



Principal Update

03-06-2025

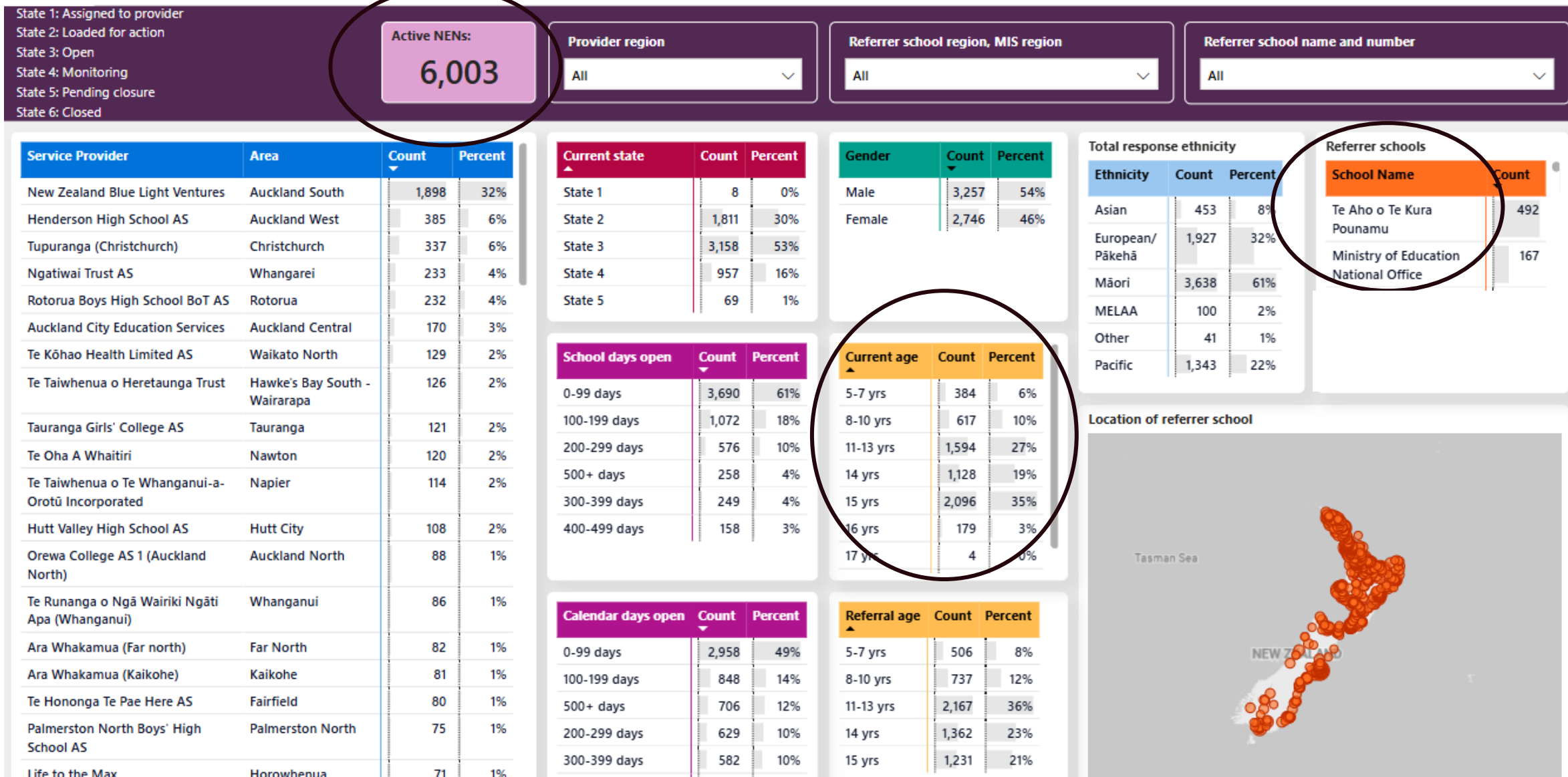
Marcus Freke – Director Education Waikato



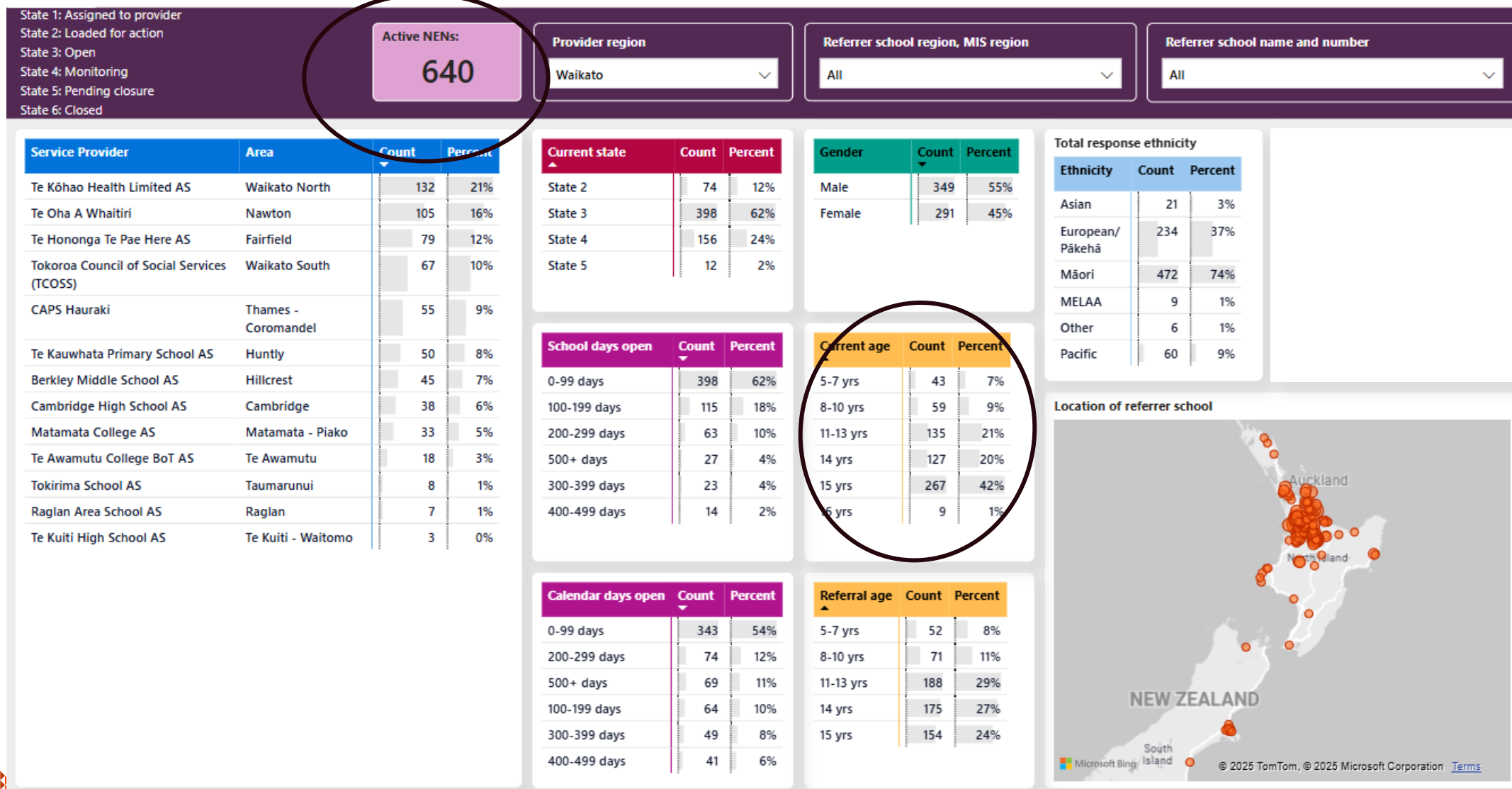
Te Tāhuhu o
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Ministry of Education

