



Rototuna Junior High School: Attendance Management Plan

1.0 Introduction and Purpose

With regular student attendance declining to a concerning low of 54% in Term 3 2025, this Attendance Management Plan outlines Rototuna Junior High School's decisive framework for reversing this trend and ensuring every student can succeed. This document serves as our official framework for promoting regular attendance, responding to absences, and meeting the regulatory requirements set by the Ministry of Education, effective from Term 1 2026.

Our core philosophy is that consistent attendance is fundamental to student learning, overall wellbeing, and the development of positive life habits. We believe that 'a connected school community that does everything to make sure students are attending, participating, and progressing in their education can play a pivotal role in raising attendance.' In line with this, RJHS is dedicated to working collaboratively with our students (ākonga), their families (whānau), and the wider community to create an environment where every student can attend, participate, and thrive.

To ensure our strategies are targeted and effective, this plan is built upon a detailed analysis of our school's recent attendance data, which provides a clear rationale for our objectives and interventions.

2.0 Current Attendance Landscape: A Data-Driven Rationale

A deep understanding of our attendance data is critical for effective planning and targeted intervention. This section synthesises key findings from the 2025 school year to identify specific challenges and inform the proactive strategies outlined in this plan. Our data reveals a clear need for a focused effort to improve regular attendance, in order to meet the government target of 80%.

Our overall performance in 2025 showed a decline in the proportion of students attending regularly (present for more than 90% of the term) as the year progressed:

- **Term 1, 2025:** 70% of students attended regularly.
- **Term 2, 2025:** 59% of students attended regularly.
- **Term 3, 2025:** 54% of students attended regularly.
- **Term 4, 2025:** 58% of students attended regularly.

This represents a decline not only throughout the year, but also a drop from the 56% regular attendance rate recorded in Term 3, 2024, signaling a worsening trend that this plan must address. An analysis of the reasons provided for absences in the most recent term highlights where our efforts need to be concentrated.

Primary Reasons for Absence (Term 3 & 4, 2025 Data)

Absence Reason	Code	Percentage T3	Percentage T4
Illness / Medical Absence	M	61%	48%
Accepted (but unjustified)	E	16%	20%



Holiday	G	8%	12%
Unknown (Temporary)	?	7%	7%
Unexplained / Trivial	T	6%	9%

Further analysis reveals specific demographic and temporal patterns that present both challenges and opportunities for improvement. In Term 3, 2025, our data indicated several key areas requiring targeted support. **Year 9** students had the highest proportion of chronic absence at 7%. Demographically, **Māori** students experienced the highest rate of chronic absence (14%) and also had the highest proportion of unjustified absences (47%). A consistent weekly trend also emerged, with attendance being lowest on **Fridays** across all three terms (**89% in T1, 76% in T2, and 86% in T3**).

These data points create a clear imperative for establishing ambitious targets and a robust, multi-tiered response framework to support our students and whānau.

3.0 Attendance Targets and Key Objectives

In response to our school's data and in alignment with national expectations, Rototuna Junior High School has established clear and ambitious targets to guide our efforts.

The New Zealand Government has set a national attendance target for 80% of students to be present for more than 90% of the term by 2030. RJHS fully supports this goal and has tailored our specific objectives to contribute to this national priority while addressing our unique challenges.

To achieve this, the school has established three non-negotiable objectives:

1. **Overall Regular Attendance:** To increase the percentage of students attending over 90% of the time from a 2025 low of 54% to meet and ultimately exceed the national target of 80%.
2. **Reduce Chronic Absence:** To significantly decrease the percentage of students in the "Chronic Absence" category (70% attendance or less), with a specific and sustained focus on our identified at-risk cohorts: Year 9 and Māori students.
3. **Address Unjustified Absences:** To reduce the proportion of unjustified absences, specifically 'Accepted but unjustified' (E) and term-time 'Holiday' (G) absences, by reinforcing Ministry guidelines that define these as non-attendance.

