

Rotorua Specialist School - Te Kura Pūkenga o Rotorua Attendance and Engagement Management Plan 2026

SCHOOL GOAL:

65% OF students ATTEND REGULARLY by Term 4 2026 - currently at 60%

At Rotorua Specialist School - Te Kura Pūkenga o Rotorua we focus on supporting our students and our whānau so that our students are in attendance at school. When students are in attendance they have the opportunity to learn and accelerate their progress. Through doing this we support our students to '*Kia Tatou, Ka ako, ka piki*' *Together we care, learn and excel*. When working with ākonga and whānau around attendance issues Rotorua Specialist School - Te Kura Pūkenga o Rotorua School and Staff endeavour to take a mana enhancing approach that is culturally safe and appropriate.

Attendance and Engagement Challenges

- The majority of absences are justified
 - The largest percentage of justified absences are due to illness or medical reasons
 - Māori students have the highest proportion of justified absences

Annual Plan Attendance Initiative Success Statement:

Kaiako and Leadership use a range of strategies and supports to lift student attendance and reduce unjustified absence from February 2025

Target:

- Reduce unjustified absences including accepted but unjustified absences and unexplained/trivial absences
- Reduce chronic absence rate
- Regular Attendance target of 65% by Term 4 2026.

Actions to support INCREASED ATTENDANCE

Aim	Action	When	Who
To ensure whānau awareness of importance of attendance	Include a statement in our welcome pack or verbally talk to whānau when enrolling students.	Given to whānau as part of enrollment	Assistant Principals
	Email newsletters to whānau to share the message of the importance of	Beginning of each term	Principal

	student attendance and expectations of communication with school regarding child's attendance. Share attendance policy / Newsletters		
	Engage students in learning that is relevant and presented in ways that engage students including learning goals in IEP/, individual learning goals and other learning .	Each day	Kaiako / support staff
To ensure correct coding of absence	Provide PLD on absence, correct coding and making notes for unjustified absence	Term 1 annually	Assistant Principals,
	Kaiako/admin to use correct codes and make notes on HERO for unjustified absence	Daily	Kaiako /admin
	Admin staff checks on attendance coding - Relay information to leadership	2-3 times per term	Admin Staff then Assistant Principals

UNEXPLAINED absences

Aim	Action	When	Who
Identify why a student is absent by the end of each week	Contact the parent/caregiver by: <ul style="list-style-type: none"> • Phone call • Text • Email 	<ul style="list-style-type: none"> • 9.30am on day • Continued contact throughout day • Identified by the end of the week 	Kaiako to contact in first instance. Office Admin Staff
	If unable to contact parents/caregivers mark T for Truant	<ul style="list-style-type: none"> • End of the day 	Kaiako - Office Admin Staff
	Ensure have up to date contact information for parents/caregivers	<ul style="list-style-type: none"> • Beginning of the year and mid-year send information to parents/caregivers to update. • Regularly advise Kaiakos to advise admin and update HERO with change of details - as relevant. 	Kaiako - Office Admin Staff
	Email whānau to encourage them to advise school of students absence and reason ahead of time. either through txt, phone or HERO	Beginning of each term	Kaiakos / Leadership
	Review policy on coding of absence and familiarise staff with any changes	Beginning of each year	Board/Principal

	Monitor Kaiako/admin consistency of coding	Termly review/discussion in Staff Meetings	Assistant Principals/ Admin staff
	Identify any trends in student absence through analysis of data	Termly review of data	Principal/Assistant Principals

Students with 5 - 9 days UNJUSTIFIED absence within a term

Aim	Action	Who
Identify learners with 5 or more days full days unjustified absence in a term	<ul style="list-style-type: none"> Check HERO to identify students who have been unjustifiably absent for 5 or more days (over the term). Advise Principal, Assistant Principals and Kaiako if any student has reached 5 days of unjustified absence. 	Office Admin Staff/ Leadership
To reduce or eliminate unjustified absence	<ul style="list-style-type: none"> Contact the parent/caregiver by:email, Text, HERO, or letter to advise them of the unjustified absence and offer support (copy in Kaiako) Keep records of all actions taken in HERO 	Kaiako / Assistant Principals

Actions to support students who have 10 or more days of UNJUSTIFIED absences within a term

Aim	Action	Who
To reduce or eliminate unjustified absence for students who have 10 or more days of unjustified absence within a term	<ul style="list-style-type: none"> Identify why a student is absent: Discuss possible reasons with Kaiako Contact the parent/caregiver for a verbal conversation (phone call, kanohi ki te kanohi (face to face hui) <ul style="list-style-type: none"> Discuss the number of absences Clarify reason for absence Discuss and identify possible supports (see below for possible options) Identify possible follow up actions Keep records of all actions taken in HERO 	Assistant Principals / Kaiako
	<p>Identify supports for students</p> <ul style="list-style-type: none"> The student has anxiety or is troubled by something at school - identify, plan and implement an approach (note if potential medical issue refer whānau to GP/Paediatrician) The student has difficulty with teaching style or delivery of lessons - identify, plan and implement a program that will be engaging to the student 	Kaiako , Assistant Principals, Psychologist, Pastoral care team (Leadership & Therapists) Can be supported by Therapists Learning Leader, Senior Leadership, Psychologist

	<ul style="list-style-type: none"> • Medical, Puberty, Change of needs, moving house, transiency, seasonal etc. • The student has difficulty with their peers - identify, plan and implement a program that will be engaging to the student • Leadership to review plans regularly 	
	<p>Identify supports for whānau</p> <ul style="list-style-type: none"> • The student has anxiety about coming to school - discuss support from GP / Paediatrician / School team • Difficulties with transport - identify possible ways to resolve transport issue - eg school transport • External agency support • Local Ministry of Education Te Mahau 	<p>Relevant school staff including Kaiako , Assistant Principals, Pastoral care team Senior Leadership, Principal etc GP/Paediatrician External Agencies eg OT, Transition Services etc.</p>
	<p>When an intervention is in place</p> <ul style="list-style-type: none"> • Record information of intervention in HERO and include the following: <ul style="list-style-type: none"> ○ The interventions used ○ For whom ○ The level of success reducing students absence ○ Length of time to reduce absences ○ Key learnings / insights • Regularly review intervention to determine success or otherwise <ul style="list-style-type: none"> ○ Identify which interventions result in prompt and productive responses ○ Identify gaps in supports and if need to investigate other supports ○ Discuss with students and whānau their experience of interventions ○ Monitor progress and use appropriate interventions ○ Advise Principal ○ Communicate with whānau ○ Revisit plan of intervention and adapt as required ○ Contact the Regional Ministry of Education Te Mahau for further support ○ After 20 days absence - Truancy Officer advised 	<p>Kaiako , Assistant Principals, Pastoral care team</p>
	<p>If trends in unjustifiable absences resume</p> <ul style="list-style-type: none"> • Analyse data to gain understanding • Engage in process with students and whānau again to identify barriers and supports • Contact the Regional Ministry of Education Te Mahau for further support • Create a plan and implement the agreed plan 	<p>Kaiako , Assistant Principals, Principal</p>
	<p>Other actions (ongoing)</p> <ul style="list-style-type: none"> • Each term discuss and analyse attendance data from HERO and Every Day Matters 	<p>Assistant Principals, Senior Leadership, Principal</p>

	<ul style="list-style-type: none">● Identify appropriate PLD opportunities for staff to support reduction in unjustifiable absences● Keep a school database of interventions that have been successful and interventions that have been unsuccessful with analysis information● Report to Board on attendance● Review and evaluate attendance management plan mid year and end of year.	
--	--	--