Our Attendance Challenge

Active NENs – Nationally



Active NENs – Regionally





Waikato Data

03-06-2025



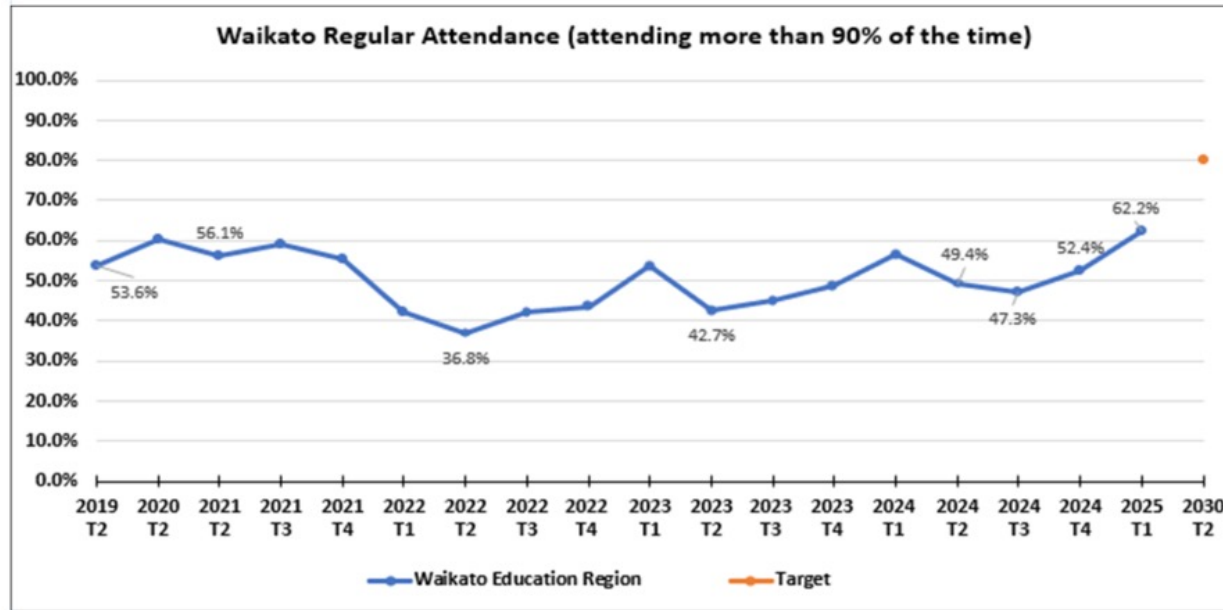
**Te Tāhuhu o
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Ministry of Education

Waikato - Term 1 Attendance Data



Waikato Attendance Strategy	National Target			Waikato Baseline	Waikato Term 2 Attendance Rates				Attendance Rates per Term (Attendance Dashboard data) Term 1 2025 is Provisional data currently Embargoed										National 2025 T1
Measure	2024 T2	2026 T2	2030 T2	2015 T2	2019 T2	2020 T2	2021 T2	2022 T2	2023 T1	2023 T2	2023 T3	2023 T4	2024 T1	2024 T2	2024 T3	2024 T4	2025 T1		
Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	70%	75%	80%	65.6%	53.6%	60.3%	56.1%	36.8%	53.7%	42.7%	45.3%	48.9%	56.5%	49.4%	47.3%	52.4%	62.2%	65.5%	
Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	6%	4%		7.4%	10.5%	8.3%	9.4%	15.9%	10.3%	14.1%	12.8%	11.5%	9.2%	11.9%	12.0%	10.9%	7.8%	7.2%	
Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5%	3%		5.4%	8.3%	10.7%	9.6%	16.3%	10.5%	14.3%	13.4%	14.0%	9.3%	11.8%	13.0%	11.9%	8.2%	6.5%	
Percentage of ākonga who are irregularly absent (attending more than 80% up to 90%, missing one to two days a fortnight)	n/a	n/a		21.6%	27.2%	20.6%	24.9%	31.0%	25.6%	28.9%	28.5%	25.6%	24.9%	26.9%	27.7%	24.9%	21.8%	20.7%	

