Introduction
Welcome to Every Day Matters. This is a termly report that highlights attendance patterns in your school and provides actionable insights to improve student attendance.

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

This report provides a snapshot of how your school is performing, including an overview of the reasons for absence broken down by justified and unjustified reasons, insightful trends and next steps.

In April 2024, the Government announced a regular attendance target of 80 percent of students to be present for more than 90% of the term by 2030.

NOTE: In some cases, results have been rounded to the nearest percentage point to simplify the presentation of results. As a result, some totals may not add up to 100%.

Term 3 Summary

How many students regularly attended school this term?

Regular Attendance

8%

Compared to 40% in Term 3, 2025

Irregular Absence 42%

Compared to 24% in Term 3, 2025

Moderate Absence 23%

Compared to 32% in Term 3, 2025

Chronic Absence 27%

Compared to 4% in Term 3, 2025

What were the main reasons given for absence this term?

1. (M) Illness / Medical Absence 63%
2. (J) Explained and Approved 12%
3. (?) Unknown (Temporary) 10%
4. (E) Accepted (but unjustified) 10%
5. (T) Unexplained / Trivial 5%

How many students were on time to class?

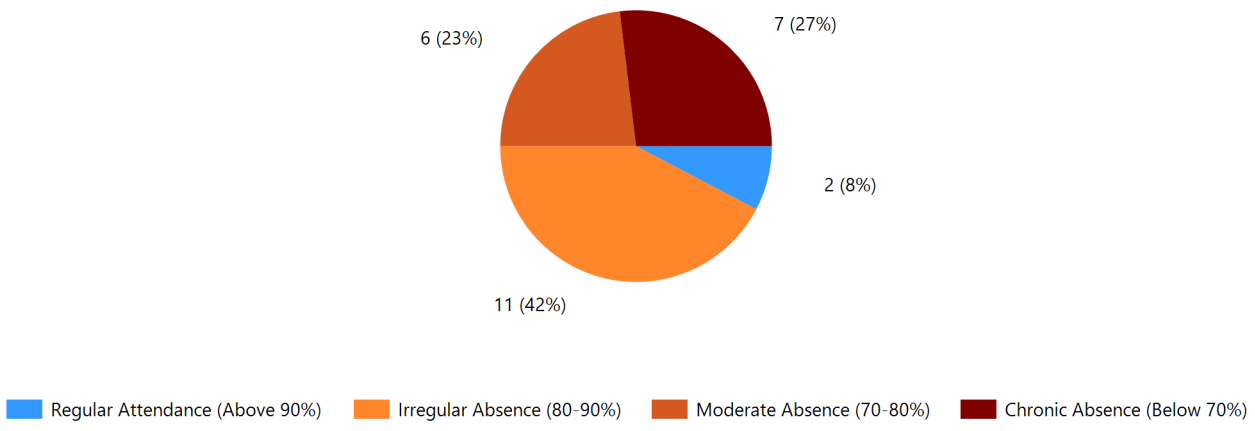
92% of students are arriving on-time regularly (i.e. over 90% of the time)

Which days and weeks had the highest and lowest attendance in Term 3, 2026?

	Highest		Lowest	
Day(s) of Week	Tuesday	80%	Friday	72%
Day(s) of the term	21/07/2026	100%	18/08/2026	39%
Week(s) of the term	Week 8, 07/09/2026	88%	Week 5, 17/08/2026	57%

Term 3 Detailed View

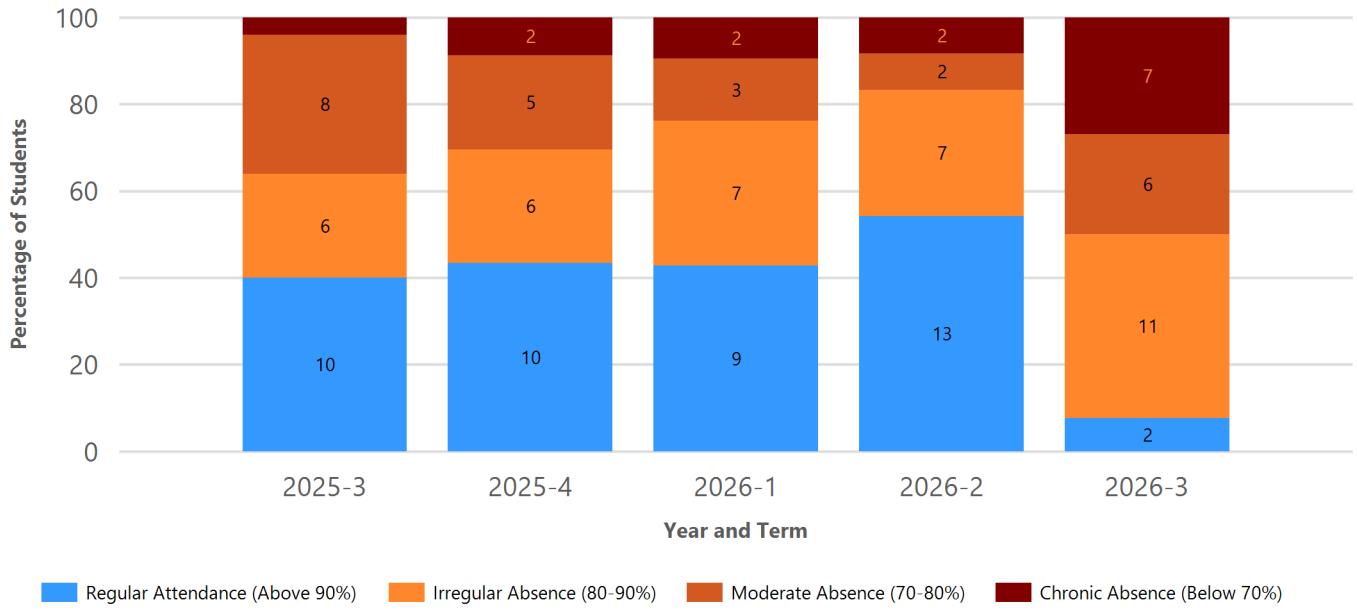
How many students are in each student attendance category?