The Rototuna Junior High School Board of Trustees is fully committed to providing the governance and oversight necessary to achieve these critical goals.

4.0 Board of Trustees Statement of Commitment

The Board of Trustees of Rototuna Junior High School accepts its fundamental governance responsibility for promoting student attendance and wellbeing. The Board recognizes that regular attendance is a key prerequisite for student achievement and is committed to ensuring the systems and resources are in place to support this.

In accordance with Ministry of Education regulations, the Board of Trustees formally commits to the following:



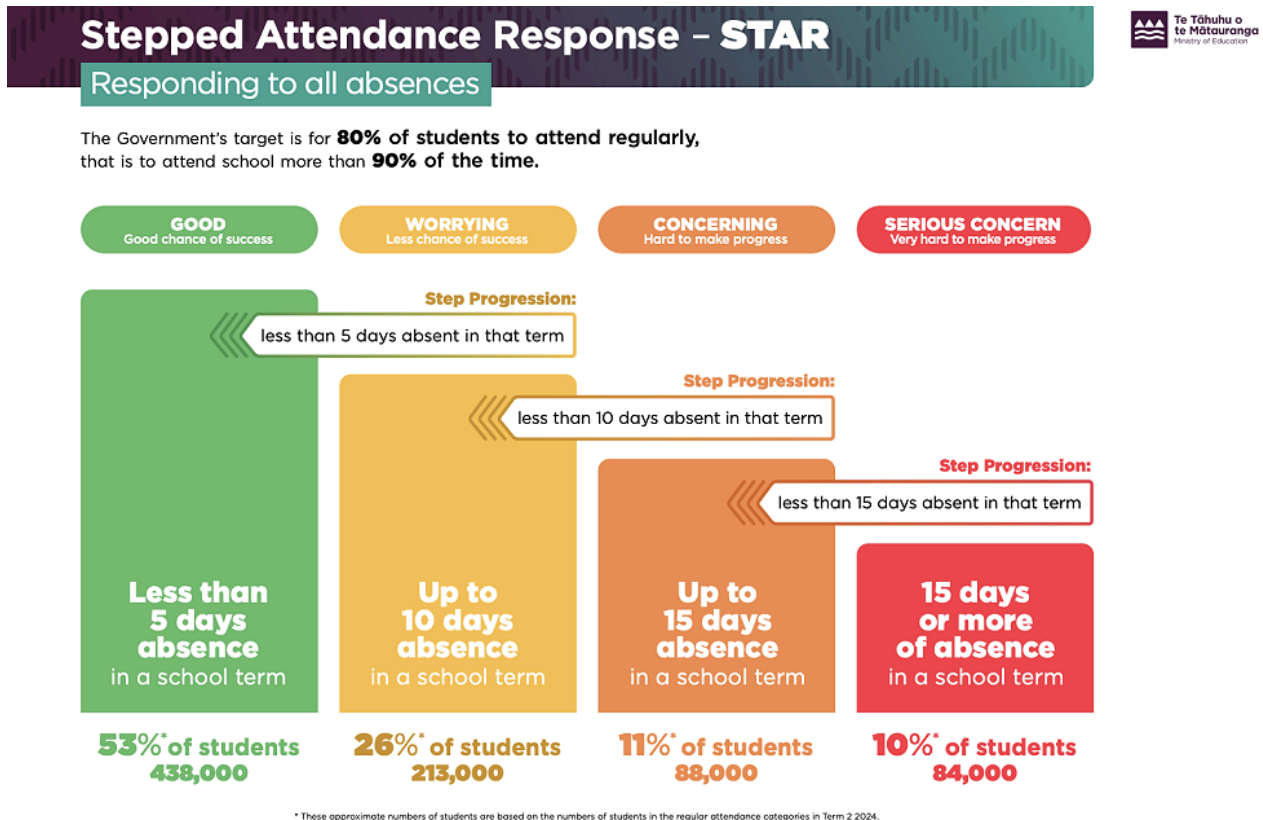
- The Board will ensure that all student absences are investigated, responded to, and recorded in a manner consistent with the procedures outlined in this Attendance Management Plan.
- The Board will ensure that this Attendance Management Plan is published on the school's website, making it accessible to our entire school community.
- The Board will periodically review this plan to assess its effectiveness, measure progress against our stated targets, and ensure its ongoing compliance with all Ministry of Education regulations and guidelines.