Provisional Term 1 Regular Attendance (>90%)		Provisional Term 1 Moderate Absence (70-80%)		Provisional Term 1 Chronic Absence (<70%)	
Tāmaki Herenga Manawa	72.0%	Tāmaki Herenga Manawa	5.6%	Otago/Southland	4.3%
Tāmaki Herenga Tāngata	70.0%	Otago/Southland	5.8%	Tāmaki Herenga Manawa	4.6%
Otago/Southland	70.0%	Tāmaki Herenga Tāngata	6.0%	Tāmaki Herenga Tāngata	5.0%
Canterbury/Chatham Islands	69.3%	Canterbury and Chatham Islands	6.0%	Nelson, Marlborough, West Coast	5.2%
Nelson/Marlborough/West Coast	67.8%	Nelson, Marlborough, West Coast	6.3%	Canterbury and Chatham Islands	5.3%
Wellington	66.3%	Wellington	7.0%	Taranaki, Whanganui, Manawatu	6.0%
National	65.5%	National	7.2%	Wellington	6.0%
Taranaki/Whanganui/Manawatu	64.8%	Taranaki/Whanganui/Manawatu	7.4%	National	6.5%
Waikato	62.2%	Waikato	7.8%	Hawke's Bay/Tairāwhiti	7.8%
Bay of Plenty/Wairiki	61.4%	Hawke's Bay/Tairāwhiti	8.2%	Bay of Plenty/Wairiki	8.1%
Hawke's Bay/Tairāwhiti	60.9%	Bay of Plenty/Wairiki	8.5%	Waikato	8.2%
Tāmaki Herenga Waka	57.4%	Tāmaki Herenga Waka	9.9%	Tāmaki Herenga Waka	10.0%
Tai Tokerau	52.2%	Tai Tokerau	11.0%	Tai Tokerau	11.2%



Term 1 2025 data is Provisional and subject to change.

Regular Attendance for T1 2025 is currently recorded as 62.2%, an increase of 5.7 percentage points compared to 56.5% in T1 2024.

Chronic Absence has decreased from 9.3% in T1 2024 to 8.2% in T1 2025, a positive shift of 1.1 percentage points.

New KPI Attendance Target announced 8/4/24 - 80% of students to be present for more than 90% of the term (Attending Regularly) by T2 2030.

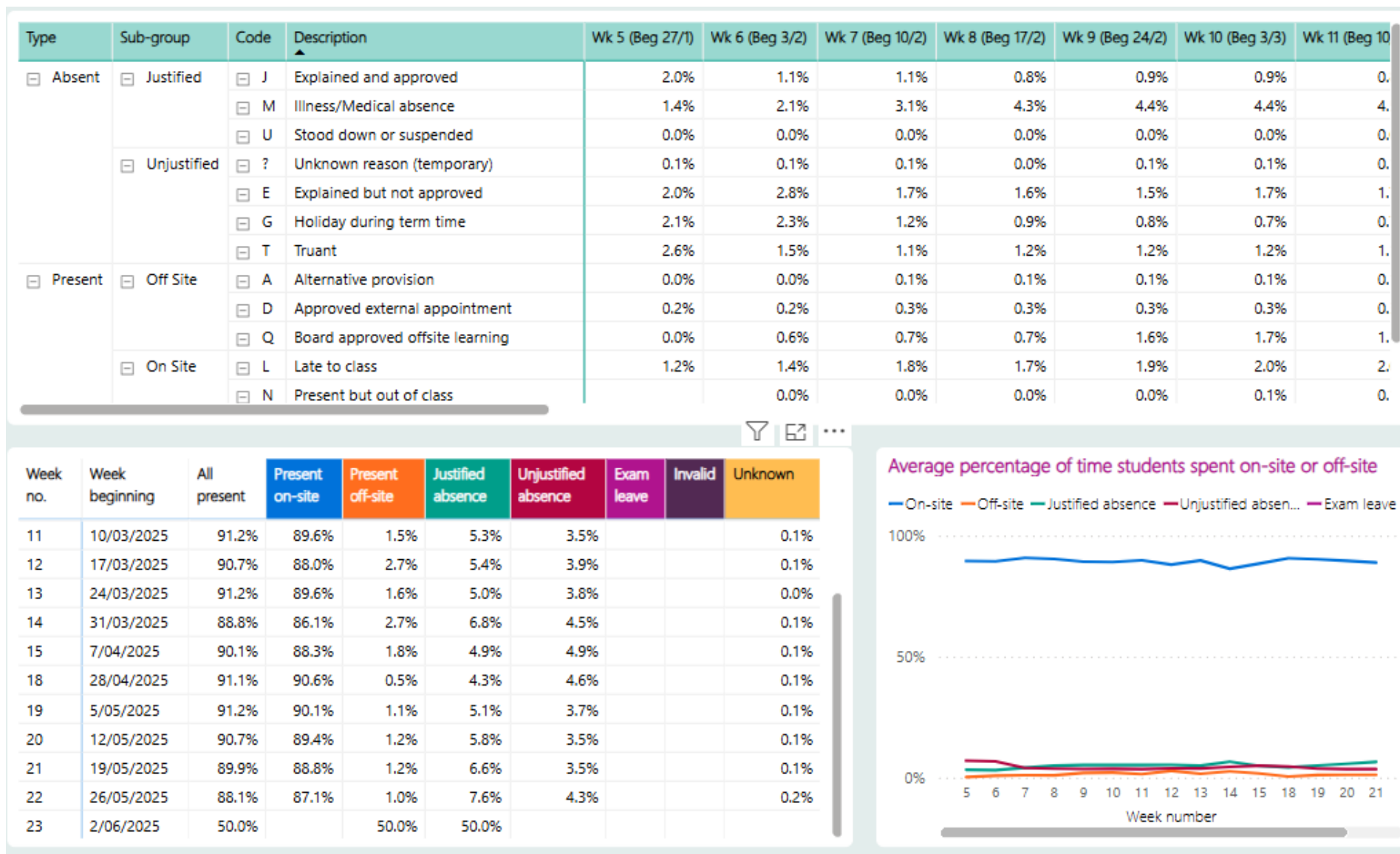
To achieve 80% by T2 2030 approximately an additional 23,194 students in the Waikato are required to be attending regularly (based on the number of students enrolled at Term 2 2024).

Summary Points

There is a gradual improvement in Attendance across the Waikato schools

- **Regular attendance above 80%:** There are 16 schools with 80% or more of their students with Regular Attendance compared to only 6 schools in T1 2024.
- **Regular attendance 70-80%:** There are 68 schools with between 70-80% regular attendance compared to 43 in Term 1 2024. 42 of those 68 schools have had a positive shift from either between 50-70%, or below 50% regular attendance.
- **Positive shift of at least 10 percentage points compared to Term 1 2024:** There are 78 schools/kura that have improved by more than 10% on term 1 2024.
- **Less schools with below 50% regular attendance compared to Term 1 2024:** Currently we have 60 schools/kura that have less than 50% but this is better than compared to 96 in T1 2024.

