



Attendance Management Plan

Rototuna Primary School

Approval:	<i>Date 17/11/2025</i> <i>School board signature</i>	Published on:	http://www.rototunaprimery.school.nz
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Overarching attendance objectives and strategic priorities

Our goal is to ensure all students are present, engaged, and participating in their education to realise their full potential. We aim for all students to achieve regular attendance (80% or above) as the key enabler of academic success, wellbeing, and positive outcomes.

Strategic Priorities

The school's attendance strategy is driven by the following three core priorities, with all actions aligned with the Ministry of Education's Stepped Attendance Response (STAR) framework:

- 1. Promote a Culture of Attendance and Belonging:**
 - Proactively communicate the importance of regular attendance and punctuality to students, whānau (families), and the wider school community.
 - Ensure a welcoming, inclusive, and safe school environment where all students feel they belong and are motivated to attend.
 - Recognise and celebrate good and improved attendance.
- 2. Early Identification and Tailored Response:**
 - Maintain robust, timely, and accurate daily attendance monitoring to identify patterns and concerns promptly.
 - Engage with whānau/caregivers early to understand the barriers to a student's attendance when set thresholds are met (in line with STAR guidance).
 - Implement differentiated, tiered strategies and interventions that are evidence-based and responsive to the specific, underlying causes of individual and cohort non-attendance.
- 3. Collaborative Partnership and Accountability:**
 - Define clear roles and responsibilities for all staff in promoting, monitoring, and responding to attendance issues.
 - Foster strong, respectful working relationships with whānau/caregivers, recognising them as key partners.
 - Collaborate effectively with external agencies (e.g., Attendance Service, health providers) to secure necessary support for students experiencing persistent or severe absence.
 - Regularly review and evaluate the effectiveness of the Attendance Management Plan using attendance data to ensure continuous improvement.

Attendance Data

Regular attendance over **90% attendance** – missing fewer than 5 days across a term

	2023	2024	2025
Term 1	65%	67%	78%
Term 2	60%	68%	72%
Term 3	55%	62%	68%
Term 4	64%	67%	

**** Please see end of document for the Summary of RPS Attendance Management Plan**

Attendance Policy

Please visit School docs for policy around attendance procedures. Visit www.schooldocs.co.nz or click here [School Docs Policies](#)

We use **SchoolDocs** for all of our policies.

The screenshot shows the SchoolDocs interface for Rototuna Primary School. It includes a navigation bar with 'Home', 'Current Review', 'Useful Links', 'Forms', 'Dashboard', and 'Help'. A search bar is located below the navigation. The main content area features a 'Welcome!' message, a red apple graphic, and a list of 'YOUR DOCUMENTS' including 'Welcome', 'Te Tiriti o Waitangi', 'Governance and Management', 'Quick Links for Staff', 'Parents and Whānau', 'Curriculum and Student Achievement Policy', 'Documentation and Self-Review Policy', 'Employer Responsibility Policy', 'Finance and Property Management Policy', 'Health, Safety, and Welfare Policy', 'Legislation and Regulations Policy', 'International Learners', 'Useful Links and Contacts', and 'What's New 2023'. There are also sections for 'What's New', 'Reviews', and 'General Feedback'.

Log In Details for School Docs

To access our Policies and Procedures:

- **Click on** 'Search for your school'
- **In the search bar, type:** *Rototuna Primary School*
- **Select** *Rototuna Primary School* school from the dropdown list
- **Enter username:** *rototunaprimary*
- **Enter password:** *strathmore23*

Attendance Management Procedures

1. Daily Attendance Recording and Follow-up

Procedure Step	Detail/Action	Responsibility
Roll Taking	Attendance is recorded accurately using the electronic attendance register (etap) twice daily (e.g. 9:00am and after the lunch break).	Teacher/Office Staff
Absence Notification	Parents/caregivers are expected to notify the school of any absence before the start of the school day (by e.g., 9:00am) on the day of absence, stating the reason.	Whānau/Caregiver
First-Day Follow-up	Office staff must contact the parent/caregiver via text, email, or phone call for any unexplained absence shortly after the roll is taken.	Administration Staff
Attendance Coding	The school uses Ministry of Education approved attendance codes for all records. Unexplained absences are resolved or coded as 'unjustified' (e.g., 'E' for explained but unjustified, 'T' for truant/unexplained).	Office Staff/Attendance Officer: DP
Late Arrivals	Students arriving late must sign in at the office, and the time and reason for lateness are recorded. Patterns of lateness are monitored and addressed.	Office Staff/Teacher/Attendance Officer: DP

2. Stepped Attendance Response (STAR) Framework

This tiered approach sets clear thresholds and corresponding school responses.

