



MT ROSKILL INTERMEDIATE SCHOOL

Attendance Management Response Plan

Whakapuāwai

to

Thrive

2026

Our Actions and Strategies

Ko te pae tawhiti, whāia kia tatū,
Ko te pae tata, Whakamaua kia tina

Reach for distant goals,
so they seem close for you to grasp,
But hold fast to those that are close to you,
so you can attain them.

Attendance is broken down into 8 different sections below. There are actions that are taken (and by whom) for each section.

Sections

1. Parent advising of attendance
2. Recording of Attendance
3. Responding to Daily Attendance
4. Responding to Unexplained Attendance
5. Tracking of Overall Attendance Data
6. Responding to Overall Attendance Data
7. Responding to Termly Data
8. Reporting Attendance Data
9. Teaching staff role in attendance
10. Proactive Attendance

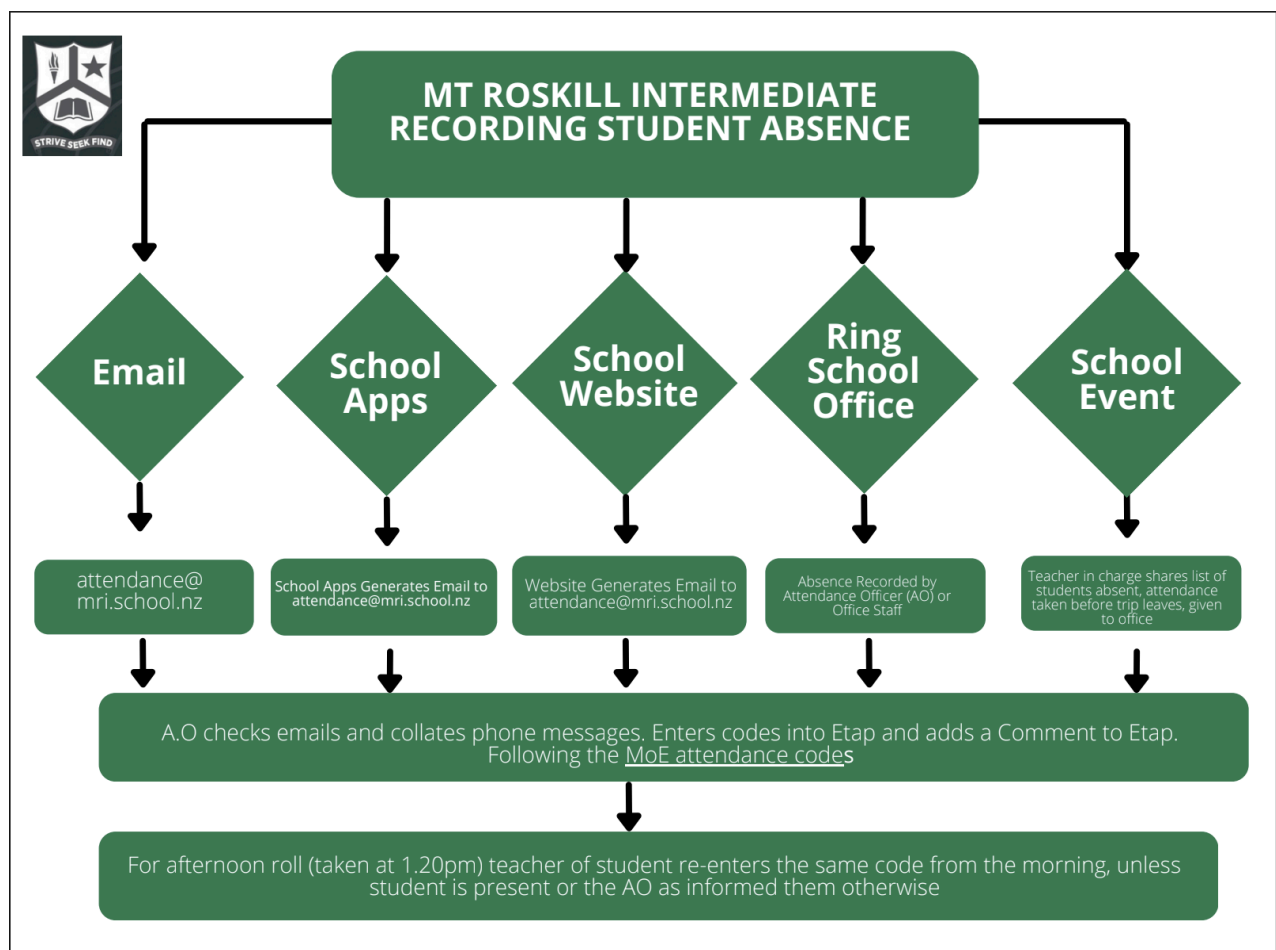


Base Information

- Attendance is recorded in and managed through the Etap Student Management System.
- MRI employs an Attendance Officer (AO) to perform a multitude of tasks relating to attendance.
- A Deputy Principal (DP.A) is responsible for overseeing Attendance and enacting the Attendance Strategy of MRI
- Available support to support Pasifika aiga

Daily Advising of Absence

1. Daily advising of absence



Options available to Caregivers

Options available to caregivers:

1. Emailing attendance@mri.school.nz or class teacher (teacher forwards to attendance email)
2. Via [School Website](#)
3. Via SchoolsApp
4. Calling the school office

Caregivers are asked to give a reason for the absence. This is entered as a 'Comment' when recording absence on Etap.

If there is a planned absence of multiple days caregivers email the office, one week in advance to

- A. Advise of the medical reason or tangi and give a return date. This is recorded by the Attendance Officer (AO) AO advises DP of any significant time events.
- B. Advice of an overseas trip requesting the time off and are required to give exact dates. A reply is sent by the Deputy Principal or Principal.

School Event - Teacher in charge shares list of students attending prior to event, with Office. Attendance taken before trip leaves, given to office for AO to record as Q.

