



Rapaura School Attendance Management Plan

Attendance Matters: Partnering for Student Success at Rapaura School
Every day at school builds the foundation for our tamariki to learn and thrive. Rapaura School uses the Stepped Attendance Response (STAR) framework to ensure we act early and compassionately to support families and keep attendance on track.

Attendance Expectations & Reporting

90% Success Target
Aim for less than one day absent a fortnight to ensure your child's learning success.

Notify Us by 8:45 AM

HERO app | (03) 570 5752 | office@rapaura.school.nz

Illness and bereavement are justified | Justified | Unjustified | Planned holidays during term time are coded as unjustified

The STAR Support Framework

Tiered Support for Every Family
We provide universal praise for 90%+ attendance and targeted support for irregular attendance.

Whānau Partnership First

Moderate (70-79%): Principal Meeting & Formal Plan
10 - 14.5 days a term. Our Principal and staff meet with families to create supportive plans before absences become chronic.

Irregular (80-89%): Proactive Barrier Removal
5 - 9.5 days a term. We work with whānau to address barriers like transport or uniform issues early on.

Regular (90%+): Celebration & Recognition
Less than 5 days a term. We provide universal praise for 90%+ attendance.

Contact Us: Phone: (03) 570 5752 | Email: office@rapaura.school.nz

Introduction and Guiding Principles

Regular school attendance is vital for the success and well-being of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki can consistently build on their learning. Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for no more than one day a fortnight to ensure they have success at school.

This document outlines the Attendance Management Plan for Rapaura School, a small semi-rural school serving the Rapaura and wider Blenheim community in Marlborough. This plan is designed to be a living document, reflecting our commitment to ensuring every student attends school regularly and engages in their learning. It aligns with the Ministry of Education's requirements for mandatory Attendance Management Plans and the Stepped Attendance Response (STAR) framework.

Our Guiding Principles are:

- Whānau Partnership: We believe that strong, trusting relationships with our students, their families, and the wider community are the foundation of good attendance.
- Early Intervention: We will act promptly and compassionately when a student's attendance begins to decline, addressing barriers before they become chronic issues.

- Community Collaboration: We will work with local agencies, community groups, and the Ministry of Education to provide holistic support for our students and their families.
- Celebration: We will celebrate and acknowledge good and improved attendance to reinforce its importance and value.

Roles and Responsibilities

Role	Responsibility
Board of Trustees	<ul style="list-style-type: none"> ● Oversee the implementation and regular review of. ● Ensure the plan is published on the school's website. ● Set an annual attendance target for the school.
Principal / Senior Leadership	<ul style="list-style-type: none"> ● Lead the implementation of the plan and provide professional development for staff. ● Monitor school-wide attendance data and trends. ● Act as the primary contact for moderate and chronic absence cases. ● Liaise with the Ministry of Education Attendance Service and other support agencies.
Teachers	<ul style="list-style-type: none"> ● Record attendance accurately at the start of each morning and afternoon session. ● Build strong relationships with students and whānau. ● Act as the first point of contact for students with irregular absences.
Administration Staff	<ul style="list-style-type: none"> ● Record and update absence notifications daily. ● Contact parents/caregivers on the first day of an unexplained absence. ● Maintain accurate contact details for all students.
Parents/Caregiver/ Whānau/	<ul style="list-style-type: none"> ● Ensure their child attends school every day, unless they are unwell. ● Notify the school promptly of any absence. ● Work in partnership with the school to address any attendance concerns.

Stepped Attendance Response (STAR) Framework

We use a tiered approach to identify and respond to student absences.

Attendance Category	Definition	School Response
Regular Attendance	90% or more (absent less than 5 days a term)	Tier 1 – Universal Support: <ul style="list-style-type: none"> ● Acknowledged and celebrated through class and school-wide recognition. ● Teachers maintain positive communication with whānau.

Irregular Attendance	80%-89% (absent 5-9.5 days a term)	Tier 2 – Targeted Support: <ul style="list-style-type: none"> • The teacher contacts whānau to understand the reasons for absence. • The school offers support to address any emerging barriers (e.g., transport, uniform). • Attendance is monitored closely for improvement.
Moderate Absence	70%-79% (absent 10-14.5 days a term)	Tier 3 – Intensive Support: <ul style="list-style-type: none"> • Principal/Senior Leader meets with whānau and students to develop a supportive plan. • The plan may involve connecting the family with community resources. • A formal attendance improvement plan is created, with clear goals and check-ins.
Chronic Absence	Less than 70% (absent 15 or more days a term)	Tier 4 – Referral: <ul style="list-style-type: none"> • All previous steps have been documented and a formal referral is made to the Ministry of Education Attendance Service. • The school continues to work closely with the Attendance Service and whānau.

Procedures for Absence Notification and Follow-up

1. Daily Attendance Recording

- Teachers will mark the electronic attendance register for all students by 8:50 am each morning and 1:20pm each afternoon.
- Attendance will be submitted daily to the Ministry of Education.
- The school is using the refreshed set of attendance codes as required by the Ministry.

2. First-Day Absence Follow-up

- If a student is marked absent without a prior explanation, the administration staff will contact the student's primary caregiver via phone call or text message by 9.15 am.
- In the afternoon, the administration staff will make contact with Teachers if the roll has not been completed.
- If the caregiver cannot be reached, alternative contacts may be tried.
- Unexplained absences that remain unresolved by the end of the school day will be coded as 'E' (Explained and unjustified) or 'T' (Truancy), based on the situation and prior communication. We will avoid leaving any '?' codes on the register.

3. Absence Notification by Whānau

- Whānau are expected to notify the school of an absence by 8.45am on the day of the absence.
- This can be done via phone call to the school office at 035705752, email office@rapaura.school.nz or notify the school via HERO.

4. Justified vs. Unjustified Absences

- Justified: Medical certificates (for prolonged illness), bereavement, or religious observances are considered justified. The code 'M' or 'J' will be used.
- Unjustified: Planned holidays during term time, extended family visits, or unapproved sporting events are considered unjustified. The code 'E' will be used.

5. Addressing Barriers to Attendance

Recognising the unique challenges of a semi-rural community, we will proactively address common barriers:

- Transport: If required, we will work with whānau to identify transport issues and connect them with available community carpooling options or transport assistance where possible.
- Community Links: Our school will maintain strong connections with local iwi, Oranga Tamariki, community groups, and the police youth aid constable. This network provides a valuable resource for supporting families facing complex challenges.
- Kaupapa Māori Approach: We will adopt a culturally responsive approach, ensuring all interactions with whānau are empathetic and uphold mana.

6. Addressing 'Late' Students

- Students and or caregivers sign in through Vistab in the office with a reason for being late.
- Lateness is reviewed weekly by the Principal and Senior Management Team to identify students with frequent lateness.
- The teacher contacts whānau to understand the reasons for absence.
- The school offers support to address any emerging barriers.

7. Data Monitoring and Plan Review

- Attendance data is reviewed weekly by the Principal and Senior Management Team to identify students in the Irregular and Moderate absence categories.
- The Board of Trustees receives a termly attendance report.
- This plan will be reviewed annually by the Board of Trustees in consultation with staff, whānau, and the community.

Ministry of Education Guidance

The [Ministry of Education NZ](#) provides a guide for schools and kura on managing student attendance.

The [Ministry of Education NZ](#) refreshed attendance codes