



# Back to class:

How are attitudes to  
attendance changing?

Technical Appendix



# Back to class: How are attitudes to attendance changing? – Technical Appendix

This technical appendix outlines ERO's approach to reviewing regular attendance, which looks at how attitudes to attendance have changed and what actions schools are taking to improve attendance. It sits alongside our report – *Back to class: How are attitudes to attendance changing?* – to explain the questions we asked, who we engaged with, how we gathered information, and the methods we used to analyse, synthesise, and validate our findings.

This technical appendix sets out the methodology used for ERO's review of regular attendance – *Back to class: How are attitudes to attendance changing?* The full report, summary, and good practice guide are free for download from ERO's Evidence and Insights website: [www.evidence.ero.govt.nz](http://www.evidence.ero.govt.nz)

This technical appendix is in four parts:

- Part 1: Technical notes – describes how we designed the review of regular attendance, the method we used, and the sample we achieved
- Part 2: Data collection tools – provides the three questionnaires used for our surveys of teachers and school leaders, students, and parents and whānau
- Part 3: Regression tables – details the regression models used in our report
- Part 4: Survey tables – these are in separate Excel workbooks and can be downloaded from ERO's Evidence and Insights website: [www.evidence.ero.govt.nz](http://www.evidence.ero.govt.nz)

## Part 1: Technical notes

Part 1 of the technical appendix includes detail on:

1. what we looked at
2. who and how we asked
3. how we analysed
4. how we synthesised
5. how we checked
6. limitations.

### 1. What we looked at

#### Purpose of the review

The Government has set a target that 80 percent of students will be attending regularly (present more than 90 percent of the term) by 2030. There is a programme of work – called the Attendance Action Plan – underway to help reach this goal. Schools also use a range of actions to support regular attendance.

The Education Review Office (ERO) was commissioned to undertake a national review to identify whether regular attendance and attitudes to attendance have changed and what school actions and supports make

a difference. This review focuses on English-medium state and state-integrated schools, and builds on ERO's previous research, including our 2022 study.<sup>1</sup>

## Review aims and questions

This review builds on previous research to understand how attendance and attitudes to attendance have changed, what is driving these changes, and what effective practices schools are using that make the biggest difference. We set out to answer four key questions:

- What has happened to attendance?
- What has happened to attitudes to attendance and why?
- What are schools doing that is making a difference?
- What are the challenges, and what supports do schools need?

## Tool development

Our fieldwork tools, including interview guides and surveys were informed by:

- a review of international and national research highlighting what works for attendance
- ERO's previous study of attendance and its findings
- interviews with experts.

Tools were tested internally for consistency and clarity, peer reviewed by a select group of experts, and then piloted with target participant groups, including with students, parents and whānau, teachers and school leaders.

## 2. Who and how we asked

To understand attitudes to attendance and the most effective actions to improve regular attendance, we were interested to hear from a broad range of people. This report draws on the voices of:

- teachers
- school leaders
- students
- parents and whānau.

We used a mixed methods approach to ensure both depth and breadth in our analysis. This allowed us to explore lived experiences, identify broader thematic patterns, and triangulate findings across diverse sources to strengthen the robustness of our conclusions. We drew on:

- a) New Zealand and international literature on attendance
- b) national attendance monitoring data
- c) surveys with students, parents and whānau, teachers and school leaders
- d) school case studies, including site visits
- e) interviews and focus groups with students, parents and whānau, teachers and school leaders.

### a) New Zealand and international literature

Our review drew on the New Zealand and international evidence, including our previous studies on attendance and other related topics, and the relevant literature, including sources shared by our key informants.

### b) National attendance monitoring data

We drew on published data on New Zealand's schools, including data on school characteristics and attendance rates. We also requested some additional unpublished data from the Ministry of Education (the Ministry), for example, to help us create ERO's categories for rural and urban schools and to estimate how many days each school was open for instruction in 2024.

We used the national attendance data to report on attendance trends over time and differences between groups of students and schools. We grouped schools as follows: primary schools include contributing, full primary, intermediate, and specialist schools; secondary schools include all secondary and composite schools. We also merged school level data with our survey data to understand and report on the role of school characteristics in relation to other responses, including parent and student attitudes to attendance.

### c) Surveys

We designed and administered three online surveys to understand attendance behaviours, attitudes to attendance, and what schools are doing to lift and maintain attendance. The three surveys were for:

- teachers and leaders
- students
- parents and whānau.

The surveys for teachers and leaders were largely the same except for a few questions tailored to their roles. The surveys for students and parents and whānau were also similar in design, with some tailored wording and additional questions specific to their experiences. Full surveys can be found in Part 2.

The surveys for teachers, leaders and students were administered online using SurveyMonkey. The parent and whānau survey was administered by a panel company. This survey was in the field from May to June 2025, Term 2 of the school year.

### Survey samples and data collection

#### School surveys

The scope of our school survey was all English medium schools. Māori medium Kura and non-mainstream schools (e.g., special schools, activity centres, teen parent units) were not included in this review. For teachers and leaders, we used census sampling. We emailed survey links to all English medium schools, asking for them to distribute the survey to all teachers and leaders within the school.

The student survey was targeted at Year groups between 4 and 13. Younger students were excluded. We used stratified cluster sampling and, as above, distributed survey links to all English medium schools meeting our inclusion criteria. We asked schools to administer the survey with two classes from a randomly allocated year group, ensuring balanced coverage across year levels. Recognising that small or area schools may not have two classes in one year group, we advised them to select any two classes instead. This approach enabled efficient data collection to support robust analysis using inferential statistical methods.

To ensure a good response rate, we worked with peak bodies to boost survey responses through newsletters, social media and other communications to meet our target response rates. We also sent

reminder emails to schools after one week, which is evidenced to improve response rates. We monitored responses to ensure representation from a wide range of schools. Under-represented school types were targeted with follow-up phone calls in the final week of the survey to encourage their participation.

### Parent surveys

For parents and whānau, we used a mixed sampling approach to help achieve a large and diverse sample. We used a panel company to ensure sufficient response rates were reached. The company distributed the survey to a random selection of panel members ensuring good representation was achieved. The survey link was then sent to schools for distribution to their parents and whānau. As above, we emailed all English medium schools and asked them to share the survey link with parents and whānau through their usual channels. We provided some text for schools to use to make the distribution as easy as possible.

### Survey sample characteristics

An overview of our achieved survey samples<sup>a</sup> are outlined below:

Survey respondents	Achieved sample	Number of schools represented
Teachers	1967	296
School leaders	890	549
Students	5,082	256
Parents	6,683	1,159

### Teacher survey sample

We received survey responses from 1,967 teachers. The key characteristics of the teachers who responded to our survey are outlined below:

Characteristics	Number	Percentage of the sample
<b>School type</b>		
Primary	764	39%
Secondary	1,096	56%
Not stated	107	5%
Total	<b>1,967</b>	<b>100%</b>
<b>Urban/Rural</b>		
Urban	1,698	86%
Rural	162	8%
Not stated	107	5%
Total	<b>1,967</b>	<b>100%</b>

<sup>a</sup> Percentage breakdowns may not appear to sum to 100 percent due to rounding (to zero decimal places).

Characteristics	Number	Percentage of the sample
<b>School Size</b>		
Small	208	11%
Medium	509	26%
Large	1,143	58%
Not stated	107	5%
Total	<b>1,967</b>	<b>100%</b>
<b>Socio-economic (EQI)</b>		
High socio-economic (fewer)	662	34%
Mid socio-economic (moderate)	898	46%
Low socio-economic (more)	300	15%
Not stated	107	5%
Total	<b>1,967</b>	<b>100%</b>
<b>Māori ethnicity</b>		
Māori	232	12%
non-Māori (and not stated)	1,735	88%
Total	<b>1,967</b>	<b>100%</b>
<b>Pacific ethnicity</b>		
Pacific	102	5%
Non-Pacific (and not stated)	1,865	95%
Total	<b>1,967</b>	<b>100%</b>
<b>New Zealand European ethnicity</b>		
New Zealand European	1,222	62%
Non-New Zealand European (and not stated)	745	38%
Total	<b>1,967</b>	<b>100%</b>

### School leader survey sample

We received survey responses from 890 school leaders. The profile of the school leaders who responded to our survey is set out below.