Report an Absence

First Name *

Last Name *

Email *

Phone *

Student Information

Student's Name *

Room Number *

Date student is absent FROM *

Date the student is expected to return to school *

Reason for absence / Anything else we need to know? *

Send

Recording of Attendance

2. Recording of Attendance [\(FLOWCHART\)](#)

- A. Teacher records attendance between 8.50 and 9am. Teacher uses ?, P, or M (if they have been informed by parent).
- B. Attendance Officer (AO) taking phone calls, checking emails etc. Uses this information to add to the school roll.
- C. Lateness is recorded via Vistab and is updated directly to Etap.
- D. Leaving of school is recorded as a 'Sign Out' on Vistab, this is updated on Etap, and student is always collected by a caregiver. Caregiver gives reason for signout.
- E. AO uses the [MoE attendance codes](#), checks with DP in charge of Attendance (DP.A) if unsure.
- F. Teacher records attendance again at 1.25pm.
- G. Any split classes are shared with AO and necessary parties so that students can be tracked. Afternoon roll is tracked using a Google Sheet created by DP.A

Present for ½ day calculations

P Present

Student is present in class. This includes supervised dual tuition with Te Kura.

L Late to class

Student is late to class. Schools set the threshold for lateness (e.g. 10 minutes) in their school policy.

A Alternative provision

Student is present in a Ministry-approved alternative provision, such as a teen parent unit, alternative education, secondary-tertiary program, health school or activity centre.

V Unsupervised exam study **(S)**

Student is present in an examination or unsupervised study where the student is on-site.

N Present but out of class

Student is present but out of class due to an on-site school activity (cultural or sporting event), internal appointment, temporary removal from class, or time in the sickbay.

Q Board approved offsite learning

Student is present in Board-approved off-site learning, including courses, school-organised activities, and work experience.