The Board of Trustees endorses the operational framework detailed below and will oversee its implementation to ensure a consistent and supportive response to attendance issues across the school.

5.0 The Stepped Attendance Response (STAR) Framework at RJHS

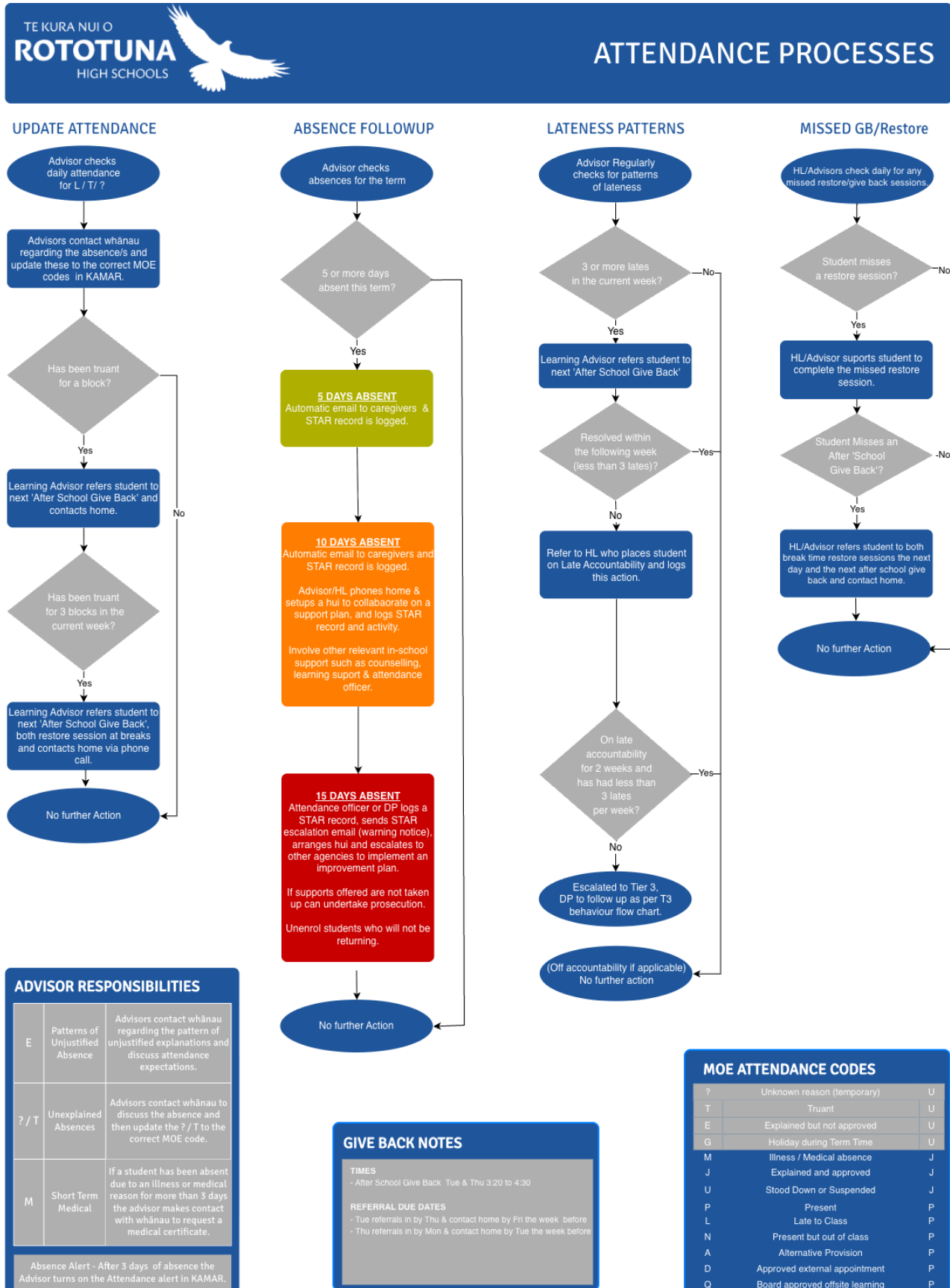
5.1 Introduction

The Stepped Attendance Response (STAR) framework is a tiered system designed to provide a consistent, escalating level of support and intervention for students at different attendance thresholds. This framework ensures that our responses are timely, appropriate, and tailored to the individual needs of students and their whānau. This section details how RJHS has integrated the national STAR model with our established internal processes, communication protocols, and restorative practices.





The following flow chart details the actions taken at RJHS in response to absence, or attendance issues.
NB: Small procedural details may change in 2026 in response to SMS updates





Other tools supporting attendance monitoring:

- Full time Student Attendance Liaison
- Know Your Learner Data sheet (exported from KAMAR weekly; identifying trends in attendance, pastoral and work completion.
- Fortnightly Iwi meetings (DP, Iwi Leader, 3 Hapū Leaders and LSC) and weekly Hapū Team meetings to review attendance patterns and responses.
- KAMAR STAR tab. Actions related to attendance are noted here and data can be accessed in relation to individuals or within specified cohorts

5.2 Tier 1: Supporting Regular Attendance (>90% Attendance)

This foundational tier focuses on proactive, universal strategies to reinforce and maintain good attendance habits for the majority of our students. The emphasis is on clear communication and positive reinforcement.

Stakeholder	Actions and Responsibilities
School (Advisors & Staff)	<ul style="list-style-type: none"> - Clearly communicate attendance expectations at the start of each term. - Monitor daily attendance and code absences correctly in KAMAR, via Monday morning attendance sheets for the previous week. - Provide students with regular updates on their own attendance via the fortnightly Class Effort reports. - Use school-level approaches like fortnightly attendance draws, Advisory pizza & iceblock lunch and Hapū points to promote good habits. - Follow up any unexplained absences ('?' or 'T') to update codes. Contact whānau if appropriate.