Characteristics	Number	Percentage of the sample
<b>School type</b>		
Primary	602	68%
Secondary	222	25%
Not stated	66	7%
Total	<b>890</b>	<b>100%</b>
<b>Urban/Rural</b>		
Urban	652	73%
Rural	172	19%
Not stated	66	7%
Total	<b>890</b>	<b>100%</b>
<b>School Size</b>		
Small	164	18%
Medium	303	34%
Large	357	40%
Not stated	66	7%
Total	<b>890</b>	<b>100%</b>
<b>Socio-economic (EQI)</b>		
High socio-economic (fewer)	256	29%
Mid socio-economic (moderate)	373	42%
Low socio-economic (more)	195	22%
Not stated	66	7%
Total	<b>890</b>	<b>100%</b>
<b>Māori ethnicity</b>		
Māori	141	16%
non-Māori (or not stated)	749	84%
Total	<b>890</b>	<b>100%</b>
<b>Pacific ethnicity</b>		
Pacific	<b>58</b>	7%
Non-Pacific (or not stated)	832	93%

Characteristics	Number	Percentage of the sample
Total	890	100%
<b>New Zealand European ethnicity</b>		
New Zealand European	613	69%
Non-New Zealand European (or not stated)	277	31%
Total	890	100%

### Student survey sample

We received survey responses from 5,082 Students. The profile of students who responded to our survey is set out below.

Characteristics	Number	Percentage of the sample
<b>School type</b>		
Primary	2,894	57%
Secondary	1,976	39%
Not stated	212	4%
Total	5,082	100%
<b>Urban/Rural</b>		
Urban	4,081	80%
Rural	789	16%
Not stated	212	4%
Total	5,082	100%
<b>School Size</b>		
Small	818	16%
Medium	1,946	38%
Large	2,106	41%
Not stated	212	4%
Total	5,082	100%
<b>Socio-economic (EQI)</b>		
High socio-economic (fewer)	2,395	47%
Mid socio-economic (moderate)	1,913	38%
Low socio-economic (more)	562	11%



Characteristics	Number	Percentage of the sample
Not stated	212	4%
Total	5,082	100%
<b>Māori ethnicity</b>		
Māori	849	17%
non-Māori (or not stated)	4,233	83%
Total	5,082	100%
<b>Pacific ethnicity</b>		
Pacific	423	8%
Non-Pacific (or not stated)	4,659	92%
Total	5,082	100%
<b>New Zealand European ethnicity</b>		
New Zealand European	2556	50%
Non-New Zealand European (or not stated)	2,526	50%
Total	5,082	100%

### Parents and whānau survey sample

We received survey responses from 6,683 parents and whānau. The profile of parents and whānau who responded to our survey is set out below.

Characteristics	Number	Percentage of the sample
<b>School type</b>		
Primary	2,858	43%
Secondary	3,750	56%
Not stated	75	1%
Total	6,683	100%
<b>Urban/Rural</b>		
Urban	6,075	91%
Rural	551	8%
Not stated	57	1%
Total	6,683	100%
<b>School Size</b>		

Characteristics	Number	Percentage of the sample
Small	641	10%
Medium	1,521	23%
Large	4,446	67%
Not stated	75	1%
Total	<b>6,683</b>	<b>100%</b>
<b>Socio-economic (EQI)</b>		
High socio-economic (fewer)	2,556	38%
Mid socio-economic (moderate)	3,180	48%
Low socio-economic (more)	790	12%
Not stated	157	2%
Total	<b>6,683</b>	<b>100%</b>
<b>Māori ethnicity</b>		
Māori	1,201	18%
non-Māori (or not stated)	5,482	82%
Total	<b>6,683</b>	<b>100%</b>
<b>Pacific ethnicity</b>		
Pacific	615	9%
Non-Pacific (or not stated)	6,068	91%
Total	<b>6,683</b>	<b>100%</b>
<b>New Zealand European ethnicity</b>		
New Zealand European	4,420	66%
Non-New Zealand European (or not stated)	2,263	34%
Total	<b>6683</b>	<b>100%</b>

#### d) School case studies

We used the case study method to gather deep insights about what is happening in schools and how the school environment and attendance actions are impacting students and their parents and whānau.

We used purposive sampling to identify 16 case study schools, including 10 out-performing schools and six under-performing schools. This approach of selecting outliers makes underlying dynamics and contrasting conditions more observable. We used administrative data to identify these outliers and to ensure a sample with a range of school characteristics and contexts. Our selection process involved the following steps:

- Identified schools that are ‘bucking the trend’ (or outliers) based on a correlational trend between school attendance rates and school EQI. We repeated this step separately for primary, intermediate, secondary, and area schools to take account of variations in attendance rates by year level.
- We then identified schools that had seen observable shifts in attendance in recent years. This would make it easier to investigate the reasons for the shifts. For example, school staff may have initiated the shift and/or have observed contributing factors.
- We then selected schools with a range of characteristics including a mix of primary, intermediate, secondary, and area schools; schools in low, moderate, and high socio-economic communities; different sized schools; urban and rural schools; high Māori roll; and schools in a range of geographies across the North and South Islands.
- We finalised the selection through consultation with a range of experts, including ERO specialists in reviewing school practice, to identify any known reasons for them being outliers and any issues that might preclude them from our research.

Our case study method involved a deep dive into available data on each school, including published sources and ERO’s own information. This helped us tailor our fieldwork tools – for example, by developing context-specific questions. We then visited each school to conduct interviews and focus groups with school leaders, teachers, students, and, at some schools, parents and whānau.

### e) Interviews and focus groups

We conducted interviews and focus groups with a range of participants, including school leaders, teachers, students, during our site visits to the case study schools. We spoke to some parents and whānau members at the site visits and others during online focus groups. We also interviewed key informants.

All interviews were conducted by two trained researchers. They were semi-structured and typically 45 to 60 minutes long. Researchers made notes during the interviews, which were also recorded and transcribed for the purpose of analysis.

#### Key informant interviews

We conducted key informant interviews between February and April 2025 to inform our approach and the design of our data collection tools. Participants were selected for their subject matter expertise in attendance and school initiatives. They included Ministry of Education staff, school principals who contributed to our previous attendance work, and NZSBA board chairs from across the country. We also spoke with academics and international partners, including colleagues from the UK’s Department for Education and the Education Endowment Foundation. In total, we interviewed 30 key informants.

#### Interviews at case study schools

We conducted site visits to case study schools in March 2025. These visits were between half to a full day. School leaders helped with the arrangements to interview teachers, leaders, students, and parents and whānau. These interviews were mostly conducted in small groups. Some participants were interviewed individually. In total, we spoke to 43 teachers, 42 leaders, and 134 students. We also spoke to 30 parents and whānau members across our school site visits. Our achieved samples and sample sizes were sufficient to gain a variety of perspectives and experiences.

#### Online focus groups with parents and whānau

Six additional online focus groups with parents and whānau were arranged through an external contractor. On our behalf, they selected participants representing a range of secondary and primary parents and

whānau with different ethnicities, and genders across New Zealand. We also purposively selected parents of children with high and low attendance rates to understand the drivers for these different experiences. In total, we spoke to 29 participants across six online focus groups, grouped in the following way:

- secondary parents of students with low attendance
- secondary parents of students with high attendance
- secondary parents of Māori ethnicity
- primary parents of students with low attendance
- primary parents of students with higher attendance
- primary parents of Māori ethnicity.

The table below outlines the number of interviews and participants informing this review.

Interview respondents		Number of interviews/focus groups	Number of Participants
Students	Total	30	134
	Primary	16	62
	Secondary	14	72
Teachers	Total	13	43
	Primary	7	23
	Secondary	6	20
School Leaders	Total	17	42
	Primary	9	20
	Secondary	8	22
Parents/whānau	Total	20	59
	Primary	11	34
	Secondary	9	25
Key Informants		10	30
Total		90	308

## Ethics

### Informed consent

All participants were provided with information about purpose of the review, the voluntary nature of the research, and how their data would be used. As part of the informed consent process, ahead of arranging the interviews, participants were sent information sheets and consent forms detailing that:

- participation was voluntary and they could choose which questions to answer

- they would not be identified in the report, and neither would their school
- their words may be included in the final report, but no other identifying details would be included
- permission to use their data could be withdrawn up to two weeks after the interview or focus group
- their information would be treated confidentially and kept securely until destroyed subject to the provisions of the Official Information Act 1982, Privacy Act 1993, and the Public Records Act 2005.

