



ST PAUL'S COLLEGE  
CONFORTARE ESTO VIR

## St Paul's College Attendance Management Plan (AMP)

- Approved by the St Paul's College School Board
- School: St Paul's College, Ponsonby – Auckland
- Date of Approval: Monday 30 March 2026
- Review Date: 2028
- Applies From: Term 1, 2026

### Purpose

Regular attendance is critical to student learning, well-being, and achievement.

This Attendance Management Plan (AMP) outlines how St Paul's College will promote, monitor, and respond to student attendance to ensure every student is supported to attend school regularly.

This plan meets the requirements of the Education and Training Act 2020 and associated regulations, and has regard to Ministry of Education guidance, including the Stepped Attendance Response (STAR) framework. The government has set a target for 80% of students to attend regularly by 2030.

#### 1. Absence Categories (set by the government):

- Irregular: Attending 80% to 90% of the time.
- Moderate: Attending 70% to 80% of the time.
- Chronic: Attending 70% or less of the time.

#### 2. School Attendance Expectations

- Students are expected to attend school every day it is open, unless there is a justified reason for absence.
- St Paul's College attendance target is to increase the proportion of students attending regularly (90% or more).
- Attendance is a shared responsibility between:
  - The school
  - Students
  - Parents, caregivers, and whānau

#### 3. Board Commitment

The Board commits to:

- Setting clear attendance expectations and targets.
- Investigating patterns of absence.
- Ensuring appropriate actions are taken when attendance concerns arise.
- Supporting culturally responsive and pastoral approaches to improving attendance.
- Reviewing attendance data and this plan regularly.

All actions taken in response to attendance concerns will be recorded in the school's Student Management System (KAMAR).

Patterns such as frequent lateness, partial absences, or unexplained absences will also be monitored.

#### 4. Stepped Attendance Response (STAR)

The school uses a stepped response, escalating support as absences increase.

##### Step 1: Universal Support (All Students)

- Promote positive attendance culture.
- Clear communication of attendance expectations.
- Daily attendance recording and follow-up of unexplained absences.
- Regular communication with parents/caregivers.



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### Step 2: Early Support (Approx. 5 days absent)

Actions may include:

- Contact with parents/caregivers.
- Discussion with students (form teacher, dean, pastoral staff).
- Identifying early barriers to attendance.
- Informal monitoring and encouragement.

### Step 3: Targeted Support (Approx. 10 days absent)

Actions may include:

- Meeting with parents/caregivers and students.
- Attendance support plan developed.
- Involvement of pastoral leaders (e.g. Dean, DP, Counsellor).
- Adjustments to learning or timetable if appropriate.
- Increased monitoring and follow-up.

### Step 4: Intensive Support (15+ days absent)

Actions may include:

- Formal attendance plan.
- Referral to external agencies (e.g. Attendance Service).
- Collaboration with relevant support services.
- Ongoing case management and review.
- Continued engagement with whānau.

## **Attendance and Accountability**

While St Paul's College primarily uses the Stepped Attendance Response (STAR) framework to support students and whānau to improve attendance, the school also recognises that persistent lateness, truancy, or deliberate non-attendance may require accountability measures.

Where a student has the capacity to attend but is choosing not to, attendance concerns may be addressed through the school's discipline, alongside ongoing pastoral support.

Disciplinary responses:

- Do not replace attendance support or engagement with whānau
- Are used to reinforce expectations, boundaries, and responsibility
- Are applied proportionately and in line with school behaviour policies

## **5. Addressing Barriers to Attendance**

The school recognises that attendance issues may be linked to:

- Health and wellbeing
- Family circumstances
- Transport or financial challenges
- Learning engagement
- Cultural or social factors

Responses will be:

- Supportive
- Culturally responsive
- Focused on re-engagement and wellbeing

## **6. Recording and Reporting**

All attendance response actions are recorded in the SMS.

Data is used to:

- Monitor progress
- Identify trends
- Inform decision-making

Attendance data and progress are reported to the Board as required.



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### **7. Review of the Plan**

This Attendance Management Plan will be reviewed periodically by the Board.

Updates in response to:

- Changes in legislation or Ministry guidance
- School attendance data
- Feedback from relevant staff

### **8. Publication**

This plan is published on the school website and is available to parents, caregivers, and the school community.

Approved by the Board of St Paul's College

Jo Lloyd  
Presiding Member  
St Paul's College School Board

Monday 30 March 2026