Attendance Category	Definition (Approx.)	School Response (Stepped Intervention)
Regular Attendance Good	90% or more (Absent less than 5 days per term)	Monitoring, positive reinforcement, and acknowledgement.
Irregular Attendance Worrying	80%–89% (Absent 5–9.5 days per term)	Tier 2 - Targeted Support: Teacher contacts whānau to understand barriers. School offers basic support
Moderate Absence Concerning	70%–79% (Absent 10–14.5 days per term)	Tier 3 - Intensive Support: Attendance Officer:DP offers to meet with whānau to develop an Attendance Improvement Plan. May involve community/in-school resources (e.g., LSC or SENCO:DP, Attendance Services, Public Health Nurse)
Chronic Absence Serious Concern	Less than 70% (Absent 15+ days per term)	Tier 4 - Multi-Agency Support: Formal warning letter. Urgent meeting with whānau. Referral to external support agencies (e.g., Attendance Services, Kirikirioa Family Trust, Public Health Nurse, Oranga Tamariki).

3. Roles and Responsibilities

The plan explicitly outlines who is responsible for each part of the process:

- **Board of Trustees:** Oversees the plan, sets annual attendance targets, and reviews data termly.
- **Attendance Officer: Deputy Principal:** Leads implementation, monitors school-wide trends, manages Tier 3/4 interventions, and liaises with external agencies.
- **Teachers:** Records attendance accurately, monitors class patterns, and is the first point of contact for low-level concerns (Tier 2).
- **Administration Staff:** Manages the electronic attendance register, processes absence and notifications.
- **Whānau/Caregivers:** Ensures daily attendance, notifies school promptly of absences, and works with the school to resolve issues.

4. Review and Monitoring

- **Data Analysis:** Attendance data is reviewed regularly by the Attendance Officer :DP and identifies students needing intervention.
- **Reporting:** A summary of attendance data and progress against targets is reported to the Board of Trustees each term.
- **Plan Review:** The Attendance Management Plan is formally reviewed (e.g., annually) to ensure alignment with regulations, effectiveness, and community needs.

Monitoring and Measuring Progress

1. Measuring Progress (The STAR Framework)

Progress is measured primarily by tracking the number of students who move out of the high-risk attendance categories and towards the national goal of **Regular Attendance (90% or more present)**. The **Stepped Attendance Response (STAR)** defines the specific thresholds and required responses.

Attendance Category	Termly Absence Rate	Measuring Progress (Intervention & Action)
Irregular Absence (Tier 1)	5-9.5 days absent per term (80%-89% attendance)	Measure: Track the number of students who <i>return</i> to regular attendance following initial contact (call/email) and the offer of light-touch, internal support (e.g., in-class check-ins).
Moderate Absence (Tier 2)	10-14.5 days absent per term (70%-79% attendance)	Measure: Track the number of students who sign an Individual Attendance Plan and meet its goals within an agreed timeframe (e.g., 90% attendance for 4 weeks).
Chronic Absence (Tier 3)	15 or more days absent per term (Less than 70% attendance)	Measure: Track the number of students who successfully engage with external agencies (e.g., Ministry Attendance Service, iwi support, social worker) and whose attendance shows a sustained improvement (e.g., a 5-percentage point improvement in the next term).

2. Plan Review and Evaluation

The progress of the attendance plan is measured through periodic data analysis and formal reporting to ensure the school's procedures are effective.

Review Procedure	Action & Timeframe	Measurement and Target
Regular Data Review	Attendance Officer: DP reviews the school's absence data and student lists (by category) regularly over each term	<p>Measurement: Identify any emerging patterns (e.g., subject, day of the week, specific cohort).</p> <p>Target: Ensure students in the 'Chronic' category have been identified and whānau are engaged with improving attendance.</p>
Termly Report	Attendance Officer: DP provides a formal report to the Board of Trustees (BoT) and reviews the Ministry's 'Every Day Matters' data report.	<p>Measurement: Compare the school's Regular Attendance Rate against the previous term's and the annual Schools Attendance Management Plan</p> <p>Target: Monitor improvement is aligned with prior years results and the Attendance Management Plan expectations</p>
Annual Plan Review	The Attendance Management Plan is formally reviewed and ratified by the BoT annually (or as new regulations are introduced).	<p>Measurement: Effectiveness of Interventions. Review which specific support strategies resulted in the greatest shift in attendance rates.</p> <p>Target: Reflect and monitor attendance progress and continue to work towards the Government's target of 80% of students attending at least 90% of the term by 2030</p>



Summary of Rototuna Primary School Attendance Management Plan

This target is set out in our school's **Strategic Plan/Annual Implementation Plan**.

