Ruakituri School
Attendance Management Plan

He waka eke noa

We're all in this together

This plan will be reviewed at least every three years, or earlier if required by legislative or regulatory updates.

Ruakituri School Attendance Management Plan And Supporting STAR Procedures

Approval:	Date approved at Board Meeting: 9th December 2025	Published On:	28th January 2026
Effective Date:	Term 1 2026 28th January 2026	Review Date:	December 2026 Minimum 3 Years

The Board of Trustees approves this plan as Ruakituri School's strategic approach to improving regular attendance in line with national goals.

Overarching Attendance Objectives and Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school (present for more than 90% of the term) by 2030.

Ruakituri School currently has 64% regular attendance for 2025, and we aim to lift regular attendance to 80% consistently by the end of 2026.

Regular attendance is vital to the success and wellbeing of our tamariki. Being at school every day allows students to build strong foundations for their learning, social development, and hauora. Every day matters — each absence makes it harder for tamariki to stay connected, confident, and achieving at their best.

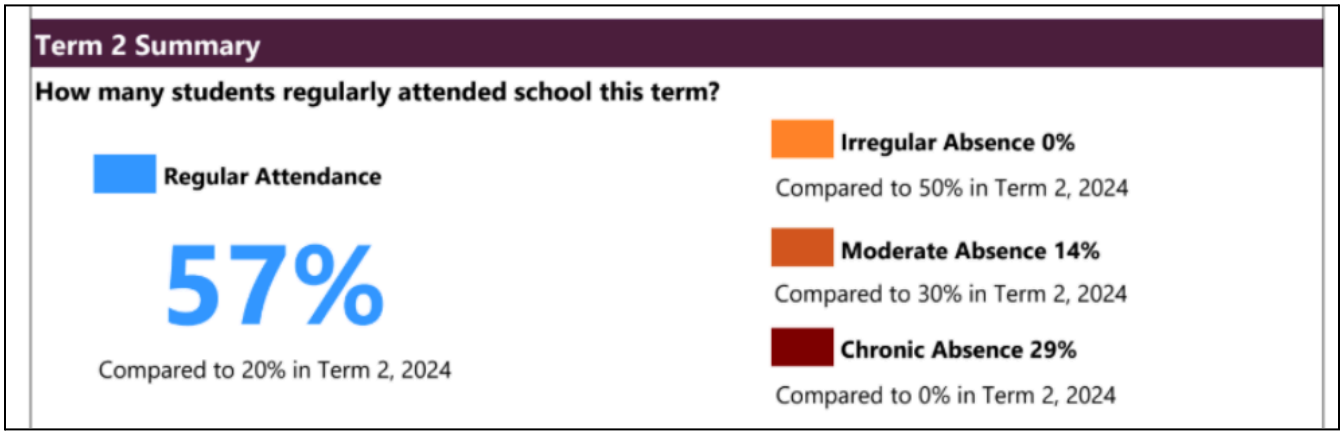
Our goal is for all tamariki to attend school regularly and to be fully engaged in their learning, with at least 80% of students attending 90% or more of the time. We are committed to fostering a school culture that values attendance as essential to achievement, identity, and engagement. Through proactive monitoring, strong relationships with whānau, and supportive interventions, we work purposefully to reduce chronic absence and ensure every learner has the opportunity to thrive.

Attendance Data For The Last Three Years
Percentage shows regular attendance above 90% of the time.

Year	**Term 1** Everyday Matters	**Term 2** Everyday Matters	**Term 3** Everyday Matters	**Term 4** Everyday Matters	**Yearly Average** Present for more than 90% of the School Year
2023	64%	36%	67%	50%	54%
2024	71%	20%	50%	50%	48%
2025	29%	57%	80%	90%	64%

Baseline Data Informing Our Attendance Management Plan
Term 2 Attendance 2025 (From Every Day Matters)

	Student Categories	Student with	Equivalent to
	Regular attendance	over 90% attendance	missing fewer than 5 days across a term
	Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
	Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
	Chronic absence	70% attendance or less	absent for 15 days or more across a school term



What Would Success Look Like?

