

1. Purpose

The purpose of this plan is to:

- Ensure all students attend school regularly.
- Identify and address attendance issues early.
- Support students and whānau to overcome barriers to attendance.
- Comply with the Ministry of Education’s STAR framework.

2. Scope

This plan applies to all students enrolled at Glenfield College, including domestic and international students, and all teaching and administrative staff.

3. Guiding Principles

- **Early Intervention:** Address attendance issues promptly to prevent escalation.
- **Equity:** Ensure all students, regardless of background, have equal access to learning.
- **Collaboration:** Work with whānau, the community, and external agencies.
- **Transparency:** Maintain clear records and communicate openly with whānau.
- **Support-Focused:** Prioritize understanding and removing barriers rather than punitive measures.

4. Roles and Responsibilities

Role	Responsibility
Principal	Overall responsibility for attendance management; ensure staff are trained in STAR procedures.
Deputy Principal / Attendance Officer	Monitor attendance data; follow up on absences; coordinate interventions.
Year Level Dean / Counsellor	Identify underlying issues; support students with social, emotional, or health challenges.
Form/Class Teachers	Record daily attendance; contact whānau after unexplained absences.
Administration Staff	Maintain accurate attendance records; assist with reporting to the Ministry as required.

5. Attendance Procedures

5.1 Daily Attendance Recording

- Teachers must mark attendance at the start of each period using the school management system.
- Any student arriving late should:
 - Go to class if it is in the first period,
 - Sign in at the Student Wellbeing Centre.
- Attendance codes must follow Ministry guidelines.

5.2 Absence Notification

- Whānau must inform the school before 9.00 am via phone, email, or the school app.
- If no notification is received, the office will contact whānau on the same day.

5.3 Follow-up

- **1–2 days of unexplained absence:** Admin sends reminder text/email to whānau.
- **3–5 consecutive days:** Attendance Officer contacts whānau for clarification.
- **Ongoing absences without explanation:** Liaison with the Year Level Dean for early intervention.

6. Monitoring and Reporting

- Attendance data reviewed weekly by the Attendance Officer.
- Patterns of concern (e.g., frequent lateness, partial attendance) flagged to the Dean.
- Termly attendance report shared with the Board of Trustees and Ministry if required.
- STAR reporting guidelines followed to identify at-risk students.

7. Intervention Strategies

- **Early Support:** Contact with whānau to identify barriers.
- **Tailored Support:** Learning support, mentoring, or counselling as needed.
- **Whānau Engagement:** Meetings to develop a joint plan for improved attendance.
- **External Support:** Referral to Ministry agencies (e.g., RTLB, STAR specialists, Truancy Services, RockOn) if required.



8. Incentives and Positive Reinforcement

- Recognition for regular attendance through awards or certificates and in the Junior Certificate.
- Individual reward plans for students overcoming chronic attendance issues.

9. Non-Compliance / Escalation

- Persistent unexplained absence triggers escalation:
 - Formal letter to whānau.
 - Attendance meeting with Dean, student, and whānau.
 - Attendance meeting with Deputy Principal, student, and whānau.
 - Referral to Ministry of Education STAR attendance services.
- Actions are supportive, focusing on engagement rather than punishment.

10. Evaluation and Review

- The plan will be reviewed annually to ensure compliance with Ministry guidelines and effectiveness.
- Feedback sought from staff, students, and whānau.
- Adjustments made based on trends, challenges, and Ministry updates.

11. References

- Ministry of Education, **STAR Framework**: <https://www.education.govt.nz>
- Education Act 1989 (Attendance Requirements)
- Guidelines on Managing Student Attendance

This plan ensures the school **proactively manages attendance, supports students and families, and meets Ministry expectations.**

