



Rotorua Boys High School

Attendance Management Plan and Supporting STAR Procedures 2026

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 by 2030. Our school currently has 51% regular attendance and a target of lifting regular attendance to 60% or better by the end of 2026.

Year Level Attendance Breakdown (as of 24th November 2025)

Year Level	Regular (90%+)	(80%-89%) Attendees	(70% to 79%) Attendees	Chronic (60%to 69%) Attendees	Less than 60% Attendees
Year 9	131	68	38	15	19
Year 10	124	68	24	20	17
Year 11	116	75	35	11	9
Year 12	95	46	28	12	4
Year 13	59	39	20	14	8
Total	525	296	145	72	57

- From the data above, the biggest shift opportunity is in Year 9, with a particular focus on strategic support and targeted interventions.
- In our largest cohort, 38 Year 9 students are currently sitting between 70–79% attendance.
- Deans will focus on the 75%–89% attendance group, aiming to lift these students into regular attendance (90%+) by the end of the year.

- The RBHS Truancy Team (Uncles) and Kairahi are targeting the 65%–75% cohort, which includes a total of 145 students across the school. One Kairahi will be attached to each year level to ensure consistent follow-up and relationship-based engagement.
- The LSC (Case Manager) and Deputy Principal (Supervisor) will support the overall management and coordination of the RBHS Truancy and Kairahi Team, ensuring alignment, effective practice, and clear communication across all year levels.
- Students with very low attendance (0–30%) will highly likely be referred to Attendance Services / Ngāti Whakāue for further intervention and wrap-around support.

Board Responsibilities

The Board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction. The Board will comply with the provisions in the legislation in relation to student attendance by:

- Having a commitment to support students return to regular attendance.
- Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students.
- Recording all absences, and responding accordingly.
- Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance.
- Publishing this Attendance Management Plan on the school's website.

Tumuaki/Principal Responsibilities

- Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance.
- Ensuring that student absence is investigated, responded to and actions taken recorded aligned with the thresholds.
- Ensuring all students, whānau and staff understand the processes and procedures that support student attendance.
- Reporting to the Board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures / Supporting Documentation

Attendance Management Procedure – Stepped Attendance Response (STAR) – see below.

Monitoring

The Principal, Senior Leadership Team, Year Level Deans and all staff members will maintain reporting of daily attendance data. The Board will receive termly attendance reporting – including information provided by the Every Day Matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the Board's consideration.

Legislative Compliance / Legislation

- Education and Training Act 2020
- Education Attendance Rules
- Education Attendance Management Plan Regulations (yet to be passed)

Reviewed: **November 2025** Next Review: **November 2028**

2026 Term-by Term Attendance Goals:

TERM	Regular (90%+)	Irregular (80%-89%)	Moderate (70% to 79%)	Chronic (<69%)
Term 1	60%	20%	15%	5%
Term 2	60%	25%	10%	5%
Term 3	60%	25%	10%	5%
Term 4	60%	25%	10%	5%

Attendance Management Procedure – Stepped Attendance Response (STAR)

Rotorua Boys' High School recognises the importance of regular attendance to help our students achieve their educational potential. Our attendance procedures ensure students are accounted for during school hours. This allows staff to identify and respond to attendance concerns. We have a stepped attendance response to ensure we identify students early and offer appropriate interventions at each threshold. We have annual targets for student attendance and work with students, parents and caregivers, staff and external agencies where necessary to improve attendance.

For students with less than 5 days absence in a school term – 90%+ attendance

Goal – To maintain and reinforce regular attendance patterns.

Activities	What we do	How we do it	Who is responsible
Communication	Daily SMS, Clear communication to parents on attendance expectations.	Include newsletters, enrolment packs, and reminders each term. Whanau Hui request kano hi Ki te Kano hi. Home visit completed by RBHS Truancy Team	SLT, Attendance Team

Monitoring	Monitor attendance daily.	Roll marked by tutors and subject teachers, weekly data checks, KAMAR updates. Year Level Deans meet on a fortnightly basis, with House Group Tutors to discuss attendance data and follow up. Support and check in.	House Group Teachers, Kaihāpai, Reception
Reporting	Provide updates to parents and celebrate success.	Weekly data via email and parent portal, celebrate in assemblies and social media.	Year Level Deans, DP Student Support
Support	Help students catch up on missed learning.	Use Google Classroom and support plans for absences.	Subject Teachers, Year Level Deans, Attendance Team, LSC
Teaching and Modelling	Promote good attendance behaviour.	Use praise post cards. Incentives, assemblies	All Staff

For students with up to 10 days absence in a school term – around 80% attendance

Goal – To restore student attendance to above 90%.