Parents/Guardians (Whānau) & Student	<ul style="list-style-type: none"> - Ensure students attend every day they are able. - Maintain open communication with the school regarding any absence. - Follow the school's processes for explaining absences.
Ministry of Education	<ul style="list-style-type: none"> - Monitor that the school's attendance management plan is published and reviewed. - Provide attendance data reports to the school.



5.3 Tier 2: Early Intervention for Irregular Absence (80-90% Attendance / 5+ days absent)

This stage is triggered when a pattern of absence emerges, requiring early and supportive intervention to understand the underlying causes and prevent escalation.

Stakeholder	Actions and Responsibilities
School (Advisor)	<ul style="list-style-type: none"> - Upon a student reaching 5 days of absence in the term, the Advisor will: <ol style="list-style-type: none"> 1. Receive a notification in KAMAR that they have crossed the threshold 2. Automated NAMS #1 letter sent via KAMAR 3. Log any further action taken or communication in the STAR tab of KAMAR. 4. Follow up with any appropriate restorative consequences (e.g., SOAR reflection sheet, Give-back).
Parents/Guardians (Whānau) & Student	<ul style="list-style-type: none"> - Engage with the Advisor to discuss reasons for absence. - Collaborate with the school to address any emerging barriers. - Support the student to catch up on missed learning.
Ministry of Education	<ul style="list-style-type: none"> - Support the school with formal notification processes if required.

5.4 Tier 3: Targeted Intervention for Moderate Absence (70-80% Attendance / 10+ days absent)

A student reaching this threshold signals a significant concern that requires a more formal and collaborative response, involving senior school leadership and the development of a tailored support plan.