Success will be evident when more of our students are in the Regular (Good) attendance band, and fewer are in the Moderate (Concerning) and Chronic (Very Concerning) bands. Regular attendance is defined nationally as attending more than 90% of the time and is linked to improved engagement, progress, and achievement.

Our initial focus will be on tamariki and whānau currently in the Chronic and Moderate bands, supporting them to move first into the Irregular (Worrying) band, and then into Regular (Good) attendance over time. Reducing the proportion of students in these two most concerning bands will have the greatest impact on lifting overall attendance and moving us toward our long-term target.

Annual Attendance Targets (2026)

Category	Description	Baseline Term 2 2025	2026 Target
Regular	Good attendance	57%	62% (up 5 percentage points)

Irregular	Worrying attendance	0%	5% (up 5 percentage points)
Moderate	Concerning attendance	14%	9% (down 5 percentage points)
Chronic	Very concerning attendance	29%	19% (down 10 percentage points)

We expect a small increase in the Irregular (Worrying) band as students move out of Chronic and Moderate absence and into better attendance categories on their way towards Regular attendance. This reflects the reality that for some learners, improvement will be incremental and will occur over more than one year.

Rationale and Longer-Term Goal

From Term 2, 2025 to Term 2, 2029, we aim to increase the proportion of students in the Regular (Good) attendance band by 5 percentage points each year. This planned, steady improvement will position us to meet the government target that 80% of students attend school more than 90% of the time by 2030.

Strategic Plan and Annual Implementation Plan

Our attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan 2026 Strategic Goal 1 :Student Engagement and Attendance. Strengthen Student Engagement Through Regular Attendance.

Attendance Policy - Further supporting information can be found in our School Docs Attendance Procedures.

Ruakituri School has procedures to record and monitor attendance, and to identify and follow up concerns. In particular…

Student Attendance

At Ruakituri School, we recognise that **regular attendance** at school is crucial for student achievement. The board ensures we meet all legislative and regulatory requirements around student attendance, including recording and monitoring attendance and following up absences and attendance concerns.

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education.

The board takes all reasonable steps to ensure all students enrolled at Ruakituri School attend when it is open for instruction (Education and Training Act, s 36), with some **exceptions**.

We expect students and their parents/guardians/caregivers to work with us to make sure students attend school regularly. Whanau have legal obligations to ensure their tamariki attend school (Education and Training Act s244).

Whanau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent.
- Arrange appointments and trips outside of school hours or during the school holidays, where possible.
- Work with the school to manage attendance concerns.

School Responsibilities

As required by the Education and Training Act, the board:

- Takes all reasonable steps to ensure the attendance of students enrolled at our school.
- Has an attendance management plan that sets out a strategy and a process for the school to identify and respond to student absences.
- Has regard to any guidelines on the management of school attendance issued by the Secretary of Education when preparing our attendance management plan.
- Reviews our attendance management plan in accordance with regulations
- Makes our attendance management plan publicly available online.

As required by the School Attendance Rules 2025 (published under section 237A of the Education and Training Act 2020) and the Education (School Attendance) Regulations 2024, the principal ensures that the school:

- Keeps attendance records for each student enrolled at the school (either by half-day or period) for each half-day that it is open for instruction.
- Has an absence notification process to enable the accurate and timely collection of attendance records.
- Uses a Ministry-approved Electronic Attendance Register (eAR) unless **exempt.**
- Uses Ministry-approved attendance codes to record attendance or absence for each student for each half-day the school is open for instruction.
- Provides these attendance records to the Secretary of Education at the end of each school day.

Accurate recording of student attendance ensures all students are accounted for during school hours, EOTC activities, and emergency events, and provides information to help identify and respond to student attendance concerns.