In Term 3 of Year 2026, 2 of your students were attending school regularly, with 8% students at school above 90% of the time.

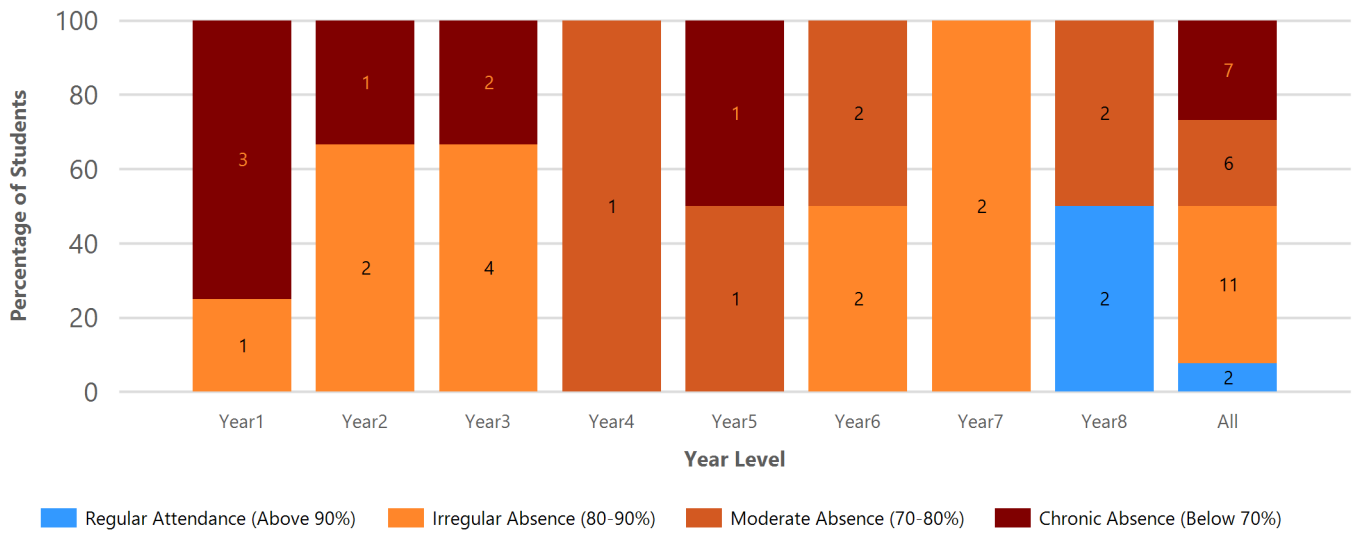
How have your student attendance categories changed over the last 5 terms?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



How are your student attendance categories distributed by year level?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.

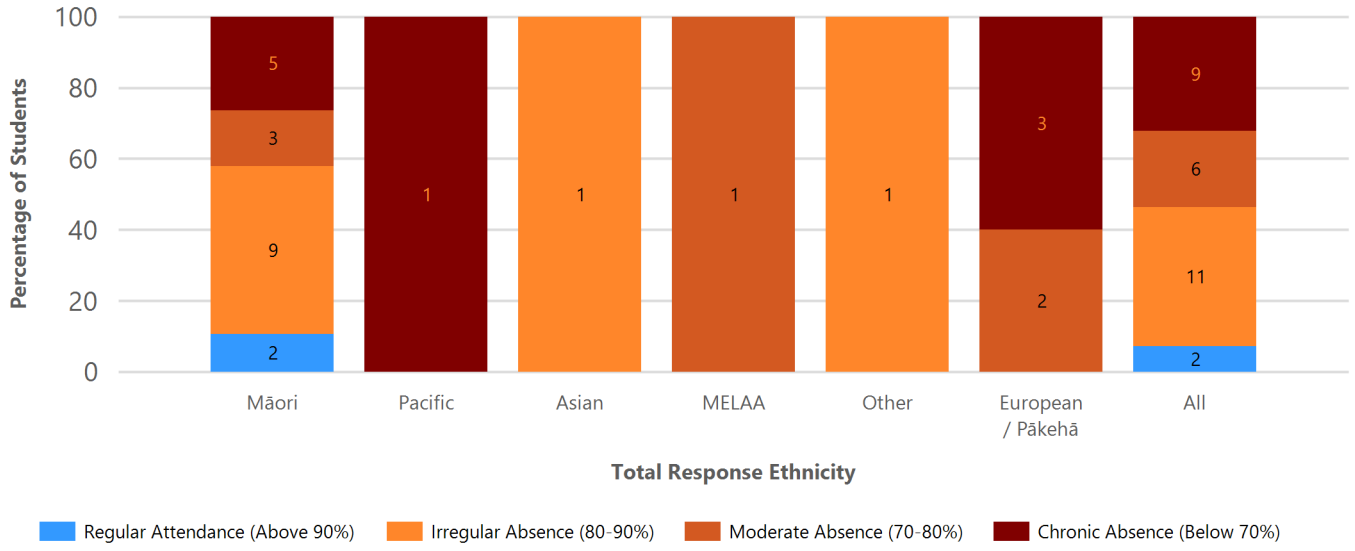


In Term 3 of Year 2026, Year 8 had the highest proportion of students attending regularly, with 50% of students at school above 90% of the time.
In Term 3 of Year 2026, Year 1 had the highest proportion of students with chronic absence, with 75% of students at school less than 70% of the time.

How are your student attendance categories distributed by ethnicity?

