Principal	<i>Lead the attendance strategy, support interventions, and oversee referrals to external agencies.</i>

Attendance Procedures

Administrator / Principal	<p>Daily</p> <ul style="list-style-type: none"> • Ensure roll is marked accurately • Follow up on unexplained absences promptly <p>Weekly</p> <ul style="list-style-type: none"> • Monitor attendance patterns and refer concerns to Principal <p>Regularly</p> <ul style="list-style-type: none"> • Communicate with whanau about attendance, both good and concerning
SLT / Principal	<p>Daily</p> <ul style="list-style-type: none"> • Monitor flagged students • Support Roll compliance <p>Weekly</p> <ul style="list-style-type: none"> • Meet re: interventions, referrals <p>Regularly</p> <ul style="list-style-type: none"> • Lead responses to chronic absence • Refer students to the Attendance Service after 15+ days of unjustified absences over the term

Attendance Thresholds and Responses

- Green Zone (>90%)

- Affirm attendance, teacher celebrates

- Yellow Zone (80-89%)

- Contacts whanau - may introduce an attendance plan

- Orange Zone (70-79%)

- Meet with whanau - plan created with support from Attendance Officer / MOE

- Red Zone (<70%)

- Intensive intervention (this is dependent on the situation) Attendance Service and External agencies involved where needed.

ATTENDANCE MANAGEMENT PLAN: FLOW DIAGRAM

	GREEN: 90% attendance (5 days per term)	YELLOW: 80% attendance (10 days per term)	ORANGE: 70% (15 days per term)	RED: Less than 70%
Step 1	DAILY: Teacher MARKS ROLL			
Step 2	DAILY: Admin/Principal contacts whanau before 10am if no reason given. Calls logged and tracked			
Step 3	WEEKLY: Kotahi Awards for connected learners. Names into box and chosen each week. Enter onto spreadsheet with names of these students.			
Step 4		Discuss weekly attendance data at staff meetings – patterns identified. Admin/Principal who contacts home and log calls in etap and spreadsheet		
Step 6			WEEKLY: Contact Attendance Officer for whanau follow-up where required. Share spreadsheet	
Step 7			Letter developed and loaded on SMS Request for barrier and counselling support	
Step 8				Refer to part-time counsellor, attendance service or interagency support. Taken off roll after 21 days.

Code Group	Sub-Group	Code	Examples
PRESENT	On-site	P – Present	In class and present
		L - Late to class	Late to class and present
	Off-site	D – Approved external appointment	If a student cannot attend an appointment out of hours e.g. <ul style="list-style-type: none"> • Medical appointments (doctor, dentist), • specialist appointments • appointments with other professionals (e.g., counsellor, social worker).
		Q – Board approved offsite learning	<ul style="list-style-type: none"> • Tangihanga • Cultural / Arts/ Sports event • Performing / Playing / participating in a regional or national school event • Overseas BUT committing to a learning program. • Wellbeing plan or flexible learning plan = Q on days off • Attending an offsite program for IEP
ABSENT	Justified Absences	A – Alternative provision	<ul style="list-style-type: none"> • Students present at <ul style="list-style-type: none"> o Health school
		M – Illness / Medical absence	<ul style="list-style-type: none"> • Absent due to illness (includes health-related e.g. anxiety)
		J – Explained and approved	<ul style="list-style-type: none"> • Family arrangement • Overseas holiday (no work or commitment to [work])
		U – Stood down or suspended	<ul style="list-style-type: none"> • Stood down or suspended

	Unjustified Absences	T – Truant	<ul style="list-style-type: none"> • Student is absent without explanation
		E – Explained but not approved	<ul style="list-style-type: none"> • Absent without justifiable reason e.g. <ul style="list-style-type: none"> o Didn't come to school because of sports day o Went to watch siblings school production
		G – Holiday during term time	<ul style="list-style-type: none"> • Holiday taken. Student refuses to commit to study or learning program.
		? – Unknown reason (temporary)	<ul style="list-style-type: none"> • This is a TEMPORARY code. This will be updated once the reason is specified.

