

# Sacred Heart Cathedral School

## Attendance Management Plan

### Light the Spark

---

#### Strategic Priorities

Regular school attendance is crucial for students to reach their full educational potential. The government's target is that 80% of students will be regularly attending school by 2030.

#### Board Responsibilities

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 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 responded to and actions taken are recorded, aligned with the thresholds.
- Ensure all students, whānau, 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.

#### 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 Attendance Management Plan regulations (yet to be passed)

Reviewed: November 2025

Next review: November 2028

## Attendance Management Procedure – Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

We have 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 will work with students, whānau, staff, and an external agency, where necessary, to improve our levels of student attendance.

### Whānau/Whānau Responsibilities

- Ensure students attend every day they are able.
- Reinforce good attendance habits.
- Open communication with the school.
- Follow the school's attendance management plan and associated attendance policies and procedures.

### School Responsibilities

- Clear communication to whānau and students on attendance expectations on enrolment, at the start of the year, and each term.
- Communicate to whānau what steps the school will take if the student is absent from school.
- Monitor student attendance.
- Provide students with regular updates on their own attendance in the Mid and End of Year Reports.
- report regularly to whānau on attendance of their child – Mid and End of Year Reports.

### School Procedures

- The principal will delegate duties to the Office Manager so as to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students.
- The Office Manager, with duties associated with our attendance system, will support teachers to maintain accurate, up-to-date attendance information.
- Kaiako are responsible for recording student attendance for their class each half-day session.
- Kaiako are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow up on lateness and attendance, and other attendance issues.

- Leadership Teams are responsible for monitoring student attendance for their respective groups, ensuring that whānau are informed of attendance concerns. The Leadership Team and relevant personnel will be kept informed of serious student absence situations.
- Whānau will receive student attendance data in School Reports.
- Outside agencies will be used as appropriate to support attendance.
- Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.
- Patterns of attendance and specific interventions being used will be evaluated by the Leadership Team, termly to review outcomes and effectiveness of these interventions.
- Attached are 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 eTap. The Leadership Team will discuss any concerns or next steps at the Leadership hui.

## School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage, and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. Contact whānau asap (ideally within 2 school days) and arrange a meeting for as soon as possible.

Day-to-Day Operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with whānau	<p>Set expectations, procedures, and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website, or other communication methods to set expectations and provide guidance to whānau.</p>	<p>Principal</p> <p>School board</p>	<p>Termly attendance features, including updates on data in newsletters.</p> <p>Expectations and guidance for whānau, published on our school website.</p> <p>Work with whānau and students, where appropriate.</p>
Following up on absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to whānau.</p> <p>Follow up daily with whānau of any unexplained absences.</p>	<p>Office Manager</p> <p>Principal</p>	<p>Text-based reminder to be sent from 10 AM for all unexplained absences.</p>
<p>Escalate attendance issues as needed.</p> <p>Develop support plans.</p>	<p>Seek more support as needed.</p>	<p>All staff, as appropriate.</p>	<p>Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with the Principal.</p>

Involve other services, consider referral to Attendance Services.			
---	--	--	--

### Students with less than 5 days of absence

Activities	Practice	Responsible Person	Notes & Actions
Communicate with whānau. Maintain contact details.	Identify all student absences. Communicate these to whānau.	Administration team	Follow up on all absences to confirm the reason for absence.  No action taken.
Provide students with regular updates on their own attendance.	Provide regular reporting via online portals and classroom discussions.	Classroom teacher	Updates are sent to students and whānau through weekly notes.

Between 0–4 days of absence – All absences need to be followed up to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the Leadership team at their meetings.

### Students with less than 10 days of absence (5–9 days)

Activities	Practice	Responsible Person	Notes & Actions
Contact whānau to discuss reasons for absence and the impact on learning.	After 5 days, send an email to whānau.  Phone contact to be used if this is not the first time the student has met the threshold.	Office Manager  Leadership Team	Record actions taken in eTap.  If there is no action taken due to individual circumstances, record this against the student record.  Follow-up to be within 2 school days of meeting the threshold.
Use in-school resources as appropriate to remove barriers, e.g., counsellor, food, etc.	The leadership team needs to identify any barriers and how we at the school can assist with removing or supporting these.	Leadership Team	Whānau and students provided access to additional resources. Consider food, Hauora Plan, etc

Between 5–9 days of absence, explore to understand the reasons for this absence and if there is a pattern across the year, consider actions and support needed, if any.

For students who have progressed from having higher absences, provide feedback on the improvement in their attendance to both the student and whānau.

If there is no action taken due to individual circumstances, capture this in information on absences in eTap.

### Students with less than 15 days of absence

Activities	Practice	Responsible Person	Notes & Actions
Contact whānau to make them aware of the number of absences and to find out what is happening.	Further contact with whānau.	Office Manager Leadership Team	Record actions taken in eTap.  If there is no action taken due to individual circumstances, capture this in eTap.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence.	Co-create the plan and actions for everyone involved.	Office Manager Leadership Team	Make time to revisit plans to ensure actions are being taken and to check that they are making a difference.
Use in-school resources as appropriate to remove barriers and request support as needed.	Leadership Team	Office Manager Leadership Team	Use outside agencies if needed.
Between 10–14 days of absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance– record this against student record.			

### Students with greater than 15 days of absence

Activities	Practice	Responsible Person	Notes & Actions
Contact whānau to escalate concerns.	Email and/or call to follow up on concerns.	School leadership	Call and email as soon as possible.
Hold a meeting with whānau to see what else needs to be done.	Arrange a meeting promptly, including whānau and	Principal Teacher (possibly)	Plan to return the student to regular attendance.



	students. Consider who will be in attendance.		
Request support from the Attendance Service or other agencies as needed.  Participate in a multi-agency response.	Refer to the Ministry of Education attendance services or other agencies.  Support access to services and collaborate with specialists.	Leadership Team decision	Before referral, check all previous actions, like support plans that are in place.  Resources and supports will continue to be provided as appropriate.  A reintegration plan is in place to return the student to regular attendance.
Maintain implementation and monitoring of the support plan.	Have regular meetings to check in on the whānau and student, and how the actions in the plan are going	Pastoral care team	Support plan in place.  Continue monitoring.  Steps taken to reintegrate the student.
Over 15 days of absence, investigate the reasons for this absence and refer to the leadership team for further actions. Record all actions taken to address non-attendance.  If there is no action taken due to individual circumstances, record this against the student record.			