



# St Joseph's School Queenstown

## Attendance Management Plan

### (Aligned with STAR Framework)

Presiding Member		Date	29/1/26
Principal		Date	29/1/26
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## 1. Overarching Objectives, Rationale, and Targets

**Rationale for Prioritising Attendance:** Regular attendance is crucial for a student's learning, social development, wellbeing, and future achievement. This plan provides a systematic, consistent, and supportive approach to addressing all levels of absence.

**Clear Definition of Success (Target):** The school's strategic goal is to align with the government target: 80% of students will attend regularly, which is defined as attending school more than 90% of the time.

### Strategic Priorities

- 1. Compliance:** Ensure all attendance procedures comply with the Education and Training Act 2020 and the Ministry of Education's requirements, including having regard for the Stepped Attendance Response (STAR) model.
- 2. Early Intervention:** Implement a proactive, staged response (STAR) to address emerging attendance concerns quickly, before chronic absence takes hold.
- 3. Wellbeing Focus:** Identify and address barriers to attendance through a collaborative, strengths-based approach (e.g., using Te Whare Tapa Whā principles) involving the student, whānau, school staff, and external agencies.

## 2. Legal Obligations and Expectations

### Key Legal Obligations (Education and Training Act 2020)

- **Compulsory Enrolment and Attendance:** Students must attend the registered school at which they are enrolled whenever it is open.
- **Board Responsibilities:** The Board must take all reasonable steps to ensure students attend school and to follow up on unexplained absences.
- **Parent/Guardian Obligations:** Parents/Guardians are obligated to ensure their child attends school as required by law (Section 244).

### Expectations of Staff, Whānau, and Students (Ongoing Responsibilities)

Stakeholder	Responsibility (Ongoing)
<b>Staff (Teachers)</b>	<p>Accurately record attendance during roll-check time using the MOE codes for all absences.</p> <p>Communicate with the school office immediately if a student is unexpectedly absent from class.</p> <p>Maintain a positive learning environment.</p> <p>Hold initial conversation with whānau/parents about absentee concerns.</p>
<b>Staff (Office/Admin)</b>	<p>Process daily attendance data.</p> <p>Follow up on unexplained absences promptly.</p> <p>Support communication with parents/whānau regarding absence data and concerns.</p>
<b>Leadership</b>	<p>Set attendance targets in conjunction with the Board</p> <p>Regularly review attendance data.</p> <p>Support staff with positive learning environments.</p> <p>Hold conversation with whānau/parents at absentee concerning and very concerning levels.</p>
<b>Parents/Guardians</b>	<p>Ensure the student attends school every day they are able.</p> <p>Communicate the reason for any absence to the school as soon as possible. OR</p> <p>Contact the school <i>before</i> the start of the school day to provide the reason for any absence.</p> <p>Ensure the student attends every day the school is open, unless genuinely ill or the absence is legally justified.</p>
<b>Student</b>	<p>Attend school daily, be prepared for learning, and talk to a trusted adult at school if facing barriers to attendance.</p>

### **3. Recording, Monitoring, and Follow-Up Procedures**

#### **Recording Attendance**

Attendance is recorded **accurately and twice daily**, in the morning by classroom teachers and in the afternoon by the office manager, using the Ministry of Education (MOE) attendance codes (e.g., justified, unjustified, truant) in the student management system.

The school office manager is responsible for checking, entering, and updating all attendance information (e.g., late arrivals, early departures).

Attendance data is provided to the MOE each day as required by the Education (School Attendance) Regulations 2024.

#### **Monitoring Practices**

Classroom teachers and school leaders monitor absence patterns using the student management system to identify specific barriers (e.g., transport, health) and patterns of concern (e.g., frequent Monday/Friday absence).

#### **Following Up on Unexplained Absences**

The school takes all reasonable steps to ensure students attend, including following up on unexplained absences **on the day of absence** in order that the absence can be coded accurately using the Ministry of Education attendance codes. Follow-up actions may include:

1. **Check/Correction:** Verify there are no errors in recording (e.g., student went home sick).
2. **Contact:** Immediately follow up with parents/guardians and/or emergency contacts if the absence is unexplained by 9:30am each day. All absences must be explained in that week.
3. **Data Analysis:** Analyse attendance data for patterns of absence.
4. **Escalation:** Contact parents/caregivers to outline attendance expectations and discuss strategies for improving attendance (this triggers the STAR framework).