Attendance Management Plan

Communication – Monitoring -- Support – Reporting – Teaching and Modelling

For students with less that 5 days absence in a school term - 90% + attendance

Goal - To maintain and reinforce regular attendance patterns,

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p><i>Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term</i></p> <p><i>Communicate to parents what steps the school will take in the event their child is absent from school</i></p>	<p><i>Include a newsletter on attendance requirements with enrolment packs, to go out with new students and to remind all students of attendance protocols at beginning of year and each term</i></p> <p><i>Explain to parents the codes used to record attendance of each student at enrolment.</i></p>	<p><i>Attendance Newsletter introduces attendance team and outlines protocols</i></p> <p><i>Attendance letters to update parents of rates and requirements</i></p> <p><i>Attendance codes on display</i></p>	<p><i>Administrator Principal</i></p>

<p>Maintain contact details of parents</p>	<p><i>Records contact to home on student SMS.</i></p> <p><i>Message sent out by Administrator or Principal</i></p> <p><i>Gather details at enrolment. Re-establish the details at the start of every year.</i></p> <p><i>Office checks in on a regular basis when parents visit and notes any updates.</i></p> <p><i>Check details at parent interviews.</i></p> <p><i>Regularly text and email parents.</i></p> <p><i>Text caregivers ahead of school events and when students are recognised for achievements.</i></p>		
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<p style="text-align: center;"><u>Reporting</u></p> <p><i>Provide students with regular updates on their own attendance</i></p> <p>Report regularly to parents on attendance of their child</p>	<p><i>Weekly update on Friday assembly shift avatar on the green arrow red arrow etc to reflect current week's attendance.</i></p> <p><i>Pastoral conversations with those students at 90-93%.</i></p> <p><i>Celebrate high achievers in school assemblies.</i></p> <p><i>Data available on school portal.</i> <i>Accurate data on school reports.</i></p> <p><i>Celebrate success regularly on social media platforms and in local newspaper.</i></p>	<p>Weekly viewing of Steps chart</p> <p><i>Weekly certificates</i> <i>100% attendance</i> <i>Improved attendance</i></p> <p><i>(names goes into kotahi box to be picked out at assembly)</i></p>	<p style="text-align: center;"><i>Administrator</i> <i>Principal</i></p>
<p style="text-align: center;"><u>Support</u></p> <p><i>Support students to catch up missed learning where required</i></p>	<p><i>Teachers build strong relationships with students.</i> <i>Provide work for students to complete ahead of absence if it is a planned absence.</i></p> <p><i>Use Google Classroom , Dojo, or Hapara, to document lesson resources.</i></p>	<p><i>Culturally Relevant and Relational Pedagogy</i></p>	<p style="text-align: center;"><i>Teacher.</i></p>

<p><u>Teaching and modelling</u></p> <p><i>Use school understanding of Trauma Informed Practice to promote good social and learning environment</i></p>	<p><i>Award Connected learners for weekly attendance. Identify students with good attendance and students whose attendance has improved.</i></p>	<p><i>Public recognition</i></p>	<p><i>Kaitakawaenga.</i></p>
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<p><u>Monitoring</u></p> <p><i>Monitor attendance</i></p> <p><i>Communicate to parents about every absence</i></p> <p><i>Maintain contact details of parents</i></p>	<p>SMS flags students who have been absent 3 days and then 5 days</p> <p><i>Monitor contact details of parents are up to date</i></p>	<p><i>Principal uses this to discuss the week's attendance</i></p>	<p><i>Administrator</i></p> <p><i>Principal</i></p>
<p><u>Reporting</u></p> <p><i>Report regularly to parents on attendance of their child</i></p>	<p><i>Use spreadsheet to track weekly attendance rates</i></p>	<p><i>track attendance rates using spreadsheet as a visual way of reporting</i></p>	<p><i>Principal</i></p> <p><i>Administrator</i></p>
<p><u>Support</u></p> <p><i>Support students to catch up missed learning where required</i></p>	<p><i>Use Google Classroom , Dojo, or Hapara, to document lesson resources.</i></p> <p><i>Teacher supports additional catch up</i></p>	<p><i>Ensure students have access to Hapara, Dojo or Google classroom</i></p>	<p><i>Teachers</i></p>
<p><u>Teaching and modelling</u></p> <p><i>Use in-school resources as appropriate to remove barriers e.g. counsellor, 2nd hand uniform, kai etc</i></p>	<p><i>Provide access to uniform, stationery to reduce barriers</i></p>	<p><i>Students receive what is required regardless of payment or not</i></p>	<p><i>Student Group Budget</i></p>

Attendance Management Plan

Communication – Monitoring -- Support – Reporting – Teaching and Modelling

For students with up to 15 days absence in a school term - 70% attendance

Goal - to re-engage students and increase attendance.

