



Attendance Management Plan 2026 (and supporting STAR procedures)

The STAR

Establishes clear expectations, emphasising attendance as a top priority.

Introduces a stepped approach to managing attendance, with defined escalation thresholds based on days absent per term.

Provides a clear process for accessing further support when needed.

Outlines recommended actions and responses for each stage.

Clarifies roles and responsibilities for parents, schools, and the Ministry of Education

Strategic Priorities

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

Our school's regular attendance rate in 2025 was 63%; we have a target of lifting regular attendance to 70% by the end of 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.

Principal Responsibilities

The principal is responsible for:

- Developing and implementing an Attendance Management Plan (AMP) outlining a stepped attendance response aligned with the thresholds to support student attendance
- Ensure that student absence is investigated, responded to and actions taken aligned with the thresholds
- Ensure all students, whānau 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
- Maintaining daily reporting of daily attendance data
- Reporting to the board on attendance (including information provided by the Every Day Matters report).

Morrinsville Intermediate School Day-to-Day Operations

Activities included in A.M.P.	What this includes	Who is responsible	Self-review notes
Assess attendance history of new students and share attendance history when students move between schools	Contact previous school to request attendance records. Identify any issues or trends in attendance history	Admin DP – during enrolment conversation	
Student-Teacher lesson observations and reflective feedback (to enhance student engagement in the learning)	By Week 8 of each term; the students/teacher have a deliberate conversation to identify what is working well and what could be tweaked to support enhancement	Classroom teachers	
The school actively minimises disruptions to the school day and week	Prioritise school-hours to be for learning (while also being aware that extra-curricular activities are engaging for emerging adolescents)	SLT	
Support students to continue learning if unable to attend school every day	Set alternative activities (worksheets/online learning).	Teachers	
Attendance is monitored closely at all levels and communicated as a priority through newsletters and letters sent home (MOE messages as per STAR)	Daily attendance Weekly reports from EDGE monitored Weekly attendance summary emails sent to parents Team Meetings – students of concern noted and followed through Target group established Letters sent to parents showing attendance over time Newsletter inserts – including support information	Teachers and Admin Attendance Lead (AL) Admin Classroom teachers Attendance Lead (AL0) Als and Admin Principal	
Attendance incentives are provided and progress celebrated	Assembly – leader board (top five classes) \$10 Warehouse voucher (for 100% attendance for the week, or responsive to the current focus e.g. building Friday attendance) Termly rewards e.g. 100% certificates, dub dubs for progress	Principal or AP	
Student attendance focus group	Nominated students work with the principal to identify/support strengthening student attendance e.g. they could present	Principal and AP	2026 initiative
ROCK-ON attendance meetings (Starfish Attendance Services, local schools, public health nurse); a collaborative approach to support students/families engaging in school	MIS + Starfish meet fortnightly (monitoring students of concern where there has not been any engagement from whānau, following all efforts from the school to support the student/family)	Principal and AL Starfish Admin	

Regular Attenders: for students with less than five days absence in a term 90%+ attendance

Activities included in STAR	What this may look like:	Who is responsible	Self-review notes
Clear communication to parents on attendance expectations	Use enrolment forms, newsletters, website etc.	Principal	
Monitor attendance and communicate to parents about every absence	Daily phone calls home to any absent students without notification Weekly attendance emails (generated through EDGE)	Admin	
Provide students with regular updates on their own attendance	Provide reporting via online portals and classroom discussions Assembly 'leaderboard' Weekly attendance summaries	Teachers Principal Principal	
Report regularly to parents on attendance	Notify every absence and provide weekly emails Formal written reports (T. 2/4) + SLCs (as needed)	Admin Teachers	
Support students getting to school	Communicate supports to parents to assist through newsletters/phone calls and general classroom communication platforms	Attendance Lead + Admin Classroom Teachers	
Use school level approaches to promote a positive, learning-focused environment with a deliberate emphasis on student wellbeing	Strong focus on our school vision/values and Learner Profile (NZC Capabilities) Trauma informed practices, Restorative practices, Executive Functions, PLD opportunities.	SLT	