At the start of interviews, researchers checked again that all participants understood the voluntary and confidential nature of the research and were happy for the interview to be recorded for analysis purposes.

Before completing surveys, participants were similarly provided with information about the project and how their responses would be stored and represented in the report. Participants consented to the survey by continuing onto the questionnaire.

### Data storage

Data collected from interviews, surveys, and administrative data was stored digitally and securely. Access was limited to the research team throughout the project and until the data is deleted.

## 3. How we analysed

This section details how we approached the analysis of our data, including

- a) quantitative
- b) qualitative data.

### a) Quantitative data analysis

Before analysis, we organised the survey data into Microsoft Excel spreadsheets. We then cleaned the data in each of the surveys. This involved removing errors and assessing and making decisions about missing data, invalid responses, and “don’t know” responses.

After checking and cleaning the survey responses, we uploaded the datasets to STATA as our main software for analysis. We then linked the survey data to school administrative data and created derived variables, including transforming some of the Likert scale responses into binary variables (e.g. combining "strongly agree" and "agree" into an "agree" category, and "disagree" and "strongly disagree" into a "disagree" category).

With our cleaned and expanded dataset, we progressed to analysis, which involved three key stages:

- descriptive statistics to report on the distribution of survey responses and changes across time
- inferential statistics to test for group differences
- regression analysis to examine key drivers of attendance and attitudes to attendance.

### Descriptive statistics

We conducted descriptive analysis to summarise key patterns in the survey data. This included generating frequency tables with percentages to show the distribution of responses across variables. These summaries provided a foundational understanding of respondent characteristics and overall trends before deeper analysis. We have reported the results of the descriptive analysis as follows:

- Changes across time compare proportions in 2022 to 2025 for repeat survey questions.

- Numbers and percentages are rounded to the nearest whole number, except where rounding errors lead to incorrect totals. In these instances, the numbers are rounded to minimise rounding error.
- All results are unweighted.

### Inferential statistics

We applied inferential statistical tests to explore group differences and associations within the survey data. These methods assess whether observed patterns are likely to reflect true differences in the population, rather than occurring by chance. We primarily used Kruskal–Wallis tests for comparing ordinal responses (such as Likert-type scale response options) across multiple groups, and chi-squared tests to examine relationships between categorical variables.

We explored differences between both school-level characteristics (such as Equity Index group, rurality, and school type - primary vs secondary) and person-level characteristics (such as ethnicity and gender) with key outcome variables. All statistical tests were two-tailed, and results were considered statistically significant where  $p \leq 0.05$ . Only statistically significant results are reported.

#### Definitions

##### School type

Our definitions of primary and secondary schools draw on the Ministry of Education's categories, which have been combined to create these two over-arching types:

- primary schools include contributing, full primary and intermediate schools
- secondary schools include all secondary and composite schools.

##### Socio-economic level

Socio-economic level is defined by the Ministry's Equity Index (EQI). The EQI replaces the former decile system and incorporates multiple factors such as parental education and income to provide a more nuanced measure of disadvantage.

- schools in high socio-economic communities are the schools with fewer barriers (EQI)
- schools in moderate socio-economic communities are the schools with moderate barriers (EQI)
- schools in low socio-economic communities are the schools with more barriers (EQI).

##### Urban-rural

Our definitions of urban and rural schools draw on the Ministry's categories, which have been combined to create these two over-arching types:

- urban schools include large urban area, major urban area, medium urban area, and small urban area.
- rural schools include rural settlement and rural other.

### Regression analysis

We conducted logistic regression analyses using student and parent survey data to understand how school actions influence attendance and attitudes toward attendance. Logistic regression is a statistical method used to model the relationship between a set of predictor variables and a binary outcome—such as attending regularly or not or holding positive versus negative attitudes.

Our regression models were theory-driven, built around factors identified during the design phase as conceptually relevant to attendance outcomes. We included school actions and other variables expected to influence attendance, based on prior research and our theoretical framework. School-level characteristics were also incorporated to account for contextual differences and help isolate the effects of the key factors under investigation. This modelling approach allowed us to estimate the likelihood of specific outcomes while controlling for potential confounding influences.

As part of preparing variables for regression modelling, we transformed selected survey responses into binary or broader conceptual categories to improve model stability and interpretability. This process included excluding “don’t know” responses from outcome variables, as they do not reflect a clear position and can introduce noise into binary classifications. Recoding decisions were based on conceptual similarity between response options, their distribution across the sample, and the analytical focus of the models. Results are presented as odds ratios, with statistical significance indicated as follows:  $p < 0.1 = *$ ,  $p < 0.05 = **$ ,  $p < 0.01 = ***$ . All results were rounded to two decimal places for reporting.

### ***For student models***

To control for school level context, we included the following variables derived from school level administrative data:

- Rurality: Urban / Rural
- School type: Primary / Secondary
- Equity Index (EQI) band: Fewer / Moderate / More
- School size: Very small and small / Medium / Large and Very large

To control for student level characteristics, we included the following demographic information:

- Gender
- Ethnicity
  - New Zealand European / Non-New Zealand European
  - Māori / non-Māori
  - Pacific / non-Pacific

Specifically, we tested whether selected school actions influenced the four outcomes:

1. Self-reported attendance rates
2. How important students think daily attendance is
3. How important students think school is for their future
4. Improvements in attitudes towards daily attendance in the last year

### ***For parent and whānau models***

To control for school level context, we included the following variables derived from school level administrative data:

- Rurality: Urban / Rural
- Equity Index (EQI) band: Fewer / Moderate / More
- School size: Very small and Small / Medium / Large and Very large.

To control for student level characteristics, we included the following demographic information:

- Gender
- Ethnicity
  - New Zealand European/ Non-New Zealand European

- Māori / non-Māori
- Pacific / non-Pacific.

Specifically, we tested whether selected school actions influenced the four outcomes:

1. Self-reported attendance rates for their child
2. How important parents think daily attendance is
3. How important parents think school is for their child's future
4. Improvements in attitudes towards daily attendance in the last year.

The following explains the models in detail. The regression output tables can be found in Part 2.

### Regression model 1: Student attendance

#### **Outcome variable:**

The outcome variable of interest for this model was students reporting they are regular attenders (*missed less than 5 days in the last term*).

→ Model 1 shows the impact of school actions on student attendance.

#### **Predictor variables:**

Predictor variables in the model included school attendance actions and attitudes to attendance:

- Schools have clear expectations about attendance
- Schools contact their parents any day they don't turn up to school and they don't know why
- Schools provide support to help them attend school (such as uniform, transport, and meals)
- Schools use consequences for poor attendance, such as detentions, missing school trips and events
- School use rewards for good attendance, such as team points, certificates and prizes
- Schools provide opportunities for roles and responsibilities that students need to be at school to do (e.g. prefect, road patrol)
- Students feel they belong at school
- Student views on the importance of daily attendance
- Student views on the importance of school for their future.

### Regression model 2a and 2b and 2c: Student attitudes to attendance

#### **Outcome variable:**

The outcome variable of interest for the second set of models was students' attitudes towards attendance. The structure and coding of the predictor variables were the same across models for comparable results.

→ Model 2a shows the impact of school actions on how important students find daily attendance

→ Model 2b shows the impact of school actions on how important students think school is for the future

→ Model 2c show the impact of school actions on students reporting improvements in attitudes towards daily attendance in the last year.

#### **Predictor variables:**

Predictor variables in the models covered school actions:

- Schools have clear expectations about attendance
- Schools contact their parents any day I don't turn up to school and they don't know why



- Schools provide support to help them attend school (such as uniform, transport, and meals)
- Schools use consequences for poor attendance, such as detentions, missing school trips and events
- Schools use rewards for good attendance, such as team points, certificates and prizes
- Schools provide opportunities for roles and responsibilities that students need to be at school to do (e.g. prefect, road patrol)
- Students feel they belong at school.

### Regression model 3: Parents reporting on child's attendance

#### **Outcome variable:**

The outcome variable of interest for this model was parents and whānau reporting their child is a regular attender (*missed less than 5 days in the last term*).

→ Model 3 shows the impact of school actions on student attendance from parents' perspective.

#### **Predictor variables:**

Predictor variables in the model covered school attendance actions and attitudes to attendance:

- Schools have clear expectations about attendance
- Schools contact parents on the day if their child is absent and they don't know why
- Schools keep parents informed about their child's attendance patterns
- Schools provide practical support to help their child to attend school (such as uniform, transport, and meals)
- Schools use consequences for poor attendance, such as detentions, missing school trips and events
- Schools use rewards for good attendance, such as team points, certificates and prizes
- Parent views on the importance of daily attendance
- Parent views on the importance of school for their child's future
- Parents' comfort with their child missing a week or more of school.