- If a student does not arrive at school or goes missing during the day (including from an EOTC event), we check there are no errors in how attendance information was recorded or updated (e.g. if a student has gone home due to illness) and notify parents/guardians/caregivers in a timely manner so they can respond. If there is reason for concern, we follow our Missing Student Procedure.
- We work with students, parents/guardians/caregivers, staff, and external agencies where needed to identify any barriers to attendance, develop a plan to support attendance and learning, and improve student attendance at our school.
- The principal reports to the board on attendance trends, barriers, and interventions, including

by sharing the termly Every Day Matters report.

We ensure that all attendance-related procedures, documentation, and records comply with privacy requirements. We keep attendance records for the length of time required by the School Records Retention and Disposal Schedule.

Monitoring Practices

Who Is Monitoring Attendance?

Role	Daily	Weekly/Fortnightly	Termly	Yearly
Classroom Teachers	- Take roll (am & pm) Using a paper copy No later than 9.10am and 1.20pm using appropriate code - Record absences with correct codes - Note lateness patterns	- Flag concerns to the Principal	- Review attendance patterns -Discuss in person with parents if necessary	- Contribute to attendance reports for EOY reports if relevant.
Office / Admin Staff/ Principal	- Collect absence notifications - Follow up on unexplained absences the same day - Update SMS using Edge with daily attendance	- Report unexplained absences list to the Principal - Ongoing sickness may require medical certificates	- Check the accuracy of SMS data - Support data collation for Ministry returns -Review progress and results. This will form the basis of next steps for the following term.	- Submit confirmed roll returns (MoE)
Principal/ Attendance Lead / SENCO	- Support follow-up on priority students	- Monitor school-wide data (e.g. students <90%) - Discuss at-risk students	- Report trends to BOT - Coordinate whānau engagement plans. -Discuss school programmes with relevant staff to better meet the needs of students at risk of disengagement	- Oversee school-wide analysis of annual data. - Lead Attendance Action Plan updates

Principal / Tumūaki	- Oversight of daily safety and attendance processes	- Review weekly data - Analyse attendance data for patterns of absence - Trends in coded reasons -Contact parents/caregivers to outline attendance expectations if required via letter for unjustified absences -Meet with students and parents/caregivers to discuss strategies for improving attendance. Where possible barriers are minimised and problem-solved with whanau	- Report to BOT on attendance (numbers, patterns, actions). - Connect with external agencies if needed	- Report annual data to BOT & MoE. - Review policy & procedures
Board of Trustees (BOT			- Receive termly attendance report based on the analysis of data, trends, and narratives - Ensure policies are being followed	- Review annual attendance report . - Ensure compliance with MoE guidelines
Regional Attendance Service (RAS)		- Support referred students with attendance plans	- Collaborate with school/whānau on complex cases.	- Provide annual data back to MoE and schools

Under the Education and Training Act (s48), the board may also refer students with extended or persistent absences to Attendance services.

Please Note - Attendance data is reviewed alongside achievement data each term to identify the impact of attendance interventions on student progress.