Stakeholder	Actions and Responsibilities
School (Hapū Leader)	<ul style="list-style-type: none"> - Upon a student reaching 10 days of absence in the term, the Advisor and Hapū Leader will: <ol style="list-style-type: none"> 1. Receive a notification in KAMAR that they have crossed the threshold 2. Automated NAMS #2 letter sent via KAMAR 3. Arrange a hui with whānau to collaborate on a support plan. Use ‘Everyday Attendance Plan’ template during hui. 4. Involve other in-school support such as the Student Support & Attendance Liaison, counsellor, or Learning Support team. 5. Log any further action taken or communication in the STAR tab of KAMAR and notify the relevant Iwi Leader and SLT. 6. Refer to external truancy services <p>Interventions:</p> <ul style="list-style-type: none"> - Home visits - Attendance van - Canteen vouchers - Bus cards



Parents/Guardians (Whānau) & Student	<ul style="list-style-type: none"> - Attend the hui at the school to analyze reasons for absence. - Actively participate in developing and implementing the support plan.
Ministry of Education	<ul style="list-style-type: none"> - Facilitate multi-agency support if requested by the school. - Offer additional support to schools with a significant proportion of students at this level.

5.5 Tier 4: Intensive Intervention for Chronic Absence (<70% Attendance / 15+ days absent)

Chronic absence requires our most intensive, multi-agency response. This tier involves formal warnings and, if necessary, the consideration of legal measures when supportive interventions are not successful.

Stakeholder	Actions and Responsibilities
School (DP/Attendance Officer)	<ul style="list-style-type: none"> - Upon a student reaching 15 days of absence in the term, the Advisor, Hapū Leader, Iwi Leader & DP (with the support of the Student Support & Attendance Liaison) will: <ol style="list-style-type: none"> 1. Receive a notification in KAMAR that they have crossed the threshold 2. Send the NAMS #3 letter. 2. Arrange a hui and escalate to a multi-agency response to implement an improvement plan. 3. In case of no improvement, review the interagency plan, and seek MOE support to escalate to prosecution. 4. Un-enrol students confirmed not to be returning.
Parents/Guardians (Whānau) & Student	<ul style="list-style-type: none"> - Engage fully with the multi-agency improvement plan. - Participate in regular follow-up meetings.
Ministry of Education	<ul style="list-style-type: none"> - Facilitate and coordinate the multi-agency response. - Provide direct support to parents where required. - Undertake Ministry-led prosecution when requested by the school.

While this framework provides a robust system for responding to absenteeism, our commitment extends to proactive initiatives designed to remove barriers before they impact attendance.

6.0 Proactive School Initiatives and Community Engagement

In addition to the responsive STAR framework, Rototuna Junior High School is implementing a series of targeted, funded initiatives designed to proactively address known barriers to attendance and foster a positive school-going culture. These initiatives directly target the barriers identified in our 2025 data analysis, including transportation challenges that may contribute to chronic absence among our at-risk cohorts and the need for consistent positive reinforcement to combat trends like declining Friday attendance.



Student Support and Attendance Liaison role (Full-time)

- General pastoral care / liaison point for students / whanau of RHS.
- Welcome students as they arrive at school. Monitor and address late arrivals. Contact home to offer support for continual lateness.
- Support the schools, families and whanau dealing with attendance issues. Assist with barriers to attendance (e.g. access to food, loan uniform, devices).
- Follow up with students reported truant and if necessary interview them about their absence.
- Conduct home visits as needed to support attendance.
- Meet and report regularly with the Hapu Leaders / Kaihautū to ensure links are upheld and all are informed of recent developments. Attend Kaihautū and Hapu/Learning Leader meetings as required. Provide support for students identified as 'at risk' through inconsistent attendance (referrals from Learning Leaders/Kaihautū).
- Provide support to KR/SLT/Pathways staff with attendance related pastoral concerns as required. Provide behaviour management consultation and planning to families and students with attendance concerns (include Counsellors to support this).
- Work closely with School Nurse, Counsellors, Mentors, Hapu Leaders / Kaihautū, Truancy Advisor and SLT in the identification and referral of students 'at risk' of not attending.
- Review absence reasons and raise referrals as required.
- Follow up with families and whanau when Attendance Letter 2 has been sent and a referral to the MOE Truancy Advisor has been made.
- Be the liaison person for external agencies to support the pastoral care of students. Contact external support agencies as required (e.g. Truancy Officer).

