TE PUKE INTERMEDIATE SCHOOL

ATTENDANCE MANAGEMENT PLAN (AMP)

Approval	24th March 2026	**Published on**	https://tepukeint.school.nz/
Effective Date	24th March 2026	**Review Date**	Term 3 2026

Strategic Goals and Key Objectives:

At Te Puke Intermediate School, we recognise that 'Regular Attendance' at school is crucial for student achievement. The board ensures they meet all legislative and regulatory requirements around student attendance, including recording and monitoring attendance and following up absences and attendance concerns. We expect students and their parents/guardians/caregivers to work with us to make sure students attend school regularly.

Board of Trustees Overarching Attendance Target:

For Te Puke Intermediate School to achieve and maintain 95% attendance across the course of the school year.

MOE Regular Attendance:

The MOE defines that regular attendance means the student is present for more than 90% of the term. To increase regular attendance rates, the Government has set a target: by 2030, 80% of students are present for more than 90% of the term.

Rationale:

Regular school attendance is a critical factor in student learning, wellbeing, and long-term educational success. At Te Puke Intermediate School, maintaining high levels of student attendance is essential to ensure all learners have equitable access to the curriculum, social development opportunities, and the support systems available within the school environment.

Research consistently shows that students who attend school regularly are more likely to achieve positive academic outcomes, develop strong relationships with peers and teachers, and build the habits necessary for lifelong learning. Conversely, frequent absence can lead to learning gaps, reduced engagement, and increased risk of disengagement from education.

Our Attendance Management Plan (AMP) provides a structured and proactive approach to monitoring, supporting, and improving student attendance. The plan ensures that attendance

patterns are identified early and addressed through timely intervention, collaboration with families and whānau, and the use of appropriate support services. By establishing clear expectations and consistent processes, the plan promotes a shared responsibility among students, families, teachers, and school leadership.

The rationale for implementing the Attendance Management Plan aligns with national expectations for student attendance set by New Zealand Ministry of Education in accordance with the Stepped Attendance Response Plan. As a school we are required to actively promote regular attendance and respond to unjustified absences to support students' right to education and wellbeing.

Within the Intermediate school context, Years 7 and 8 represent a critical transitional stage in a learner's educational journey. Establishing strong attendance habits at this stage helps prepare students for the expectations of secondary education and reduces the likelihood of chronic absenteeism in later years.

Subsequently our Attendance Management Plan at Te Puke Intermediate School will therefore:

- Promote a culture where regular attendance is valued and expected.
- Enable early identification of students with emerging attendance concerns.
- Provide targeted support and intervention for students and whānau experiencing barriers to attendance.
- Strengthen communication and partnerships between the school and families.
- Ensure compliance with national attendance guidelines and responsibilities.

Ultimately, the purpose of this plan is to support every student to be present, engaged, and successful in their learning by reducing barriers to attendance and fostering a strong culture of belonging and responsibility within the school community.

Roles and Responsibilities:

Students:	1. Expected to attend every day, arrive on time, and remain on-site during the school day. 2. Sign out at the office if leaving school grounds during school hours for an approved appointment etc.
Parents /Guardians:	1. Parents/Guardians are legally required to make sure their enrolled student attends school every day the school is open. 2. Parents and guardians to communicate with the school to ensure regular attendance. Parents/Guardians to contact the school if there is a barrier to their student's attendance. 3. Parents/Guardians are expected to notify the school as soon as possible (before or during the school day) if their child will be absent or late. A reason must be provided no later than the end of the school week. 4. Students are not allowed to leave the school during school hours unless permission is requested by parents/guardians and given by the school. 5. Sign their student out at the office if leaving school grounds during school hours for an appointment etc.
Teachers:	1. Mark attendance accurately **daily**.

	2. Notice trends and patterns in student attendance, communicating with parents/guardians to ensure 'regular' attendance is adhered to – **weekly.** 3. Notify Deputy Principal of concerning attendance patterns – **as they arise.** 4. Follow/implement schoolwide attendance reward incentives eg., Punctuality Award – **daily.**
Administrator	1. The school will contact parents/guardians if a child is absent and no contact has been made by parents/guardians – **daily.** 2. **Daily** SMS notifications sent to the Deputy Principal of student absences.
Deputy Principal – Attendance	1. Lead the attendance strategy. 2. Monitor **weekly** attendance data updating SMS using Stepped Attendance Response Guidelines. 3. Communicate and work alongside parents/guardians with students who do not meet the 'regular' attendance threshold – **weekly.** 4. Complete Attendance referrals **when required.** 5. Report to the Principal and Board of Trustees on attendance progress – **termly.**
Principal/Board of Trustees	1. Analyse **termly** attendance data. 2. Use attendance data to guide strategic planning. – **annually.** 3. Review strategic plan – Attendance Management Plan **annually.** 4. Provide resourcing to support attendance strategic plan. – **as required.**

Baseline Data: Schoolwide Attendance Term 4 2025 (Everyday Matters)

Term 4 Summary

How many students regularly attended school this term?

Regular Attendance

58%

Compared to 57% in Term 4, 2024

Irregular Absence 23%

Compared to 25% in Term 4, 2024

Moderate Absence 10%

Compared to 8% in Term 4, 2024

Chronic Absence 9%

Compared to 10% in Term 4, 2024

What were the main reasons given for absence this term?

1. (M) Illness / Medical Absence 36%
2. (T) Unexplained / Trivial 29%
3. (E) Accepted (but unjustified) 16%
4. (G) Holiday 12%
5. (J) Explained and Approved 6%

How many students were on time to class?