D Approved external appointment

Student is present but has a medical appointment which is unable to be scheduled outside of school hours (e.g. doctor or dentist and includes travel time) or is participating in court proceedings.

Justified absence

J Explained and approved

Student is absent due to explained and approved reasons (e.g. family emergencies, bereavement, representing in national / cultural events, approved exemptions, or accompanying parents on overseas diplomatic / military postings).

M Illness / Medical absence

Student is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety).

X Exam leave **(S)**

Student is absent studying offsite preparing for exams. NOTE: Time allocated to this code is not included in Ministry attendance calculations.

U Stood down or suspended

Student is absent due to formal stand down or suspension. This code applies to the period of the stand-down or suspension, excluding the day it was imposed.

Unjustified absence

T Truant

Student is absent without explanation or permission from a parent / caregiver (e.g. skipping class)

E Explained but not approved

Student is absent and the reason provided does not meet the school's policy for a justifiable absence (e.g. a parent states their child didn't want to attend sports day).

G Holiday during term time

Student is absent due to a holiday taken.

? Unknown (temporary)

Temporary code used when the reason for a student's absence is initially unknown. This will be updated once the reason is confirmed.

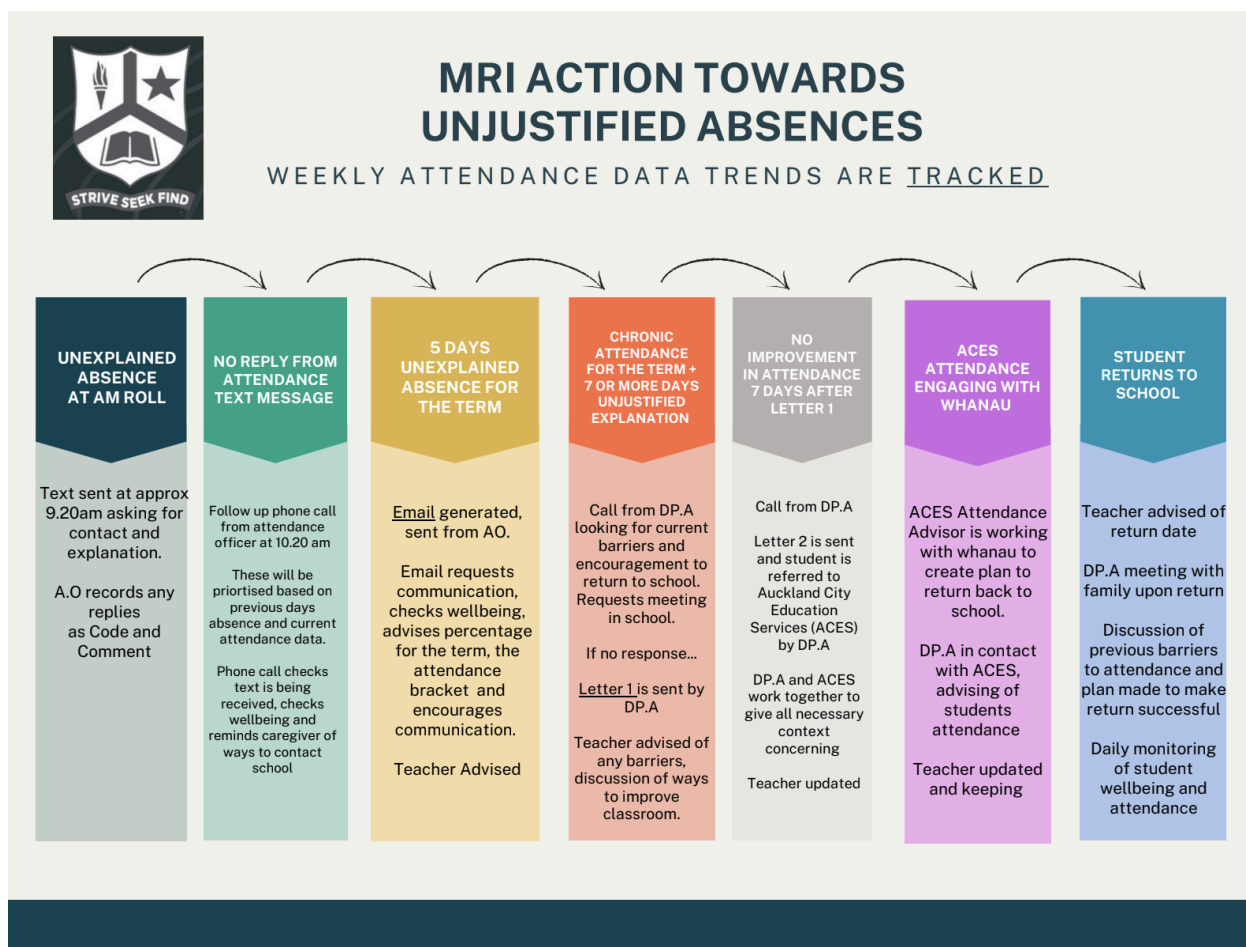
Responding to Daily Attendance

3. Responding to Daily Attendance

- A. At/before 9.30am AO generates a report that gives all unexplained absences for that morning, AO uses this to send text requesting explanation. Uses replies to follow up.
- B. At approx 10.30 am AO follows up with phone call to students that are still unexplained. AO records their actions as a 'Comment' on Etap.
