



**GLENFIELD**

**I N T E R M E D I A T E**

**EST. 1972**

# **Attendance Management Plan (AMP)**

Updated March 2026

# 1. Introduction, Strategic Goals, and Targets

## Purpose and Rationale:

This plan outlines the strategic goals, targets, and procedures for Glenfield Intermediate School (GIS) to promote and manage student attendance. We believe that regular attendance is fundamental to student engagement, well-being, and academic progress. This plan provides a clear framework for our staff, students, and whānau to work together to ensure every student attends school regularly.

## School Board Commitment:

The GIS School Board is committed to improving student attendance and removing barriers to engagement. The board ensures that the school will investigate and respond to all student absences in line with this plan, and that all actions taken are appropriately recorded and reported to support our students and meet our strategic goals.

## Our strategic objectives related to attendance are:

- To promote a positive, inclusive, and welcoming school culture where all students feel they belong and are safe.
- To ensure all student absences are promptly identified, explained by parents/caregivers, and accurately recorded.
- To proactively identify and respond to barriers that may be preventing a student from attending school.
- To build strong, collaborative partnerships with parents and whānau, communicating clear expectations and working together to support attendance.
- To enhance regular attendance through active collaboration with whānau, supported by clear intervention pathways

## Attendance Targets To measure our progress, GIS has set the following annual attendance targets:

- Target 1: To have 80% of all students achieve 'Regular Attendance' (attending 90% or more of the time).
  - Target 2: To reduce the percentage of students in the 'Irregular Absence' category (attending 80% - 90% of the time) from [current 24%] to [target 10%].
- 

## 2. Daily Attendance Procedures and Parent Notification

This section outlines the clear process for identifying and responding to daily absences.

### 1. Reporting Absences (Parent/Caregiver Responsibility) Parents/caregivers must report student absences by:

- Calling the school office.
- Using the school website.
- Using the school HERO app.

A record of all absences is maintained in HERO and cross-checked with parent-provided explanations.

### 2. Daily Attendance Recording (Teacher Responsibility)

- **Attendance Register:** Attendance is recorded twice daily using the HERO attendance system.
  - Morning attendance must be completed by 9:00 a.m.
  - Afternoon attendance must be completed by 12:00 p.m.
- Teachers should annotate beside a student's name if they are aware of the reason for any absences. (*Refer to attendance code tree*  Attendance code tree TeMahau v11.pdf ).

### 3. Lateness

- Students arriving after the morning bell must sign in at the office before going to class.
- Teachers are responsible for addressing patterns of lateness with students and/or parents.

#### 4. Automatic Parent Notification (Unexplained Absences)

- If a student is marked as a ? (unknown reason) by the teacher and the school has not been notified by the parent/caregiver of the reason for absence, an automatic SMS is sent, requesting an explanation. If an explanation is not provided the student is marked as truant.
- 

### 3. Identifying Barriers and Monitoring Concerns

This section details how we identify underlying causes of absence and monitor at-risk students.

#### 1. Early Identification of Barriers

- **Teacher Responsibility:** Teachers are encouraged to be the first line of support. They will:
  - Contact parents directly regarding any concerning patterns of absence or lateness, reinforcing the importance of regular attendance.
  - Address patterns of lateness with students and/or parents.
  - Proactively monitor for early warning signs of disengagement, such as regular non-completion of work, social withdrawal, or anxiety, and report these to their Leader of Learning.
- **Record of Lateness:** HERO maintains a record of late students and teachers monitor for developing patterns.
  - If a trend emerges, teachers notify their Leader of Learning.
- **Concerning Absences:** For cases where absences or lateness are causing concern, notify both the team leader and Deputy Principal to support follow-up. For ongoing concerns, parents should be formally contacted and meetings arranged as needed.

#### 2. Continuous Monitoring and Follow-Up

- **Automated Thresholds:** MoE thresholds are calculated on a term-by-term basis. HERO resets counts at the start of each term and tracks accumulation per half-day.
  - **Daily Notifications:** A designated staff member (Deputy Principal) receives a daily email notification listing all students who have crossed a threshold (e.g., moving from Green to Orange, Tier 1 to Tier 2 etc.).
  - **Teacher & Leadership Monitoring:**
    - Staff can view the AMP status for any class or group via Group > Insights > Attendance.
    - This view highlights current term thresholds, absence codes, and the date a threshold was crossed.
  - **Teachers should prioritise students flagged in the AMP view for immediate pastoral check-ins.**
  - **Family Contact and Barrier Identification:** A Senior Leadership Team (SLT) member contacts families of flagged students to:
    - Emphasise the importance of regular attendance.
    - Discuss and identify any barriers to attendance (e.g., transport, health, well-being, financial, or in-school factors).
    - Explore potential support options.
  - **Record Keeping:** All response activities are logged in HERO. e.g. written communication sent, phone call home, meeting with whānau etc.
-

## 4. Tiered Interventions and Support (STAR Steps)

We use a tiered "STAR" (Supporting Attendance and Re-engagement) model to provide interventions based on the number of days a student is absent per term.

### **Tier 1: Less than 5 Days Absent per term (Good / Green Light) *Our School Responsibilities:***

- Communicate attendance expectations to parents during enrolment, at the start of the school year, and each term in communication channels (newsletter, HERO).
- Reinforce good attendance habits to students and parents.
- Monitor attendance daily and communicate with parents regarding every absence.
- Keep parent contact details up to date.
- Provide regular attendance updates to students and report attendance to parents.
- Support students in reaching school on time and promote a positive, welcoming school environment.

### **Tier 2: Up to 10 Days Absent per term (Worrying / Yellow Light) *Our School Responsibilities:***

- Send a formal notification via HERO to the parent/guardian and initiate a conversation to discuss reasons for absence. Phone call made if necessary also.
- Assist students with catching up on missed learning where necessary.
- Address barriers to attendance through in-school resources, such as providing uniforms, access to the school shop, or Positive Behaviour for Learning (PB4L) support.
- Log action taken on HERO

### **Tier 3: Up to 15 Days Absent per term (Concerning / Orange Light) *Our School Responsibilities:***

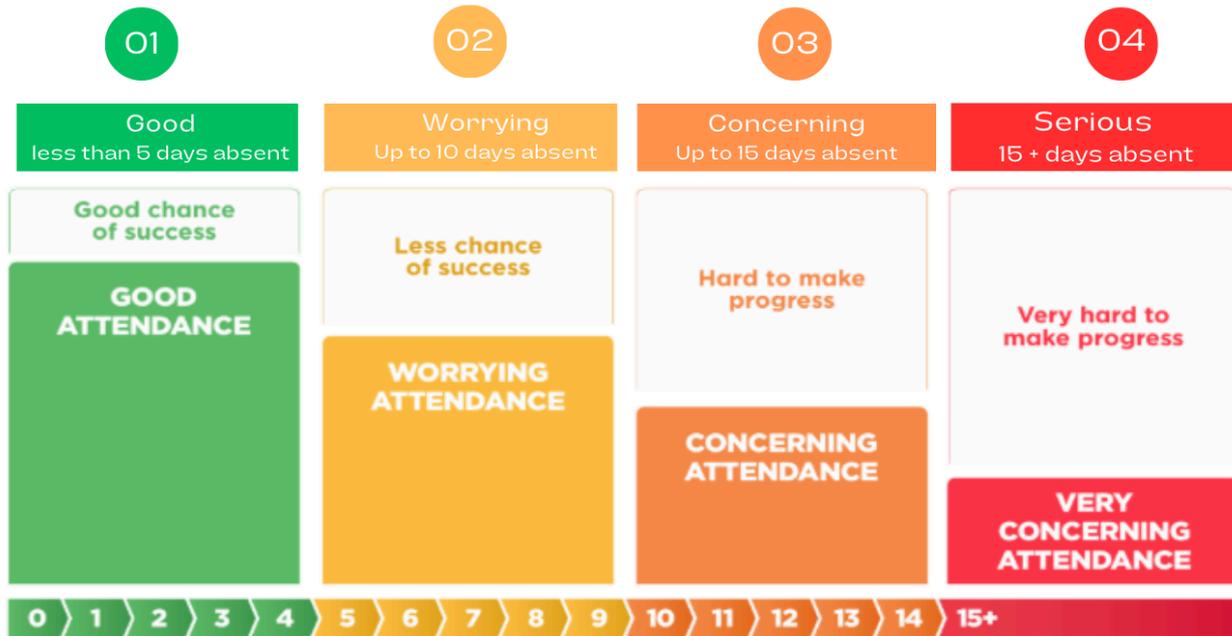
- Send an escalated formal notification via HERO to parents to organise an in school meeting.
- Hold a meeting (e.g., with SLT, Leader of Learning, Teacher) to assess and understand the reasons for absence and to collaboratively develop a support plan.
- Tailor a specific plan based on the student's needs and circumstances.
- Utilise in-school resources as needed and request support from the Ministry of Education or external agencies to remove any additional barriers.

