St Patrick's School - Attendance Management Plan

This document outlines the Attendance Management Plan for St Patrick's School, Masterton:

- the plan is designed to be a living document, reflecting our commitment to ensuring every student attends school regularly and engages in their learning.
- we recognise the importance of regular attendance to help our students achieve their educational potential.
- our attendance procedures ensure students are accounted for during schools' hours which allows school staff to identify and respond to student attendance concerns.
- we follow a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.
- we have annual targets for student attendance and work with students, parents and caregivers, staff and external agencies, where necessary to improve our levels of student attendance.

Our guiding principles are:
- **Whānau Partnership:** we believe that strong, trusting relationships with our students, their families, and the wider community are the foundation of good attendance.
- **Early Intervention:** we will act promptly and compassionately when a student's attendance begins to decline, addressing barriers before they become chronic issues.
- **Community Collaboration:** we will work with local agencies, community groups, and the Ministry of Education to provide holistic support for our students and their families
- **Celebration:** we will celebrate and acknowledge good and improved attendance to reinforce its importance and value.

Roles and Responsibilities	
Board	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 and 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	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 - reporting to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Teachers	• Record attendance accurately at the start of each morning and afternoon session • Build strong relationships with students and whanau • Act as the first point of contact for students with irregular absences
Admin staff	• Record and update absence notifications daily • Contact parents/caregivers on the first day of an unexplained absence • Maintain accurate contact details for all students
Whanau/ Caregivers	• Follow the school's attendance management plan and associated attendance policies and procedures. • Ensure their child attends school every day, unless they are unwell • Notify the school promptly of any absence • Work in partnership with the school to address any attendance concerns

School Attendance Target
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 (90%) by 2030**. Our school currently has 65% regular attendance, for 2025, and a target of lifting regular attendance to **80% by the end of 2026**.

Stepped Attendance Response (STAR) Framework

Category	Definition	School Response
Regular Attendance	90% or more (less than 5 days absence a term)	Tier 1 - Universal Support: • Acknowledged and celebrated through class and school-wide recognition • Teachers maintain positive communication with whanau
Irregular Attendance	80-89% (5 - 9.5 days absence a term)	Tier 2 - Targeted Support: • The teacher contacts home to understand the reasons for absence • The school offers support to address any emerging barriers • Attendance is monitored closely for improvement
Moderate Absence	70-79% (10 - 14.5 days a term)	Tier 3 Intensive Support: • Principal meets with whanau and students to make a supportive plan • The plan may involve connecting the family with community resources • A formal attendance plan is created, with clear goals and check ins
Chronic Absence	Less than 70% (15 or more days absence a term)	Tier 4 Referral: • All previous steps have been worked through and a formal referral is made to the MOE Attendance Service • The school continues to work closely with the family and the Attendance Service

Procedures for Absence Notification and Follow-up

- Daily Attendance Recording
- Teachers will mark the electronic attendance register for all students by 9:05 am each morning and 1:55 pm each afternoon.
- Attendance will be submitted daily to the Ministry of Education.
- The school is using the refreshed set of attendance codes as required by the Ministry.

First-Day Absence Follow-up

- If a student is marked absent without a prior explanation, the administration staff will contact the student's primary caregiver via phone call or email by 10:00 am.
- If the caregiver cannot be reached, alternative contacts may be tried.
- Unexplained absences that remain unresolved by the end of the school day will be coded as 'E' (Explained and unjustified) or 'T' (Truancy), based on the situation and prior communication. We will avoid leaving any '?' codes on the register.

Absence Notification by Whānau

- Whānau are expected to notify the school of an absence by 9:00am on the day of the absence.
- This can be done via phone call to the school office, email to the office or notify the school via our Student Management system app - HERO.

Justified vs. Unjustified Absences

- Justified: Medical certificates (for prolonged illness), bereavement, or religious observances are considered justified. The code 'M' or 'J' will be used.
- Unjustified: Planned holidays during term time, extended family visits, or unapproved sporting events are considered unjustified. The code 'E' will be used.

Addressing 'Late' Students

- Students and or caregivers sign in at the office with a reason for being late.
- Lateness is reviewed weekly to identify students with frequent lateness.
- The teacher contacts whānau to understand the reasons for absence.
- The school offers support to address any emerging barriers.

Celebrating Success

- At the end of each term the Principal will acknowledge improved attendance with students and whanau. This will be undertaken through tiered levels of emails:
  - 1) congratulations on attendance above 90%
  - 2) congratulations on improved attendance
  - 3) a reminder of the need to improve attendance

Data Monitoring and Plan Review

- Attendance data is reviewed weekly by the Principal to identify students in the Irregular and Moderate absence categories.
- The Board receives regular attendance reports each term.
- This plan will be reviewed annually by the Board in consultation with staff, whānau, and the community.

Guidance Materials	
Legislative compliance/ Legislation	• [Education and Training Act 2020](#) • [Education Attendance Management Plan regulations](#)
Ministry of Education Guidance:	• The [Ministry of Education NZ](#) provides a guide for schools and kura on managing student attendance. • The [Ministry of Education NZ](#) refreshed attendance codes

Review Cycle:	
Review at the start of every school year	**Next Review**: 2027