Activities	What we do	How we do it	Who is responsible
Communication	Clear communication to parents on attendance expectations.	Include newsletters, enrolment packs, and reminders each term.	SLT, Attendance Team
Monitoring	Monitor attendance daily.	Roll marked by tutors and subject teachers, weekly data checks, KAMAR updates. Year Level Deans meet on a fortnightly basis, with House Group Tutors to discuss attendance data and	House Group Teachers, Kaihāpai, Reception

Reporting	Provide updates to parents and celebrate success.	Weekly data via email and parent portal, celebrate in assemblies and social media.	Kaihāpai, Kaitakawaenga, DP Student Support
Support	Help students catch up on missed learning.	Use Google Classroom and support plans for absences.	Subject Teachers, Kaihāpai
Teaching and Modelling	Promote good attendance behaviour.	Embedded in Junior and Year 11 certificates, focus on attendance.	All Staff

For students with more than 15 days absence in a school term – less than 70% attendance

Goal – Intensive intervention to overcome complex barriers to attendance.

Activities	What we do	How we do it	Who is responsible
Communication	Clear communication to parents on attendance expectations.	Include newsletters, enrolment packs, and reminders each term.	SLT, RBHS Attendance Team
Monitoring	Monitor attendance daily.	Roll marked by tutors and subject teachers, weekly data checks, KAMAR updates. Year Level Deans meet on a fortnightly basis, with House Group Tutors to discuss attendance data and follow up. Support and check in during THT after school duty.	House Group Teachers, RBHS Triancy team, Reception
Reporting	Provide updates to parents and celebrate success.	Weekly data via email and parent portal, celebrate in assemblies and social media.	Kaihāpai, Kaitakawaenga, DP Student Support

Support	Help students catch up on missed learning.	Use Google Classroom and support plans for absences.	Subject Teachers, RBHS Truancy Team, Mentor Group
Teaching and Modelling	Promote good attendance behaviour.	Embedded in Junior and Year 11 certificates, focus on attendance.	All Staff

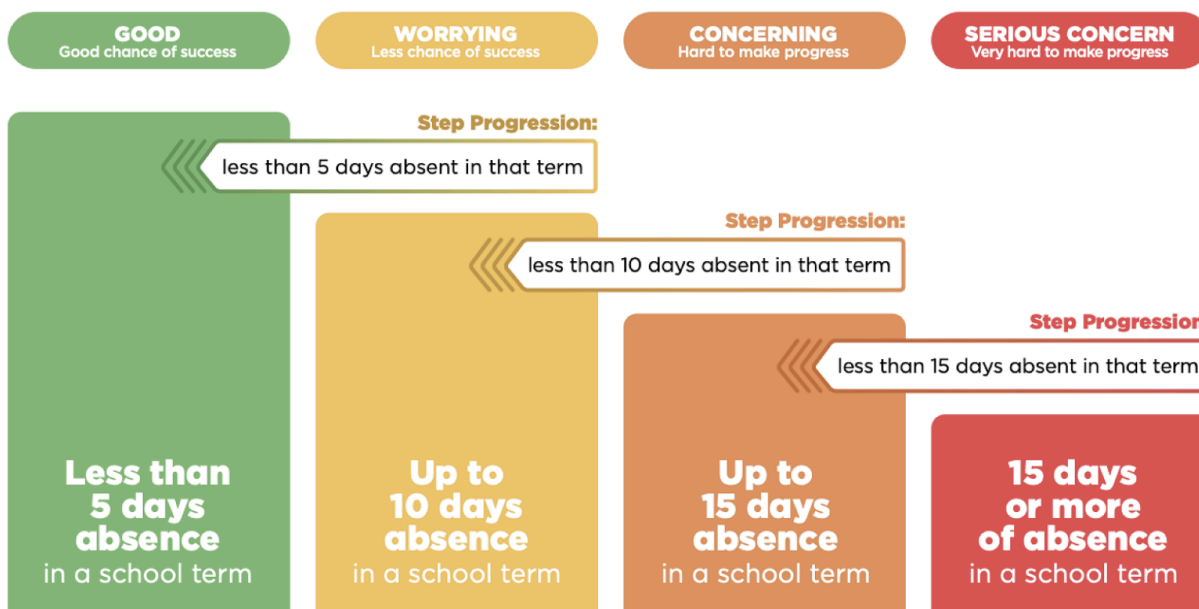
Chronic Absence (20+ Days) – Integrated Raukura Flow and Escalation

Rotorua Boys' High School uses an escalating response when absence exceeds 20 days. The Deputy Principal (Student Support) oversees this process alongside the Learning Support Coordinator (Mr Mita) and the Attendance Advisor.