## 4. Stepped Attendance Response (STAR) - Activities by Absence Threshold (Per Term)

The STAR provides a mandatory, systematic approach to intervention based on the severity of the absence.

Attendance Category	Absence Threshold (Days Absent Per Term)	Parent/Guardian Action	School Action (Including External Engagement)
Good	Less than 5 Days (>90% attendance)	Ensure daily attendance. Reinforce positive attendance habits at home. Communicate with the school promptly regarding any absence.	Maintain supportive communication. Use school-level approaches to promote positive attendance (e.g., acknowledgements). Monitor attendance data.
Worrying	Up to 10 Days (80-90% attendance)	Return student to regular attendance immediately. Collaborate with the school to identify underlying issues and potential solutions.	<b>Contact whānau</b> (e.g., via Tumuaki/Principal contact). Principal to <b>send a formal letter/email</b> with the student's current attendance data. <b>Hold a meeting/discussion</b> to analyse reasons for absence and discuss preliminary support strategies.
Concerning	Up to 15 Days (70-80% attendance)	Engage actively in the support plan developed with the school. Participate in all scheduled meetings to review progress.	<b>Formally escalate concerns and hold a whānau hui</b> (face-to-face meeting) with student, whānau, and key staff (e.g., Team Leader/SENCO). Develop a <b>tailored Individual Attendance Plan (IAP)</b> . Implement in-school resources and <b>request support from the Attendance Service</b> or other external agencies (e.g., social services) as needed.
Very Concerning	15 Days or More (< 70% attendance)	Commit fully to the support plan and actively participate in all multi-agency interventions.	Request and participate in the <b>multi-agency response</b> led by the Attendance Service. <b>Inform whānau of multi-agency escalated response</b> . If support is declined without valid reason, report to the local <b>Ministry of Education</b> for next steps.

## 5. Individual Attendance Plan (IAP) Development

For students meeting the **Concerning** (70-80% attendance) threshold, an IAP may be developed in collaboration with the student and whānau. This plan is tailored to the student's circumstances and includes:

1. **Current Attendance & Goal:** State the current attendance percentage and a realistic, measurable attendance goal (e.g., attendance for the next 4 weeks).
2. **Context & Strengths:** Identify barriers to attendance (things at school/outside school that make it harder) and, crucially, the student's personal **strengths or interests** (using a strengths-based framing like Te Whare Tapa Whā) that can be used to build successful interventions.
3. **Action Steps (WHO, WHAT, WHEN):** Define clear, specific, and timed actions for each party:
  - i. What I'LL do (Student)
  - ii. What my WHĀNAU will do
  - iii. What my SCHOOL will do
4. **Review and Success:** Set a clear **Date of Review** and identify how success will be **celebrated** if progress is made or when the goal is met.
5. **Signatures:** All parties (Student, Whānau, School Representative) must sign the plan to confirm commitment.

## 6. Supporting Return to School

When a student has had an extended absence, the school may implement strategies to support their successful return and reintegration:

- **Addressing Loss of Learning:** Develop a manageable plan to catch up on missed work, including peer support or dedicated teacher catch-up time. Avoid overwhelming the student upon return.
- **Reintegration into School Environment:** Implement strategies to reconnect the student with their peers and the wider school community, such as pairing them with a peer mentor or ensuring staff proactively check in on their wellbeing.
- **Continued Communication:** School staff (e.g., classroom teacher) will continue to keep the parent/guardian informed about the progress the student is making to reintegrate back into school.

## 7. Monitoring, Review, and Accountability

**Monitoring Procedures:** School leadership is responsible for monitoring that all attendance procedures are being followed consistently across the school and that the responses outlined in the STAR are being implemented.

**Review and Adjustment:** This Attendance Management Plan will be reviewed annually (or in response to significant changes in attendance data, regulations, or school context).

- **Data for Reviews:** Review will use attendance data (overall school regular attendance rate, non-attendance rates by threshold, and effectiveness of IAPs) to measure effectiveness.
- **Accountability:** School leadership reports to and provides assurance to the School Board on the effectiveness of and adherence to this plan.