### **Tier 4: 15 Days or More Absent per term (Serious Concern / Red Light Escalation) *Our School Responsibilities:***

- Send a warning notice and arrange another formal meeting with parents to discuss attendance.
- Escalate the issue to a multi-agency response, such as referring to the Attendance Service.
- Actively participate in the multi-agency response team and implement an improvement plan.
- Monitor and track the student's progress closely as per the improvement plan.



# STAR Attendance Flowchart



**Purpose**

- Clear communication to parents on attendance expectations.

**Actions from School**

- Monitor attendance
- Communicate to parents about every absence

**How whānau can support:**

- Encourage good attendance habits
- Open communication with the school
- If absent notify the school with a valid reason (e.g. illness).

**Purpose**

- Understand the reason for the absences and discuss supports needed

**Actions from School**

- School alert via email, indicating absences or lateness concerns
- Make parents and students aware of additional resources and support to access them e.g. counsellor

**How whānau can support:**

- Establish consistent routines.
- Contact school to discuss reasons for absence
- Engage in supports offered

**Purpose**

- Identify barriers to attendance and develop a plan to address them

**Actions from School**

- Attendance Support involvement
- Meeting at school may be scheduled

**How whānau can support:**

- Engage with services
- Return student to regular attendance
- Attend meeting at the school to analyse reasons for absence and to collaborate on a support plan

**Purpose**

- Facilitate multi-agency response and support school to implement and monitor improvement plan

**Actions from School**

- The school escalates the issue to the Ministry of Education
- Implement and monitor improvement plan

**How whānau can support:**

- Return student to regular attendance
- Engage in improvement plan

**Key Points:**

- Regular attendance is crucial for your child’s learning and well being.
- Open communication with the school is essential.
- Early intervention helps prevent prolonged absences.
- Support is available; don’t hesitate to seek assistance.

---

## 5. Escalation and Multi-Agency Support

- **Bi-Termly 'Rock On' Meeting:** Attendance officers and SLT members attend termly "Rock On" meetings at Glenfield College to discuss students with ongoing, complex, and low attendance.
  - **Purpose:** These meetings explore multi-agency interventions and coordinate support for students and whānau who are engaging with multiple services.
- 

## 6. Monitoring, Reporting, and Plan Review

This section outlines how we measure our progress and ensure this plan remains effective.

### 6.1 Monitoring and Measuring Progress

- **Responsibility:** The Deputy Principal (Attendance) is responsible for monitoring school-wide data and measuring progress against the targets set in Section 1 of this plan.
- **Reporting:** The Principal will provide a formal report on school-wide attendance data, trends, and progress toward targets to the Board of Trustees twice per term. This report will inform any strategic adjustments needed.

### 6.2 Plan Review

- This Attendance Management Plan will be formally reviewed annually by the Senior Leadership Team and the Board of Trustees.
- The review will analyse attendance data, assess the effectiveness of interventions, and ensure the plan remains compliant with Ministry of Education requirements and aligned with our school's strategic goals.