96% of students are arriving on-time regularly (i.e. over 90% of the time)

Annual Targets: Derived from Everyday Matters Attendance Data Term 4 2025

By the end of Term 2 2026:

1. Increase 'Regular' attendance from 58% to 65% by the end of Term 2 2026.
2. Reduce unexplained absences from 29% to 22% by the end of Term 2 2026.
3. Reduce explained but unjustified absences from 16% to 12% by the end of Term 2 2026.
4. Provide our school community with relevant information regarding family trips and holidays during term time as outlined by the Ministry of Education.
5. Maintain 96% of students arriving at school on time.
6. Reduce chronic absences with our Māori students. Currently representing 49.12% of all chronic absences.

By the end of Term 4 2026:

1. Increase 'Regular' attendance from 65% to 70% by the end of Term 4 2026.
2. Reduce unexplained absences from 22% to 18%or less by the end of Term 4 2026.
3. Reduce explained but unjustified absences from 12% to 10% or less by the end of Term 4 2026.
4. Provide our school community with relevant information regarding attendance codes and appropriate reasons for student absences.
5. Increase strong punctuality from 96% to 98%.

Attendance Thresholds and Responses:

- **Good Attendance: >90% Attendance for the term (less than 5 days absence in a term).**
- **Worrying Attendance: 80%-89% Attendance for the term (up to 10 days absences in a term).**
- **Concerning Attendance: 70%-79% Attendance for the term (up to 15 days absences in a term).**
- **Very Concerning Attendance: <70% Attendance for the term (15 or more days absence in a term).**

GOOD ATTENDANCE	
Less than 5 days absence in a school term - >90%	
Parents/Guardians	• Ensure student attends every day they are able. • Reinforce good attendance habits. • Support other parents to reinforce good attendance habits. • Open communication with school. • Follow school attendance management.
School	• Communicate with parents about every absence. • Maintain contact details of parents. • Provide student with regular updates on their own attendance. • Implement attendance award systems including but not restricted to Punctuality Draw, Class Attendance Trophy, 100% Attendance Draw, Latimer and Values Trip attendance incentives, Class termly attendance award, Top Learning Centre

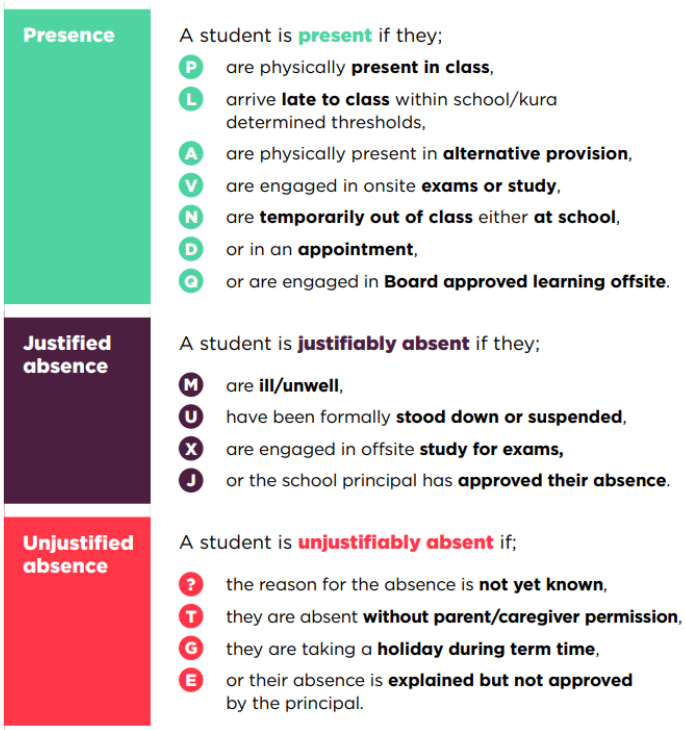
	termly certificate, 100% termly student attendance certificates, termly house points for attendance. • Report regularly to parents on attendance of their child. • Support student to… - attend school. - to continue learning if unable to attend school every day, including using Ministry approved well-being or transitional plans, or health schools where appropriate. - to access other education provision.
WORRYING ATTENDANCE	
Up to 10 days absence in a term – 80% -89%	
Parents/Guardians	• Return student to regular attendance. • Contact school to discuss reasons for absence and impact on learning. • Support student to catch up on missed learning. • Engage in supports offered.
School	• Teacher to notify Deputy Principal of worrying attendance pattern. • 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. • Update School SMS to reflect actions taken to support the student. • Formal letter sent home reflecting attendance concerns.
CONCERNING ATTENDANCE	
Up to 15 days absence in a term – 70% - 79%	
Parents/Guardians	• Return student to regular attendance. • Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan. • Implement strategies at home.
School	• Contact parents to escalate concerns. • Hold meeting to analyse reasons for absence and to collaborate on a support plan. • Develop and implement a support plan tailored to the reasons and circumstances around the child's absence. • Use in-school resources as appropriate to remove barriers and request support from other agencies as needed. • Second formal letter sent home to reflect attendance concerns. • Update School SMS to reflect actions taken to support the student.
VERY CONCERNING ATTENDANCE	
15 or more days absence in a term - <70%	
Parents/Guardians	• Return student to regular attendance. • Engage in support plan. • Participate in regular meetings.
School	• Contact parents to inform of escalated response.

	• Request support from Attendance Service or other agencies as needed. • Participate in multi-agency response. • Maintain implementation and monitoring of support plan. • Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up. • Unenroll if student will not be return. • Update School SMS to reflect actions taken to support the student.

Attendance Management Plan in Hero (SMS)

Hero

The AMP Tool in Hero 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.

Attendance Codes: