# TE PUKE HIGH SCHOOL

## Aim High
### Whaia Te Matauranga Tiketike

# Attendance Management Plan (AMP) 2026

# Guiding Principles/Nga Mātāpono

These Guiding Principles for our school (Vision, Mission and Core Values) guide the way students, staff and parents/caregivers are expected to work together.

## Vision/Anga Whakamua
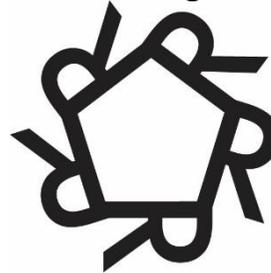
*Rapua te huarahi ki te tiketike oranga mutunga kore.*

Inspiring our students and staff to realise their potential through being future-focussed, lifelong learners who have a strong sense of identity.

## Mission/Te Manawanui

*Kia tu rangatira i roto i tenei ao.*

To engage and challenge each and every learner to fulfil the Core Values.

## Core Values/Nga Uaratanga

*Ma te mohio ka marama whaia kia mau.*

| Respect | Responsibility | Responsibility | Resilience | Realising Potential |
|---|---|---|---|---|
| • Value Learning | • Willing & Ready to Learn | • Positive Interactions | • Be Determined | • Be Challenged |
| • Value People | • Taking Ownership | • Positive Interactions | • Perseverance | • Aim High |
| • Value Culture | • Managing Self | • Unconditional | • Be Motivated | • Get Involved |
| • Value Property | • Being Accountable | • Mutual Trust | • Kia Kaha | • Work Hard |
| • Value Manners | • Be Punctual | • Collaboration | • Push Yourself | • Be Positive |
| | | • Effective Teamwork | | • Celebrate Success |

## Purpose

Regular school attendance is important for our students to realise their potential.  The New Zealand government has set a target for all New Zealand schools to have 80% of students regularly attending school by 2030.

This Attendance Management Plan (AMP) sets out our school's procedure for identifying, responding to, and reducing student absences, in accordance with sections 36, and 137A to 137D of the *Education and Training Act (2020)*.

## Attendance Policy

At Te Puke High School, our attendance procedures ensure students are accounted for during school hours and activities as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), students between six and sixteen years old 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 the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Te Puke High School attend school when it is open (Education and Training Act, s 36).

Te Puke High School records and monitors attendance using set attendance procedures. We have annual targets for student attendance, and work with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and staffing entitlements. We keep our attendance registers for seven years from the date of last entry.

### Parent/Guardian and student responsibilities

Parents and guardians have legal obligations to ensure their children attend school (Education and Training Act, s 244). We expect parents/guardians to:

- notify the school as soon as possible if their child is going to be late or absent
- arrange appointments and trips outside school hours or during school holidays where possible
- work with the school to manage attendance concerns.

We share attendance expectations with students and their parents/guardians and caregivers, and require students to be present and attend classes on time.

Parents/Guardians may ask for their child to be excused from certain areas of the curriculum for religious or cultural reasons. The principal reviews these requests and considers the preferences of the student. The school provides supervision for any students who do not participate in certain areas of the curriculum.

**School hours and supervision**

Te Puke High School staff comply with our schedule and release students at set times.

Students are not allowed to leave the school during school hours unless permission is requested by parents/caregivers and given by the school. The student must sign out at the office.

If a student is ill or injured at the school or a school-related activity and needs to be taken elsewhere (e.g. home or a medical facility), we follow our procedures for Managing Injuries and Illness.  Please see link below.

([https://tepuke.schooldocs.co.nz/](https://tepuke.schooldocs.co.nz/), Username: tepuke, Password: tphs)

## Attendance Categories

| Category | Student with: | Equivalent to: |
|---|---|---|
| Regular Attendance | Over 90% attendance | Absent for fewer than 5 days across a term |
| Irregular Absence | More than 80% and up to 90% attendance | Absent for between 5 and 9 days across a term |
| Moderate Absence | More than 70% and up to 80% attendance | Absent for between 10 and 14.5 days across a term |
| Chronic Absence | 70% attendance or less | Absent for 15 days or more across a school term |