NOTE:

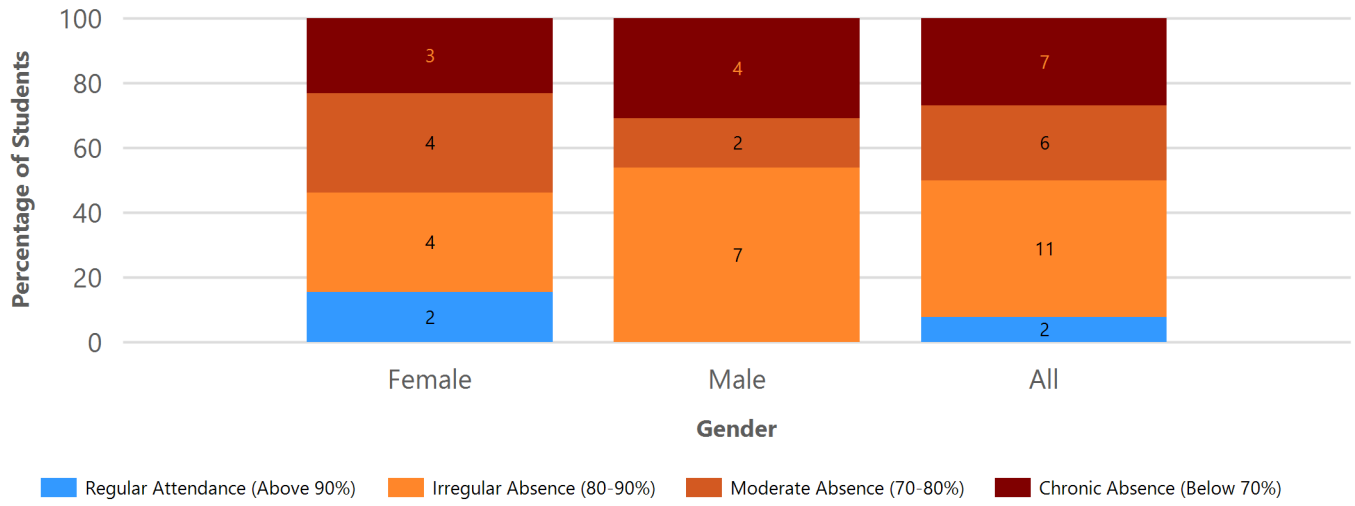
- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution



In Term 3 of Year 2026, Māori ethnic group had the highest proportion of students attending regularly, with 11% of students at school above 90% of the time.
In Term 3 of Year 2026, Pacific ethnic group had the highest proportion of students with chronic absence, with 100% of students at school less than 70% of the time.

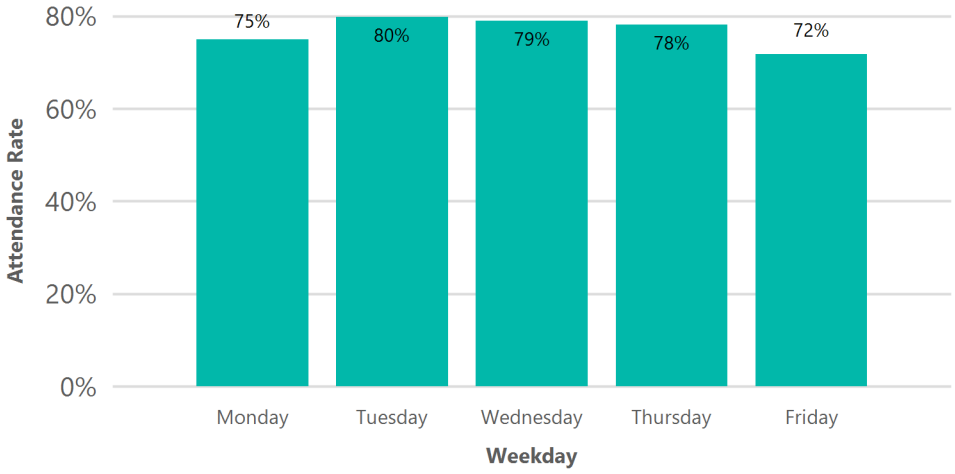
How are your student attendance categories distributed by gender?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.

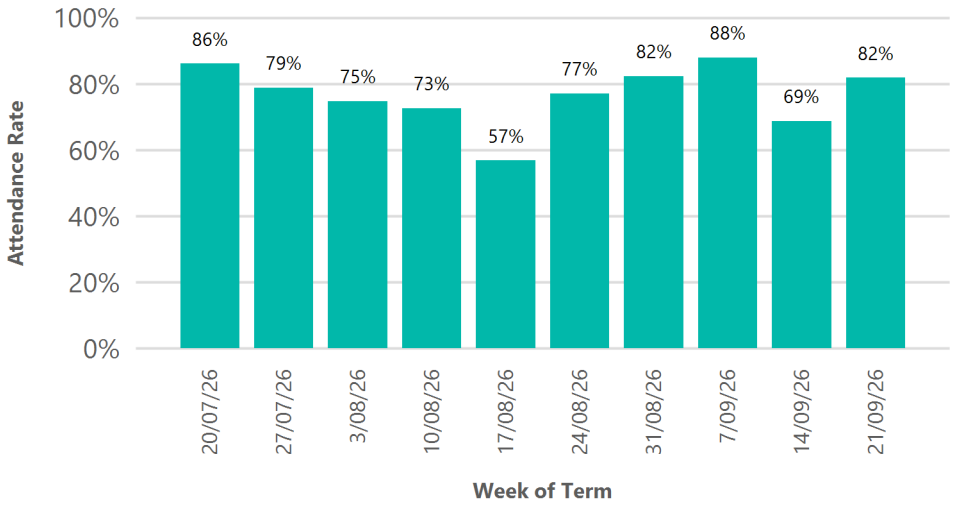


In Term 3 of Year 2026, Female students had the highest proportion of students attending regularly, with 15% of students at school above 90% of the time. In Term 3 of Year 2026, Male students had the highest proportion of students with chronic absence, with 31% of students at school less than 70% of the time.

What is your average attendance rate for each weekday?



What is your average attendance rate for each week?