Initiatives

- **Van Service:** This initiative provides dedicated morning pick-ups for targeted students and is designed as a short-term intervention to establish a regular, positive attendance routine.
- **Bus Cards:** For up to 10 students for whom public transportation costs are a primary barrier to attendance, the school will provide pre-paid Bee bus cards.
- **Canteen Vouchers:** As a guaranteed incentive, students with chronic attendance issues who complete a full week of attendance can earn a 10 canteen voucher. This reward is available for up to 20 weeks per student to reinforce consistent effort.
- **Year 10 Formal:** At the start of Term 2 we communicate to all Year 10 students and their whaanau that students must have an attendance rate of 85% for the year to be able to attend the formal. Mid/late Term 3, we communicate with all families of students who are at risk of not reaching the threshold. Students who are on the cusp of the threshold may sign an attendance contract, and demonstrate excellence attendance for Term4 and gain an invite to the formal.
- **Iwi Assembly Attendance Draws (displayed and celebrated in assemblies):**
 - Fortnightly assemblies (x4 Iwi): students with 100% attendance go into a spinning wheel draw. The winning student receives a canteen voucher, and from Term 4 2025, a cupcake from Girl on a Swing. Winners are celebrated on social media.
 - End of Term Assemblies: students from each Iwi (x4) with 90% attendance go into a spinning wheel draw. The winning student receives a bluetooth speaker. Winners are celebrated on social media.
 - End of Year Assembly: all students in the school with 90% attendance go into a spinning wheel draw. The winning student (x1) receives a family pass to Rainbow's End. Winners are celebrated on social media.



- **Pizza & Iceblock Lunch:** The Advisory (approx 24 students) in each Iwi (x4) with the highest average attendance for the year wins a lunch (pizza and iceblocks) in the last week of the school

Risk Mitigation

We recognize the importance of ensuring these initiatives address root causes and build intrinsic motivation rather than creating dependency. Our Iwi and Hapū Leaders will work closely with whānau to ensure transportation solutions are paired with conversations about long-term strategies. The van and bus card supports will be targeted at students for whom transport is the main barrier. Vouchers will be framed as a recognition of commitment and are time-limited to encourage the formation of sustainable attendance habits.

Community Communication Strategy

Setting strong community expectations around attendance is vital. We will actively share the following key messages from the Ministry of Education with school staff, board members, and our community via newsletters, presentations, and our website:

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

The effectiveness of these initiatives and the overall plan will be subject to rigorous and ongoing evaluation.

7.0 Monitoring, Measurement, and Review

This Attendance Management Plan is a living document, and its success depends on continuous monitoring and improvement. We are committed to a data-informed cycle of action, reflection, and refinement to ensure our strategies remain effective and responsive to the needs of our students.

Monitoring and Measurement

Progress towards the targets established in Section 3.0 of this plan will be formally tracked using the termly "Every Day Matters" attendance reports provided by the Ministry of Education. In addition, internal attendance data will be reviewed regularly by the school's senior leadership team to identify emerging trends and inform day-to-day operational responses.

Review Cycle

As required by the Ministry of Education, the Rotorua Junior High School Board of Trustees will periodically review this Attendance Management Plan. This review will assess the plan's overall effectiveness, measure progress against our strategic objectives, and ensure it remains compliant with all current regulations.



Primary Contacts

For any questions or for further information regarding this plan, please contact the relevant personnel below.

- **For school-specific inquiries:** Mel Moore, Tumuaki | Principal melissamoore@rhs.school.nz
- **For Ministry of Education support:** EveryDayMatters@education.govt.nz or your local Ministry office.