### Regression model 4a, 4b and 4c: Parent attitudes to attendance

#### **Outcome variable:**

The outcome variable of interest for the second set of models was parents' attitudes towards attendance. The structure and coding of the predictor variables were the same across models for comparable results.

→ Model 4a shows the impact of school actions on how important parents find daily attendance

→ Model 4b shows the impact of school actions on how important parents think school is for their child's future

→ Model 4c show the impact of school actions on parents reporting improvements in their attitudes towards daily attendance in the last year.

#### **Predictor variables:**

Predictor variables in the models covered school actions:

- Schools have clear expectations about attendance
- Schools contact parents on the day if their child is absent and they don't know why
- Schools keep parents informed about their child's attendance patterns
- Schools provide practical support to help their child to attend school (such as uniform, transport, and meals)
- Schools use consequences for poor attendance, such as detentions, missing school trips and events

- Schools use rewards for good attendance, such as team points, certificates and prizes.

## b) Qualitative data

Qualitative data in our review included:

- interview data, including field notes and transcripts
- open-ended survey questions.

### Interview data

Qualitative data was analysed deductively and inductively using the framework method.<sup>2</sup> The framework method is a structured approach to qualitative analysis that is well-suited to research with clear research objectives. The method is valued for its transparency, auditability, and is widely used internationally for applied research. It involves the following five steps:

- **Familiarisation** – we began by organising our interview notes according to deductive themes, which were derived from our literature review and key informant interviews. We then familiarised ourselves with the full dataset to identify inductive (emergent) themes. These themes were discussed and agreed upon collaboratively by the team to ensure a shared understanding and consistency in interpretation.
- **Framework development** - Using the agreed themes, we developed an analytical framework in Microsoft Excel. The framework included columns for each theme, as well as key participant and school characteristics relevant to the analysis. This structure allowed us to systematically capture and compare data across cases.
- **Indexing** – we applied both deductive and inductive themes to the full dataset, coding the data accordingly. As we progressed, we refined the thematic framework to reflect nuances in the data, adjusting theme definitions and adding new sub-themes where necessary.
- **Charting** – we charted the data by summarising each interview or focus group under the relevant themes within the framework. This involved entering participant characteristics and concise thematic summaries into the Excel matrix, enabling cross-case comparison and thematic synthesis.
- **Mapping and interpreting the data** – we used the completed framework to explore patterns, similarities, and differences across participant groups and themes. This facilitated the development of rich thematic summaries and detailed case studies for reporting.

### Open-ended survey questions

To analyse open-ended survey questions, we downloaded the responses with their unique identifiers from the survey and thematically coded them. We allowed up to two themes to be allocated per response. Based on this thematic coding, we developed summary reports for each of the open-ended questions, noting the frequency, the variation within each theme, and identifying illustrative examples and quotes.

## 4. How we synthesised

We used both quantitative and qualitative data to build a fuller picture of the issues we were exploring. The surveys gave us breadth, showing how common certain experiences or views were across groups. The case studies, interviews and focus groups gave us depth, helping us understand the reasons behind those patterns and bringing people's voices into the findings.

We used a process of synthesis to bring these data sources together. Insights from interviews were included in the survey questions and checked against survey data to see how widespread they were. We

also used regression analysis to identify predictive relationships in the survey data which we had explored in the qualitative data to assess how they played out in real-life contexts.

Alongside synthesis, we used triangulation to test and strengthen our findings. This involved cross-checking to assess whether the same conclusions held across different data sources, and where they didn't, it prompted deeper investigation. This added confidence to our findings and helped ensure they were grounded in multiple perspectives.

All quotes used in the report come from interviews, focus groups, or open-ended survey responses, and were selected to illustrate key themes.

## 5. How we checked

The data in this report was subjected to a rigorous internal review process for both quantitative and qualitative data and was carried out at multiple stages across the evaluation process.

The research team held workshops to discuss the survey data and the interview results, looking for patterns across the different types of data, looking for outliers that can support causal explanations, and to identify any gaps in our understanding that required additional investigation. This team approach to analysis and interpretation of the data ensures consistency and transparency, and overall rigour.

Following analysis of the data from the surveys and interviews, sense-making discussions were conducted to test interpretation of the results, findings, and areas for action with:

- ERO specialists in reviewing school practice
- key individuals and organisations in the sector
- Ministry of Education experts
- the project's Expert Advisory Group and Steering Group.

We then tested and refined the findings and recommendations with the Ministry to ensure they were useful and practical. We also had the full draft report peer reviewed by range of experts, including:

- members of the project Steering Group
- additional Ministry experts
- international partners
- academic subject matter experts.

## 6. Limitations

As with all research, there are some limitations to our scope and methodology.

In terms of scope:

- The review focused on actions that support regular attendance, which may not be effective for addressing chronic non-attendance. Chronic non-attendance has been the focus of previous ERO reports.<sup>3</sup>
- Our review focused on what schools can do to support regular attendance. As a result, it includes limited commentary on personal factors, the home environment beyond parental attitudes, and broader social influences. These factors are known to significantly affect attendance and are well documented elsewhere, including in ERO's previous reports. To ensure clarity of scope, we concentrated on school-led initiatives while acknowledging that attendance is shaped by a wider set of influences.

In terms of the data:

- We used Ministry of Education attendance data to estimate how many days each school was 'open for instruction'—meaning open for all students to attend.<sup>4</sup> To improve accuracy, we only counted days when all year groups were recorded as attending, helping to account for staggered starts. However, data quality varies depending on how schools record partial closures (e.g. study leave or parent-teacher interviews). To mitigate this, we report only findings we're confident in and that triangulate with other data sources. As well, all analysis has been reviewed by Ministry technical experts.
- Participation in the school surveys was voluntary, which may have introduced non-response bias. To reduce this risk, we distributed the survey to all schools, kept it open for an extended period, and sent reminders to encourage responses. We also monitored key characteristics to support representativeness. As a result, our samples broadly reflect national profiles for teachers, school leaders, students, and parents and whānau. Where sub-groups (e.g. socio-economic/EQI levels, ethnic group) were under-represented, sample sizes were large enough for robust statistical comparisons.
- Schools were invited to participate as case studies, with their involvement being voluntary. This reliance on schools having the time and capacity to engage may have introduced bias into our sample. To mitigate this, the research team adopted a flexible approach to site visits and interviews, ensuring inclusivity and alignment with the requirements of our purposive sampling strategy.
- For our site visits, we relied on school leadership to coordinate interviews with teachers, students, and parents and whānau, which may have introduced selection bias. To mitigate this, we ensured interviews were conducted without leadership present, confirmed informed consent, and provided clear reassurances of confidentiality.

## Part 2: Data collection tools

Part 2 presents surveys used for our review, including the:

- a) teacher and leader survey
- b) student survey
- c) parent and whānau survey.

### a) Teacher and leader survey

**1. What region is your school in? (Please tick one)**

- Bay of Plenty
- Wairariki Canterbury
- Chatham Islands Hawke's Bay
- Tairāwhiti Nelson
- Marlborough
- West Coast Otago
- Southland Tai Tokerau Taranaki
- Whanganui
- Manawatū
- Auckland
- Waikato
- Wellington

**2. What is your main role at the school? (Please tick one)**

- Principal
- Deputy Principal
- Assistant Principal
- Other senior leadership role
- Dean (or similar role)
- Head of Department
- Classroom teacher

**3. How long have you been at your school? (Please tick one)**

- Less than one year
- More than one year

**4. At your school, how important do students think it is to attend school every day? (Please tick one)**

- Very important
- Important

- Somewhat important
- Not that important
- Not at all important
- I don't know

**5. Across your school community, how important do parents think it is for their children to attend school every day? (Please tick one)**

- Very important
- Important
- Somewhat important
- Not that important
- Not at all important
- I don't know

**6. Compared to a year ago, do you think student views about the importance of attending school every day have changed? (Please tick one)**

- Students think attending school every day is more important now
- No real difference
- Students think attending school every day is less important now
- I don't know

**7. Compared to a year ago, do you think parent views about the importance of attending school every day have changed? (Please tick one)**