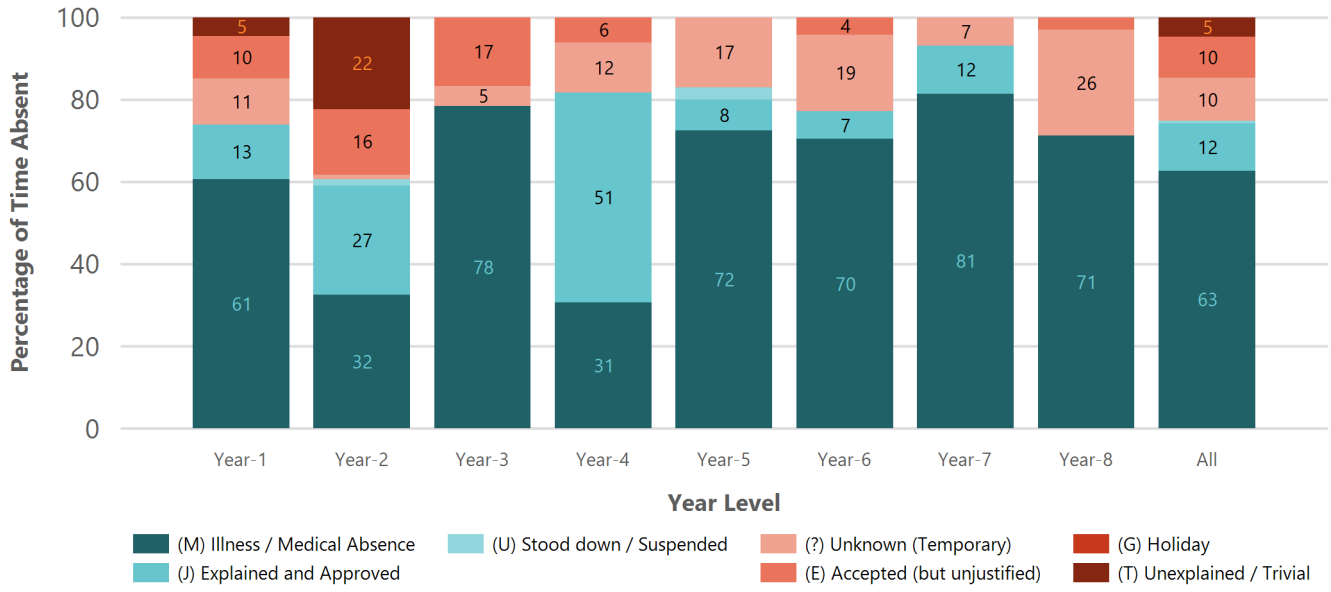


Absence

A '**Justified Absence**' is an absence defined within a school's policy as an acceptable reason for a student to be away from school.

An '**Unjustified Absence**' is recorded when a student is away from school and:
- There is no information or there is a throw-away excuse
- Explained but not within school policy, such as absence due to birthdays
- Absence due to holiday in term-time
- Extracurricular activities not organised by schools like sports, dance, music, or hobbies.

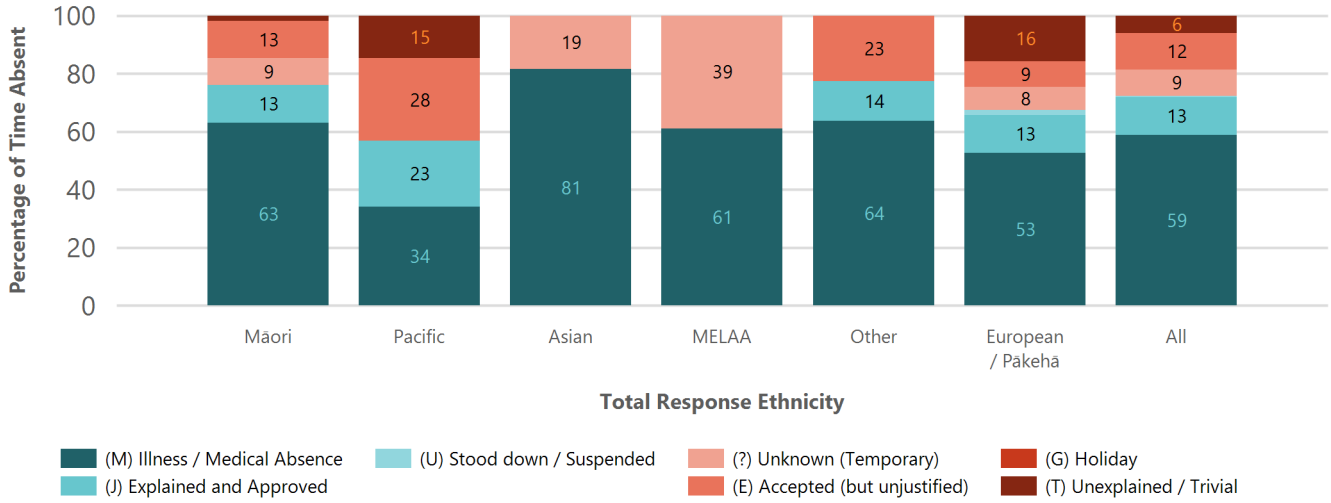
What differences are there between year levels in reasons given for absence?



Year 7 students had the highest proportion of justified absences, with 93% of their absences being for justified reasons.
Year 2 students had the highest proportion of unjustified absences, with 39% of their absences being for unjustified reasons.

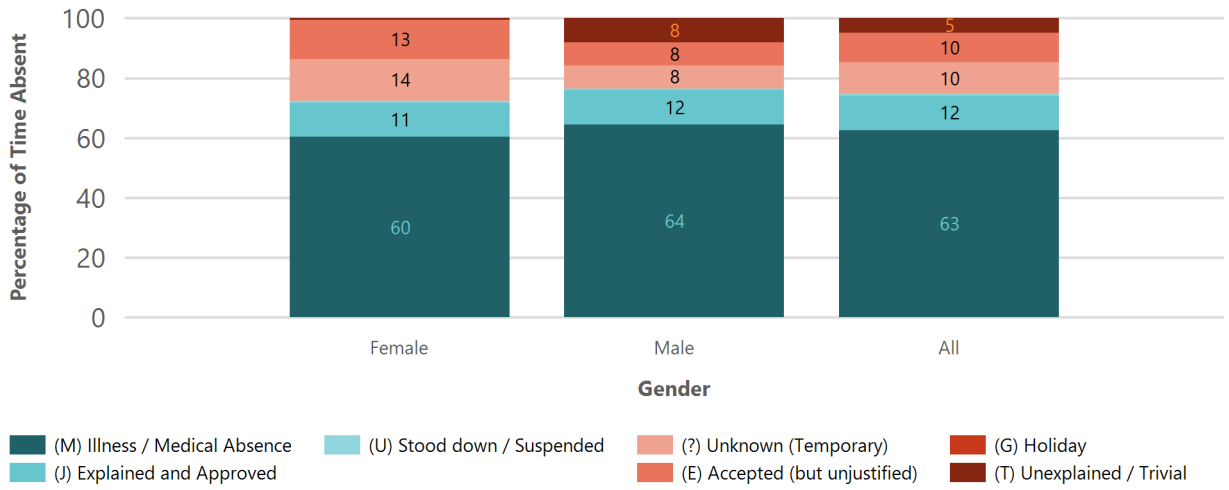
What differences are there between ethnic groups in reasons given for absence?