- C. Over 5 days consecutive in a row with Medical - AO calls require a Medical certificate to be emailed.

Responding to Unexplained Absence

4. Responding to Unexplained Absence



- A. Each day AO checks previous weeks unexplained absences, chasing up via phone call if there is still no explanation (records actions as a comment). If it has been a week and haven't no explanation change to 'T' = truant
- B. When a student occurs 5 days of accumulative unjustified absences an email is sent by AO, this advises dates absent, current percentage, what to do about it, and encourages contact.
- C. AO uses the 'Student Term Code Count' Report to get a quick overall view of the ? that need actioning
- D. If there are 5 days in a row of unjustified absences (?, E, or M that has not been explained with med cert), AO flags with DP.A (on the 5th day) and a Letter 1 is sent.

Kia ora _____,

My name is Nur Nazaruddin, Attendance Officer at Mt Roskill Intermediate.

This is a quick email to advise you that _____ now has 5 days of unjustified absences for the term.

They were on *DATES ABSENT*

Their attendance for the year is currently at _____. They are defined by the Ministry of Education as having _____ attendance

Delete where appropriate....

- Regular attendance: students with over 90% attendance (missing fewer than five days of school in a standard 10-week term)
- Irregular absence: students with more than 80% and up to 90% attendance (students missing 5 – 9 ½ days of a standard term)
- Moderate absence: students with more than 70% and up to 80% attendance (missing 10 – 14 ½ days of school in a term)
- Chronic absence: students 70% attendance or less (missing 15 days or more of school in a term)

Please contact me as soon as possible so that we can clear up any unexplained absences. If there are any barriers you are experiencing in your child attending our school, please contact Deputy Principal Jesse McBride on 096208508 or jmcbride@mri.school.nz