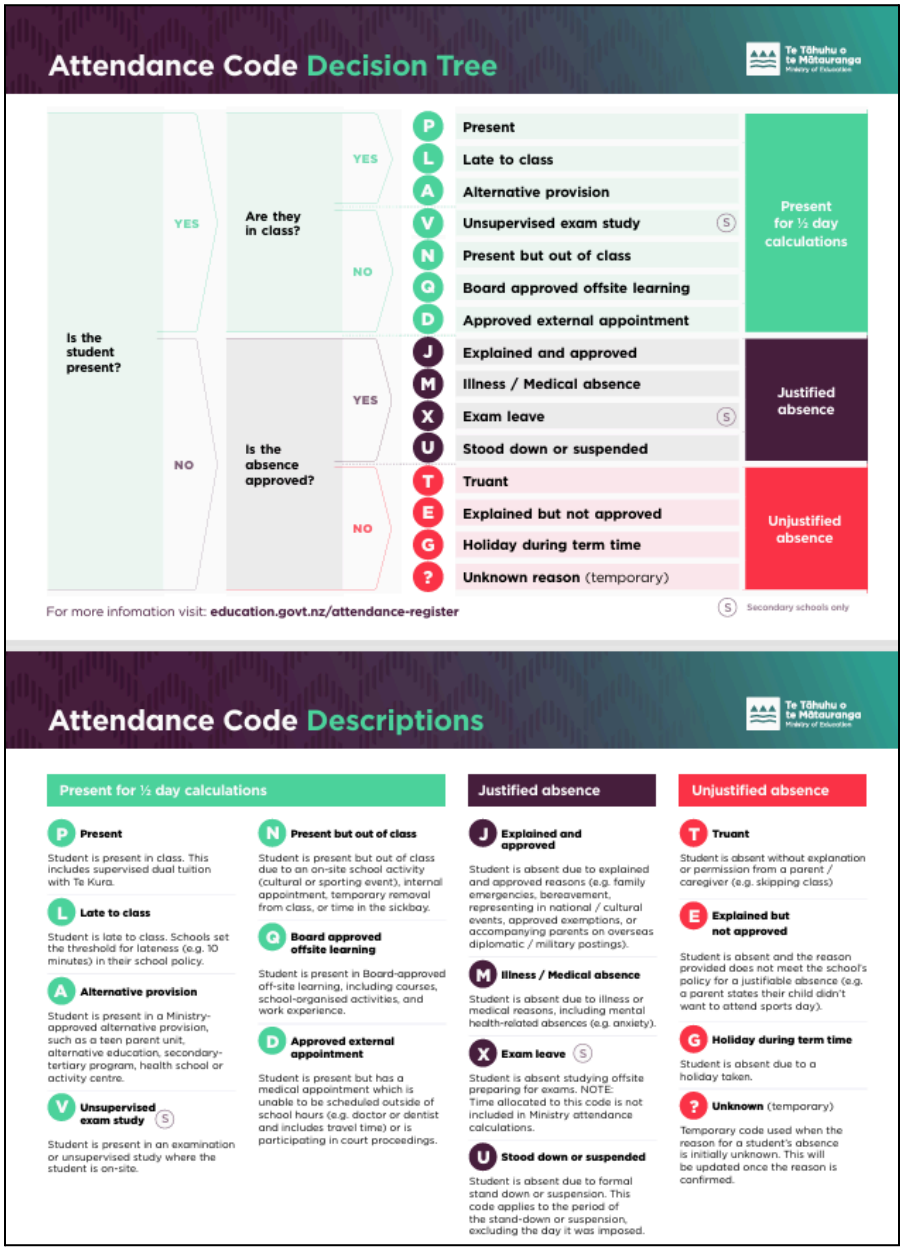
How We Set and Reinforce Attendance Expectations With Families and Students

- At enrolment, attendance expectations and procedures are explained to caregivers and students.
- At the start of each year, and again each term, we reinforce the importance of attendance through regular pānui to whānau.
- At the end of each term, students with high attendance are celebrated, and prizes or awards for attendance are given out.

- **Supporting Students Returning To School**
- To mitigate learning loss, the classroom teacher will differentiate practice.
- The classroom teacher will foster a positive and inclusive classroom culture to welcome students back to school and re-establish friendships.
- As part of good practice, teachers will ensure that whānau and parents of returning students are kept informed of reintegration progress.