NOTE: Students who identify with more than one of these ethnic groups are counted in each.



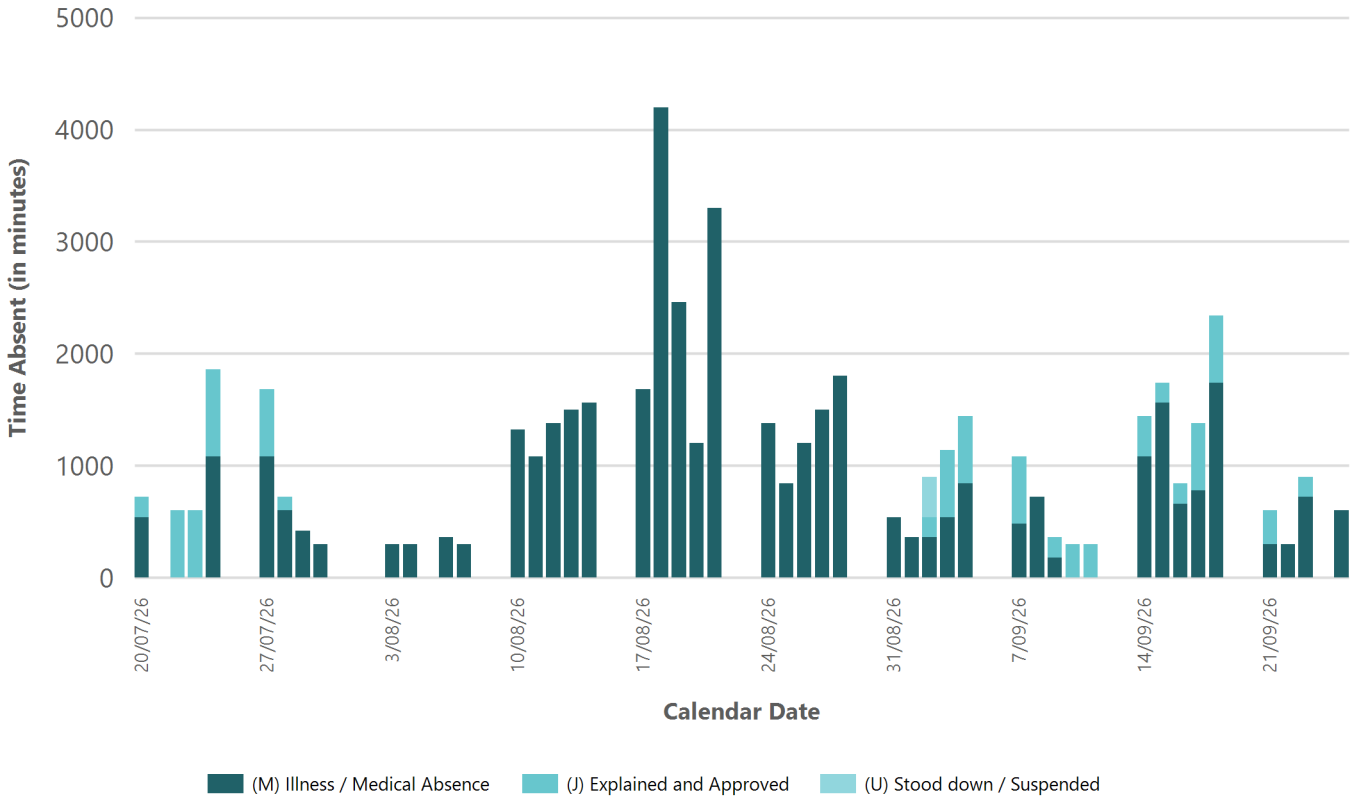
Asian students had the highest proportion of justified absences, with 81% of their absences being for justified reasons.
Pacific students had the highest proportion of unjustified absences, with 43% of their absences being for unjustified reasons.

What differences are there between genders in reasons given for absence?