Tracking of Overall Attendance Data

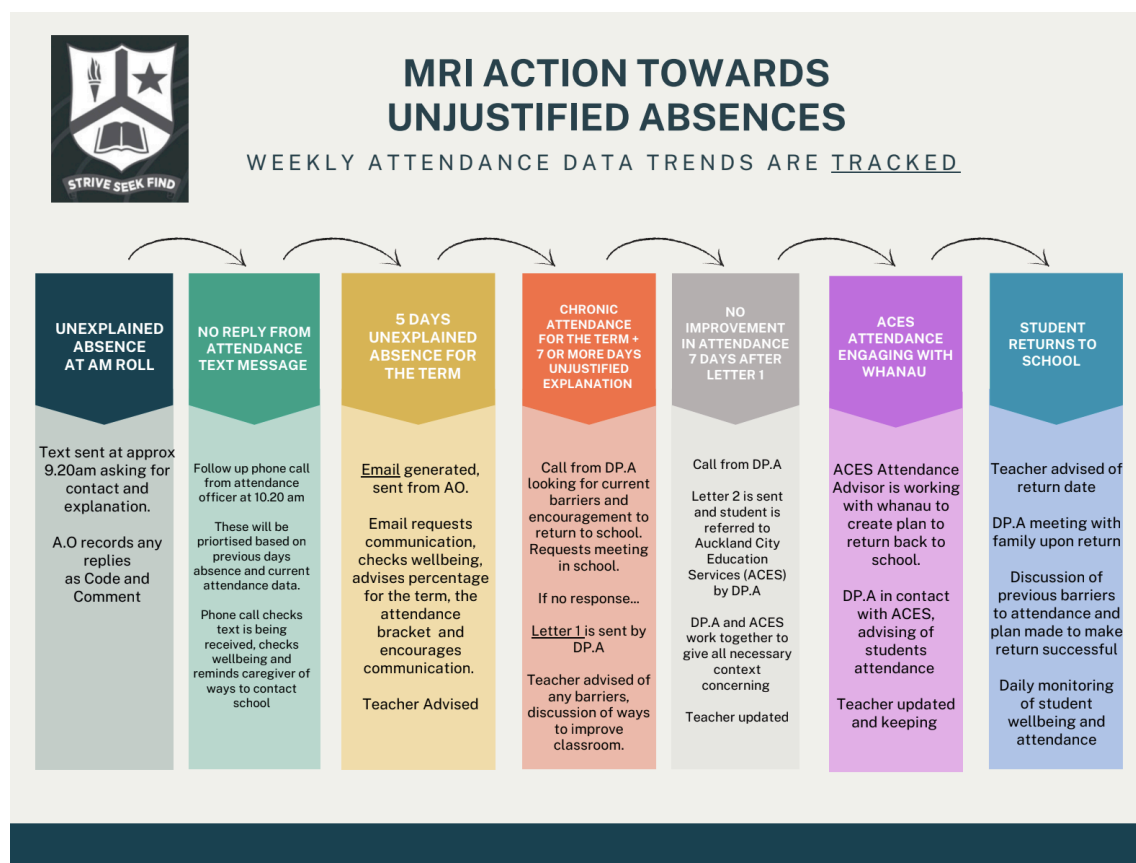
5. Tracking of Overall Attendance Data

- A. All student data is tracked. Data is entered and ordered each Monday for the week prior. Any actions taken are noted. Reasons for absences noted in more detail. This identifies students that are dropping in attendance across the term and informs the communication that AO and DP.A are having with whānau.
- B. Etap Reports generated for each classroom teacher that shows the Regular, Irregular, Moderate and Chronic (RIMC) students in their class. This is called an EDM report. The first report of the term concerns the previous term. The reports are generated and delivered each fortnight.
- C. Overall ‘Student Term Code Count’ report is also analysed at whole school level to identify any unjustified absence trends from students, within classes and across the school

Student	EdgeNo	PresentC	PresentPercentage	A	Slippir	90-100%	80-89.9%	70-79.9%	60-69.9%	50-59.9%	40-49.9%	30-39.9%	20-29.9%	10-19.9%	0-9.9%	Phone Call NV/UM	5 Day Unjustified	Family hui	Letter 1	Letter 2	Referred to ACFs	Notes
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Responding to Overall Attendance Data

6. Responding to Overall Attendance Data FLOWCHART



Chronic Attendance

Chronic attendance issues are responded to as a student moves through these stages:

1st step: Text sent at approx 9.20am asking for contact and explanation. A.O records any replies as Code and Comment



2nd step: Follow up phone call from attendance officer at 10.20 am. These will be prioritised based on previous days absence and current attendance data .Phone call checks text is being received, checks wellbeing and reminds caregiver of ways to contact school



3rd step: *5 days unjustified absences* - Email requests communication, checks wellbeing, advises percentage for the term, the attendance bracket and encourages communication.