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p><i>Send escalated formal notification to parents</i></p> <p><i>Hold meeting to analyse reasons for absence and to collaborate on a support plan</i></p> <p><i>Develop and implement a plan tailored to the reasons and circumstances around the child's absence</i></p>	<p><i>Letter of concern sent inviting whānau to be part of solution</i></p> <p><i>Plan is developed</i></p>	<p><i>Letter delivered</i></p> <p><i>Hui held and plan developed and monitored</i></p>	<p><i>Principal</i></p> <p><i>SENCO if needed</i></p>

<p><u>Monitoring</u></p> <p><i>Monitor attendance</i></p> <p><i>Communicate to parents about every absence</i></p> <p><i>Maintain contact details of parents</i></p>	<p><i>Discussion at Staff meeting</i></p> <p><i>Absence Message text or phone call home by Administrator or Principal</i></p>	<p><i>Check to see if absence has been explained</i></p> <p><i>Administrator / Principal send message or make phone calls</i></p>	<p><i>Administrator</i> <i>Principal</i></p>
<p><u>Reporting</u></p> <p><i>Provide students with regular updates on their own attendance</i></p> <p><i>Report regularly to parents on attendance of their child</i></p>	<p><i>Spreadsheet updates are done bi-weekly to show attendance rates</i></p> <p><i>Check and Connect Reporting</i></p>	<p><i>track attendance rates using spreadsheet as a visual way of reporting</i></p>	<p><i>Principal</i></p>
<p><u>Support</u></p> <p><i>Support students to catch up missed learning where required</i></p>	<p><i>Use Google Classroom , Dojo, or Hapara, to document lesson resources.</i></p> <p><i>Teacher supports additional catch up</i></p>	<p><i>Ensure students have access to Hapara, Dojo or Google classroom</i></p>	<p><i>Teachers</i></p>
<p><u>Teaching and modelling</u></p> <p><i>Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform shop, PB4L</i></p>	<p><i>Uniform, Stationery provided to remove barriers</i></p> <p><i>Access to counselling support</i></p>	<p><i>Students receive what is required regardless of payment or not</i></p> <p><i>Guidance Network</i></p>	<p><i>Student Group Budget</i></p>

Attendance Management Plan

Communication – Monitoring -- Support – Reporting – Teaching and Modelling

For students with up to 15 or more days absence in a school term - LESS THAN 70% attendance

Goal- Intensive intervention to overcome complex barriers.

Activities	What we do (A description of the school's actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p><i>Send warning notice and make contact to arrange meeting with parents</i></p> <p><i>Attendance Officer to pick up case</i></p>	<p><i>Home visit to inform whānau of next steps</i></p> <p><i>Contact Attendance Officer - where to next</i></p>	<p><i>Principal delivers letter explaining next steps</i></p> <p><i>Principal rings Attendance Officer</i></p>	<p><i>Principal</i></p> <p><i>Principal Attendance Officer</i></p>
<p><u>Monitoring</u></p> <p><i>Implement and monitor improvement plan</i></p>	<p><i>Principal, Attendance Officer Part-time Counsellor with complex cases</i></p>	<p><i>See template</i></p> <p><i>Referral to Guidance Network</i></p> <p><i>Principal consults Board and then takes student off the roll</i></p>	<p><i>Principal Attendance Officer Board Presiding Member</i></p>

<i>When criteria are met, follow prescribed processes to un-enrol the student</i>	<i>After 21 continuous days student is taken off roll and NENs</i>		
<p><u>Reporting</u></p> <p><i>Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up</i></p>	<i>Refer students to Interagency Hui - MoE are part of this and Police</i>	<i>Run two Interagency hui each term to develop a pathway for intervention</i>	
<p><u>Support</u></p> <p><i>Escalate to multi-agency response</i></p> <p><i>Participate in multi-agency response</i></p>	<i>Refer students to Interagency</i>	<i>Principal runs two Interagency Hui each term with representations from MoE, OT, local social support agencies, Police, Youth Justice</i>	

APPENDIX: Include links here to all other relevant documentation:

- [Mainstream & Rumaki Strategic Plan 2025](#)
- [Student Attendance Policy.docx](#)