Daily Attendance Data – Primary

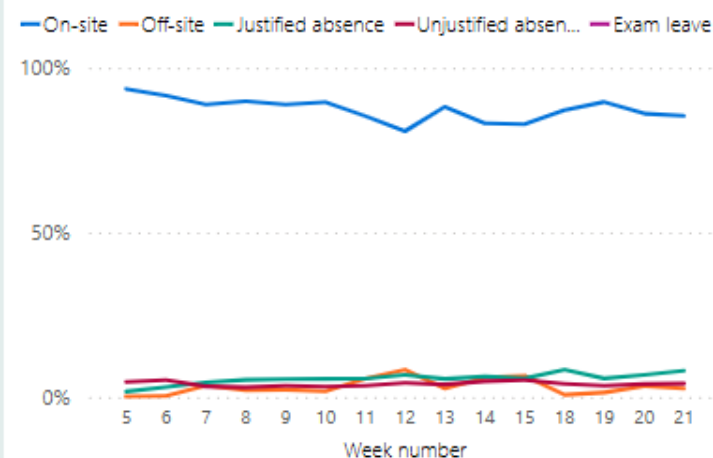


Daily Attendance Data – Intermediate

Type	Sub-group	Code	Description	Wk 5 (Beg 27/1)	Wk 6 (Beg 3/2)	Wk 7 (Beg 10/2)	Wk 8 (Beg 17/2)	Wk 9 (Beg 24/2)	Wk 10 (Beg 3/3)	Wk 11 (Beg 10/3)
Absent	Justified	J	Explained and approved	0.4%	0.5%	0.6%	0.6%	0.6%	0.6%	0.6%
		M	Illness/Medical absence	1.3%	2.5%	3.8%	4.6%	4.7%	4.8%	4.8%
		U	Stood down or suspended	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%	0.2%
	Unjustified	?	Unknown reason (temporary)	0.2%	0.4%	0.4%	0.4%	0.6%	0.7%	0.7%
		E	Explained but not approved	1.1%	2.2%	1.1%	0.9%	1.4%	0.9%	1.1%
		G	Holiday during term time	1.6%	1.0%	0.7%	0.6%	0.5%	0.5%	0.5%
		T	Truant	1.6%	1.4%	0.9%	0.9%	0.9%	1.0%	1.1%
Present	Off Site	A	Alternative provision	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%
		D	Approved external appointment	0.1%	0.2%	0.4%	0.3%	0.3%	0.3%	0.3%
		Q	Board approved offsite learning	0.1%	0.1%	2.9%	1.8%	1.6%	1.3%	1.3%
	On Site	L	Late to class	1.0%	1.4%	1.6%	2.0%	2.1%	2.2%	2.2%
		N	Present but out of class	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

Week no.	Week beginning	All present	Present on-site	Present off-site	Justified absence	Unjustified absence	Exam leave	Invalid	Unknown
10	3/03/2025	91.3%	89.6%	1.7%	5.6%	3.1%			0.7%
11	10/03/2025	90.9%	83.7%	7.1%	5.7%	3.5%			0.5%
12	17/03/2025	88.7%	79.1%	9.6%	7.1%	4.2%			1.0%
13	24/03/2025	90.5%	87.9%	2.7%	5.6%	3.8%			0.5%
14	31/03/2025	89.3%	82.9%	6.4%	6.2%	4.6%			1.1%
15	7/04/2025	89.4%	83.7%	5.7%	5.6%	5.0%			0.8%
18	28/04/2025	88.4%	87.7%	0.7%	7.6%	4.0%			0.6%
19	5/05/2025	90.8%	89.4%	1.4%	5.7%	3.5%			0.6%
20	12/05/2025	89.2%	85.8%	3.5%	6.7%	4.0%			1.0%
21	19/05/2025	87.9%	85.0%	2.9%	8.0%	4.1%			1.7%
22	26/05/2025	83.3%	81.0%	2.4%	9.2%	7.4%			4.8%

Average percentage of time students spent on-site or off-site

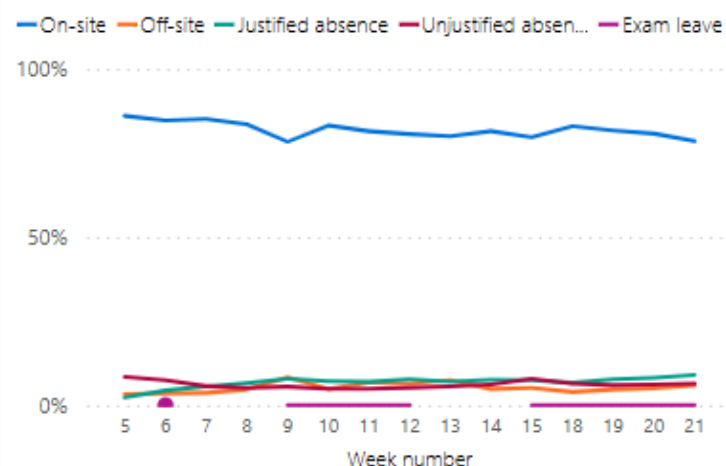


Daily Attendance Data – Secondary

Type	Sub-group	Code	Description	Wk 5 (Beg 27/1)	Wk 6 (Beg 3/2)	Wk 7 (Beg 10/2)	Wk 8 (Beg 17/2)	Wk 9 (Beg 24/2)	Wk 10 (Beg 3/3)	Wk 11 (Beg 10/3)
Absent	Justified	J	Explained and approved	0.8%	1.3%	0.9%	0.7%	1.0%	0.9%	
		M	Illness/Medical absence	1.4%	3.0%	4.5%	5.6%	6.6%	5.9%	
		U	Stood down or suspended		0.0%	0.1%	0.2%	0.1%	0.2%	
	Unjustified	?	Unknown reason (temporary)	3.7%	2.9%	2.3%	1.9%	2.0%	1.8%	
		E	Explained but not approved	2.1%	2.4%	1.6%	1.6%	1.7%	1.6%	
		G	Holiday during term time	1.1%	1.0%	0.5%	0.3%	0.3%	0.3%	
		T	Truant	1.1%	1.1%	1.3%	1.4%	1.4%	1.2%	
Exam Leave	Exam Leave	X	Exam Leave		0.0%			0.0%	0.0%	
Present	Off Site	A	Alternative provision	0.4%	0.3%	0.9%	0.9%	0.9%	1.0%	
		D	Approved external appointment	0.3%	0.4%	0.5%	0.6%	0.6%	0.6%	
		Q	Board approved offsite learning	2.6%	2.9%	2.1%	3.2%	6.8%	3.2%	
	On Site	L	Late to class	0.4%	0.9%	1.3%	1.4%	1.4%	1.6%	