- Parents think attending school every day is more important now
- No real difference
- Parents think attending school every day is less important now
- I don't know

**8. To what extent is your school using the following practices to improve regular attendance? (Please tick one answer for each row)**

	Not at all	To a small extent	To a moderate extent	To a great extent	I don't know
Analysing attendance data to identify concerning patterns for individuals or groups of students					
Keeping parents informed about their child's attendance patterns					
Setting clear expectations about attendance with <u>students</u>					

Setting clear expectations about attendance with <u>parents</u>					
Using consequences for poor attendance, such as detentions, missing school trips and events					
Using rewards for good attendance, such as team points, certificates and prizes					
Providing practical support to help students (or parents) to attend school (such as uniform, transport, and meals)					

**9. Compared to a year ago, is the school using these practices to improve regular attendance more or less? (Please tick one answer for each row)**

	Less	No change	More	I don't know
Analysing attendance data to identify concerning patterns for individuals or groups of students				
Keeping parents informed about their child's attendance patterns				
Setting clear expectations about attendance with <u>students</u>				
Setting clear expectations about attendance with <u>parents</u>				
Using consequences for poor attendance, such as detentions, missing school trips and events				
Using rewards for good attendance, such as team points, certificates and prizes				
Providing practical support to help students (or parents) to attend school (such as uniform, transport, and meals)				

**10. Which of these practices has been the most effective at keeping regular attendance up at your school? (please select one)**

- Analysing attendance data to identify concerning patterns for individuals or groups of students
- Keeping parents informed about their child's attendance patterns
- Setting clear expectations about attendance with students
- Setting clear expectations about attendance with parents

- Using consequences for poor attendance, such as detentions, missing school trips and events
- Using rewards for good attendance, such as team points, certificates and prizes
- Providing practical support to help students (or parents) to attend school (such as uniform, transport, and meals)

**11. To what extent does the leadership team support staff to improve regular attendance at your school? (Please tick one)**

- Not at all
- To a small extent
- To a moderate extent
- To a great extent
- I don't know

**12. Overall, how consistently are staff using the school practices for improving regular attendance? (Please tick one)**

- Very consistently
- Somewhat consistently
- Neutral
- Somewhat inconsistently
- Very inconsistently
- My school has no practices for improving regular attendance

**13. Overall, how effective are your current school practices for improving regular attendance? (Please tick one)**

- Very effective
- Somewhat effective
- Neutral
- Somewhat ineffective
- Very ineffective
- My school has no practices for improving regular attendance

**14. What are the main challenges for regular attendance at your school? (Please tick as many as apply)**

- Whānau/family holidays
- Students attending whānau/family/cultural or special event such as a funeral, tangihanga, wedding
- Students participating in an out-of-school event e.g. sports, cultural
- Students working a paid job (to earn money) during school hours
- Students avoiding school due to being bullied
- Students and their whānau/families are experiencing practical barriers to attend school (such as uniform, transport, and meals)



- Students don't enjoy school
- Student mental health challenges/anxiety
- Sickness
- Other (please specify)

**15. What supports are most needed by your school to improve regular attendance? (please write in the box)**

**16. Is there anything else about attendance that you want to share with us?**

**17. What is your ethnicity? (Please tick all that apply)**

- New Zealand European/Pākehā
- Māori
- Pacific Peoples
- Latin American
- African
- Asian
- Middle Eastern
- Other European
- Indian
- Chinese
- Prefer not to say
- Other (please specify)

## **b) Student survey**

**1. What region is your school in (Please tick one)**

- Bay of plenty, Waairiki
- Canterbury, Chatham Islands
- Hawke's Bay, Tairāwhiti
- Nelson, Marlborough, West Coast
- Otago, Southland
- Tai Tokerau
- Taranaki, Whanganui, Manawatū
- Auckland
- Waikato
- Wellington

**2. How much do you agree with the following statements about your school? (Please select one answer for each row)**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My school has clear expectations about attendance					
My school contacts my parents any day I don't turn up to school and they don't know why					
My school provides support to help me attend school (such as uniform, transport, and meals)					
My school uses consequences for poor attendance, such as detentions, missing school trips and events					
My school uses rewards for good attendance, such as team points, certificates and prizes					
I feel I belong at school					
I have a role or responsibility that I need to be at school to do (e.g. a prefect, road patrol)					

**3. What is the best thing your school does to keep attendance up? (please write in the box)**

**4. How often do the following happen? (Please tick one answer for each row)**

	Never	Sometimes	Often	I don't know
Your school closes on days when you think it should be open?				
Your school gives you short notice about school closures?				

**5. What are the reasons for the school being closed? (Please tick all that apply)**

- Never happened
- Teachers only day
- Parent teacher interviews
- Special events that I'm not participating in (e.g. sports and cultural events, or school trips)
- Exams
- I don't know

→ Other (Please specify)

**6. How important do you think school is for your future? (Please tick one)**

- Very important
- Important
- Somewhat important
- Not that important
- Not at all important
- I don't know

**7. How important do you think going to school every day is? (Please tick one)**

- Very important
- Important
- Somewhat important
- Not that important
- Not at all important
- I don't know

**8. In the last year, have your views about the importance of going to school every day changed? (Please tick one)**

- Yes, it is more important to me now
- No real difference – I feel the same as before
- Yes, it is less important to me now
- I don't know

**9. What are the main things that make you want to miss school (when you aren't too sick or injured to go)? (Please tick all that apply)**

- I don't like or am not interested in what is taught at school
- My schoolwork is too hard
- My schoolwork is too easy
- I get bullied or picked on at school
- My friends skip school and want me to as well
- I don't like at least one of my teachers
- I don't like the people in my class
- It is really hard to get to and from school
- I don't like getting up early in the morning when I have stayed up late (e.g. playing video games or watching a movie)
- I have a (paid) job I work at during school hours
- I have to look after whānau/family members at home

- I have more enjoyable things to do at home during the day (e.g. be with whānau/family members, play games etc)
- There are whānau/family/cultural/special events during school time (e.g. birthdays, funeral, tangihanga, weddings)
- I don't have the things I need to go to school (e.g. uniforms, books, shoes etc)
- I can't participate in some activities at school because I don't have the support I need
- I don't want to participate in some activities at school (e.g. swimming, sports, prize giving)
- I never feel like missing school
- Other (please specify)

**10. There are lots of reasons that students think it is important to go to school. How important is the following for you (Please tick one)**

	Very important	Important	Somewhat important	Not that important	Not at all important	I don't know
I get into trouble at school if I do not go						

**11. How many days have you missed school in the last term (Term 1, 2025)? (Please tick one)**

- 0 days
- Less than 5 days
- Between 5 and 9 days
- Between 10 and 14 days
- 15 days or more
- I don't know

**12. What are the reasons you missed school last term (Term 1, 2025)? (Please tick all that apply)**

- Whānau/family holiday
- Whānau/family/cultural or special event such as funeral, tangihanga, wedding
- I was participating in an out-of-school event e.g. sports, cultural
- It was my birthday
- I worked a paid job (to earn money) during school hours
- I was being bullied
- I had things that stopped me coming to school such as no uniforms, transport, food
- I wasn't enjoying school
- I had mental health challenges/ anxiety
- Sickness
- Other (please specify)

**13. Is there anything else you want to share with us? (Please write in the box)**

**14. What is your gender? (Please tick one)**

- Female
- Male
- Another gender
- I'd prefer not to say

**15. What year level are you in school? (Please tick one)**

- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

**16. Do you identify as disabled? (Please tick one)**

- Yes
- No
- I don't know
- I'd prefer not to say

**17. What is your ethnicity? (Please tick all that apply)**

- New Zealand European/ Pākehā
- Māori
- Pacific Peoples
- Chinese
- Indian
- Other Asian
- Other European
- Middle Eastern
- Latin American
- African
- Southeast Asian

- I'd prefer not to say
- Other ethnicity (please specify)

### c) Parent and whānau survey

**1. Do you currently have children in any of the following years at school in New Zealand? (Please tick one)**

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13
- None of the above

**2. What is your gender? (Please tick one)**

- Male
- Female
- Another gender
- I'd prefer not to say

**3. What is your ethnicity? (Please tick all that apply)**

- Māori
- Pacific Peoples
- Southeast Asian
- Indian
- Chinese
- Other Asian
- Middle Eastern

- Latin America
- African
- Other European
- New Zealand European/Pākehā
- Other Ethnicity (please specify)
- I'd prefer not to say