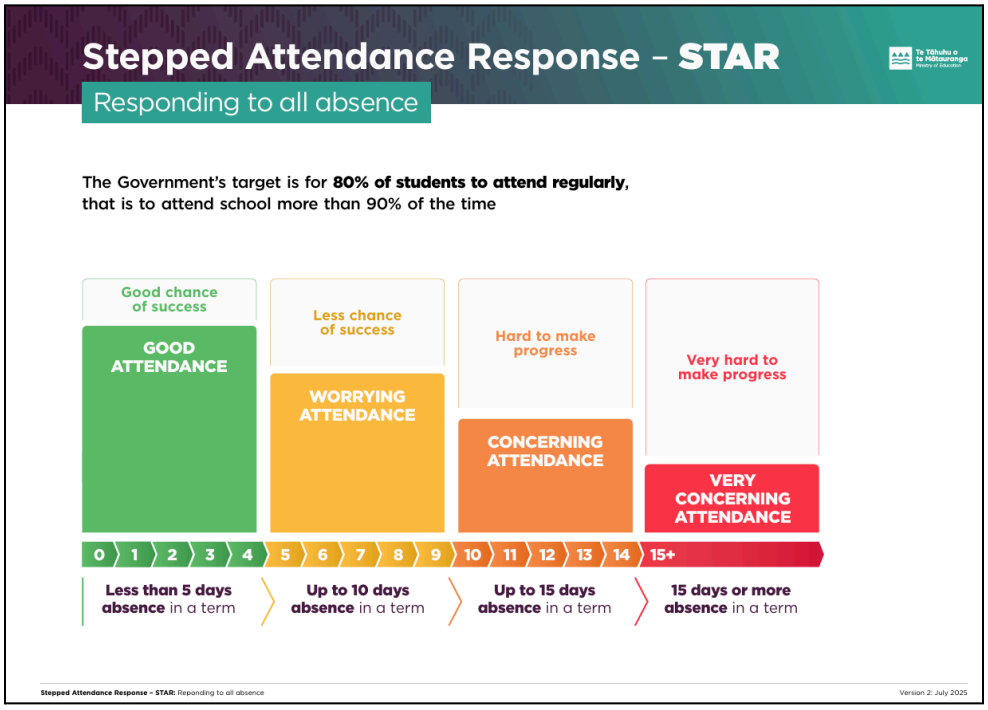
Attendance Codes

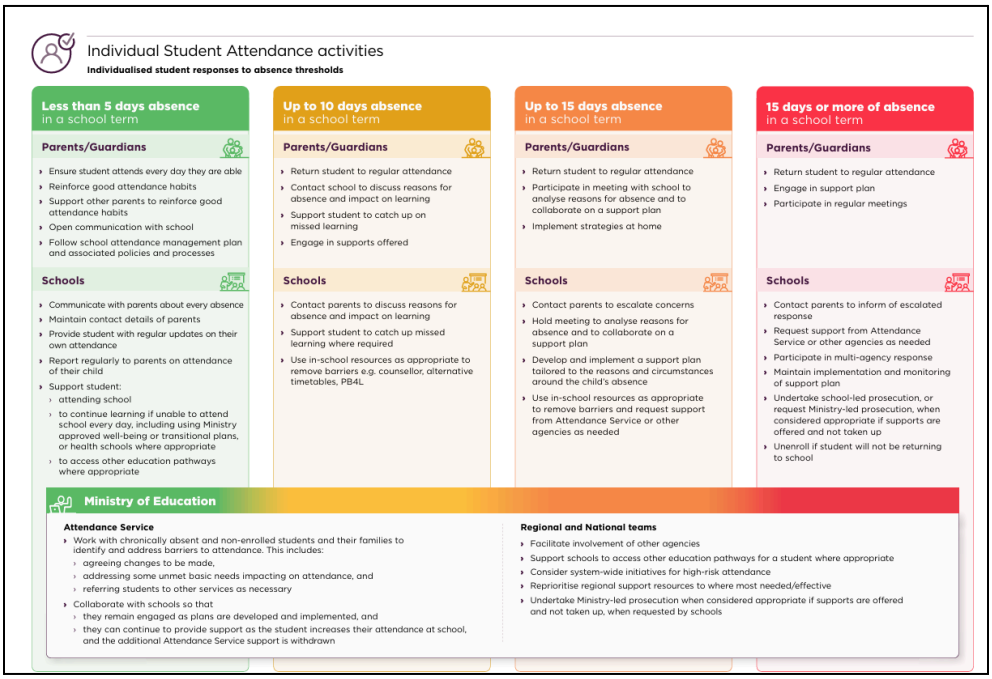
Ruakituri School accurately records and monitors attendance using the procedures below to ensure all students are accounted for, including in emergency situations. The school provides attendance data to the Ministry of Education each day, as required by the *Education and Training Act 2020* and the *Education (School Attendance) Regulations 2024*. We monitor absence patterns through our student management system, Edge, and notify parents and caregivers of any concerns.