Week no.	Week beginning	All present	Present on-site	Present off-site	Justified absence	Unjustified absence	Exam leave	Invalid	Unknown
10	3/03/2025	88.1%	83.3%	4.8%	7.0%	4.9%	0.0%		1.8%
11	10/03/2025	88.3%	81.7%	6.6%	6.9%	4.9%	0.0%		1.9%
12	17/03/2025	87.0%	80.9%	6.1%	7.8%	5.2%	0.0%		2.0%
13	24/03/2025	87.4%	80.1%	7.3%	6.9%	5.7%			2.3%
14	31/03/2025	86.3%	81.7%	4.6%	7.4%	6.2%			2.6%
15	7/04/2025	84.9%	79.7%	5.1%	7.3%	7.8%	0.0%		3.5%
18	28/04/2025	87.0%	83.1%	3.9%	6.6%	6.4%	0.0%		2.3%
19	5/05/2025	86.3%	81.8%	4.5%	7.7%	6.0%	0.0%		2.3%
20	12/05/2025	85.7%	80.9%	4.8%	8.1%	6.2%	0.0%		2.6%
21	19/05/2025	84.5%	78.7%	5.8%	8.9%	6.5%	0.0%		3.2%
22	26/05/2025	83.1%	76.0%	7.2%	9.3%	7.5%	0.0%		4.6%

Average percentage of time students spent on-site or off-site



Have you engaged with STAR?

Stepped Attendance Response – STAR

Responding to all absences



Day-to-day operations

Schools:

- Assess attendance history of new students
- Survey students and parents to support effective teaching practice and engagement
- School Leadership and Boards actively minimise disruptions to the school day and week e.g. parent/teacher meetings held after school

Ministry of Education:

- Convene termly meetings for leaders from local schools and relevant agencies to discuss students with serious attendance concerns where a multi-agency response is required
- Prepares templated materials for schools to adapt and use to promote or respond to attendance
- Provide attendance data reports for individual schools and Kāhui Ako
- Provide schools with a regularly updated list of agencies that schools can work with to support students
- Contract supports and services that are effective at returning students to regular attendance (e.g. Attendance Service)

Less than 5 days absence in a school term

PARENTS/GUARDIANS

Ensure attendance:

- Encourage good attendance habits
- Support other parents to encourage good attendance habits
- Open communication with school
- Follow school attendance management plan and associated policies and processes

SCHOOLS

- Clear communication to parents on attendance expectations on enrolment at the start of school year, and each term
- Communicate to parents what steps the school will take in the event their child is absent from school
- Communicate good attendance habits to students and parents
- Monitor attendance
- Communicate to parents about every absence
- Maintain contact details of parents
- Provide students with regular updates on their own attendance
- Report regularly to parents on attendance of their child
- Support students getting to school
- Use school level approaches to promote good social and learning environment

MINISTRY OF EDUCATION

- Monitor that schools have their attendance policy and attendance management plan on website and it is reviewed as required
- Monitor aggregate data and attendance patterns to identify challenges and opportunities at regional and national levels
- Maintain regular contact with schools and support policy development and interventions/supports
- Support schools to be inclusive and safe

53% of students. 438,000

Up to 10 days absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Contact school to discuss reasons for absence
- Support student to catch up on missed learning
- Engage in supports offered



SCHOOLS

- Send formal notification and contact parent/guardian to discuss reasons for absence
- Support students to catch up missed learning where required
- Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform shop, PB4L

MINISTRY OF EDUCATION

- Support school with formal notification where required

26% of students. 213,000

Responding to all absences

Up to 15 days absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Attend meeting at the school to analyse reasons for absence and to collaborate on a support plan
- Implement strategies at home

SCHOOLS

- Send escalated formal notification to parents
- Hold meeting to analyse reasons for absence and to collaborate on a support plan
- Develop and implement a 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 Ministry or other agencies as needed

MINISTRY OF EDUCATION

- Identify schools with a significant proportion of students at amber level and offer additional support
- Facilitate multi-agency response and support school to implement and monitor improvement plan
- Promote resources and services to support schools to return students to regular attendance
- Identify and respond to localised barriers
- Monitor regional interventions
- Facilitate involvement of other agencies.
- Reprioritise regional support resources to where most needed/effective
- Develop new initiatives/policies if needed
- Support parent/guardian and school to resolve conflict if needed

11% of students. 88,000

Plus
previous
responses



15 days or more absence in a school term

PARENTS/GUARDIANS

- Return student to regular attendance
- Engage in improvement plan
- Participate in regular meetings

SCHOOLS

- Send warning notice and make contact to arrange meeting with parents
- Escalate to multi-agency response
- Participate in multi-agency response
- Implement and monitor improvement plan
- Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up.
- Unenrol students who will not be returning to school

MINISTRY OF EDUCATION

- Identify schools with a significant proportion of students at red level and offer additional support
- Facilitate multi-agency response and support school to implement and monitor improvement plan
- Provide direct support to parents where required
- Coordinate regional response where required
- Consider system-wide initiatives for high-risk attendance
- Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools
- Work with the Attendance Service to re-enrol students who are not enrolled

10% of students. 84,000

Plus
previous
responses



Review your current attendance strategy

Review your current attendance strategy Consider the following questions to guide your review:

- When was our attendance strategy created?
- Who did we engage from our community?
- Is it still relevant and aligned with our current goals?
- When was it most recently updated?
- What prompted the last update, what was changed and what impact did it have?
- Does our attendance strategy reflect the current needs of our school community?
- Have there been significant changes in our community that require adjustments?
- What about our school needs to be reflected in our approach?
- Are our values and the needs of our community clearly represented in the strategy?
- Does our practice reflect what is in the strategy?
- Have we adapted our practices to address emerging challenges or requirements

