



St Ignatius Catholic School Attendance Management Plan

1. Rationale, Scope, and Objectives

1.1. Context and Values

As a State-Integrated Catholic school, St Ignatius Catholic School is committed to the holistic development of every student, underpinned by our faith and values. We recognise that regular attendance is fundamental to a student's academic achievement, social, emotional, and spiritual development. Our attendance management processes will be implemented with a focus on **care, communication, and working in partnership with our students and whānau (families)**, reflecting our school's special character.

1.2. Legal Basis

This plan is developed in accordance with:

- The **Education and Training Act 2020**, which requires the Board to take all reasonable steps to ensure students attend whenever the school is open.
- The **Education (School Attendance) Regulations 2024**, which mandate the duty to record attendance for each half-day and provide records to the Secretary for Education.
- The Ministry of Education's requirement for all schools to develop and implement an **Attendance Management Plan** by Term 1, 2026.

1.3. School Attendance Targets

St Ignatius Catholic School aligns with the Government's national attendance target.

Metric	Target
School Regular Attendance	80% of students attending 90% or more of the time in a term.

2. Attendance Expectations and Definitions

2.1. Attendance Requirements

Stakeholder	Expectation
Parents/Caregivers	To ensure their child attends school every day it is open, and to notify the school of any absence <i>before</i> the start of the school day (e.g., by 9:00 AM).
Students	To attend all classes, arrive on time, and understand that attendance is essential for learning and participation in the life of the school.

Stakeholder	Expectation
School (Board/Staff)	To monitor attendance, take all reasonable steps to ensure attendance, follow up on unexplained absences, and implement this AMP consistently.

2.2. Attendance Thresholds (Stepped Attendance Response - STAR)

Attendance is tracked per term. The school uses the following Ministry of Education recommended thresholds to trigger a response:

Attendance Level	Percentage Attendance / Term	Total Days Absent (Approx. 10-week term)
Regular Attendance	Over 90%	Fewer than 5 days absent
Irregular Absence	80% up to 90%	5 to 9 days absent
Moderate Absence	70% up to 80%	10 to 14 days absent
Chronic Absence	70% or less	15 or more days absent

3. Monitoring and Recording Procedures

3.1. Recording Attendance

The school will:

1. Use a Ministry-approved **Electronic Attendance Register Etap** system.
2. Record attendance for every student twice daily (at the start of the school day and after lunch) to comply with the requirement to record attendance for each **half-day**.
3. Ensure all absences are coded using the Ministry of Education's approved attendance codes (e.g., M=Medical, J=Justified, etc.).

3.2. Daily Follow-Up on Unexplained Absences

1. **Notification Window:** Parents/Caregivers are expected to notify the school of an absence by **9:00 AM**.
2. **Process:** By **10:00 AM**, the office administration will run an unexplained absence report.
3. **Action:** A text message, email, or phone call will be made to the primary caregiver of any student marked as absent without explanation. This communication will occur **as soon as practicable** on the day of absence.
4. **Coding:** If all reasonable efforts to contact the caregiver during the day are unsuccessful, the absence will be coded as Unjustified.

3.3. Board Reporting

The Principal will provide the Board with a summary of attendance data at least once per term, including:

- The school's overall regular attendance percentage.
- The number of students in each STAR threshold category.
- A summary of intervention strategies used and their effectiveness if necessary

4. Stepped Attendance Response (STAR) Framework

The STAR framework guides the school's tiered response, ensuring a consistent and proportionate intervention is applied based on the level of absence.

Attendance Threshold	School Response & Action Steps	Focus
REGULAR (0–4 Days Absent)	Celebrate and Encourage. Send positive acknowledgement home (e.g., certificate, mention in newsletter). Ensure positive school environment to sustain high attendance.	Prevention
IRREGULAR (5–9 Days Absent)	Level 1: Initial Alert & Engagement. 1. Communication: Formal written communication/email from the Principal to the parent/whānau, noting the number of absences and the need for improved attendance. 2. Check: Follow-up phone call to verify reasons for absence and ensure all future absences are communicated/justified.	Early Intervention
MODERATE (10–14 Days Absent)	Level 2: Targeted Intervention & Planning. 1. Meeting: Principal calls a meeting with the parents/whānau to identify the specific barriers to attendance (e.g., health, transport, financial, engagement). 2. Plan: Collaborate to develop a short-term Attendance Improvement Plan outlining specific, achievable actions for the school and the whānau. 3. Support: School offers internal support (e.g., counselling, pastoral care, learning support check-in).	Addressing Barriers
CHRONIC (15+ Days Absent)	Level 3: Escalation & External Agency Involvement. 1. Review: Principal/Board reviews the failure of previous interventions and documents all steps taken. 2. Referral: Referral to the Attendance Service (if all reasonable school steps have been exhausted) and/or other external agencies (e.g., Ministry of Education Learning Support, social service providers). 3. Monitoring: Ongoing monitoring of the Attendance Improvement Plan and collaborative work with external agencies to remove systemic barriers.	Intensive Support & Compliance

5. Review and Finalisation

5.1. Draft Plan Approval and Review Schedule

Status	Action	Date
Draft Approval	Board of Trustees approves this draft AMP.	Term 4, 2025
Finalisation	Plan updated to incorporate mandatory requirements (absence thresholds, specific barrier responses) detailed in the new Government regulations.	Term 4, 2025
Publication	Final plan approved by the Board and published online.	Prior to Term 1, 2026
Periodic Review	Board reviews the effectiveness of the plan and updates targets.	Annually (or bi-annually)