## Attendance Statistics



Te Puke High School Attendance Statistics 2024 - 2025
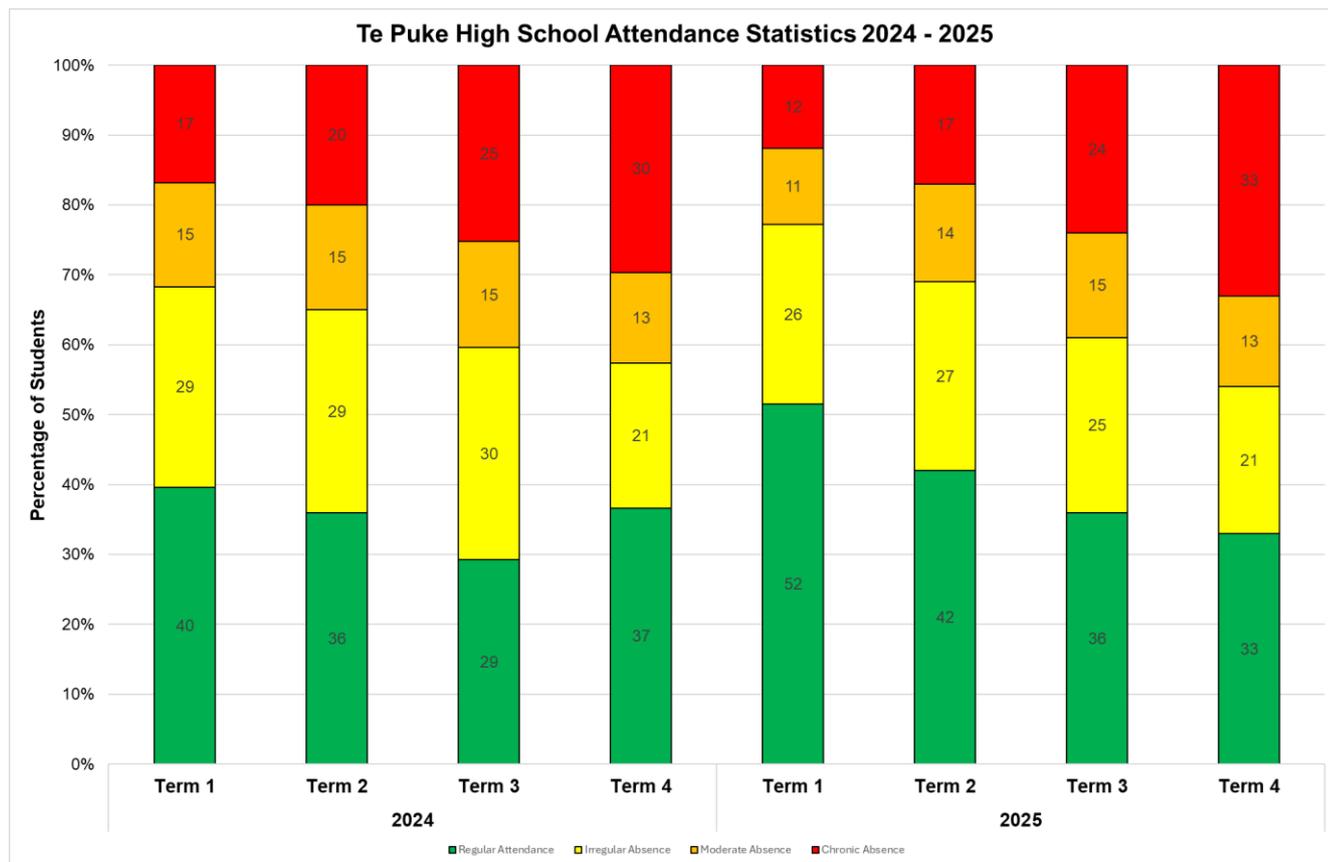
Accurate attendance marking is not only a professional expectation, itis a legal requirement. Attendance data is used for a range of purposes, including legal matters such as custody arrangements, and is now automatically uploaded daily to the Ministry of Education. This makes accuracy and timeliness more important than ever.

Roles and responsibilities of all staff, as well as the targeted strategies are detailed to raise regular attendance to at least 80%. **Our collective focus is on early identification, timely intervention, and strong relationships with whānau to help ensure consistent engagement in learning.**

Staff of Te Puke High School are expected to work together to maximise student attendance, thereby providing each and every student with the opportunity to engage in regular and meaningful learning.