Irregular Attenders: for students with up to 10 days absence in a school term

80% - 90% attendance

Activities included in STAR	What this may look like:	Who is responsible	Self/Review notes
Utilise EDGE Assay identification process	Twice per term (week 3/8) check on EDGE to identify students who are attending <90% and plan action i.e. early notification of concern (depending on context)	AL	5/02 Develop email templates
Send formal notification and contact parent/guardian	<p>Y. 8 Target group letters each term to inform of progress and supports</p> <p>Weekly attendance emails</p> <p>SLCs; specifically addressing attendance concerns (T. 1/T. 3)</p> <p>Utilise Ministry templates/resources</p> <p>Team Meetings – attendance trends and actions taken notes</p> <p>Letter # 1 (MIS initial concern) sent home T. 1 Week 3</p> <p>Send automated email via SMS after 5+ days absence</p>	<p>Principal + AP</p> <p>Admin Teacher</p> <p>AL + Admin Teacher</p> <p>Principal and Admin</p>	5/02 Establish Y. 7 target group by Week 6
Support students to catch up missed learning.	<p>Identify missed learning activities; ensure they are aware of accessing Google Classroom or provide alternative paper resources as relevant</p> <p>Access to assigned access on Maths Whizz, WTB</p> <p>Hybrid learning opportunities when relevant</p>	Teacher	
Use in-school resources as appropriate	<p>Starfish Attendance Service input</p> <p>Provision of uniform/stationery/lunches as required etc.</p>	<p>AL and Admin</p> <p>AL and Admin</p>	




Moderate Absences: for students with up to 15 days absence in a school term
70% - 80% attendance

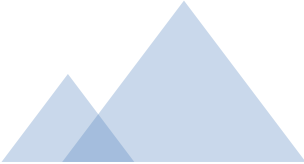
Activities included in STAR	What this may look like	Who is responsible?	Self/Review notes
Send escalated formal notification to parents via EDGE	Meeting with student to check in about absences Contact made with home to communicate concern Hold meeting and collaborate on a support plan. Send email alert for moderate absences via EDGE (automated)	Principal and admin Principal and AL Principal and AL Principal	
Use in-school resources and request Ministry support	Engage Ministry/Starfish services for further support.	Principal, AL and Admin	





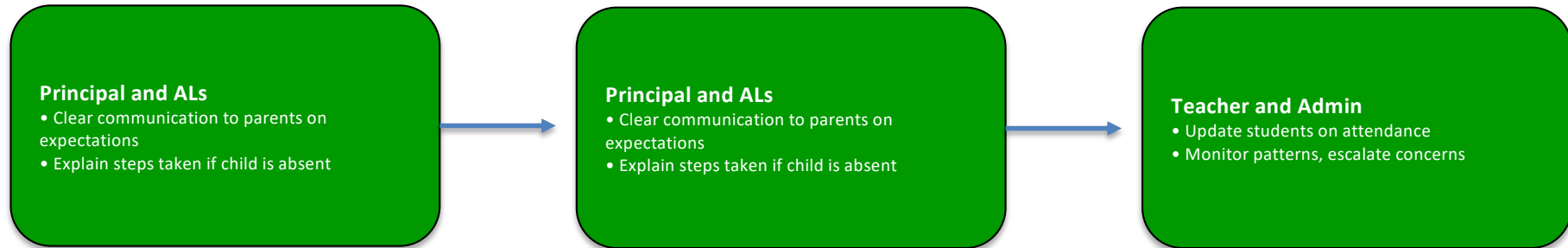

Chronic Absences: for students with 15 days or more absence in a school term <70% attendance

Activities included in STAR	What this may look like	Who is responsible	Self/Review notes
Send formal email/notice outlining concerns and arrange a meeting with parents	Request meeting with parents (or phone call if not possible) Utilise Ministry templates/resources. Letter # 3	Principal + AL	
Escalate to multi-agency response.	Refer to Ministry attendance services, support access.	Principal	
Implement and monitor improvement plan.	Hold everyone accountable, take action quickly.	Teacher ALs Principal	
Refer to the Ministry to consider action (incl. prosecution).	Engage with Ministry for next steps.	Principal and School board	
Follow prescribed processes to unenroll student.	Update ENROL, complete non-enrolled notification.	Admin	

