

Attendance Management Plan and supporting STAR procedures

Vision, Philosophy and Purpose

1.1 Vision

- Our ambition is for all students at Auckland Girls' Grammar School to attend well because their school is an important part of their life; somewhere that they identify with and are proud of, and a place where they feel they belong.
- Students want to be in school on time each morning because they consider it unmissable. It is a place where they always feel welcome and safe and where their needs are understood and met.
- Students are able to take part in a broad and engaging curriculum that meets their needs through inclusive, adaptive pedagogy. This means that they look forward to lessons and learning.
- An exciting and rewarding co-curriculum adds to students' enthusiasm for school.
- Families feel that the school understands their needs and challenges and works with them to ensure that their children attend. Their communication with the school shows them that the school has high expectations for their child's attendance but is also supportive and empathetic.
- Attendance and punctuality exceeding similar schools nationally will support excellent academic outcomes and personal development and a thriving and happy school community.

1.2 Philosophy/Principles

Our approach to attendance is evidence-informed and draws on the statutory guidance from the MOE. It is:

- Owned by all staff: all staff understand their role in supporting good attendance and that this is not just an administrative issue or the responsibility of a specific team, but embedded into all aspects of school life. Data-driven intervention is a key aspect of the approach with high quality, targeted interventions deployed systematically and effectively for specific students and cohorts. However, staff understand that an excellent attendance culture is about far more than just this one discrete aspect of the work and is inextricably linked to an excellent universal provision for which they are all responsible.
- At the centre of our approach is the belief that students attend school well when they feel "safe, seen, understood and heard" at school. Good attendance will be the result of a profound sense of community. Students feel that their efforts and achievements are rewarded which motivates them to attend well. They look forward to being at school because it is a calm, orderly and friendly environment.
- Good attendance comes about when schools have a holistic understanding of families, build relationships with them and work in partnership with them. Our communication with families must be effective, proactive, and empathetic. We do not wait for absence to become severe before we act.
- Excellent attendance is fundamental to all of our ambitions for Auckland Girls' Grammar School.

Excellent outcomes: There is a clear correlation between good attendance and good outcomes. Put simply, our students will only achieve well when they come to school.

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has an average of 46% regular attendance and a target of lifting regular attendance to 56% by the end of 2026.

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
- having an agreed threshold of attendance for representing the school in events

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 investigated, responded to 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

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: Dec 2025

Next review: Dec 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 have annual targets for student attendance and work with students, whānau and caregivers, staff and external agencies, where necessary to improve our levels of student attendance

Parent/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.
- Regular use of newsletters to give attendance information to whānau
- Monitor student attendance
- Provide students with regular updates on their own attendance
- Report regularly to whānau on attendance of their child

School Procedures

- The principal will appoint staff and delegate duties, so as to manage the recording of the attendance on Kamar and the follow-up procedures for non- attending students.
- Non-teaching staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information
- Classroom and Tutor Teachers are responsible for recording student attendance for their class
- Classroom and Tutor Teachers are responsible for maintaining accurate and up-to -date records and supporting the attendance systems. Tutor Teachers will also monitor and follow-up on lateness and attendance and other attendance issues
- Tutor Teachers, Deans, Whānau Engagement Liaison and Attendance Officer are responsible for monitoring student attendance for their respective groups, ensuring that whānau are informed of attendance concerns
- Senior staff and relevant personnel will be kept informed of serious student absence situations
- Whānau will receive student attendance data via weekly emails
- 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 Deans and SLT termly to review outcomes and effectiveness of these interventions
- [This is the AGGS Stepped Attendance Response Plan](#). 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. Whānau should be contacted as soon as possible, (ideally within 2 school days) and a meeting arranged 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>Tutor Teachers / Kaitiaki</p> <p>SLT</p> <p>Deans</p>	<ul style="list-style-type: none"> • Termly attendance features including updates on data in newsletters • Expectations and guidance for whānau published on the AGGS website. • Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms • Work with whānau and students, where appropriate

