

**JOHN PAUL
COLLEGE
ROTORUA**

Attendance Management Plan and supporting STAR procedures

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. John Paul College will work in collaboration with parents/caregivers and whanau to ensure that all students attend school regularly.

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.

Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report 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 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.

Reviewed: December 2025	Next review: November 2028
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2026 Term-by-Term Attendance Goals



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John Paul College Attendance Management Plan

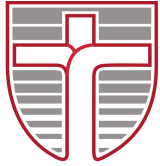
For students with less than 5 days absence in a school term - 90% + attendance

Goal - To maintain and reinforce regular attendance patterns

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p>Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term</p> <p>Communicate to parents what steps the school will take in the event their child is absent from school</p>	<p>Include items in the school newsletter on attendance requirements, notice on School Bridge to go out regularly to remind all students and whanau of attendance protocols at beginning of year and each term</p> <p>Make parents aware of the MOE's 'Stepped Attendance Response':</p> <ul style="list-style-type: none"> ● Regular Attendance (0-5 days absent): The student is attending regularly. The focus is on positive acknowledgement and reinforcing good attendance habits. ● Irregular Attendance (5-10 days absent): The student's attendance is worrying. This triggers initial contact from the school (e.g., a teacher or dean) to understand potential barriers and collaboratively create a plan to address them. ● Moderate Absence (11-15 days absent): Attendance is concerning. A more formal meeting may be 	<p>School Newsletter introduces the In-School Attendance Team who monitor student attendance - <i>form teacher, Year Level Dean, Student Reception, Attendance Officer and DP Pastoral</i> - and outlines protocols</p> <p>Attendance letters/emails to update parents of rates and requirements - Stepped Attendance Response (STAR)</p>	<p>DP Pastoral & SLT</p>

<p>Maintain contact details of parents</p>	<p>parents/caregivers if necessary and eliminate all '?' Unknown temporary codes.</p> <p>All staff - hui every fortnight on Tuesdays after school to corroborate data and explain code changes in attendance records.</p> <p>DP Pastoral - All cases where Student Reception, Form Teachers, and Deans have been unable to contact home will be referred to DP Pastoral. The DP Pastoral will check parent/caregiver contact details once each term.</p> <p>KAMAR - Each week KAMAR sends a weekly attendance report to parents. Parents will be informed that it is their responsibility to contact the school to explain 'Unknown Reasons'.</p>	<p>Community Newsletters and the JPC Facebook Page will keep parents/caregivers up to date</p>	<p>All staff</p> <p>DP Pastoral</p> <p>Automated KAMAR emails go home to parents/caregivers for students who have missed 5, 10, 15, and 20 days of school. <i>DP Pastoral to set up and monitor</i></p>
<p>Reporting</p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to parents on attendance of their child</p>	<p>Form teachers to reflect current week's attendance with their students.</p> <p>Deans to hold pastoral conversations with those students at 90% - students who have missed 5 days of school.</p> <p>Celebrate high achievers in year level assemblies, and in full school assemblies.</p> <p>Data available on school portal. Accurate data on school reports.</p> <p>Celebrate success regularly in the school Newsletter and on the JPC Facebook page.</p>	<p>Deans administrator to print and give weekly rolls to form teachers for checking.</p> <p>PAROT attendance is emailed to each Dean at the start of each week. This report highlights the students of concern.</p>	<p>Form teacher</p> <p>Deans</p> <p>Deans - Year Level Assembly DP Pastoral - Fortnightly Assembly</p> <p>DP Curriculum</p> <p>PR Team</p>
<p>Support</p> <p>Support students to catch up missed learning where required</p>	<p>Teachers build strong relationships with students.</p> <p>Provide work for students to complete ahead of absence if it is a planned absence. Google Classroom is used to share lesson resources.</p>	<p>Culturally Relevant and Relational Pedagogy</p>	<p>Form/Subject teacher.</p>

<p><u>Teaching and modelling</u></p> <p>Use school level approaches to promote good social and learning environment</p>	<p>Award connected learners through our 'Zeal' awards in School Assembly - once each term. Identify students with good attendance and students whose attendance has improved.</p>	<p>Public recognition</p>	<p>Form Teacher Dean at weekly Year Level Assembly</p> <p>DP Pastoral & DP Curriculum organise 'Zeal' awards each term.</p>
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John Paul College Attendance Management Plan

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

Goal -To restore student's attendance to above 90%

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p>Send formal notification and contact parent/ guardian to discuss reasons for absence</p> <p>Communicate to parents what steps the school will take in the event their child is absent from school</p>	<p>At the fortnightly Dean and Form teacher meetings the Form teacher identifies the pattern of more than 1- 2 days a fortnight absent.</p> <p>Form teacher identifies their concern to the Dean who contacts the parent to make a plan for the student to return to school.</p> <p>The Dean records contact home in KAMAR.</p> <p>Contact whānau - phone call home</p>	<p>Fortnightly Weekly Attendance Hui - patterns are identified</p> <p>KAMAR - Referral made to Dean</p> <p>Dean checks to see if absence has been explained and if not ring home and make a plan regarding attendance. The Attendance Plan is to be logged on KAMAR.</p> <p>School Bridge and automated Kamar messages.</p>	<p>Form Teacher</p> <p>Dean</p> <p>Kamar and Dean contact if necessary.</p>
<p><u>Monitoring</u></p> <p>Monitor attendance</p> <p>Communicate to parents about every absence</p>	<p>KAMAR/PAROT flags students who have been absent for up to 5 days</p> <p>Chase up all '?' unknown marks.</p>	<p>Form teacher uses this to discuss their Form Class's weekly attendance</p>	<p>Form Teacher</p> <p>Dean</p>

Maintain contact details of parents	Form teacher monitor contact details of parents are up to date	Monitor year level attendance data through KAMAR and PAROT	Dean
<p><u>Reporting</u></p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to parents on attendance of their child</p>	Form class	<p>Form teacher tracks attendance rates</p> <p>Weekly automated KAMAR email</p>	<p>Form Teacher</p> <p>DP Pastoral</p>
<p><u>Support</u></p> <p>Support students to catch up missed learning where required</p>	<p>Use of Google classroom to enable students to catch up on missed work.</p> <p>Teacher supports additional catch up</p>	Ensure students have access to Google classroom	<p>Subject Teacher</p> <p>Head of Faculty</p>
<p><u>Teaching and modelling</u></p> <p>Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform shop, lunches...</p>	Provide access to uniform, stationery to reduce barriers	Dean and DP Pastoral to meet and discuss student needs for uniform or stationery - PTA Hardship Grant	DP Pastoral oversees Hardship budget



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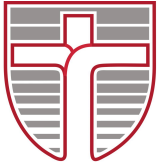
John Paul College Attendance Management Plan

For students with up to 15 days absence in a school term - 70% attendance

Goal - to re-engage students and increase attendance.

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p>Send escalated formal notification to parents</p> <p>Hold meeting to analyse reasons for absence and to collaborate on a support plan</p> <p>Develop and implement a plan tailored to the reasons and circumstances around the child's absence</p>	<p>Email of concern sent inviting whānau to be part of solution</p> <p>Attendance Hui</p> <p>Plan is developed</p>	<p>Dean makes a referral to the In School Attendance Team. Organise a regular hui for the Attendance Team (Form Teacher, Dean, DP Pastoral, Deans Administrator)</p> <p>Escalated formal notification Letter delivered by In School Attendance team</p> <p>Hui held and plan developed and monitored</p> <p>Individual Attendance Plans</p>	<p>In school Attendance Team</p> <p>DP Pastoral supported by School Counsellor for complex cases</p> <p>Dean and DP Pastoral</p>
<p><u>Monitoring</u></p> <p>Monitor attendance</p> <p>Communicate to parents about every absence</p>	<p>Discussion DP Pastoral</p> <p>School Bridge Message or phone call home by</p>	<p>DP Pastoral check to see if absence has been explained and if not refer to In School attendance team via KAMAR</p>	<p>Automated Kamar messaging DP Pastoral & Deans Administrator</p>

Maintain contact details of parents	In School Attendance team.	Student Support Co-ordinator sends KAMAR message or refers to In School Attendance team to make phone calls	In School Attendance Team
<p><u>Reporting</u></p> <p>Provide students with regular updates on their own attendance</p> <p>Report regularly to parents on attendance of their child</p>	Check and Connect Reporting	Form teachers continue to monitor attendance and report to Dean and DP Pastoral	From Teacher Dead DP Pastoral
<p><u>Support</u></p> <p>Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed</p>	Uniform, Stationery provided to remove barriers	Dean / In School Attendance team request to DP for uniform or stationery for students in need	DP Pastoral oversees budget
<p><u>Teaching and modelling</u></p> <p>Use in-school resources as appropriate to remove barriers e.g. counselor, 2nd hand uniform shop, lunches...</p>	Uniform, Stationery provided to remove barriers. Access to counselling support	Dean / In school attendance team make referrals Guidance Network	DP Pastoral oversees budget



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For students with up to 15 or more days absence in a school term - LESS THAN 70% attendance

Goal- Intensive intervention to overcome complex barriers.

Activities	What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p>Send warning notice and make contact to arrange meeting with parents</p>	<p>Home visit to inform whānau of next steps</p>	<p>In school Attendance team work with whānau explaining next steps.</p> <p>Referral made to Attendance Support - Te Taumata O Ngati Whakaue Iho Ake.</p>	<p>In School attendance team responsible to DP Pastoral</p> <p>Maia Jenner maia@taumata.org.nz</p>
<p><u>Monitoring</u></p> <p>Implement and monitor improvement plan</p> <p>When criteria is met, follow prescribed processes to un-enrol the student</p>	<p>Dean and In School Attendance Team School Counsellor with complex cases After 21days student is taken off roll and NENS</p>	<p>See template</p> <p>Referral to Guidance Network Student Support Co-ordinator consults DP Wellbeing and then takes student off the roll</p>	<p>Dean supported by School Counsellor for complex cases</p> <p>DP Pastoral</p>
<p><u>Reporting</u></p> <p>Refer to the Ministry to consider action, including prosecution, when supports are</p>	<p>Refer students to Interagency Hui - MOE are part of this and Police</p>	<p>Run Interagency hui each term to develop a pathway for intervention</p>	<p>DP Pastoral</p>

offered and not taken up			
<p><u>Support</u></p> <p>Escalate to multi-agency response</p> <p>Participate in multi-agency response</p>	Refer students to Interagency	DP Pastoral runs two Interagency Hui each term with representations from MOE, OT, local social support agencies, Police, Youth Justice	<p>DP Pastoral - MOE Unjustified Absence Referral</p> <p>MOE Attendance Services provider - Te Taumata o Ngati Whakaue Iho Ake Trust / aaron@taumata.org.nz</p>