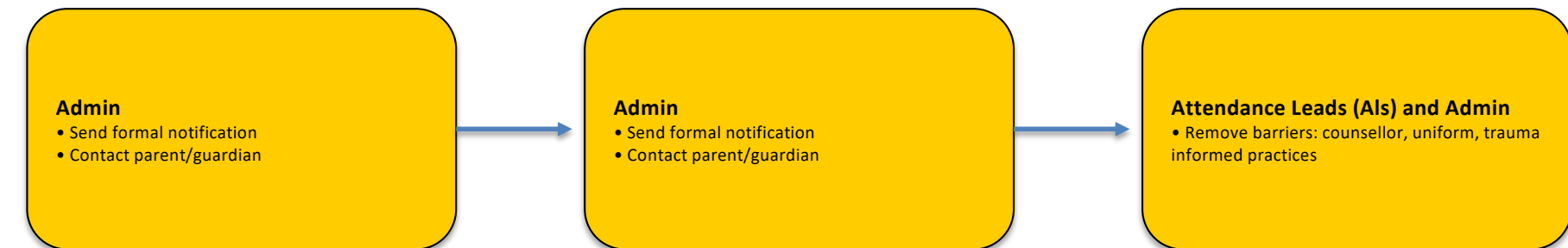


Responding to Absences: Roles and Responsibilities

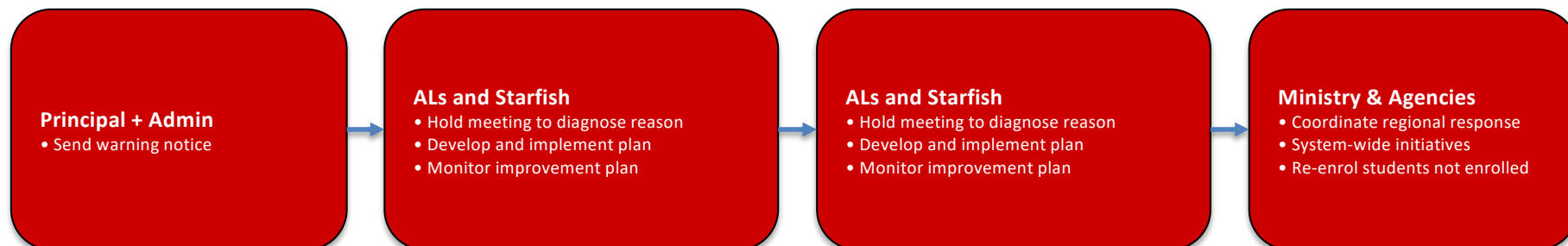
DAY TO DAY ABSENCES



RESPONDING TO ABSENCES



ESCALATING ABSENCES



MIS Attendance Policy and Coding

P – present on site and in class on time

? – coding is checked weekly and adjusted to a T (for truant) at the end of the term if an explanation has not been received

D – used for any medical appointment when the student attends school throughout the day and leaves to attend a medical-based appointment e.g.

doctor, dentist, physiotherapy, orthodontist (they can't be absent all day)

G (overseas or holidays) – we require written notification (an email or letter) from parents/caregivers if their child is going to be absent from school due to travel or holidays during term time

A – Alternative Education or provision e.g. Northern Health, Te Kura

Q – BOT approved off site learning or activity (II sports, school international travel, camp, hybrid learning for extenuating circumstances with prior approval)

N – out of the classroom but still on site

L – late to class (classified as not in class on the bell at 8.50 am when the roll is taken)

J – justified absence

E – explained, but unjustified

T – truant; unexplained absences

M – medical absence (child is unwell for the day)

NB: Medical certificates – these are requested after three days for an unknown medical absence