



## St Francis Catholic School Attendance Management Plan 2026

### 1. Rationale, Scope, and Objectives

#### 1.1. Context and Values

As a State-Integrated Catholic school, St Francis 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 Francis 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.
Attendance Improvement Goal	Current St Francis rate: 78% of students are attending 90% or more of the time in a term.

## 2. Attendance Expectations and Definitions

### 2.1. Attendance Requirements

Stakeholder	Expectation
<b>Parents/Caregivers</b>	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).
<b>Students</b>	To attend all classes, arrive on time, and understand that attendance is essential for learning and participation in the life of the school.
<b>School (Board/Staff)</b>	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)
<b>Regular Attendance</b> St Francis 78% (T4 2025)	Over 90%	Fewer than 5 days absent
<b>Irregular Absence</b> St Francis 15% (T4 2025)	80% up to 90%	5 to 9 days absent
<b>Moderate Absence</b> St Francis 5% (T4 2025)	70% up to 80%	10 to 14 days absent
<b>Chronic Absence</b> St Francis 3% (T4 2025)	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, U=Unjustified, 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:** An email 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).

#### 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.

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

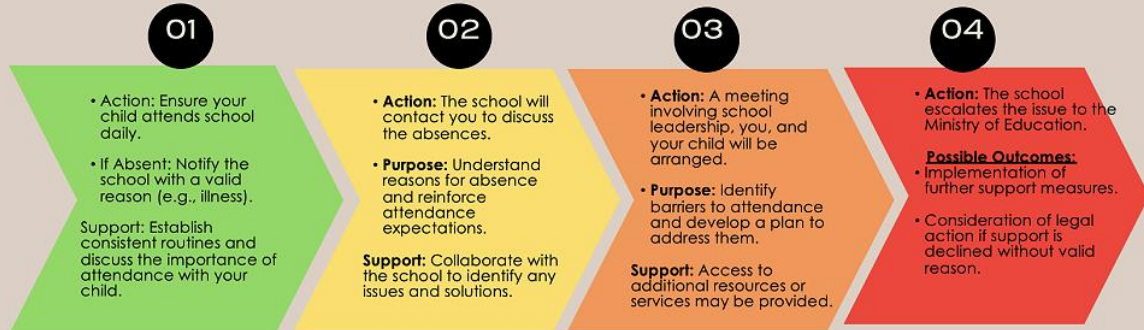
## 5. Review and Finalisation

### 5.1. Draft Plan Approval and Review Schedule

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

# STAR Attendance Flowchart for Parents/Caregivers

Stepped Attendance Response (STAR)



<b>GOOD</b> 0 - 4 days absent	<b>WORRYING</b> 5 days absent	<b>CONCERNING</b> 10 days absent	<b>SERIOUS CONCERN</b> 15 + days absent
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## Key Points:

Regular attendance is crucial for your child's learning and well-being.

Open communication with the school is essential.

Early intervention helps prevent prolonged absences.

Support is available; don't hesitate to seek assistance