

ROTORUA PRIMARY SCHOOL

PUKEROA ORUAWHATA

Te uru o te whetū - To be guided by the star.

ATTENDANCE MANAGEMENT PLAN 2026–2028



Distinguished School

Rotorua Primary School Attendance Management Plan 2026–2028

Strategic Alignment

This plan aligns with the Rotorua Primary School Strategic Plan 2025 and reflects the school's vision:

“Te Uru o te Whetū – Guided by the Star”

Supporting our taonga to thrive in an environment that fosters their whare tapa whā, confidence, capability, and cultural connectedness as contributors to Ngāti Whakauae, Aotearoa, and the world.

Our Values in Attendance Practice

- **Pukeroatanga** – valuing identity and connection to strengthen belonging and engagement.
- **Whakatangata** – fostering wellbeing and inclusion so students feel supported to attend.
- **Hononga** – working in partnership with whānau to remove barriers to attendance.
- **Mana Motuhake** – empowering students and families to take ownership of regular attendance.
- **Kaitiakitanga** – sustaining systems that support attendance through good governance and data management.

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports tamariki to build strong foundations for learning and social development. Regular attendance also promotes achievement success because tamariki are able to consistently build on their learning.

The Government has set a national target of 80% of students attending school at least 90% of the time. This means tamariki should be absent for no more than one day a fortnight to ensure they can maintain learning progress and connection to school.

Board responsibilities

As required by the Education and Training Act 2020, all students aged 6 to 16 must be enrolled at school. Once enrolled, students must attend school regularly unless a specific exemption has been approved. The Board takes all reasonable steps to ensure that all enrolled students attend when the school is open for instruction.

The Board will comply with legislative responsibilities and national attendance expectations by:

- maintaining a clear commitment to supporting students to return to regular attendance
- ensuring processes and procedures are in place to support a Stepped Attendance Response (STAR) using data-based thresholds to identify students requiring support
- ensuring all absences are accurately recorded and responded to appropriately
- ensuring effective methods are in place for identifying and monitoring student absence, including patterns and barriers to attendance
- publishing the school's Attendance Management Plan on the school website
- receiving regular reporting on attendance trends, barriers, and the effectiveness of interventions (at least termly)

Principal Responsibilities

The Principal is responsible for day-to-day leadership and implementation of attendance systems, including:

- Developing and implementing a Stepped Attendance Response (STAR) aligned to the required absence thresholds
- ensuring student absence is investigated, responded to, and actions are recorded in line with the thresholds
- ensuring students, whānau, and staff understand the processes and procedures that support student attendance
- identifying trends and barriers to attendance and coordinating appropriate interventions and supports
- Providing a termly attendance report to the Board, including analysis of data, trends, and narrative commentary on what is working and what needs to change.

Monitoring

Rotorua Primary School will monitor attendance regularly to identify patterns, barriers, and underlying causes of absence, and to measure the effectiveness of interventions. Monitoring will also consider links between attendance and student engagement and achievement.

Monitoring and reporting cycle (who does what, when)

- Daily: Attendance Officers review HERO data and contact whānau for unexplained absences. Actions/contacts are recorded in HERO/SMS notes.
- Weekly: SLT reviews attendance patterns and identifies at-risk students through attendance hui. Students are tracked against STAR thresholds and next-step actions are agreed and documented.
- Monthly: Red Zone students (15+ days absence per term) are tracked through intervention reports, including whether supports are improving attendance and engagement.
- Each Board meeting / Termly: Attendance data, analysis, trends, barriers, and interventions are reported to the Board (with narrative about what's working and what needs to change).

What is reported to the Board (minimum set)

- Whole-school attendance rate and % attending 90%+
- Numbers/percentages of students in each STAR band (0–4 days, 5–9, 10–14, 15+ days absence per term)
- Key patterns (e.g., day-of-week, term spikes, late arrivals), and identified barriers
- Interventions in place (by band) and evidence of impact
- Any resourcing implications (what we need to do the job properly)

Legislative Compliance

This plan ensures compliance with:

- *Education and Training Act 2020* (Section 36 – Compulsory Attendance).
- *Health and Safety at Work Act 2015* (duty to provide safe environments).
- *NAG 5* (duty to provide a safe physical and emotional environment).
- Attendance Management Plan Regulations 2026 (pending).

Review cycle

- Annual internal review: Term 4 of each year.
- **Formal three-year review:** Term 4, 2028 or upon regulatory change.
- **Reporting:** Attendance trends and AMP implementation reported to ERO as part of the kura's evaluation cycle.



Stepped Attendance Response (STAR)

Level	Attendance Range per Term	Response and Action
 Green Zone	0–4 days absent ($\geq 90\%$)	Acknowledge and celebrate positive attendance. Class and syndicate recognition through “Connected Learner” awards.
 Yellow Zone	5–9 days absent (80–89%)	Kaitakawaenga contacts whānau to discuss barriers. Develop a simple attendance plan if patterns persist.
 Orange Zone	10–14 days absent (70–79%)	SLT-led attendance hui with whānau and student. Formal plan recorded and monitored weekly. Attendance Officer support assigned.
 Red Zone	15+ days absent ($< 70\%$)	Intensive intervention led by SLT. Referral to Attendance Service and external agencies if required. Review attendance plan fortnightly.

Internal Processes and Tools

- Daily text alerts to parents/caregivers of unexplained absences.
- Weekly hui to review attendance data and follow up actions.
- Attendance dashboard tracking in HERO.
- Attendance Service referral after 20+ consecutive absences.
- Case management system for chronic non-attendance.

School Procedures

The principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.

Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns.

Senior staff and relevant personnel will be kept informed of serious student absence situations.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT termly to review outcomes and effectiveness of these interventions

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako BEFORE 9.00 am.
2. Any tamaiti who arrives late to school is to report to the Tari to register that they are late on the Vistab system.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the Tari. If they haven't they MUST report to the Tari.
4. Afternoon roll must be taken BEFORE 1.30pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance to inform the Office.

Tari Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on HERO from 9.00 am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - A text is sent out to all children who are marked with a ?
4. When replies are received, the Office Manager updates the absence with the appropriate code.
5. If no reply is received, the child is marked as Truant.
6. The Office Manager will check the afternoon roll from 1.30 pm.

Rewards system

- All Students with 90% attendance for the year are offered to attend a movie day with the Principal and or a special guest
- Top 5 Students per class will receive special mention in the assembly, a gift and a certificate of recognition
- Top class each week goes in the draw for an end of term class attendance prize
- All Students with 90% or more attendance can attend the school disco at the end of each term.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a term	Upto 10 days absence in a term	Upto 15 days absence in a term	15 days or more absence in a term
Whānau			
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other Whānau to reinforce good attendance • Follow school attendance management plan and procedures 	<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 • Engage in supports offered 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings 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 student to regular attendance • Engage in support plan • Participate in regular meetings
Kura			
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence and impact on learning • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, • eg: counsellor, 	<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 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance • Service or other agencies as needed • Participate in multi-agency response • Maintain implementation