4th step: *Chronic attendance for the term + 7 or more Days Unjustified explanation* - Call from DP.A looking for current barriers and encouragement to return to school. Requests meeting in school. If no response...Letter 1_is sent by DP.A Teacher advised of any barriers, discussion of ways to improve classroom.



5th step: *No improvement in attendance 7 days after Letter 1* - Call from DP.A. Letter 2 is sent and student is referred to Auckland City Education Services (ACES) by DP.A. DP.A and ACES work together to give all necessary context concerning. Teacher updated



6th step: *ACES ATTENDANCE Engaging with whanau* - ACES Attendance Advisor is working with whanau to create plan to return back to school. DP.A in contact with ACES, advising of students attendance. Teacher updated.



7th step: *Student returns to school* - Teacher advised of return date. DP.A meeting with family upon return. Discussion of previous barriers to attendance and plan made to make return successful. Daily monitoring of student wellbeing and attendance

Responding to Termly Data

7. Responding to Termly Data

- A. The Every Day Matters Report is used to identify overall trends from term to term and across years.

8. Reporting Attendance Data

- A. Each Board Report gives the attendance picture (Regular, Irregular, Moderate, Chronic percentages). It advises how many students are under 50% compared to the last board report. How many students are with ACES. It details what efforts are currently being made towards improving attendance. Board provided with Every Day Matters report.
- B. MRI reports all attendance data to the Ministry of Education.

Four **Student Attendance Categories** have been developed to help schools understand how frequently each student attends. These categories give you a way to monitor the progress you are making in supporting students to attend regularly.

	Student Categories	Student with	Equivalent to
	Regular attendance	over 90% attendance	missing 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

9. Teaching staff role in attendance

- A. Accurate and timely recording of attendance. Any queries are referred to the AO, or DP.A
- B. Concerns with attendance; either validity of reason for absence, or lack of attendance are reported to the DP.A
- C. Responding to students with low attendance, making sure their needs are being met. That students with chronic, irregular or moderate (if needed) attendance are made to feel welcome, happy and safe.
- D. Teachers are well versed in PB4L practices to create a positive, accepting classroom culture. They are well aware of the difference between minor and major incidents, and when they need to involve team leaders and/or SLT. This could also include pastoral events that need attention to ensure students attendance doesn't suffer.

Proactive Actions that Improve Attendance

10. Proactive Actions that Improve Attendance

- A. Overall class attendance percentage celebrated at assembly each week
- B. Classroom teachers aware of students attendance percentage and celebrate those with high attendance
- C. Diverse curriculum opportunities to engage students' attendance on Fridays.
- D. Talanoa approach to whānau hui: Matariki, Fono Enrolment Evening, Welcome BBQ, Fiafia.
- E. A no donations policy
- F. A Breakfast Club = MRI Funded
- G. Free period products
- H. Counseling for student = MRI funded
- I. Support to access social services = SWIS worker
- J. Learning support and transition support, or Learning Support Coordinator (LSC)
- K. Resource Teacher Learning and Behaviour (RTLb) support
- L. Maths Acceleration Programme (MAP)
- M. Reading support (Agility with Sound)
- N. 4 day a week ESOL programme
- O. Prioritised appointment of Attendance Officer and DP in charge of Attendance Strategy.
- P. Pastoral Support Role - students identified that need monitoring and support
- Q. PB4L - proactive and restorative approach to behavior management. Explicit reward system, celebrated weekly and termly.
- R. Teachers monitoring target/priority learners, an inquiry based approach to improving their outcomes.