**4. What region do you live in? (Please tick one)**

- Auckland
- Tai Tokerau
- Bay of Plenty / Waīariki
- Canterbury / Chatham Islands
- Waikato
- Wellington
- Hawke's Bay / Tairāwhiti
- Taranaki / Whanganui / Manawātū
- Nelson / Marlborough / West Coast
- Otago / Southland

**5. What is your child's gender? (Please tick one)**

- Male
- Female
- Another gender
- I'd prefer not to say

**6. What is your child's ethnicity? (Please tick all that apply)**

- Māori
- Pacific Peoples
- Southeast Asian
- Indian
- Chinese
- Other Asian
- Middle Eastern
- Latin America
- African
- Other European

- New Zealand European/Pākehā
- Other Ethnicity (please specify)
- I'd prefer not to say

**7. Does your child have a long-term physical, mental, intellectual or sensory impairment or disability that impacts their ability to participate or learn at school? (Please tick one)**

- Yes
- No
- I'd prefer not to say
- I don't know

**8. To what extent do you agree with the following statements about what your year [pipe:dQ1] child's school is doing to increase attendance... (Please select one answer for each row)**

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
The school has clear expectations about attendance					
The school contacts me on the day if my child is absent and they don't know why"					
The school keeps me informed about my child's attendance patterns					
The school uses consequences for poor attendance, such as detentions, missing school trips and events					
The school uses rewards for good attendance, such as team points, certificates and prizes					
The school provides practical support to help my child to attend school (such as uniform, transport, and meals)					

**9. What is the best thing your school does to keep attendance up? (Please write in the box)**



**10. How often do the following happen... (Please select one answer for each row)**

	Never	Sometimes	Often	I don't know
Your child's school closes on days when you think it should be open?				
Your child's school gives you short notice about the school closures?				

**11. What are the reasons for these school closures? (Please tick all that apply)**

- Never happens
- Teachers only day
- Parent teacher interviews
- Exams
- Special events that my child isn't participating in (e.g. sports and cultural events, or school trips)
- Other (please specify)
- I don't know

**12. How important are the following... (Please select one answer for each row)**

	Very important	Important	Somewhat important	Not that important	Not at all important	I don't know
How important is school for your child's future?						
How important is it that your child goes to school every day?						

**13. There are normally 8-10 weeks (about 50 days) in a school term. Keeping this in mind, how much time would you be comfortable with your child missing in a single term? (Please tick one)**

- 0 days
- A couple of days
- About a week
- About two weeks

- About three weeks
- Four or more weeks
- I don't know

**14. In the last year, have your views about the importance of going to school every day changed?  
(Please tick one)**

- Yes, it is more important to me now
- No real difference – I feel the same as before
- Yes, it is less important to me now
- I don't know

**15. How likely would you be to keep your child out of school for the following reasons: (Please select one answer for each row)**

	Very likely	Likely	Somewhat likely	Somewhat unlikely	Unlikely	Very unlikely	I don't know
Whānau/Family/cultural or special event such as Funeral, Tangihanga, Wedding							
Whānau/Family holiday for one or two days							
Whānau/Family holiday for one week or more							
Your child is participating in an out-of-school event e.g. sports, cultural							
It's your child's birthday							
Your child works at a paid job (to earn money) during school hours							
Your child is being bullied							
You and your child were experiencing practical barriers to attend school (such as uniform, transport, and meals)							
Your child wasn't enjoying school							

Your child has mental health challenges/anxiety							
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**16. There are many reasons that parents think going to school is important for their child. How important is the following for you? (Please tick one)**

	Very important	Important	Somewhat important	Not that important	Not at all important	I don't know
The law says I have to send my child to school						

**17. How many days did your child miss school last term (Term 1, 2025)? (Please tick one)**

- 0 days
- Less than 5 days
- Between 5 and 9 days
- Between 10 and 14 days
- 15 days or more
- I don't know

**18. What are the reasons your child missed school last term (Term 1, 2025)? (Please tick one)**

- Whānau/Family holiday
- Whānau/Family/cultural or special event such as Funeral, Tangihanga, Wedding
- Your child was participating in an out-of-school event e.g. sports, cultural
- It was your child's birthday
- Your child worked a paid job (to earn money) during school hours
- Your child was being bullied
- Your child had mental health challenges/anxiety
- Sickness
- You and your child were experiencing practical barriers to attend school (such as uniform, transport, and meals)
- Your child wasn't enjoying school
- Other (please specify)

**19. Is there anything else about attendance that you want to share with us? (Please write in the box)**

## Part 3: Regression tables

This part presents the regression results used in our report, including the following models:

- Model 1: logistic regression predicting students' self-reported attendance
- Model 2a: logistic regression predicting how important students find daily attendance
- Model 2b: logistic regression predicting how important students think school is for their future
- Model 2c: logistic regression predicting improvement in student attitudes towards daily attendance in the last year
- Model 3: logistic regression predicting student attendance as reported by parents
- Model 4a: logistic regression predicting how important parents find daily attendance
- Model 4b: logistic regression predicting how important parents think school is for their child's future
- Model 4c: logistic regression predicting improvement in parent attitudes towards daily attendance in the last year.

### Model 1: logistic regression predicting students' self-reported attendance

**Table 1:** Regression model: How many days have you missed school in the last term (Term 1, 2025) – predicting 'missed less than 5 days in the last term' versus 'missing 5 or more days'

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
My school has clear expectations about attendance	0.86	0.23	1.12	0.35	0.43	0.23
My school contacts my parents any day I don't turn up to school and they don't know why	0.84	0.15	0.83	0.19	0.98	0.28
My school provides support to help me attend school (such as uniform, transport, and meals)	1.33**	0.18	0.97	0.22	1.76***	0.33
My school uses consequences for poor attendance, such as detentions, missing school trips and events	0.66***	0.09	0.65**	0.12	0.61**	0.12
My school uses rewards for good attendance, such as team points, certificates and prizes	1.01	0.13	1.3	0.24	0.78	0.15
I have a role or responsibility that I need to be at school to do (e.g. prefect, road patrol)	1.37**	0.18	1.41*	0.26	1.41*	0.26

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
I feel I belong at school	1.28	0.21	0.87	0.24	1.70**	0.36
How important students think daily attendance is	1.68***	0.26	1.94***	0.44	1.45*	0.31
How important students think school is for their future	1.12	0.2	1.61*	0.43	0.88	0.21
School Characteristics						
Rurality (ref. Rural)						
Urban	0.96	0.18	0.8	0.19	1.2	0.4
School size (ref. Small + Very Small)						
Medium	1.18	0.2	0.83	0.24	1.48	0.37
Large + Very Large	1.22	0.23	0.98	0.3	1.44	0.37
Equity Index (ref. Fewer socio-economic barriers to achievement)						
Moderate socio-economic barriers to achievement	1.11	0.14	1.09	0.21	1.24	0.23
More socio-economic barriers to achievement	0.69*	0.14	0.67	0.17	0.67	0.28
School type (ref. Primary)						
Secondary	0.87	0.13				
Individual characteristics						
Gender (ref. female)						
Male	1.11	0.13	1.22	0.19	1	0.19
Ethnicity (ref. New Zealand European)						
Non - New Zealand European	0.96	0.12	1.28	0.22	0.70*	0.14
Ethnicity (ref. Māori)						
non-Māori	1.68***	0.24	1.49**	0.29	2.00***	0.44
Ethnicity (ref. non-Pacific)						

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
Pacific	0.87	0.16	0.8	0.2	1.1	0.32
Observations	1,612		917		695	

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

### Model 2a: logistic regression predicting how important students find daily attendance

**Table 2:** Regression model: How important do you think going to school every day is? – predicting ‘important + very important’ versus ‘somewhat important + not that important + not at all important’

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
My school has clear expectations about attendance	2.22***	0.61	1.93**	0.64	3.45**	2
My school contacts my parents any day I don't turn up to school and they don't know why.	1.25	0.24	0.92	0.25	1.69*	0.5
My school provides support to help me attend school (such as uniform, transport, and meals)	2.08***	0.3	1.87***	0.44	2.38***	0.46
My school uses consequences for poor attendance, such as detentions, missing school trips and events	0.65***	0.1	0.75	0.17	0.55***	0.12
My school uses rewards for good attendance, such as team points, certificates and prizes	1.42**	0.21	1.52**	0.32	1.33	0.28
I have a role or responsibility that I need to be at school to do (e.g. prefect, road patrol).	1.96***	0.27	2.04***	0.4	1.86***	0.37
I feel I belong at school	5.01***	0.76	5.65***	1.37	4.75***	0.96
<b>School Characteristics</b>						
Rurality (ref. Rural)						
Urban	0.84	0.18	0.76	0.22	1.03	0.36