<p>Following up absences daily</p>	<p>Use procedures in place to quickly identify all student absences and communicate these to whānau</p> <p>Follow-up unexplained with absences daily</p> <p>All incidents of truancy to be communicated to whānau, year level dean, and recorded in Kamar pastoral</p>	<p>Attendance Officer</p> <p>Tutor Teachers/Kaitiaki</p> <p>All teachers, attendance team</p>	<ul style="list-style-type: none"> ● Text sent to whānau by 9.30am for all unexplained absences ● Text sent to whānau of students who have arrived late ● Absence line monitored throughout the day to ensure accurate attendance data ● Follow up with tutors who have not cleared question marks ● Contact whānau regarding absences or patterns of non-attendance or lateness
<p>Minimise disruptions to the school day and week</p>	<p>School boards and SLT prioritise school hours to be for learning</p>	<p>Senior Leadership Team</p>	
<p>Assess history of new students</p>	<p>When enrolling, identify issues or trends in attendance history</p> <p>Ascertain attendance info and trends on enrolment</p>	<p>Deputy Principal</p>	<ul style="list-style-type: none"> ● Transition information from enrolling school prior to enrolment meeting ● ENROL information ● Family history at AGGS ● Discuss attendance at Year 8 Induction Mornings and Welcome BBQ
<p>Escalate attendance issues as needed</p> <p>Develop support plans</p> <p>Involve other services, consider referral to Attendance Services</p>	<p>Seek more support as needed (ACES, home visits, whānau meeting)</p>	<p>All staff as appropriate</p>	<p>Staff are encouraged to escalate issues according to these procedures and use Kamar to record all actions and interventions</p>

Students with less than 5 days absence

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers Maintain contact details	Identify all student absences Communicate these to parents	Tutor teacher/Kaitiaki	Follow-up all absences to confirm the reason for absence No action taken
Provide students with regular updates on their own attendance via weekly PAROT attendance summaries	Provide regular reporting via online portal and classroom discussions	Tutor teacher/kaitiaki	Updates sent to students and parents through weekly PAROT attendance summaries

Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students who are already on the attendance list from the previous term will be identified by the attendance team.

Students with up to 10 days absence (5-9 days)

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days send an email to the parent (use template). Phone contact to be used if this is not the first time student has met the threshold	Tutor teacher / kaitiaki (Any concerns of next steps discussion options with the year level dean)	Record actions and interventions in Kamar. If there is no action taken due to individual circumstance - this still needs to be noted in Kamar Follow-up to be within 2 school days of meeting the threshold

Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring student back up to speed	Subject teachers	Discuss with student during tutor time. Student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13)
Use in-school resources as appropriate to Remove barriers e.g. counsellor, uniform, bus pass	Refer to dean if barriers identified that the school could assist with	Tutor teacher / kaitiaki/ Dean	Parents and students provided access to additional resources where possible Consider hopcard, uniform, Guidance referral, Health Centre referral, Learning Centre referral, external social supports for whānau
<p>Between 5-9 days 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.</p> <p>For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.</p> <p>If there is no action taken due to individual circumstances (such as health, family circumstances) - make sure this is recorded in Kamar.</p>			

Students with up 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Dean with support from In School Attendance Team	Record actions taken in Kamar. If there is no action taken due to individual circumstance- record this against the student record.
Hold meeting with parent/caregiver and student (where appropriate) to understand reasons for absence	Arrange whānau meetings	Dean	Consider who should be at this meeting

and make an attendance support plan			
Develop and implement a support plan tailored to the reasons and circumstances around absence	Hold everyone accountable for their part in the plan.	Dean	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available	Dean/Pastoral Team	Add to MDT document and ensure follow ups and referrals are made
Between 10-14 days 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.			
Students with greater than 15 days absence			
Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further escalating email (use template)	SLT	
Hold meetings with parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for meetings including parents and students. Consider who should be present	Deputy Principal	Plan to return student to regular attendance

<p>Request support from Attendance Service or other agencies as needed</p> <p>Participate in multi-agency response</p>	<p>Refer to ACES or other agencies</p> <p>Support access to services and collaborating with specialists</p>	<p>Pastoral care team decision</p>	<p>Before referral check all previous actions like support plans are in place.</p> <p>Resources and supports will continue to be provided as appropriate</p> <p>Reintegration plan in place to return student to regular attendance</p>
<p>Maintain implementation and monitoring of support plan</p>	<p>Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met</p>	<p>Pastoral care team</p>	<p>Support plan in place</p> <p>Continue monitoring</p> <p>Steps taken to reintegrate student</p>
<p>Over 15 days absence, investigate reasons for this absence and refer to the SLT for further actions. Record all actions taken to address non-attendance.</p>			