Attendance Service Review

Reformed Service – key features

- Chronically absent and non-enrolled Māori students who are, or have been, learning in and through te reo Māori in English Medium schools will receive services from AS providers
- The Ministry will develop and fund new services to support increased attendance by around 1,000 CA students in Māori Medium and Kaupapa Māori kura
- Governance of AS and in-school provision to be via local governance groups including schools, other social agencies and iwi
- All contracts will be managed by the Ministry
- Innovation and flexibility, clear expectations about the outcomes sought, and strong contract management, will be key features of the new model

Range of services to be delivered by AS providers

AS providers will be expected to deliver comprehensive attendance services to all schools and all eligible students within their catchment area. Services will include, but are not limited to:

- **Building relationships** and trust with schools, to support appropriate referrals and to implement strategies to increase attendance, and with other social agencies to support inter-agency collaboration
- **Providing advice** to help schools address specific issues and avoid unnecessary referrals
- Supporting schools to prepare students for transition to new schools
- **Providing occasional and/or targeted support** to individual schools or students
- **The administration of an unmet basic needs fund** for eligible CA and NEN students
- **Case management** for all referred CA and NEN students
- Working closely with schools to support improved attendance by CA students and reintegration of NEN students
- Working closely with other providers when a case is transferred to / from them
- **Making referrals to, and working closely with, local roundtables** to ensure that students get the support they need
- Finding referred NEN students without up-to-date contact details
- **Preparing information to support prosecution** for non-attendance / non-enrolment where this is considered necessary.

Attendance in Schools Budget Package

This initiative provides funding for better attendance support for schools and a more effective data driven response. The package provides for further frontline resourcing to schools and Attendance Service providers, the effective use of high-quality data to drive evidence-based decision making and the delivery of the stepped attendance response and a new attendance service. The initiative is focused on delivering an increase in attendance rates and reducing chronic attendance and non-enrolment rates.

<i>Vote</i>	<i>2024/2025</i>	<i>2025/2026</i>	<i>2026/2027</i>	<i>2027/2028</i>	<i>2028/2029</i>	<i>Total</i>
<i>Education</i>		34.952	34.896	35.00	35.00	139.848

Budget Highlights 2025

The investment includes:

- \$100m package of interventions to accelerate maths and pāngarau achievement across the learning pathway from Year 1 through to Year 8
- \$85.6m for a new assessment tool for Years 3-10 in reading, writing, maths, pānui, tuhituhi and pāngarau that will support quality, consistent assessment and reporting of approximately 540,000 students
- \$39.9m to provide hands-on science and Pūtaiao kits for Year 0-8 students and PLD opportunities for teachers and kaiako to address long-standing achievement gaps in science education.
- \$29.7m to increase structured literacy approach staffing for Years 0-6 by 78 FTTE, from 271 to 349 FTTE.
- \$12.4 million operating funding to strengthen oral language development in early learning settings, including funding for the delivery of ENRICH (Enhancing Rich Interactions) programme to up to 525 Early Childhood Education (ECE) services.
- \$8.3 million operating funding for twelve additional secondary curriculum advisors to support consistent delivery of the new national curriculum.
- \$6.6 million operating funding for homework and support services for Year 9-10 learners in schools with 50% or more Pacific learners, to support learners to meet the literacy and numeracy co-requisites, and achievement across NCEA.

The investment includes:

\$256.6 million in operating funding and \$9.5 million in capital funding to extend the Early Intervention Service (EIS) into year 1 of primary school, and to address waitlists for the Early Intervention service. This means that the service supporting children aged 0-5 will continue to support them to the end of Year 1 of school if they still need additional support for their learning. The funding is going to these services:

- \$72.5 million to extend the Early Intervention Service (EIS) into year 1 of primary school
- \$121.1 million to reduce wait times and meet the growing demand for the EIS
- \$39.9 million for 900,00 additional Teacher Aide hours for young learners in the EIS.
- \$23.1 million for associated provision and workforce development Funding for 900,000 additional Teacher Aide hours for young learners supported by the EIS.
- \$192.4 million so that all Year 1-8 schools and kura have access to a Learning Support Coordinator (around 650 additional FTTE).
- \$122.5 million for Ongoing Resource Scheme (ORS) learners with high and/or complex learning needs, supporting an extra 1,707 learners over the next four years.
- \$41.5 million for the ~2,480 learners who will need Communication and Behaviour supports.

Learning Support cont..

- \$3.0 million for targeted professional learning and development for teacher aides so they can provide more skilled support for learners especially for needs relating to disability and neurodiversity.
- \$90.0 million of capital funding and \$18.4 million of operating funding for 25 new learning support classrooms, and property modifications so more learners can go to their local schools.

Investing in Workforce

Budget 2025 investment includes:

- \$53.3m to reduce financial barriers for teachers by covering Teaching Council fees and levies for full time and part time teachers in schooling and early learning for three years.
- \$33.4m to attract teachers and learning support specialists to enter the workforce, and to train more teachers with an additional 530 places in the School Onsite Training Programme.
- \$30.2m to develop and strengthen the school leadership pipeline by funding 200 aspiring principals in a development programme, and to double the size of the Leadership Advisory Service to provide support to ~ 2,500 principals.
- \$28.0m for NZQA to maintain payrates for their Specialist Workforce, employed by NZQA to administer NCEA and New Zealand Scholarship assessment.
- \$4.9m for additional professional learning and development opportunities in literacy, maths and assessment for teachers working across Years 0-10.
- \$3.0m for professional learning and development for teacher aides to increase confidence and capability to support the social and emotional wellbeing and behavioural needs of learners.

Reprioritised Funding

Some of the major sources of reprioritised funding are:

- \$375.5 million from stopping Kāhui Ako, to be reinvested into learning support priorities
- \$39.2 million from stopping Resource Teacher Literacy, to be reinvested into structured literacy and learning support priorities
- \$36.1 million from disestablishing the Wharekura Expert Teachers programme, 53 FTTE Resource Teacher Māori roles and redirecting unallocated funding from the Māori Language Funding to Support Provision and Growth initiative, to be reinvested into higher value for money Māori education priorities.

Kahui Ako Disestablishment

- 28-01-2026 disestablish roles
 - Allowances cease beyond this date
 - Contracts that expire cannot be renewed
 - Beyond 2026 there is salary protection for teachers for up to 12 months (e.g. ASTs appointed for 2 years from Jan 2025-2027, or permanent WSTs).
- Regarding teachers who provide release for various Kahui Ako roles:
seek advice from NZSBA regarding employment outcomes

It is estimated over time these changes will release 600FTTE back into the system.