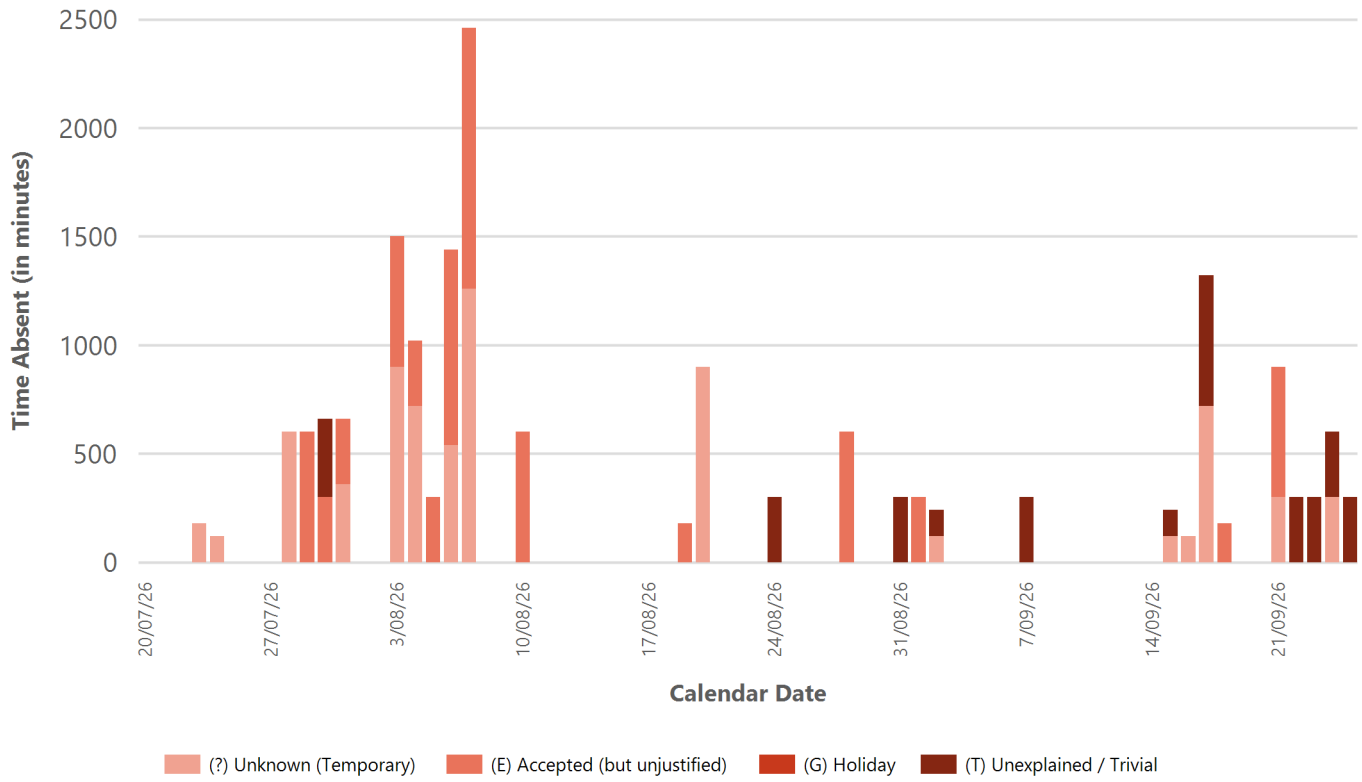
Male students had the highest proportion of justified absences, with 77% of their absences being for justified reasons.
Female students had the highest proportion of unjustified absences, with 28% of their absences being for unjustified reasons.

Which days and weeks had high Justified Absence?



In Term 3 of Year 2026, Justified absence was highest on the 18/08/2026.

Which days and weeks had high Unjustified Absence?

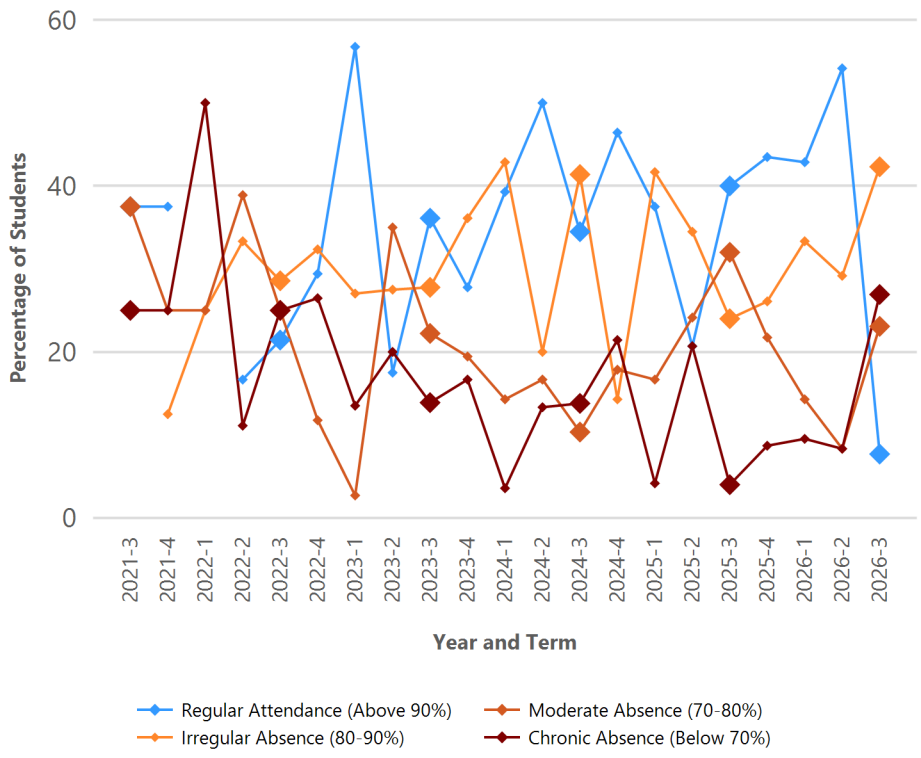


In Term 3 of Year 2026, Unjustified absence was highest on the 07/08/2026.

