



St Ignatius Catholic School Attendance Management Plan

Key Objectives

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.

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.

School Attendance Target

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

Our school has a target of 80% Of students attending regularly (90% or more of the time)
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This target is part of our school's Annual Implementation Plan

Our Student Attendance policy is available on School Docs.

Attendance Expectations and Definitions

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 (by 8.50am)
Students	To attend all classes, arrive on time, and understand that attendance is essential for learning and participation in the life of

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

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	Term Total Days Absent (Approx. 10-week
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

Monitoring and Recording Procedures

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, U=Unjustified, etc.).

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' (U).

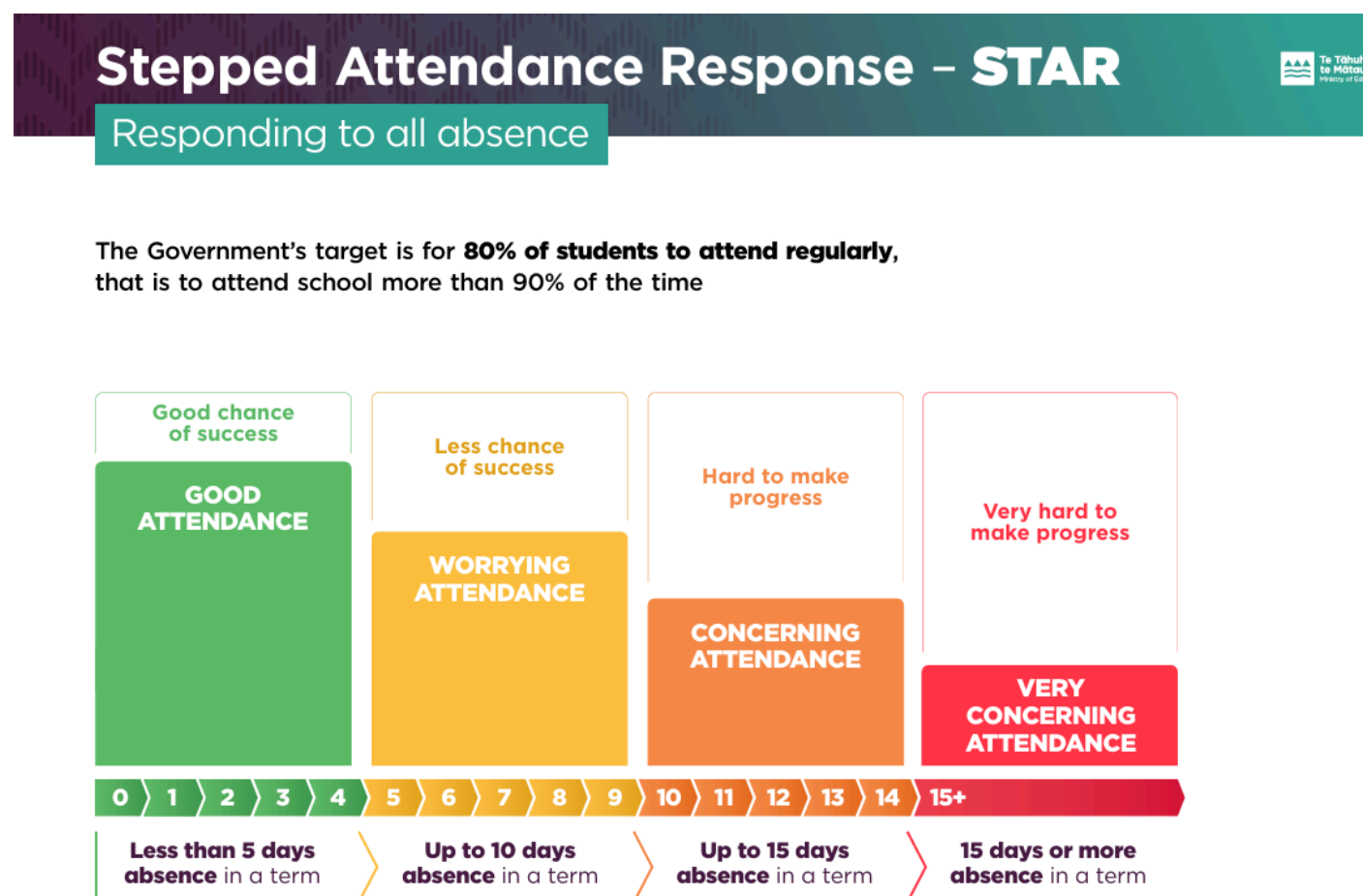
Board Reporting

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

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 to Student Absences & Action Steps	Focus
REGULAR (0–4 Days Absent)	Celebrate and Encourage. We will ensure a positive school environment to sustain high attendance and follow up to find out the reason when they aren't at school.	Prevention

IRREGULAR (5– 9 Days Absent)	Initial Alert & Engagement. We will work with you to identify any barriers to attendance. This may include a follow-up phone call to verify reasons for absence and ensure all future absences are communicated/justified.	Early Intervention
MODERATE (10–14 Days Absent)	Targeted Intervention & Planning. We will work with you to develop a plan to support attendance and learning. This may include internal support such as counselling, pastoral care, learning support check in.	Addressing Barriers
CHRONIC (15+ Days Absent)	Escalation & External Agency Involvement. We will review the failure of previous interventions and document all steps taken. If all reasonable school steps have been exhausted we will refer to Attendance Services and/or other external agencies.	Intensive Support & Compliance

Review

The Board will review the Attendance Management Plan annually at the first meeting of the year. If required the plan will be updated to incorporate any additional mandatory requirements in Government regulations.

The plan will be published on the school's website.