

Rosmini College Attendance Management Plan 2026

Effective Date: Term 1, 2026

Governing Authority: Rosmini College Board of Trustees

Review Cycle: Biennial

Strategic Context and Objectives

Regular and consistent attendance is a key factor in educational achievement and outcomes. At Rosmini College, we are committed to fostering a culture where every student is present, engaged, and ready to learn.

Attendance Targets

- **National Benchmark:** 80% of students regularly attending (90%+) by 2030.
- **School Target (2026):** To lift regular attendance to **75%** and ensure 100% of attendance barriers are identified and supported via Targeted Support Plans (TSP).

Board of Trustees Responsibilities

The Board, under the **Education and Training Act 2020**, must take all reasonable steps to ensure regular attendance.

- **Commitment:** Supporting students to return to regular attendance through adequate resourcing.
- **Oversight:** Reviewing termly attendance data, including STAR threshold reports and persistent lateness trends.
- **Policy:** Ensuring this plan is published on the school website and reviewed annually.

Headmaster and Senior Leadership Responsibilities

- **Implementation:** Ensuring the Stepped Attendance Response (STAR) is consistently applied across all year levels.
- **Reporting:** Providing the Board with analyzed data on trends, barriers, and intervention outcomes.

Assistant Deans (AD) - Pastoral Leads

- **Workflow:** Primary accountability for Phase 1 & 2 interventions.
- **Monday Review:** Analyzing the reconciled "Threshold" and "Punctuality" reports.
- **Intervention:** Facilitating formal meetings and drafting Targeted Support Plans (TSP).

Monitoring and Punctuality Procedures

Rosmini maintains a tiered approach to punctuality to ensure students are present for the start of instruction.

The Weekly Punctuality Cycle

Activity	Practice	Responsible
Initial Lateness	Managed during Form Time via classroom-based interventions.	Form Teacher
Patterns Review	Holistic review of "L" codes and "Partial Absences" (missing Period 1/2).	Assistant Dean
Investigation	Check-ins to identify underlying causes (transport, anxiety, or refusal).	Assistant Dean

The STAR Bridge (Chronic Disengagement)

A student demonstrating **10 or more punctuality incidents** in a single term is re-categorized from a "disciplinary concern" to an "**Attendance Barrier**." This triggers an immediate escalation to **Phase 2** of the STAR framework.

Stepped Attendance Response (STAR) Framework

Phase	Threshold	Goal	Actions & Records
Phase 1: Investigation	5 Days Absent	Early identification of barriers.	Action: AD sends "Initial Notification" to caregivers. Record: Documented in KAMAR Pastoral notes.
Phase 2: Response	10 Days Absent	Targeted support and documentation.	Action: Formal meeting with whānau. Development of a Targeted Support Plan (TSP) . Record: TSP uploaded to KAMAR file.
Phase 3: Escalation	15+ Days Absent	Statutory intervention.	Action: Escalated to Deputy Principal. Referral to Ministry Attendance Services . Record: Official external referral log.

System Integrity and Coding

The Administrative Shield

To maintain data accuracy, the **Attendance Officer** must reconcile the previous week's data every Monday morning.

- Missing rolls are escalated to **Heads of Department (HoD)**.
- Assistant Deans only begin their reporting cycle once the "Reconciliation Confirmed" status is issued.

Key Attendance Codes

- **Justified (M/J/D):** Illness (Medical certificate for 3+ days), justified Principal-approved absence, or approved appointments.
- **Unjustified (G/E/T):** Holidays during term time (G), explained but not approved (E), or Truancy (T).

Legislative Compliance

This plan aligns with the following frameworks:

- **Education and Training Act 2020** (Sections 36, 48, 49, & 242).
- **Ministry of Education Attendance Rules & Guidelines**.
- **Privacy Act 2020** (regarding the handling of student attendance data).

Reviewed: November 2025

Next Review: January 2028