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
School size ( <i>ref. Small + Very Small</i> )						
Medium	1.19	0.23	1.03	0.34	1.27	0.34
Large + Very Large	1.05	0.22	1.01	0.37	1.08	0.3
Equity Index ( <i>ref. Fewer socio-economic barriers to achievement</i> )						
Moderate socio-economic barriers to achievement	0.92	0.13	0.85	0.19	1	0.2
More socio-economic barriers to achievement	1.25	0.31	1.36	0.44	1.22	0.59
School type ( <i>ref. Primary</i> )						
Secondary	0.82	0.14				
Individual characteristics						
Gender ( <i>ref. female</i> )						
Male	0.66***	0.09	0.64**	0.12	0.74	0.15
Ethnicity ( <i>ref. New Zealand European</i> )						
Non - New Zealand European	1.02	0.15	0.97	0.2	0.98	0.21
Ethnicity ( <i>ref. Māori</i> )						
non-Māori	1.67***	0.27	1.48*	0.34	2.01***	0.48
Ethnicity ( <i>ref. non-Pacific</i> )						
Pacific	1.50*	0.36	0.93	0.3	2.69***	0.98
Observations	1,794		1,040		754	

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

**Model 2b: logistic regression predicting how important students think school is for their future****Table 3:** *Regression model: How important do you think school is for your future? – predicting ‘important + very important’ versus ‘somewhat important + not that important + not at all important’*

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
My school has clear expectations about attendance	2.44***	0.68	2.84***	0.98	2.63*	1.33
My school contacts my parents any day I don't turn up to school and they don't know why.	0.81	0.19	1.15	0.35	0.53*	0.19
My school provides support to help me attend school (such as uniform, transport, and meals)	2.10***	0.35	2.28***	0.63	2.00***	0.44
My school uses consequences for poor attendance, such as detentions, missing school trips and events	0.8	0.14	0.75	0.2	0.8	0.19
My school uses rewards for good attendance, such as team points, certificates and prizes	1.40**	0.24	1.28	0.33	1.44	0.35
I have a role or responsibility that I need to be at school to do (e.g. prefect, road patrol).	1.93***	0.32	1.58*	0.38	2.43***	0.61
I feel I belong at school	5.06***	0.85	4.62***	1.26	5.64***	1.26
<b>School Characteristics</b>						
Rurality ( <i>ref. Rural</i> )						
Urban	0.94	0.22	1.09	0.34	0.64	0.25
School size ( <i>ref. Small + Very Small</i> )						
Medium	1.27	0.28	2.06**	0.71	0.99	0.3
Large + Very Large	1.56*	0.37	1.97*	0.75	1.37	0.44
Equity Index ( <i>ref. Fewer socio-economic barriers to achievement</i> )						
Moderate socio-economic barriers to achievement	0.69**	0.11	0.54**	0.15	0.74	0.17



	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
More socio-economic barriers to achievement	0.69	0.19	0.65	0.24	0.6	0.33
School type ( <i>ref. Primary</i> )						
Secondary	0.93	0.19				
Individual characteristics						
Gender ( <i>ref. female</i> )						
Male	0.57***	0.09	0.68*	0.15	0.44***	0.1
Ethnicity ( <i>ref. New Zealand European</i> )						
Non - New Zealand European	0.75*	0.13	0.73	0.18	0.75	0.18
Ethnicity ( <i>ref. Māori</i> )						
non-Māori	1.16	0.22	1.19	0.33	1.16	0.31
Ethnicity ( <i>ref. non-Pacific</i> )						
Pacific	1.54	0.44	1.13	0.44	1.99*	0.83
Observations	1,800		1,047		753	

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

**Model 2c: logistic regression predicting improvement in student attitudes towards daily attendance in the last year**

**Table 4:** Regression model: In the last year, have your views about the importance of going to school every day changed? – predicting ‘More important’ versus ‘No real difference + less important’

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
My school has clear expectations about attendance	1.3	0.33	1.09	0.32	1.53	0.91
My school contacts my parents any day I don't turn up to school and they don't know why.	1.16	0.19	1.02	0.21	1.31	0.39
My school provides support to help me attend school (such as uniform, transport, and meals)	1.58***	0.21	2.14***	0.43	1.2	0.22
My school uses consequences for poor attendance, such as detentions, missing school trips and events	0.91	0.11	0.88	0.14	1.07	0.2
My school uses rewards for good attendance, such as team points, certificates and prizes	1.48***	0.18	1.57***	0.25	1.38*	0.26
I have a role or responsibility that I need to be at school to do (e.g. prefect, road patrol).	1.40***	0.16	1.45**	0.24	1.32	0.23
I feel I belong at school	2.00***	0.31	2.34***	0.59	1.88***	0.39
<b>School Characteristics</b>						
Rurality ( <i>ref. Rural</i> )						
Urban	0.70**	0.12	0.59**	0.12	0.91	0.3
School size ( <i>ref. Small + Very Small</i> )						
Medium	1.12	0.18	0.78	0.19	1.43	0.35
Large + Very Large	1.39*	0.24	1.3	0.34	1.22	0.31
Equity Index ( <i>ref. Fewer socio-economic barriers to achievement</i> )						

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
Moderate socio-economic barriers to achievement	1.01	0.12	1.09	0.18	0.94	0.17
More socio-economic barriers to achievement	1.28	0.24	1.42	0.33	1.33	0.53
School type ( <i>ref. Primary</i> )						
Secondary	1.03	0.14				
Individual characteristics						
Gender ( <i>ref. female</i> )						
Male	0.74***	0.08	0.82	0.11	0.67**	0.12
Ethnicity ( <i>ref. New Zealand European</i> )						
Non - New Zealand European	1.33**	0.15	1.19	0.17	1.66***	0.32
Ethnicity ( <i>ref. Māori</i> )						
non-Māori	1.37**	0.18	1.22	0.21	1.81***	0.41
Ethnicity ( <i>ref. non-Pacific</i> )						
Pacific	0.89	0.15	0.89	0.2	0.86	0.24
Observations	1,700		985		715	

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

### Model 3: logistic regression predicting student attendance as reported by parents

**Table 5:** Regression model: How many days did your child miss school last term (Term 1, 2025) – predicting ‘missed less than 5 days in the last term’ versus ‘missing 5 or more days’

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
The school has clear expectations about attendance	1.05	0.29	0.42*	0.19	2.44**	0.94

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
The school contacts me on the day if my child is absent and they don't know why	1.09	0.24	2.01**	0.63	0.58*	0.19
The school keeps me informed about my child's attendance patterns	1.17	0.21	1.35	0.36	1.22	0.32
The school uses consequences for poor attendance, such as detentions, missing school trips and events	1.14	0.14	0.78	0.16	1.70***	0.3
The school uses rewards for good attendance, such as team points, certificates and prizes	1.30*	0.18	1.53*	0.34	1.11	0.21
The school provides practical support to help my child to attend school (such as uniform, transport, and meals)	1.04	0.14	0.98	0.22	1.05	0.19
How important is school for your child's future?	1.25	0.3	1.26	0.47	1.36	0.44
How important is it that your child goes to school every day?	1.29	0.27	0.91	0.3	1.69*	0.48
How much time would you be comfortable with your child missing in a single term	4.30***	0.54	5.02***	1	4.13***	0.68
<b>School Characteristics</b>						
Rurality ( <i>ref. Rural</i> )						
Urban	0.56**	0.13	0.56*	0.17	0.76	0.29
School size ( <i>ref. Small + Very Small</i> )						
Medium	1.18	0.24	1.46	0.52	1.01	0.29
Large + Very Large	1.16	0.23	1.61	0.59	0.85	0.22
Equity Index ( <i>ref. Fewer socio-economic barriers to achievement</i> )						