[: What I need to know about Communities of Learning | Kāhui Ako - Te Tahuhu - Sharing our knowledge](#)

Waikato Termly Information Gather

Term 2 2022

Initial data analysis

Number of respondents, Waikato

- Response Rate – 96%
- 252 School or kura

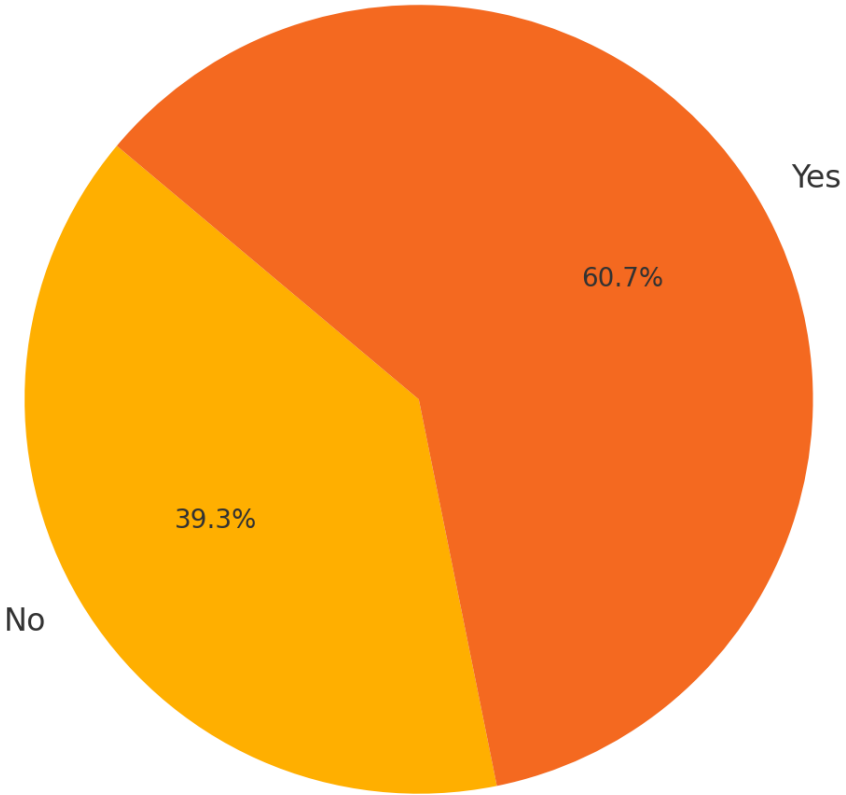
**Information
Gathering**



Attendance

Question: Is your school currently using a stepped or tiered approach (such as STAR) to monitor and respond to student attendance?

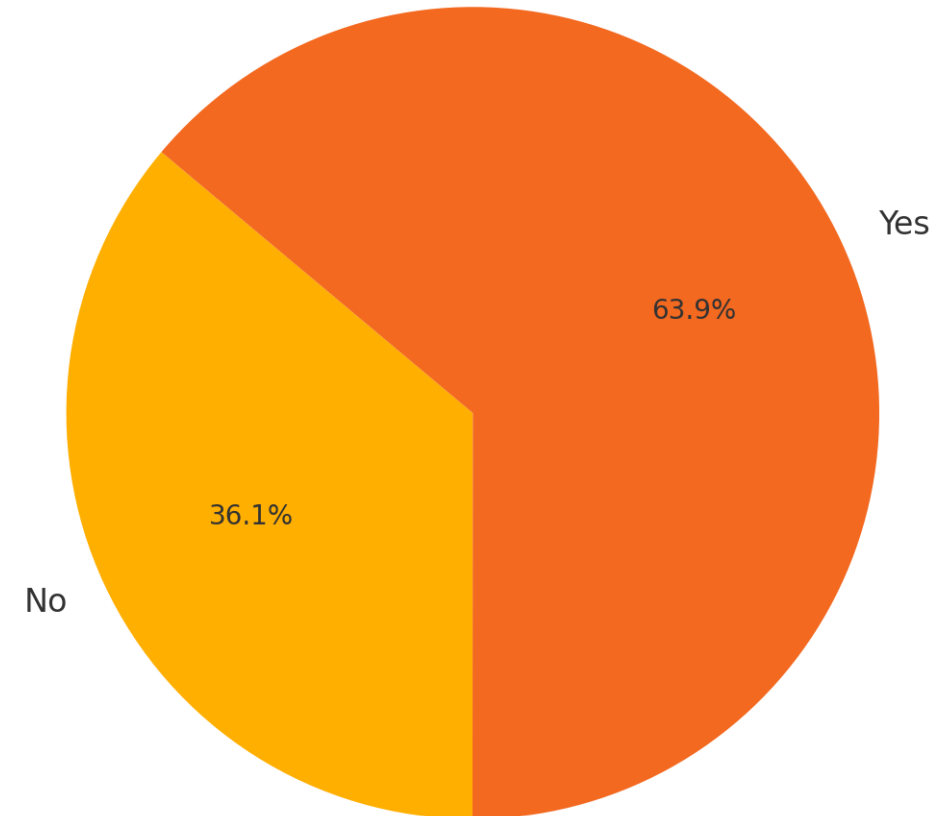
Yes	147
No	105



Numeracy PLD

Question: Have you completed the Maths PLD?

