



# Riwaka School

*Te Kura o Riuwaka*

*Riuwaka te puna wai, whakatipu ngā tamariki*  
*The flowing waters nurture our future generations*

**Connected in Community** | **Nurtured to Grow** | **Empowered to Flourish**  
AWHI Learner Attributes: **Ako** | **Whanaungatanga** | **Hauora** | **Integrity**

## School Attendance Management Plan

**Approved by:** Riwaka School Board of Trustees

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**Review date:** Term 4, 2026

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### 1. Overarching Attendance Objectives and Strategic Priorities

At Riwaka School we know that **attendance is foundational to learner success**, both academically and socially. Our vision—**Connected in Community, Nurtured to Grow, Empowered to Flourish**—can only be realised when tamariki are present, engaged, and supported to thrive.

Attendance is directly connected to our AWHI Learner Attributes:

- **Ako** – being present ensures every learner can participate, contribute, and grow their knowledge.
- **Whanaungatanga** – regular attendance builds strong relationships and a sense of belonging.
- **Hauora** – predictable routines and connection promote emotional, social, and physical wellbeing.
- **Integrity** – showing up consistently demonstrates responsibility, reliability, and pride in being part of Our Place.

## Our Commitment

We commit to:

- Creating a welcoming, inclusive environment where all tamariki feel safe and valued.
- Building strong partnerships with whānau to identify and address barriers to attendance early.
- Providing timely and effective intervention when attendance concerns arise.
- Ensuring a consistent and supportive approach across the school.

## Strategic Goal

Riwaka School aims to achieve **75% regular attendance** (attending school 90% or more of the time) for all students by the end of the **2026 school year**.

This target is a core component of our school's **Strategic and Annual Implementation Plans**.

## 2. Attendance Policy

This policy aligns with the **Education and Training Act 2020** and our obligation to uphold

the wellbeing and learning needs of all students.

### **Legal Obligations:**

- Children aged **6–16** must be enrolled and attend school regularly.
- The **Board of Trustees** must take all reasonable steps to ensure student attendance.
- **Parents and caregivers** are legally responsible for ensuring their child attends school.

### **Expectations:**

#### **Students are expected to:**

- Attend school every day unless unwell or otherwise justified.
- Arrive on time, ready to learn, and uphold our AWHI attributes in their attendance.
- Contribute to a positive learning environment by respecting classroom routines and expectations.
- **Parents/Guardians are expected to:**
  - Ensure their child attends school regularly.
  - Notify the school office via Hero, phone or email before 9:00 am on the day of any absence, providing a clear reason.
  - Schedule appointments outside of school hours where possible.
  - Work in partnership with the school to address any attendance concerns.
- **School Staff are expected to:**
  - Accurately record attendance in every class.
  - Follow up promptly on all unexplained absences.
  - Engage in early intervention when concerning patterns appear.
  - Foster a climate of Ako, Whanaungatanga, Hauora, and Integrity in every interaction.

## **3. Attendance Management Procedures**

### **Recording Attendance:**

- Attendance will be recorded for every student in every class using our Student Management System (Hero).
- Classroom teachers are responsible for accurately recording attendance

within the first 10 minutes of each class.

### Following Up on Unexplained Absences:

- If a student is marked absent and no explanation has been provided by 9:10 am, the school office will contact the parent/guardian via text message and/or a phone call.
- If no contact is made, the absence is marked *unexplained* and followed up by senior leadership or the child's teacher - this could be by email, text message or a follow up chat on the phone or in person.

## 4. The Riwaka Attendance Response Framework

Monitoring and Intervention - The Stepped Attendance Response (STAR) Framework:

We use the STAR framework to guide our response to attendance concerns. This stepped approach ensures that our interventions are timely, appropriate, and supportive.

A stepped, supportive approach grounded in our AWHI values.

Attendance Level	Description	School Response (AWHI-linked)
<b>Step 1: Regular Attendance</b>	<b>90% or more Consistent, regular attendance</b>	<ul style="list-style-type: none"><li>• Celebrate through HERO, assemblies, class acknowledgements (Ako &amp; Integrity).</li><li>• Maintain positive communication with whānau (Whanaungatanga).</li></ul>
<b>Step 2: Irregular Attendance</b>	<b>80-89% Emerging pattern of absence</b>	<b>- Initial Contact:</b> The classroom teacher will make contact with the parent/guardian to

		<p>discuss the absences and identify any potential barriers</p> <ul style="list-style-type: none"> <li>- <b>Offer support</b> including guidance from SENCO, connecting the family with information on community services including school chaplain (Hauora).</li> <li>- <b>Document concerns</b> and next steps in HERO.</li> </ul>
<p><b>Step 3:</b> <b>Moderate Absenteeism</b></p>	<p><b>70-79%</b> <b>Attendance impacting progress</b></p>	<ul style="list-style-type: none"> <li>- <b>Formal Meeting:</b> A meeting will be arranged with the student, parents/guardians, a senior leader, and any other relevant staff.</li> <li>- <b>Attendance Support Plan:</b> A formal plan will be co-developed to address the specific barriers to attendance. This will include clear goals and a timeframe for review.</li> <li>- <b>Connect</b> with community or health agencies where helpful.</li> </ul>
<p><b>Step 4:</b> <b>Chronic Absenteeism</b></p>	<p><b>Below 70%</b> <b>Severe and ongoing concern</b></p>	<ul style="list-style-type: none"> <li>- <b>Escalation:</b> The school will seek support from the Attendance Service.</li> <li>- <b>Inter-agency Support:</b> We will work</li> </ul>

		<p>collaboratively with the Attendance Service and other relevant agencies to provide intensive, wrap-around support for the student and their whānau.</p> <p>- <b>Monitoring</b> and checkins to support ongoing Hauora and engagement.</p>
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## 5. Supporting Students Returning to School

We are committed and aim to **nurture a smooth and confident transition** for students returning after a significant period of absence. Support will be tailored to the individual student and may include:

We aim to **nurture a smooth and confident transition** back to school through:

- A reintegration meeting with the student, whānau, and key staff.
- A catch-up learning plan to rebuild confidence and achievement.
- Social support to re-establish friendships, routines, and belonging.
- Regular check-ins with a trusted adult (teacher, SENCO, or DP) for at least 2–4 weeks.

This aligns with our commitment to **Hauora, Whanaungatanga, and Ako**.

## 6. Monitoring and Measuring Progress

- **Data Analysis:** The leadership team and SENCo will review school-wide and individual student attendance data fortnightly to identify trends, patterns and risk indicators.
- **Reporting:** The Principal will report on progress towards the school's attendance target to the Board of Trustees at each board meeting.
- **Plan Review:** This Attendance Management Plan will be reviewed and updated annually, or more frequently if required, to ensure its effectiveness and alignment

with Ministry of Education regulations.

December 2025