- Deputy Principal completes Unjustified Absence referral to District Truancy Service (Ngāti Whakaue).
- Attendance Advisor follows up with home visits and requests Whānau Hui with the DP and LSC.
- If no progress after 20 days, referral for Non-Enrolled Non-Attending (NENS) status is made via ENROL.
- Ministry of Education's District Truancy Service (**Ngati Whakaue, Te Taumata**) manages NENS cases.
- Police Youth Aid or Oranga Tamariki may be engaged if welfare or care concerns are identified.

Consecutive Non-Attendance and Lateness / Intermittent Non-Attendance Protocol

Rotorua Boys' High School follows a multi-tiered internal process for managing student absences, ensuring consistent follow-up and support. All actions and communications are recorded in KAMAR. This includes early, persistent, significant, and chronic absence stages, with escalating interventions led by HGTs, Deans, Mr Mita (LSC), RBHS Truancy Team and the Deputy Principal for Student Support.

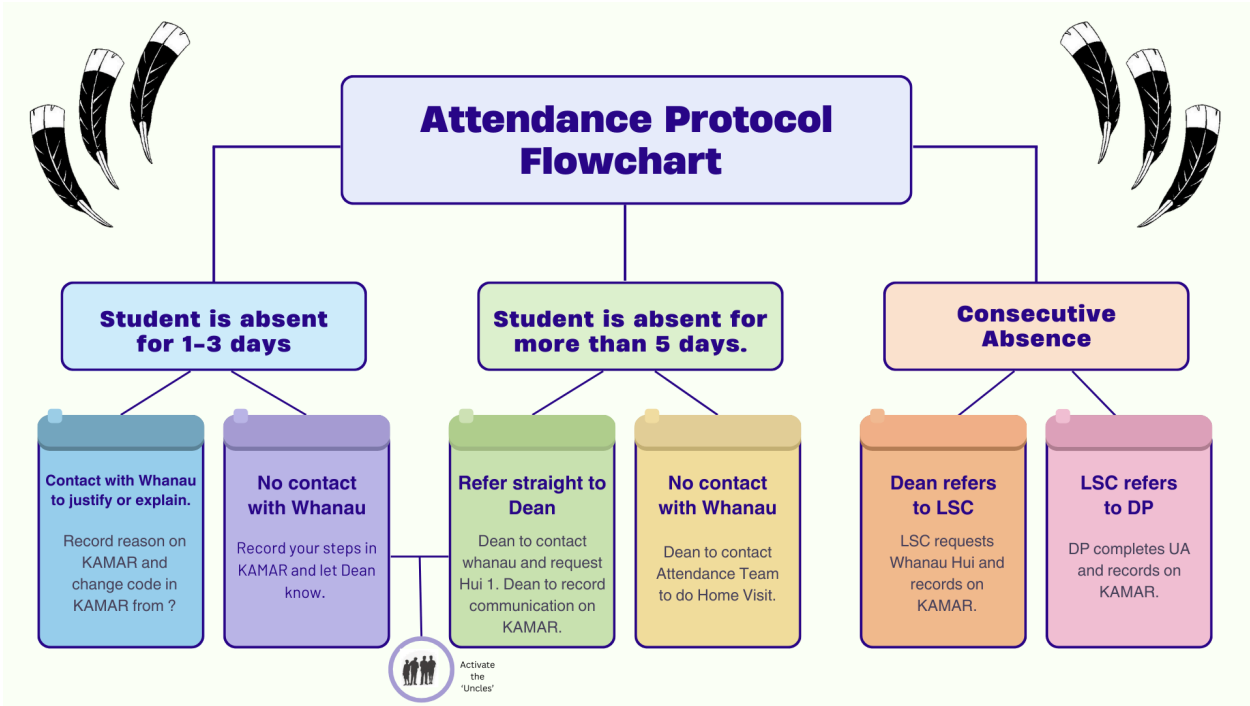


Daily Timeframe and Role Escalation within RBHS Internal Attendance Management Procedure

Timeframe	Role	Follow Up / Actions	Notes & Referral Steps
1 – 3 Days Absence	House Group Teacher	<ul style="list-style-type: none"> • Text/email home to seek explanation for absence. • Notify House Group Teacher of unjustified absence. • Contact whānau using all available contacts in KAMAR. • Record all actions in KAMAR.? • Implement lateness or truancy consequences referral to THT. 	Refer to Dean if unresolved. Utilise emergency contact if no response. Home Visit requested by Year Level Dean.

4 – 10 Days Absence	Dean / Guidance / RBHS Truancy Team	<ul style="list-style-type: none"> • Follow up referrals from House Group Teacher. • Contact whānau (email, phone, etc.). • Request Home Visit by RBHS Truancy Team. • Request Hui Whānau (face-to-face meeting). • Implement early, Year Level action internal consequences THT interventions and record on KAMAR. • Notify House Group Teacher. 	Refer to Learning Support Coordinator (Mr Mita) if absence persists. Students not to return to class until Hui Whānau completed with LSC and RBHS Truancy Team.
10 – 15 Days Consecutive Absence	Learning Support Coordinator (Mr Mita) / Guidance / RBHS Truancy Team	<ul style="list-style-type: none"> • Follow up referrals from Deans. • Request Home Visit and Whānau Hui Letter. • Hold LSC Whānau Hui. • Implement return/transition plan and record in KAMAR. • Notify Deans & HGTs of progress. 	Refer Unjustified Absence (UA) to Deputy Principal (Ld). Continue monitoring via KAMAR.
15+ Days Consecutive Absence	Deputy Principal (Ld) / Attendance Advisor (Ngati Whakaue Iwi) / External Agencies	<ul style="list-style-type: none"> • Follow up referrals from LSC. • Complete Unjustified Absence (UA) referral to Attendance Advisor. • Attendance Advisor conducts Home Visit and requests Whānau Hui. • Record all actions in KAMAR. • If no progress after 	ENROL automatically notifies NENS. MOE District Truancy Service manages NENS. Oranga Tamariki may receive referral if welfare concerns arise. Police Youth Aid Officers may support enforcement.

		14 days, refer NENS via ENROL.	
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Attendance Flowchart

House Group Tutor

Step 1



1-3 Days Absence



Send text/email to whānau to seek explanation.



Record all contact attempts and responses in KAMAR.



If no response, use emergency contact.



If still unresolved - request Home Visit via Year Level Dean.



Apply lateness/truancy consequences (THT referral).



If resolved - Record justification/reason in KAMAR and use the appropriate code.



If unresolved, refer to Year Level Dean for Step 2.



Step 2 - Referral to Year Level



Attendance Flowchart Year Level Deans Step 2



4 -10 Days Absence

(Pattern of non-attendance or unresolved concerns)

- ✓ Review attendance data and history in **KAMAR**.
- ✓ Check actions already taken by House Group Tutor.
- 📞 Make direct contact with whānau (phone call preferred).
- 👤 Discuss barriers to attendance and clarify expectations.
- ✍ Record all contact, actions and outcomes in KAMAR.
- ✓ Liaise with House Group Tutor and Subject Teachers.
- 🏠 Request Home Visit via Attendance Team ('Uncles') if required.
- ✓ Implement Year Level supports and consequences where appropriate.
- ✓ If attendance improves – continue monitoring at Year Level.

Step 2 - Referral to Year Level



Attendance Flowchart Attendance Team Step 3



10+ Days Absence / Chronic Non-Attendance

- ✓ Receive referral from Year Level Dean.
 - ✓ Review full attendance history and previous interventions.
 - 🏠 Request Home Visit and/or Whānau Hui.
 - ✓ Engage Learning Support / Guidance / Attendance Kaiārahi as appropriate.
 - ✓ Develop and implement an attendance improvement or return-to-school plan.
 - ✍ Record all actions and plans in KAMAR.
 - ✓ Continue close monitoring and regular review.
- Refer to Deputy Principal – Student Support.
 - Engage external attendance services (e.g. Te Taumata o Ngāti Whakauae).
 - Complete Unjustified Absence / NENS referral if required.
 - Ongoing coordination with whānau, Attendance Service, and Ministry agencies.