## Roles and Responsibilities

**Students**

- Attend school every day they are able.

- Arrive to school on time.  Students are expected to be at school by 8:30am.

- Sign in at the office if they arrive after 8:40am and provide a valid explanation.

- Attend all classes every day.

- Ensure their parent/caregivers/guardian contacts the school when they are absent.

**Parents/Caregivers/Guardians**

- Ensure their student attends school every day they are able.

- Contact the school (phone 07 573 9769) or email Kaiārahi (Small Group Leaders) or notify the school on the Parent portal as soon as possible if their student is unable to attend school.

- Establish consistent routines and good attendance habits.

- Reinforce the importance of daily attendance at school.

- Communicate openly with the school.

- Follow the school's Attendance Management Plan (AMP) and associated policies and processes.

**Kaiako (Teachers)**

- Mark each student's attendance accurately during the first 10 minutes of each period.

- Confirm students who are absent.

- Discuss absence concerns and what the student needs to do to catch up on school work.

**Kaiārahi Ngā Puna (Small Group Leaders)**

- Monitor and follow up on Kaiako referrals and their students' absences and provide information to students about their attendance and absences.

- Contact home between 3:15 – 3:35pm for all students who are absent from class that day.

- Contact parents/caregivers/guardians to discuss student absences and how barriers to attendance can be eliminated.  Attendance can be monitored through the parent portal on KAMAR.

- Maintain accurate contact details for parents/caregivers/guardians on KAMAR.

- Adjust attendance entries in KAMAR if necessary.

- Issue and monitor Daily Reports.

- Send Letter 1 for students who are absent between 5 and 9 days across a term (yellow).

- Notify Heads of House (HOHs) and Counsellor if appropriate of ongoing student absence.

- Record intervention on KAMAR.

## Heads of House (HOHs)

- Staff the desk in reception and meet with each late student to discuss their lateness and the importance of being punctual.

- Meet regularly with their Kaiārahi Ngā Puna to discuss student absence and put in place interventions.

- Hold attendance meetings with student and whānau. Identify barriers develop an Individual Attendance Plan (IAP) that addresses barriers to attendance and sets clear steps for improvement.

- Refer to school-based support (e.g., Counsellor, Head of House, Careers, Kaiārahi Ngā Puna).

- Send Letter 2 for students who are absent between 10 and 14 days across a term (orange).

- Record intervention on KAMAR.

- Recognise student attendance of over 90% at assemblies.

## Senior Leadership Team (SLT)

- Contact whānau to discuss serious concerns about attendance.

- Send Letter 3 for students who are absent 15 days or more across a school term (red).

- Implement formal attendance process (e.g. Attendance Service referral, Ministry of Education).

- Coordinate with external agencies as needed.

- Record intervention on KAMAR.

## Attendance Coding

| Code Group | Sub-Group | Code | Examples |
|---|---|---|---|
| Present | On-site | P – Present | In class and present.  This includes supervised dual tuition with Te Kura |
| | | L – Late to class | Late to class and present (over 10-minutes late) |
| | | V – Unsupervised exam study | Unsupervised exam study (On-site) |
| | | N – Present but out of class | ● Internal appointment<br>● On-site school-based activity e.g. cultural/sporting event like Sports Day<br>● Temporary removal from class<br>● Student meeting<br>● Time in sickbay |
| | Off-site | D – Approved external appointment | If a student cannot attend an appointment out of hours:<br>● Medical appointments (doctor, dentist),<br>● Specialist appointments<br>● Appointments with other professionals (e.g., counsellor, social worker)<br>● Court proceedings |
| | | Q – Board approved offsite learning | ● Cultural /Arts//Sports event<br>● Participating in a regional or national school event<br>● Driving licence test<br>● Wellbeing plan or flexible learning plan = Q on days offsite<br>● Attending an offsite program for Individual Education Plan (IEP)<br>● Attending work placement or Gateway placement<br>● Rostering home for group or year levels. NOTE: work needs to be available<br>● SLT approved leave on course completion<br>● Students at work and waiting for MOE approval for an Early Leaving Exemption (ELX) |
| | | A – Alternative provision | ● Students present at:<br>○ Alternative Education<br>○ Secondary Tertiary Programme (STP) e.g. Trades<br>○ Health school |

