

Rosehill School Attendance Management Plan 2026

School Attendance Procedure – Stepped Attendance Response

Purpose: To ensure all ākongā attend school regularly (at least 80% of days open for instruction), recognising that attendance is essential for learning, wellbeing, and future success.

Goals

- Increase attendance so that all ākongā are attending regularly (70% or more for 2026).
- Set clear annual attendance goals and work strategically to achieve them.
- Annual goals will be set for:
 - **Worrying attendance:** 5–10 days absent per term
 - **Concerning attendance:** 10–15 days absent per term
 - **Very concerning attendance:** 15+ days absent per term

Whānau Responsibilities

Whānau have a legal obligation to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- Notify the kura as soon as possible if their tamariki will be late or absent
- Prioritise school by arranging non-essential appointments or trips outside school hours
- Alert the school to any challenges that may be preventing attendance
- Work with us to address attendance concerns

School Responsibilities

- Maintain effective procedures for recording and monitoring attendance
- Identify and follow up on attendance concerns
- Share attendance expectations with staff, tamariki, and whānau
- Ensure whānau know that support is available if attendance is difficult

School Procedures

- The Tumuaki will ensure clear processes are in place and delegate responsibilities for eTap management and follow-up of non-attendance.
- Syndicate Leaders and Deputy Principals will monitor attendance for their teams, ensure students with concerning or very concerning attendance have an My Every Day Attendance Plan, and ensure parents are informed.
- My Every Day Attendance Plans will be tailored to the reasons for absence.
- Leadership Team will evaluate attendance patterns and interventions each term to review effectiveness and outcomes.

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Kaiako Responsibilities

1. Complete attendance registers by **9:30am** and **1:30pm** daily
2. Record all reasons for an absence on the eTap roll
3. Record all actions on the eTap roll and/or eTap pastoral for detailed notes
4. Check the roll at the end of the day; if a “?” remains, contact whānau and record the explanation in eTap
5. If there is still no response, change the code to **T = Truant, absent without explanation**
6. Ensure all absences are recorded with the correct code and supporting comments
7. Gain principals permission before coding any ākonga ‘J’ justified
8. Ask for support if needed when contacting whānau
9. Work with the Syndicate Leader to develop and implement Attendance Action Plans
10. Check attendance patterns weekly and raise concerns with the Syndicate Leader

Tari / Administration Responsibilities

1. Check texts and phone messages regarding absences at **9:00am**
2. Check that classes have entered absences in eTap by **9:30am**
3. Contact the Kaiako or Syndicate Leader if rolls are incomplete
4. Send a text to any student marked with a “?”
5. Phone priority absent students if there is no reply to the text
6. Enter replies into eTap pastoral and roll
7. Check afternoon roll at **1:30pm**
8. If a “?” has not been updated by the following morning, change the code to **Truant**

Leadership Responsibilities

1. Support kaiako to follow up on non-notified absences
2. Work with teams to identify students with attendance issues
3. Maintain an up-to-date database of students with Worrying, Concerning, and Very Concerning attendance
4. Ensure My Every Day Attendance Plans are in place for all ākonga with concerning or very concerning attendance, unless the primary reason is a justified medical issue
5. Analyse attendance data termly, identify successes and contributing factors, and celebrate improvements

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Attendance Codes

P	Present in class
?	Reason for absence not yet known
E	Explained absence (but not an approved excuse)
M	Unwell / sick (or home from hospital)
D	If a student is currently in the hospital- surgery, or recovering
T	Absence without parent notification
J	Absence that needs Principal approval
G	Approved holiday during term time- the Principal must have received correspondence from whānau, otherwise it is E
Q	Approved learning from home- Board Approval required

For ākongā with fewer than 5 days' absence per term

These students are considered to have **regular attendance** and will be acknowledged through our attendance recognition processes.

For ākongā with less than 5 days absence in a school term.

What activities= STAR	When	Who
Acknowledge good attendance	End of term certificates	Manisa
Maintain contact details	Ongoing	Manisa
Report to whānau on attendance at PLP and through Seesaw reporting	Share Attendance Graph (eTap) with whānau via Seesaw at the end of each term	Kaiako DP Louise
Ensure all absence codes are correct	Share Attendance Code Descriptions information at start of year	Kaiako DP Louise

For ākongā with 5 to 10 days absence in a school term (not confirmed medical).

What activities= STAR	When	Who
Contact whānau and discuss reasons for absence and impact on learning, access to therapy etc.	As soon as 5-10 days absence is recorded in one term	Kaiako
Maintain regular contact and share clear expectations	As required, at least every 2 weeks until there is improvement	APs School communications
Make whānau aware of school resources i.e. such as behavioural supports, SWIS, SESTA	As required, support individual support needs	APs + DP
Ensure coding is correct	Weekly	APs
Investigate reasons for absences, and if there is a pattern, consider the actions listed at higher thresholds. Record all actions taken to address non-attendance If there is no action taken due to individual circumstances, record on eTap. Provide feedback on positive improvements to ākongā and whānau.		

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For ākongā with 10 to 15 days absence in a school term (not confirmed medical).		
What activities= STAR	When	Who
Contact whānau to escalate concerns	As soon as the issue is identified	AP/Kaiako
Hold a meeting to analyze reasons for absence and to collaborate on My Every Day Attendance Plan tailored to the reasons and circumstances around the child	Once contact with whānau has been established	AP/Kaiako DP support when required
Implement My Every Day Attendance Plan (MEDAP) including using in school resources to remove barriers i.e. SWIS, Psychologist, external agencies	Ongoing, reviewed termly	AP/Kaiako
Request support from Attendance Services if patterns continue	When MEDAP is seen to be not enough.	DP with responsibility for attendance
Investigate reasons for absences, and if there is a pattern, consider the actions listed at higher threshold. Record all actions taken to address non-attendance. If there is no action taken due to individual records against student record on eTap		

For ākongā with 15 days or more absence in a school term (not confirmed medical).		
What activities= STAR	When	Who
Contact whānau to inform of escalated response	As soon as the issue is identified	AP/DP
Update MEDAP	At least termly	AP/DP
Use in school resources to remove barriers i.e. SWIS, Psychologist, external agencies	As part of MEDAP process	AP/DP
Request support from Attendance services	Once they reach 15 days away	DP
Send formal letters	As part of the MEDAP process	DP
Investigate reasons for absence and patterns. Refer to syndicate leader for further action. Records all actions taken to address non-attendance.		

My Every Day Attendance Plan			
My name:		Date of plan:	
My current attendance:		My goal attendance:	
Things I enjoy at school:	Things outside school that make it harder for me to attend:		
Attendance is important because:	What could we try?		
What I will do:	When:		
What my whānau will do:	When:		
What my school will do:	When:		

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What we can do to help

- Attendance updates at Personal Learning Plans meetings
- Talk to whānau about attendance and how we can support
- Build strong valuing, culturally affirming relationships with whānau. Build trust
- Get to the heart of the matter, explore barriers with whānau
- Develop My Every Day Attendance Plans with whānau
- Professional meetings to set goals, plan interventions and monitor progress
- Engage SWiS (Social Worker in Schools) support
- Engage therapist and psychologist support to address specific needs
- Provide whānau hui to share information on strategies for getting ākongā to school
- Newsletter blurbs and attendance celebrations
- Certificates and letters for good attendance
- Attendance updates as part of reporting cycle