Use Of Thresholds

- We use the Stepped Attendance Response (STAR) thresholds for the number of days a student is absent in a term to identify concerning absences or patterns of absence that require a response.
- Our response is guided by the *Stepped Attendance Response (STAR)* booklet.
- We use the communication templates provided by the Ministry of Education to guide our communication at different thresholds (Template – *Communicating with Whānau*).
- When individual attendance plans are required to support students, we use the Ministry of Education template (*Individual Attendance Plan*).





For Students With Less Than 5 Days Absence In A School Term		
Activities included in the STAR	What this may look like in practice	Who is responsible
• Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term. • Communicate to parents what steps the school will take in the event their child is absent from school. • Communicate good attendance habits to students and parents.	Use enrollment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents.	Principal
• Monitor attendance. • Communicate to parents about every absence. • Maintain contact details of parents.	Have procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents.	School Admin Principal
• Provide students with regular updates on their own attendance.	Provide regular reporting via online portals and classroom discussions	Teachers Principal
• Report regularly to parents on attendance of their child.	Notify every absence, providing weekly, or term reports through school communication methods.	School Admin Principal
• Support students getting to school	Communicate to parents the supports available to assist them to get their children to school.	School Admin Teachers Principal
• Use school level approaches to promote good social and learning environment.	Utilise trauma informed practices and regular PLD opportunities	Teachers Principal

For Students With Up To 10 Days Absence In A School Term		
Activities included in the STAR	What this may look like in practice	Who is responsible
• Send formal notifications and contact parent/guardian to discuss reasons for absence.	Utilise templates and resources provided by the Ministry of Education.	Principal
• Support students to catch up missed learning where required.	Identify missed learning objectives and providing notes or activities to bring student back up to speed.	Teachers
• Use in-school resources as appropriate to remove barriers.	Make parents and students aware of additional resources and support to access them.	Teacher Principal

For students with up to 15 days absence in a school term		
Activities included in the STAR	What this may look like in practice	Who is responsible
• Send escalated formal notification to parents. • Hold meetings to analyse reasons for absence and to collaborate on a support plan. • Develop and implement a plan tailored to the reasons and circumstances around the child's absence.	Utilise templates and resources provided by the Ministry of Education	Principal
• Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed	Engage with the Ministry of Education attendance services to find out about options for support.	Principal

For Students With 15 Days Or More Absence In A School Term		
Activities included in the STAR	What this may look like in practice	Who is responsible
• Send warning notice and make contact to arrange meeting with parents/caregivers.	Utilise templates and resources provided by the Ministry of Education	Principal
• Escalate to multi-agency response. • Participate in multi-agency response.	Refer to Ministry of Education attendance services or other agencies. Support access to services and collaborating with specialists	Principal
• Implement and monitor improvement plan.	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met.	Principal
• Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up.	Engage with Ministry of Education to discuss options available and required steps to take.	Principal School Board
• When criteria is met, follow prescribed processes to unenroll the student	Update ENROL as soon as school is made aware a student will not be returning and complete a non-enrolled notification. Share information with other agencies	School Admin

Further Information and Support

Stepped attendance response- STAR- Ministry of Education for more resources to support STAR related activities

Attendance Management Plans - Ministry of Education for more resources to support the development of your Attendance Management Plan

The NZSBA website for school boards support

Ministry of Education Regional Office