| Code Group | Sub-Group | Code | Examples |
|---|---|---|---|
| Absent | Justified Absences | M – Illness / Medical absence | ● Absent due to illness (includes health-related e.g. diagnosed anxiety) |
| | | J – Explained and approved | ● School approved family arrangement or emergency <br> ● SLT approved exemptions <br> ● Tangihana/funeral |
| | | U – Stood down or suspended | ● Stood down or suspended |
| | Exam Leave | X – Exam Leave | ● Study leave off-site (not included in MOE attendance calculations) |
| | Unjustified Absences | T – Truant | ● Student is absent without explanation or permission |
| | | E – Explained but not approved | ● Absent without justifiable reason: <br> o Didn't come to school because of sports day <br> o Went to watch siblings school production <br> ● Students not attending and waiting for MOE approval for an Early Leaving Exemption (ELX) |
| | | G – Holiday during term time | ● Holiday during term time |
| | | ? – Unknown reason (temporary) | ● This is a **TEMPORARY** code. This will be updated once the reason is specified. |

# Stepped Attendance Response (STAR)

| 0-4 Days Absence per School Term | 5-9 Days Absence per School Term | 10-14 Days Absence per School Term | 15+ Days Absence per School Term |
|---|---|---|---|
| **Students**<br>• Attend school every day they are able.<br>• Arrive to school on time.<br>• Sign in at the office if they are late, otherwise they will be marked as truant.<br>• Attend all classes every day.<br>• Ensure their parent/caregivers/guardian contacts the school when they are absent. | **Students**<br>• Reflect on reasons for absence and seek support if needed.<br>• Ensure all absences are explained with valid reasons.<br>• Take responsibility for catching up on missed work. | **Students**<br>• Work with a trusted adult to identify and address issues affecting attendance.<br>• Attend school unless genuinely unable.<br>• Meet with school staff to discuss a plan to improve attendance. | **Students**<br>• Engage in a formal attendance improvement plan.<br>• Participate in meetings with school and whānau.<br>• Commit to actions agreed in the plan to return to regular attendance. |
| **Parents/Caregivers/Guardians**<br>• Ensure student attends every day they are able.<br>• Reinforce good attendance habits.<br>• Maintain open communication with the school.<br>• Follow the school's Attendance Management Plan and associated policies and processes. | **Parents/Caregivers/Guardians**<br>• Monitor reasons for absence and stay in close contact with the school.<br>• Discuss any challenges impacting attendance with your child.<br>• Work with the school to put in place actions to support their student to return to school with regular attendance.<br>• Encourage positive routines to reduce further absence. | **Parents/Caregivers/Guardians**<br>• Attend school meetings to discuss barriers to attendance.<br>• Collaborate with the school to support regular attendance.<br>• Consider accessing support services if needed. | **Parents/Caregivers/Guardians**<br>• Participate in a formal attendance intervention process.<br>• Work alongside school and external agencies to support your child.<br>• Commit to and follow through on an attendance improvement plan. |
| **School**<br>• Communicate expectation of attendance to students and parents/caregivers/guardians.<br>• Monitor student attendance.<br>• Contact parents/caregivers/guardians regarding ongoing absences.<br>• Provide students with regular updates on their own attendance.<br>• Provide access for parents/caregivers/guardians to their student's attendance data on the school's database (KAMAR). | **School**<br>• Contact home to discuss emerging patterns.<br>• Send Letter 1 and attendance data.<br>• Monitor attendance and share updates with students and whānau.<br>• Offer light-touch support and encouragement. | **School**<br>• Send Letter 2 and attendance data.<br>• Hold attendance meetings with student and whānau.<br>• Identify and address barriers with targeted interventions.<br>• Refer to school-based support (e.g., Counsellor, Head of House, Careers, Kaiārahi Ngā Puna). | **School**<br>• Send Letter 3 and attendance data.<br>• Implement formal attendance process (e.g., Attendance Service referral).<br>• Coordinate with external agencies as needed.<br>• Maintain regular communication with whānau and document all steps. |