Trends

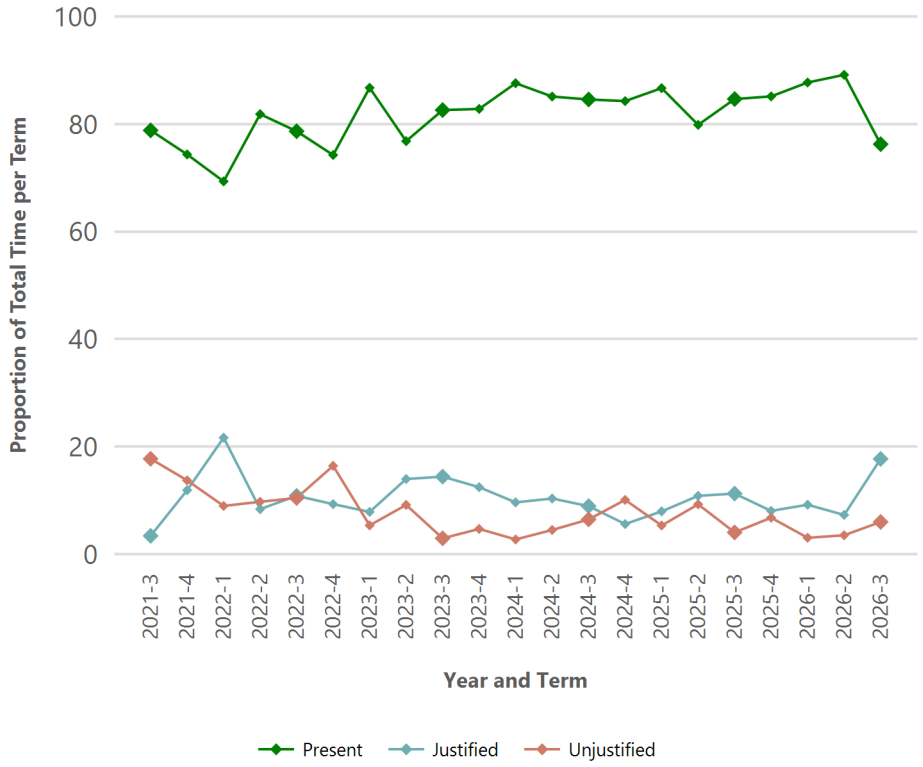
Because of seasonal changes from term to term its best to compare the same term over time. Compare Term 2 to Term 2.

How have your student attendance categories changed over time?



Year Term	Regular	Irregular	Moderate	Chronic
2021-3	38%		38%	25%
2021-4	38%	13%	25%	25%
2022-1		25%	25%	50%
2022-2	17%	33%	39%	11%
2022-3	21%	29%	25%	25%
2022-4	29%	32%	12%	26%
2023-1	57%	27%	3%	14%
2023-2	18%	28%	35%	20%
2023-3	36%	28%	22%	14%
2023-4	28%	36%	19%	17%
2024-1	39%	43%	14%	4%
2024-2	50%	20%	17%	13%
2024-3	34%	41%	10%	14%
2024-4	46%	14%	18%	21%
2025-1	38%	42%	17%	4%
2025-2	21%	34%	24%	21%
2025-3	40%	24%	32%	4%
2025-4	43%	26%	22%	9%
2026-1	43%	33%	14%	10%
2026-2	54%	29%	8%	8%
2026-3	8%	42%	23%	27%

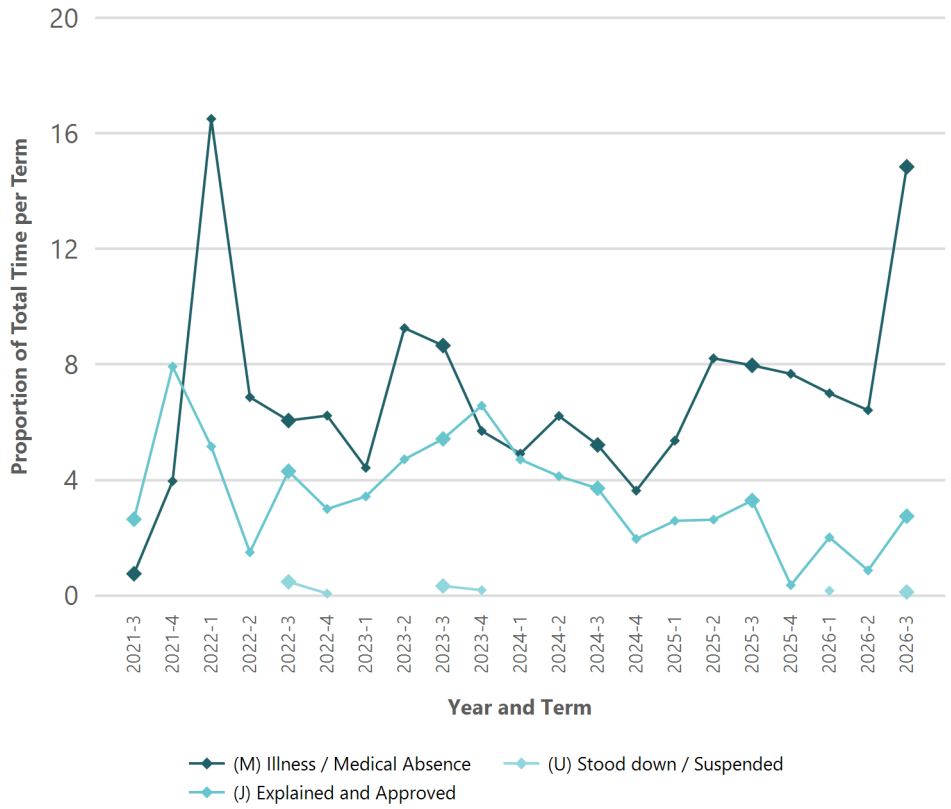
How has the percentage of student time Present, Justified absent and Unjustified absent for each term changed over time?



Year Term	Present	Justified	Unjustified
2021-3	79%	3%	18%
2021-4	74%	12%	14%
2022-1	69%	22%	9%
2022-2	82%	8%	10%
2022-3	79%	11%	10%
2022-4	74%	9%	16%
2023-1	87%	8%	5%
2023-2	77%	14%	9%
2023-3	83%	14%	3%
2023-4	83%	12%	5%
2024-1	88%	10%	3%
2024-2	85%	10%	4%
2024-3	85%	9%	6%
2024-4	84%	6%	10%
2025-1	87%	8%	5%
2025-2	80%	11%	9%
2025-3	85%	11%	4%
2025-4	85%	8%	7%
2026-1	88%	9%	3%
2026-2	89%	7%	4%
2026-3	76%	18%	6%

Term 2 of Year 2026 had the highest attendance rate. Term 1 of Year 2022 had the lowest attendance rate.

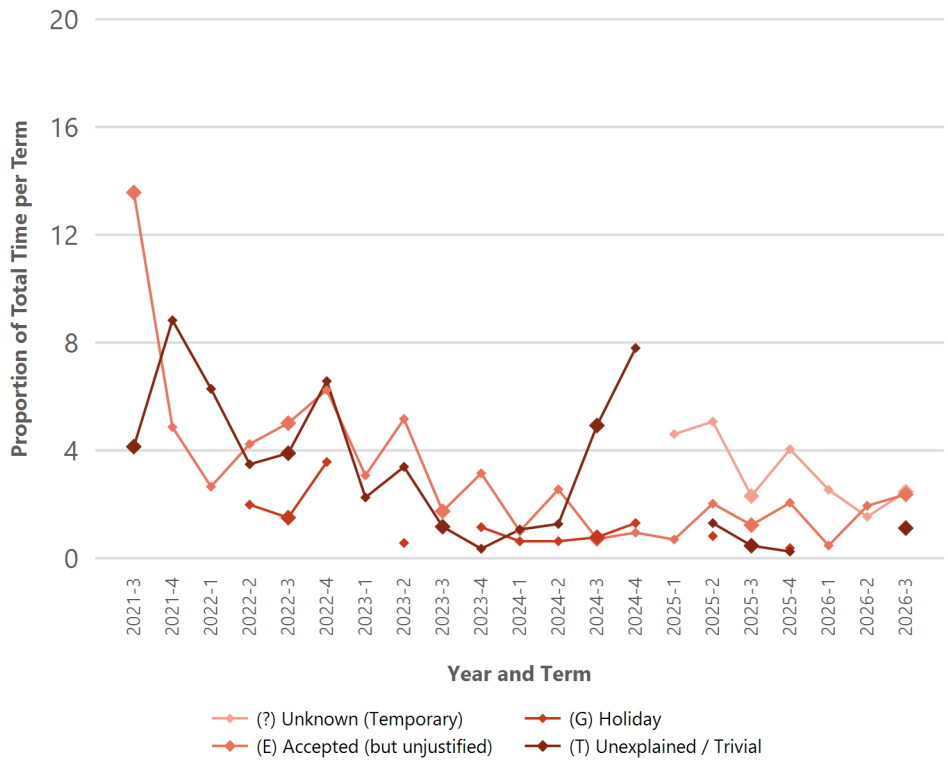
How has your use of justified absence codes changed over time?



Year Term	M	J	U
2021-3	0.75%	2.64%	
2021-4	3.96%	7.93%	
2022-1	16.51%	5.16%	
2022-2	6.87%	1.50%	
2022-3	6.06%	4.31%	0.48%
2022-4	6.23%	3.00%	0.07%
2023-1	4.42%	3.43%	
2023-2	9.26%	4.72%	
2023-3	8.66%	5.42%	0.33%
2023-4	5.70%	6.57%	0.19%
2024-1	4.91%	4.71%	
2024-2	6.22%	4.13%	
2024-3	5.22%	3.71%	
2024-4	3.63%	1.96%	
2025-1	5.36%	2.59%	
2025-2	8.21%	2.63%	
2025-3	7.97%	3.29%	
2025-4	7.68%	0.36%	
2026-1	7.00%	2.01%	0.17%
2026-2	6.42%	0.87%	
2026-3	14.85%	2.75%	0.12%

Term 1 of Year 2022 had the highest count of justified absence codes. Term 3 of Year 2021 had the lowest count of justified absence codes.

How has your use of unjustified absence codes changed over time?



Year Term	?	E	G	T
2021-3		13.58 %		4.15%
2021-4		4.88%		8.84%
2022-1		2.67%		6.30%
2022-2		4.25%	2.00%	3.50%
2022-3		5.02%	1.52%	3.91%
2022-4		6.25%	3.58%	6.58%
2023-1		3.08%		2.27%
2023-2		5.18%	0.58%	3.40%
2023-3		1.75%		1.18%
2023-4		3.16%	1.16%	0.36%
2024-1		1.01%	0.64%	1.08%
2024-2		2.56%	0.64%	1.28%
2024-3		0.73%	0.79%	4.94%
2024-4		0.96%	1.32%	7.81%
2025-1	4.62%	0.71%		
2025-2	5.08%	2.04%	0.83%	1.31%
2025-3	2.32%	1.24%		0.48%
2025-4	4.06%	2.07%	0.39%	0.26%
2026-1	2.55%	0.48%		
2026-2	1.55%	1.95%		
2026-3	2.48%	2.38%		1.13%

Term 3 of Year 2021 had the highest count of unjustified absence codes. Term 1 of Year 2024 had the lowest count of unjustified absence codes.

Next Steps

This report can be used to inform conversations with your staff and school board about student attendance and unjustified absences in your school. The four Student Attendance Categories and other insights provided in this report can be used to support targeted interventions and measure the effects of these activities.

You may wish to use the student-level data in your Student Management System (SMS) to identify the individual students in each Student Attendance Category. Seek further support from your SMS provider if you need guidance on how to do this.

Develop clear processes to identify and manage attendance including early identification and an escalation process.

You may wish to refer students to an attendance service provider for additional support to get them back to school. Attendance Service staff might visit a child at home to support them back to school. The Attendance Service also employs attendance officers who can work with your school and communities to identify and support students on the cusp of persistent absence (moderate and irregular).

Resources and Support

If you have any **questions about this report**, or need assistance, please get in touch:
• EveryDayMatters@education.govt.nz; or
• Your local Ministry office.

For guidance on applying attendance codes (and to obtain a copy of the Attendance Code Tree), please visit our Attendance Code resources page.

Key Messages

A connected school community that does everything to make sure students are attending, participating, and progressing in their education can play a pivotal role in raising attendance.

Set strong expectations around attendance with parents and caregivers, including emphasising the impacts of non-attendance and especially from unjustified absences and lateness.

The following key messages are designed to be shared with school staff, board members and the community:

1. Regular attendance at school helps build and maintain a child's learning and positive daily habits and routines, as well as promoting their wellbeing by connecting them to their peers and learning new things.
2. We want our ākonga to thrive and be resilient and active members within their whānau and community.
3. Attendance matters and we can all work together to increase school attendance.

The following Attendance presentation can be used when talking with parents and suggested content for school newsletters can be found here.