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
Moderate socio-economic barriers to achievement	0.66***	0.09	0.64**	0.14	0.75	0.13
More socio-economic barriers to achievement	0.71*	0.14	0.54**	0.14	0.98	0.29
<b>Individual characteristics</b>						
Gender ( <i>ref. female</i> )						
Male	0.98	0.11	0.89	0.16	1.05	0.16
Ethnicity ( <i>ref. New Zealand European</i> )						
Non - New Zealand European	1.02	0.13	0.93	0.19	1.13	0.18
Ethnicity ( <i>ref. Māori</i> )						
non-Māori	1.52***	0.21	1.4	0.3	1.63***	0.3
Ethnicity ( <i>ref. non-Pacific</i> )						
Pacific	0.67**	0.12	0.67	0.19	0.60**	0.14
<b>Observations</b>	<b>1,938</b>			<b>837</b>		<b>1,101</b>

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

#### Model 4a: logistic regression predicting how important parents find daily attendance

**Table 6:** Regression model: How important is it that your child goes to school every day – predicting ‘important + very important’ versus ‘somewhat important + not that important + not at all important’

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
The school has clear expectations about attendance	1.35	0.39	1.5	0.6	1.53	0.65
The school contacts me on the day if my child is absent and they don't know why	1.56*	0.38	2.18**	0.7	0.98	0.37

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
The school keeps me informed about my child’s attendance patterns	1.50**	0.3	1.37	0.38	1.74*	0.51
The school uses consequences for poor attendance, such as detentions, missing school trips and events	1.42**	0.24	1.73*	0.49	1.09	0.26
The school uses rewards for good attendance, such as team points, certificates and prizes	1.80***	0.33	2.09***	0.54	1.61*	0.42
The school provides practical support to help my child to attend school (such as uniform, transport, and meals)	1.29	0.22	0.97	0.25	1.92**	0.49
School Characteristics						
Rurality (ref. Rural)						
Urban	1.73**	0.42	1.58	0.51	1.63	0.74
School size (ref. Small + Very Small)						
Medium	1.09	0.27	1.53	0.57	0.94	0.35
Large + Very Large	0.99	0.24	1.28	0.51	0.93	0.31
Equity Index (ref. Fewer socio-economic barriers to achievement)						
Moderate socio-economic barriers to achievement	0.96	0.16	0.94	0.24	0.95	0.24
More socio-economic barriers to achievement	0.84	0.21	0.72	0.24	1.16	0.48
Individual characteristics						
Gender (ref. female)						
Male	1.06	0.16	0.79	0.17	1.4	0.3
Ethnicity (ref. New Zealand European)						
Non - New Zealand European	2.04***	0.35	1.81**	0.45	2.23***	0.55
Ethnicity (ref. Māori)						

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
non-Māori	2.08***	0.36	2.01***	0.5	2.25***	0.53
Ethnicity (ref. non-Pacific)						
Pacific	1.04	0.28	1.35	0.55	0.83	0.3
Observations	2,016		873		1,143	

Notes: \*\*\* $p < 0.01$ , \*\* $p < 0.05$ , \* $p < 0.1$ .

### Model 4b: logistic regression predicting how important parents think school is for their child's future

**Table 7:** Regression model: How important is school for your child's future? – predicting 'important + very important' versus 'somewhat important + not that important + not at all important'

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
The school has clear expectations about attendance	2.01**	0.64	2.17*	0.93	2.01	0.98
The school contacts me on the day if my child is absent and they don't know why	1.35	0.38	1.51	0.58	1.34	0.57
The school keeps me informed about my child's attendance patterns	1.61**	0.38	2.45***	0.79	0.98	0.37
The school uses consequences for poor attendance, such as detentions, missing school trips and events	1.27	0.25	1.16	0.38	1.3	0.36
The school uses rewards for good attendance, such as team points, certificates and prizes	1.28	0.27	1.42	0.44	1.21	0.37
The school provides practical support to help my child to attend school (such as uniform, transport, and meals)	1.24	0.25	1.07	0.33	1.42	0.41
School Characteristics						
Rurality (ref. Rural)						

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
Urban	1.69*	0.48	1.87*	0.69	1.21	0.74
School size ( <i>ref. Small + Very Small</i> )						
Medium	0.54**	0.17	1.06	0.48	0.39**	0.18
Large + Very Large	0.68	0.22	1.08	0.53	0.61	0.28
Equity Index ( <i>ref. Fewer socio-economic barriers to achievement</i> )						
Moderate socio-economic barriers to achievement	0.95	0.19	1.04	0.32	0.87	0.25
More socio-economic barriers to achievement	0.89	0.26	0.71	0.27	1.35	0.69
Individual characteristics						
Gender ( <i>ref. female</i> )						
Male	0.88	0.16	0.72	0.18	1.06	0.26
Ethnicity ( <i>ref. New Zealand European</i> )						
Non - New Zealand European	1.83***	0.37	1.84**	0.56	1.81**	0.5
Ethnicity ( <i>ref. Māori</i> )						
non-Māori	1.98***	0.39	2.46***	0.69	1.69*	0.48
Ethnicity ( <i>ref. non-Pacific</i> )						
Pacific	0.86	0.26	0.86	0.38	0.86	0.36
Observations	2,018		874		1,144	

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.



### Model 4c: logistic regression predicting improvement in parent attitudes towards daily attendance in the last year

**Table 8:** Regression model: In the last year, have your views about the importance of going to school every day changed? – predicting 'More important' versus 'No real difference + less important'

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
The school has clear expectations about attendance	0.63	0.19	0.74	0.32	0.56	0.24
The school contacts me on the day if my child is absent and they don't know why	0.82	0.19	0.8	0.26	0.83	0.29
The school keeps me informed about my child's attendance patterns	1.3	0.28	0.83	0.24	2.23**	0.79
The school uses consequences for poor attendance, such as detentions, missing school trips and events	1.25*	0.16	1.96***	0.36	0.93	0.17
The school uses rewards for good attendance, such as team points, certificates and prizes	1.82***	0.27	1.88***	0.42	1.85***	0.37
The school provides practical support to help my child to attend school (such as uniform, transport, and meals)	1.41**	0.19	1.85***	0.41	1.1	0.2
<b>School Characteristics</b>						
Rurality (ref. Rural)						
Urban	1.35	0.32	1.12	0.35	2.29*	1
School size (ref. Small + Very Small)						
Medium	1.08	0.23	1.01	0.35	1.06	0.31
Large + Very Large	1.15	0.23	1.21	0.43	1.02	0.26
Equity Index (ref. Fewer socio-economic barriers to achievement)						
Moderate socio-economic barriers to achievement	0.93	0.12	0.93	0.19	1.06	0.19

	Overall		Primary		Secondary	
Variable	Odds Ratio	Standard error	Odds Ratio	Standard error	Odds Ratio	Standard error
More socio-economic barriers to achievement	0.98	0.17	0.95	0.23	1.01	0.29
<b>Individual characteristics</b>						
Gender ( <i>ref. female</i> )						
Male	1.03	0.11	1	0.17	1.04	0.15
Ethnicity ( <i>ref. New Zealand European</i> )						
Non - New Zealand European	3.07***	0.36	2.76***	0.49	3.27***	0.52
Ethnicity ( <i>ref. Māori</i> )						
non-Māori	1.25	0.18	1.39	0.3	1.13	0.22
Ethnicity ( <i>ref. non-Pacific</i> )						
Pacific	1.32*	0.21	1.22	0.31	1.52**	0.31
<b>Observations</b>	<b>2,010</b>		<b>872</b>		<b>1,138</b>	

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

## Part 4: Survey tables

The remaining survey data tables are in Excel workbooks and can be downloaded from ERO's Evidence and Insights website: [www.evidence.ero.govt.nz](http://www.evidence.ero.govt.nz)

<sup>1</sup> Education Review Office. (2022). *Missing out: Why aren't our children going to school?*  
<https://evidence.ero.govt.nz/media/2hxp1qi5/missing-out-why-arent-our-children-going-to-school.pdf>

<sup>2</sup> Goldsmith, L. J. (2021). Using Framework Analysis in Applied Qualitative Research. The Qualitative Report, 26(6), 2061-2076. <https://doi.org/10.46743/2160-3715/2021.5011>

<sup>3</sup> Education Review Office. (2022). *Missing out: Why aren't our children going to school?*  
<https://evidence.ero.govt.nz/media/2hxp1qi5/missing-out-why-arent-our-children-going-to-school.pdf>

<sup>4</sup> For more information about open for instruction requirements, see <https://www.education.govt.nz/education-professionals/schools-year-0-13/administration-and-management/school-opening-and-closing-instruction>