Yes	159
No	102



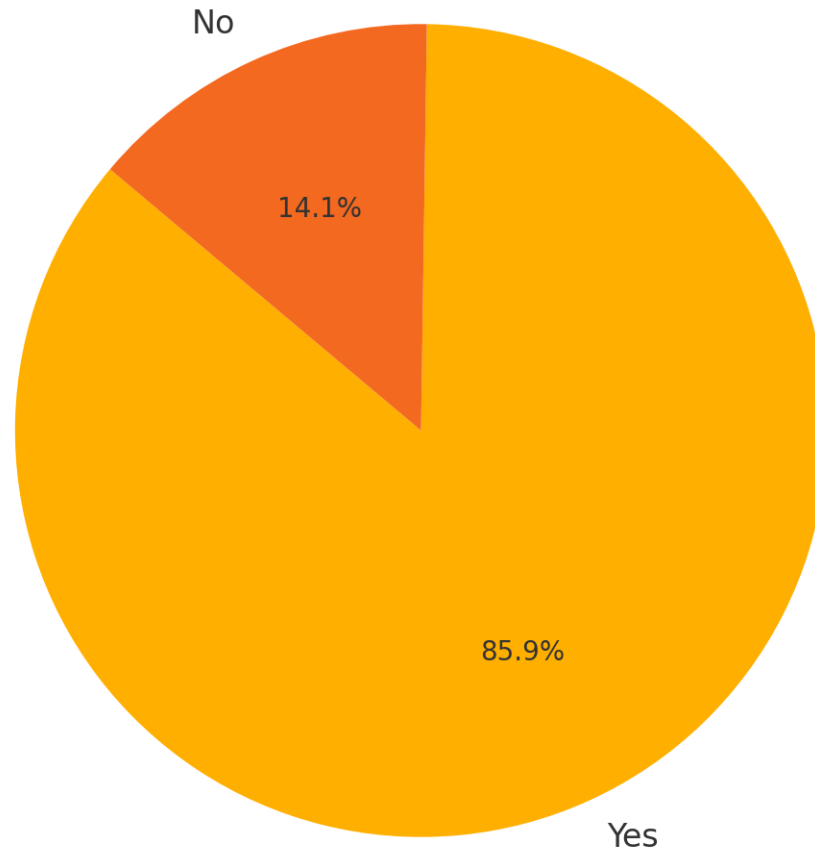
PLD for structured approaches to maths

Maths Professional Learning and Development –
Professional Learning & Development

Numeracy Resources

Question: Do you need support to understand how the maths resources can support your implementation of the maths area

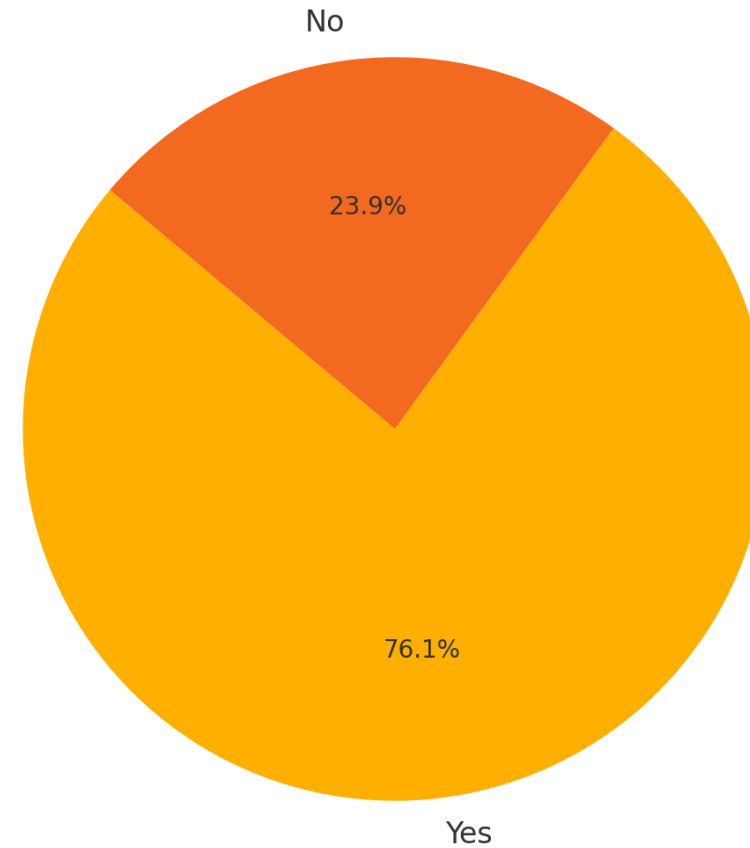
Yes	217
No	35



Literacy PLD

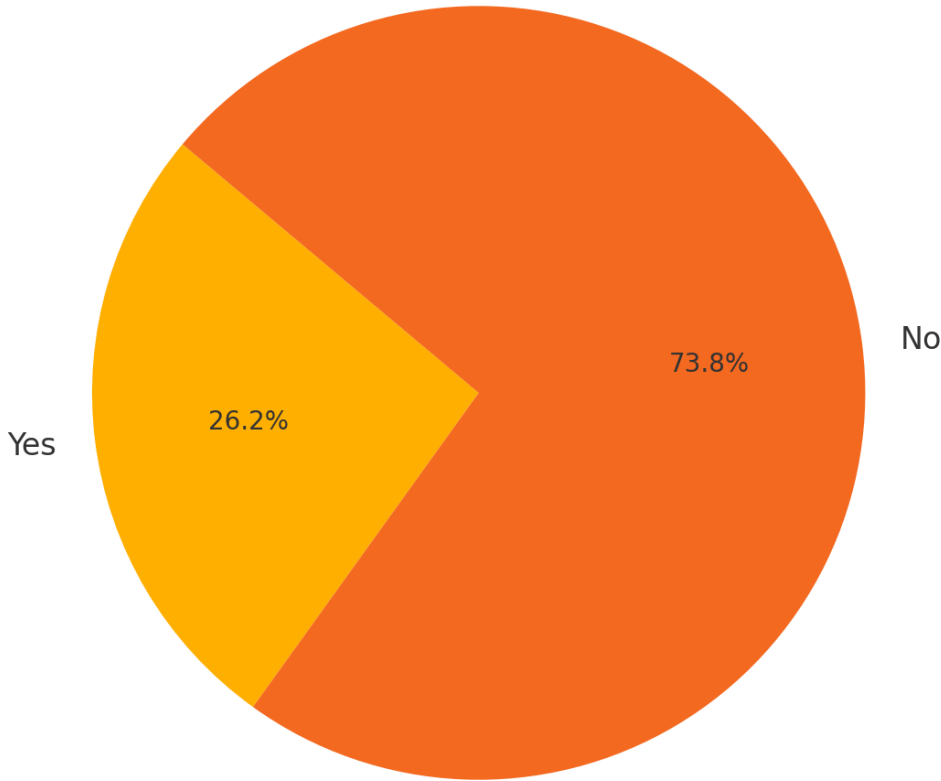
Question: Have you completed the Structured Literacy PLD?

Yes	191
No	61



Question: Have you accessed the WIP (Workforce Initiative Searcher for Principals) tool?

Yes	66
No	186





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