Our school has a target of **75%** Regular Attendance by Term 4, 2027

We are currently at **70%** on average for Regular Attendance in 2025

Our **Attendance Policy** sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

Our **Attendance Procedures** set out

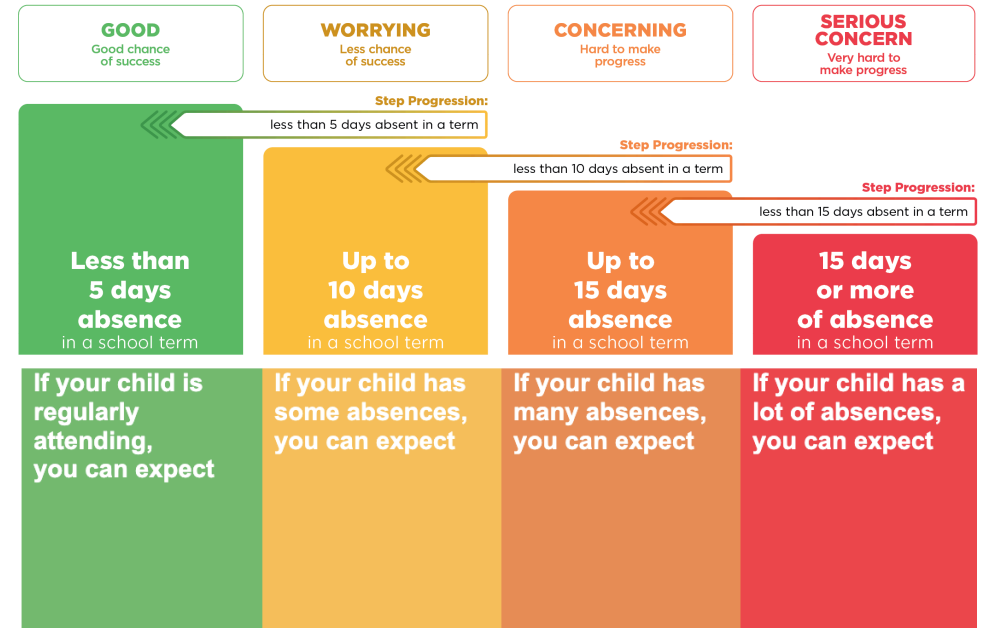
- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences

Our school's **monitoring and assurance process** sets out

- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

"Regular attendance" means attending more than **90%** of a term, or 9 days in a fortnight

Our school uses the [Stepped Attendance Response \(STAR\)](#) to guide when and how we respond to absences.



<p>We will stay in regular contact with you about your child's attendance.</p> <p>We will follow up to find out the reason when they aren't at school.</p>	<p>We will work with you to identify any barriers to attendance.</p> <p>We may provide support to help them catch up and stay on track.</p>	<p>We will work with you to develop a plan to support their attendance and learning.</p> <p>We may seek support of the Attendance Service or other agencies to remove barriers to attendance.</p>	<p>We will continue to work with you to implement the plan to support their attendance and learning.</p> <p>We will seek support from the Attendance Service and other agencies to support their return to school.</p>
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Individual Student Attendance

Individualised student responses to absence thresholds (*unjustified absences*)

Less than 5 days absence in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a school term	15 days or more of absence in a school term
Parents/Guardians	Parents/Guardians	Parents/Guardians	Parents/Guardians
<ul style="list-style-type: none"> ➤ Ensure student attends every day they are able ➤ Reinforce good attendance habits ➤ Support others to make good attendance habits ➤ Open communication with the school ➤ Follow school attendance management plan and associated policies and processes 	<ul style="list-style-type: none"> ➤ Return student to regular attendance ➤ Contact school to discuss reasons for absence and impact on learning ➤ Support student to catch up on missed learning e.g Spotlight ➤ Engage in supports offered 	<ul style="list-style-type: none"> ➤ Return students to regular attendance ➤ Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan ➤ Implement strategies at home 	<ul style="list-style-type: none"> ➤ Return students to regular attendance ➤ Engage in support plan ➤ Participate in regular meetings
Schools	Schools	Schools	Schools
<ul style="list-style-type: none"> ➤ Communicate with parents about every absence ➤ Maintain contact details of parents ➤ Provide student with regular updates on their own attendance ➤ Report regularly to parents on attendance ➤ Support student: <ul style="list-style-type: none"> ○ Attending school ○ To continue learning if unable to attend daily e.g MOE approved transitional plans, health schools 	<ul style="list-style-type: none"> ➤ Contact parents to discuss reasons for absence and impact on learning ➤ Support student to catch up on missed learning when required ➤ Use in school resources as appropriate to remove barriers e.g. DP: Attendance, DP:SENCO, Learning Support Coordinators 	<ul style="list-style-type: none"> ➤ Contact parents to escalate concerns ➤ Hold meeting to analyse reasons for absence and to collaborate on a support plan ➤ Develop and implement a support plan tailored to the reasons and circumstances surround the child's absence ➤ Use in school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed 	<ul style="list-style-type: none"> ➤ Contact parents to inform of escalated response ➤ Request support form Attendance Service or other agencies as needed ➤ Participate in multi-agency response ➤ Maintain implementation and monitoring of support plan ➤ Request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up ➤ Unenroll if student will not be returning to school



Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
 - › agreeing changes to be made,
 - › addressing some unmet basic needs impacting on attendance, and
 - › referring students to other services as necessary
- › Collaborate with schools so that
 - › they remain engaged as plans are developed and implemented, and
 - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools