

Manurewa South School

Attendance Management Plan (AMP)

Effective: Term 1, 2026 | Review: Annually or as regulations change

1) Purpose and Legal Basis

Purpose. Promote regular, safe, and supported attendance so every tamaiti can learn, belong, and thrive. **Everyday matters**, and early, consistent action is essential.

Legal/Regulatory basis. From Term 1, 2026, every state or state-integrated school must implement and publish an Attendance Management Plan that includes clear processes, thresholds, and reviews; schools must also record response actions in their SMS. Schools must keep daily attendance records (half-day or period), promptly notify caregivers of unexplained absence, and use MoE-approved attendance codes in an approved eAR/SMS. Regulations 5A–5C (in force 15 Jan 2026) specify AMP thresholds, contents, and review requirements.

2) School Targets (Primary context)

National direction. Government target: **80% of students attending ≥90%** of the term by 2030.

Our annual targets (example—customise to your data):

- By **Mid-Year 2026**: ≥65% of students attending ≥90% of the term.
- By **End of 2026**: ≥70% of students attending ≥90% of the term.
Targets must be published and reviewed with Board reporting. (AMP exemplars show target-setting and publication.)

3) Roles and Responsibilities (Primary-specific)

- **Board of Trustees:** Sets targets; approves and publishes AMP; ensures resourcing; reviews progress; takes all reasonable steps so students attend whenever school is open.
- **Principal/Tumuaki:** Ensures accurate daily recording using the eAR/SMS; oversees absence notification systems; monitors data; triggers STAR responses; ensures all interventions are recorded.
- **Attendance Lead/DP/SENCO:** Coordinates thresholds, case meetings, referrals, and support plans; liaises with external agencies; quality-checks codes and notes.

- **Classroom Teachers (first line):** Mark rolls accurately each half-day/period; notice early patterns (lateness, frequent M); make early, positive contact with whānau; log actions in SMS.
- **Office/Administration:** Send same-day unexplained absence notifications; maintain up-to-date contact details; file evidence of caregiver communications.
- **Whānau:** Engage with school, provide explanations, partner on support plans (attendance is a shared priority).

4) Attendance Recording & Notification (Primary routines)

- **Marking:** Teachers record attendance twice daily (AM/PM), using the school's MoE-approved eAR/SMS; no attendance is recorded when school is not open for instruction.
- **Unexplained absences:** Automated text/email/phone notification sent **as soon as practicable that morning**; follow-up calls if no response.
- **Response logging:** Every time a student hits a threshold, staff log actions in the SMS (required from Term 1, 2026).

5) Stepped Attendance Response (STAR) — Primary Thresholds & Actions

Principles. Act early, be consistent, remove barriers, and escalate support proportionately. (AMPs must have regard to STAR.)

Thresholds count “days absent in a term” and trigger responses below. Customise numbers to your data profile while ensuring clear escalation. (Regulations require explicit thresholds and responses.)

Tier 0 – Universal (0–3 days absent this term)

- **Actions:** Classroom attendance routines; positive messaging in newsletters; regular reminders about importance of attendance; publish attendance targets and code guide on the school website.

Tier 1 – Emerging Concern (4–7 days absent this term)

- **Teacher contacts whānau** (friendly check-in) to understand reasons, share impact, and agree simple strategies (bedtime routines, transport, drop-off support). Record contact and plan in SMS.
- **Admin** ensures contact details are current; same-day notifications continue.

Tier 2 – Moderate Concern (8–12 days absent this term)

- **Attendance Lead + Teacher** hold a brief **Team-Around-the-Child** hūi with whānau; co-create a **Short Attendance Plan** (1–3 goals, 3–6 weeks). Consider

learning/health/anxiety supports, sport/cultural commitments, or timetable tweaks. Record all actions in SMS.

Tier 3 – Significant Concern (13–19 days absent this term)

- **Principal/DP case management:** Add pastoral supports (school counsellor/RTLB outreach), breakfast/transport support, attendance mentor, referral to community services as needed. Increase frequency of check-ins (weekly). **Document every step** in SMS per AMP requirements.

Tier 4 – Severe/Chronic Concern (20+ days absent this term)

- **Multi-agency response:** Convene interagency meeting; consider formal letters outlining legal obligations; final warning and, **in rare cases**, progression to legal action if adequate support is refused and attendance does not improve. (STAR allows escalation up to prosecution of parents/caregivers where appropriate.)

6) Identifying and Removing Barriers (Primary examples)

- **Health/illness patterns (M):** Provide clear guidance about “well enough to attend” and when to return; consider school-based health advice and flexible re-entry after illness. (Government action plan emphasises updated public health guidance and awareness.)
- **Anxiety/transition (NE/Y1):** Gentle start programmes, buddy systems, visual schedules, predictable routines. (STAR stresses early, tailored support.)
- **Transport/routine:** Walking buses, car-pool lists, before-school care links. (AMPs must show how barriers will be identified and addressed.)
- **Cultural/religious commitments:** Plan in advance, use **J** (explained and approved) where appropriate and reasonable, and keep equity front-of-mind using MoE code guidance.

7) Attendance Codes — NZ Primary

MoE reduced codes. Use only the approved code set and school-defined thresholds for lateness. (See MoE code page and 2026 guidance.)

Presence

- **P** Present in class
- **L** Late (within school’s defined threshold).
- **D** Offsite appointment (doctor/dentist etc.).
- **J** Explained **and approved** by principal (bereavement, exceptional family circumstances, cultural observance etc.).

Justified Absence

- **M** Illness/medical.
- **U** Stood down/suspended (infrequent at primary but included).
- **J** Explained **and approved** by principal (bereavement, exceptional family circumstances, cultural observance etc.).

Unjustified Absence

- **?** Unknown (unexplained) — default until explained.
- **G** Holiday during term time (explained but not justified).
- **E** Explained **but not approved** by principal.

P Present

<p>USE THIS CODE WHEN a student is present in class or engaged with their Te Kura tuition on-site. If a student is marked as L (late) they should be marked as P in the afternoon.</p>	
<p>If the student is NOT present. Is the absence approved?</p>	
<p>YES (Justified)</p>	<p>NO (Unjustified)</p>
<p>D Approved external appointment</p>	<p>? Unknown</p>
<p>USE THIS CODE WHEN a student is present but is temporarily attending an appointment which is unable to be scheduled outside of school hours. Examples include appointments with:</p> <ul style="list-style-type: none"> • doctor, dentist, medical specialist • social worker, mentor, psychologist, therapist • government and non-government agencies, court proceedings • learning specialists 	<p>USE THIS CODE AS an initial entry for a student not in class and the reason is unknown.</p> <ul style="list-style-type: none"> • this code should be replaced if the student arrives late to class or as the reason for absence becomes available.
<p>M Illness/Medical absence</p>	<p>G Holiday during term time</p>
<p>USE THIS CODE WHEN a student is unable to attend school due to illness or medical reasons. Examples include:</p> <ul style="list-style-type: none"> • short-term illness, injury, or medical event • mental health including depression, anxiety, post-traumatic stress disorder • other medical, oranga or hauora related absences where students are unable to attend school as they are accessing healthcare, treatment, counselling, therapy, and other services. <p>Medical Certificate required if more than 2 days</p>	<p>USE THIS CODE WHEN a student is absent due to a holiday being taken during term time. Examples include:</p> <ul style="list-style-type: none"> • both domestic and overseas travel.
<p>J Explained and approved</p>	<p>E Explained but not approved</p>
<p>USE THIS CODE WHEN a student is absent due to explained and approved reasons. Examples include:</p> <ul style="list-style-type: none"> • family emergencies, bereavement, bus breakdown, accident, road closure or extreme weather conditions • student is participating in non-school events e.g. regional/national sports, arts and cultural events that are not board approved offsite learning (Q code) however are approved as a justified absence • student has a wellbeing/transition plan 	<p>USE THIS CODE WHEN a student is absent and the reason provided is not approved as a justified absence by the Principal. Examples include:</p> <ul style="list-style-type: none"> • when an absence has exceeded the agreed timeframes for a justified absence • other absences where approval has not been provided by a principal • celebrating birthdays, visiting relatives, caring for siblings, babysitting • haircuts, personal grooming, shopping • non-approved extra-curricular activities, experiences, personal interests, club meets and hobbies • privately funded programmes and 'day schools', unless board approved

8) Data Monitoring & Reporting (Primary routines)

- **Weekly:** Attendance Lead reviews class dashboards; flags Tier 1/Tier 2 concerns to teachers.

DAY ONE: **Class Teacher** to send a message if the student is absent with explanation.

- If contact is made, **Teacher** documents the reason for Unexplained Absence (UA) on school SMS.
- If no contact is made, **Teacher** documents this and Question Mark (?) is coded by the **Office to T**, so follow-up is highlighted.

DAY TWO: The **Office** makes follow-up message.

Where the reason for UA is **medical** and will be **absent for more than two days**, a **medical certificate must be requested**.

DAY THREE: Step 2: **(6 re numbers)**

- The **Office** makes contact with the family on the third consecutive day of UA.
- If necessary, a home visit is planned.
- The **Office** clarifies the school's expectations re. attendance with the whānau.
- If **no contact is made**, the **OFFICE** refers the case to the **Leaders for Pastoral Care/Attendance**.

Less Than 5 Days (2 - 8 re numbers)

- *Follow up on every absence with a phone call home.*
- *Monitor attendance patterns via school tracking systems and ask 'why' when a pattern emerges.*
- *Notify parents via email if absences begin forming a pattern.*

DAY FOUR: Step 3: **(8 re numbers)**

- In the case of **4 consecutive days** of unexplained absence, **Leader** makes contact or organises a whānau hui.
- The **Leader** clarifies the school's expectations re. attendance with the whānau. **Refers the case to Attendance Services for follow-up**
- **Leaders** advises the Principal of the 4 day UA.

DAY FIVE: Step 4: **(10 re numbers)**

- In the case of **5 consecutive days** of unexplained absence, a **leader** calls the whānau to discuss the absence emphasising critical factors important for success at school including proactive communication, overall well-being and asking 'why' to help identify underlying barriers.
- If contact is made the **Leader** documents response on school's SMS.

- **Office / Leader** emails with **summary of contact with whānau to Attendance Services** to monitor for follow-up. All **leaders** and **office** to be cc'ed into email.
- If no contact is made the **Leader** documents this on school's SMS. Question mark (?) is coded in order for a follow-up to be identified (*already completed by Office on day two*). The **Attendance Officer** to make contact with whānau.

DAY TEN: Step 5: (20 re numbers)

- **Attendance Services (Solomon Group)** advises the **Office** and **Leaders** if a student is absent for the tenth day in a term.
- **Leader**, and **Attendance Services (Solomon Group)** hold a hui with the whānau to address concerns.
- **Attendance Services (Solomon Group)** continue to monitor attendance.
- **Between 5 and 10 Days (10 - 20 re numbers)**
- **Issue a formal attendance warning letter**
- **Convene a meeting with school leadership, parents, and support services.**
- Provide a **full summary of the student's academic achievement and attendance trends.**
- Develop an individualized attendance improvement plan with clear expectations.
- **Refer to external truancy services if attendance does not improve.**

Other forms of follow-up and Reporting

- **Fortnightly:** Case review for Tier 3+; ensure **all** STAR responses recorded in SMS (a 2026 requirement).
- **Board reports (each meeting):** Progress towards targets; breakdown by year level, ethnicity, gender, and reason codes to understand patterns and plan responses. (Supports government focus on data-driven improvement.)

9) Communication & Whānau Engagement (Primary focus)

- **Same-day unexplained alerts** (text/email/phone) and friendly tone that invites conversation.
- **Positive attendance culture:** Assemblies, class awards for “settled start,” newsletters about routines and sleep, social stories for juniors. (STAR emphasises shared responsibility and proactive support.)
- **Clarity on when to keep home vs attend:** Share current health guidance links and reminders (government action included updating public health guidance and communications).

10) Publishing & Review

- **Publish** this AMP on the school website and in the school office **by the start of Term 1, 2026** and update it whenever guidance changes.
- **Review** annually (Reg. 5C) and after any significant attendance trend shift; consult staff and whānau.

11) Appendices (Ready for your school)

1. Quick Guide for Parents:

- When to call; acceptable explanations; why term-time holidays are coded **G**; how lateness becomes **L**. (Based on MoE code guidance.)

2. Template: Short Attendance Plan (Tier 2)

- Goals (e.g., “5 on-time arrivals per week”), supports (walking bus), monitoring (teacher sticker chart), review date.

3. Template: Formal Letter (Tier 3/4)

- Respectful summary of supports offered, legal obligations, next steps (aligned with STAR escalation).

One-Page Quick Reference (Staff)

Marking: AM and PM in eAR/SMS; use only MoE codes; default ? until explained.

Notify: Same-day unexplained alerts; keep contact details current.

Thresholds (per term):

- 0–3 days: Universal.
- 4–7 days: Teacher call + note in SMS.
- 8–12 days: Hūi + Short Attendance Plan.
- 13–19 days: Case-managed supports.
- 20+: Multi-agency; consider legal escalation if support declined.
Record: Each action at each threshold in the SMS (Term 1, 2026 requirement).

Sources (latest NZ guidance and rules)

- **Attendance Management Plans — what to include & publish (MoE, 23 Oct 2025):**
- **Stepped Attendance Response (STAR) — expectations & escalation (MoE, 23 Oct 2025):**

- **School Attendance Rules 2026 (NZ Gazette, 12 Dec 2025):** attendance records, notifications, eAR, codes.
- **Education (School Attendance) Amendment Regulations 2025 — Regs 5A–5C (in force 15 Jan 2026):** thresholds, contents, review.
- **Attendance Codes — refreshed set from Term 1, 2025 (MoE page, updated 28 Oct 2025):**
- **Attendance Code Guidance 2026 (MoE PDF, updated 1 Feb 2026):** definitions and application of all 15 codes.
- **Government attendance action plan & data focus (Beehive, 9 Apr 2024):** weekly data, communications, expectations.