

St Joseph's Catholic School Te Kūiti

Attendance Management Plan and supporting

STAR Procedures

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Cultural Attendance Statement

St Joseph's Catholic School acknowledges that participation in church and cultural events are an important part of a learner's identity, belonging and learning.

The school works proactively with whānau to minimize the impact of these commitments on regular attendance through early communication, shared planning and a clear understanding of cumulative learning time missed.

Board responsibilities

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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.

The board 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/Tumuaki responsibilities

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
- report to the board on any trends, barriers to attendance and interventions being used to support student attendance.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

Current State:

The government has set a target for 80% or more students to be attending regularly by 2030.

(To be attending regularly, students miss few than 5 days across a term.)

At the end of 2025 St Joseph's Catholic School's regular attendance was 53% and 97% of the students were on time.

A further breakdown of this is as follows:

Term 1 66% and 81% of students on time

Term 2 69% and 74% of students on time

Term 3 47% and 93% of students on time

Term 4 53% and 97% of students on time.

2026 Regular Attendance Target 70% and 95% of students on time

This target is based on the 2025 Average of 59%

The target will be reviewed in 2027

Procedures/supporting documentation

Attendance management Procedure - Stepped Attendance Response (STAR)- see below

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

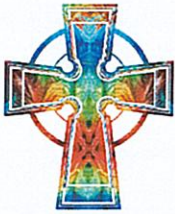
[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education \(School Attendance\) Regulations 2024](#)

Reviewed: February 2026

Next review: February 2029



Attendance Management Procedure-

Stepped Attendance Response

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Irregular/Worrying Attendance - reducing this category would have a positive impact on Regular/Good Attendance.

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Irregular/Worrying Attendance.

Parent/Whānau responsibilities

Whānau have legal obligations to ensure their children/tamariki attend school (Education and Training Act, s244).

We expect whānau to:

- notify the school as soon as possible if their child/tamati is going to be late or absent
- Arrange appointments or trips outside of school/kura hours or during school holidays where possible
- Work with us (school/kura) to manage attendance concerns

School responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with children/tamariki and whānau and staff are responsible for reminding our community of these expectations.

School Procedures

Principal/Tumuaki Responsibilities

The Principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.

Teachers are responsible for monitoring student attendance of their classes, ensuring that the Principal is informed of attendance concerns. All staff and relevant personnel, through the Principal, will be kept informed of serious student absence situations.

Students will be identified at the thresholds. Follow-up response actions align to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the Principal and Staff termly to review outcomes and effectiveness of these interventions

Teachers/Kaiako Responsibilities

1. Roll to be taken by the Teachers **BEFORE** 9.05am.
2. Ministry Codes are to be used and reasons attached to individual students files re their absence
3. Any child/tamaiti who arrives late to school is to report to the Office/Tari to register that they are late.
4. Should a child/tamaiti arrive in class after the register has been taken, ask if they have reported to the Office/Tari. If they haven't, they **MUST** report to the Office/Tari.
5. Afternoon roll must be taken **BEFORE** 1.50pm.
6. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
7. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance in ETAP to inform the Office.
8. If a child/tamaiti goes home during the day, is picked up, or sick please inform the Office immediately.

Office/Tari Responsibilities

1. The Office Manager checks the texts, phone messages and emails and takes phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on ETAP from 9.05am.
3. The Office Manager checks all CODES (see attached) and updates if new information from parents has been sent to the office.
4. Any children marked with a ? are then followed up by the Office Manager:
 - a. a text is sent out to all children who are marked with an ?
 - b. When replies are received, the Office Manager updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.
5. The Office Manager will check the afternoon roll from 1.50pm.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in student management system.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau/Family	Whānau/Family	Whānau/Family	Whānau/Family
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning • Support student to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings
Kura/School	Kura/School	Kura/School	Kura/School
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence and impact on learning • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, eg: counsellor, 	<ul style="list-style-type: none"> • Contact parents to escalate concerns • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement a support plan tailored to the reasons and circumstances 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation