



## Strategic Priorities

Student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. Our Attendance focus aligns with two of our 2026 school priorities at AGHS:

*(1) Foster Academic Excellence and Engagement and (2) Strengthen the Wairua of belonging – personal, cultural and community.*

The Government has a target of 80% of students attending 90% of the term by 2030. For AGHS our 2025 Term 3 data shows regular attendance of 41%, which sits below Term 3 national secondary school statistics of 46.6%. Most recently our Term 4 results show a shift from 45% regular attendance in 2024 to 51% regular attendance for 2025.

AGHS attendance target is to increase regular attendance by 5-10% along with decreasing our chronic absence to below 15% by Term 4 2026.

To progress towards the Government target, we will be continuing to focus on our intermittent and unjustified absences and use the following strategies to support achieve our goals:

- 1) *Raising whānau awareness and engagement around attendance*
- 2) *Continuing to grow belonging, connection and engagement in our kura*
- 3) *Early identification of barriers and factors that impact an attendance and implementation of supports to address these.*

## 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 step-attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken 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**

[AGHS Policies Document](#)

AGHS Attendance Strategy

AGHS Handbook

Stepped Attendance Response Details

## Monitoring

Senior Leadership Team will maintain reporting for attendance and analysis of Ministry of Education 'Every Day Matters' Termly reports along with school data provided by our data analyst.

A summary report on attendance, 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](#)

Reviewed: November 2025

Next review: March 2027

## Procedures/Supporting Documentation

"Ehara taku toa i te toa takitahi, engari kē he toa takitini"

Avonside Girls' High School takes our responsibility for student attendance seriously and aims to ensure we have effective processes to ensure we know where our students are, and can respond quickly to any unnecessary absence with a variety of interventions. We use a Stepped Attendance Response that requires input from many within our kura and supports clarity for our school community.

To achieve this, it is vital that parents and whanau, the kura and ākonga work together in partnership to monitor, intervene and ultimately improve student attendance.

## Parent/Whānau Responsibilities

- Support their young person attend school every day the school is open
- Notify the school when their young person is absent from school
- Where possible arrange appointments and trips outside of school hours or during school holidays
- Where there is a prolonged absence or pattern of absence provision of a medical certificate may be required
- Communicate and work with the school to manage attendance concerns

## School Responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- maintain accurate and timely attendance records
- communicate to parents 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
- report regularly to parents on attendance of their young person
- support whanau and students to address barriers to regular attendance and/ or engagement

## School Procedures

### Attendance Expectations



If a student is absent from school

There are 3 ways you can notify the school of the absence from school of your rangitahi.

- Phone: 03 389 7199
- Email: [office@avonside.school.nz](mailto:office@avonside.school.nz)
- KAMAR

You must contact us every day your rangitahi is absent or state all days away on the original message. A specific reason for absence must be given. For example; sickness, bereavement or doctor's appointment.

When you have a medical certificate for an absence, it must be emailed to: [office@avonside.school.nz](mailto:office@avonside.school.nz) or whanau teacher using their 3 letter code and school email address e.g. [sme@avonside.school.nz](mailto:sme@avonside.school.nz)

If a student is late to school

If a student arrives at school late, head straight to class and sign in with their teacher who will note any relevant information on file. This applies at any time of day. A note or communication from home or a caregiver with confirmation for lateness to be given to office or subject teacher to ensure correct attendance coding is applied.

Contact from School

We send an absence notification out via text between 10.45am and midday to the adults entered as primary caregiver 1 and secondary caregiver 1.

This text reports that the student has missed Period 1 and/or period 2. Caregivers must reply to this text with a reason for absence if known.

Text 2

A second text is sent by 4pm each day alerting caregivers that the student has been absent period 3 and/or period 4 and/or period 5.

Caregivers must reply to this text with a reason for absence if known.

A weekly attendance report summary is sent via email, and phone or email follow-up from staff can be expected on a regular basis.

Where regular attendance is impacted and/ or falls below 90% attendance contact from a Kaitiaki (Dean of Pou) can be expected which may include formal notification via a letter or request to meet to discuss supports that might be required. This initiates next steps in our Stepped Attendance Response.

## Stepped Attendance Plan Summary

<p><b>Less than 5 days absence in a school term</b></p> <p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Receive student absence alerts when they are able</li> <li>Receive good attendance alerts</li> <li>Support other parents to receive good attendance alerts</li> <li>Open communication with school</li> <li>Follow school attendance management plan and associated policies and processes</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>Clear and regular communication around Attendance Expectations, role of pou, enrolment, parent packs, clear entry system, policy documents and create an arrival culture</li> <li>Students attendance is monitored regularly by whānau, kaitiaki and kaitiaki</li> <li>Absence alerts sent via SMS twice daily</li> <li>Weekly attendance reports sent email to kaitiaki and parents</li> <li>Meeting of parent/whānau details shared with a pou</li> <li>Communication between kaitiaki, whānau whānau is supportive or corrective based</li> </ul>	<p><b>Up to 10 days absence in a school term</b></p> <p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Receive student to register attendance</li> <li>Worked school to discuss reasons for absence and impact on learning</li> <li>Request student to catch up on missed learning</li> <li>Engage if resources offered</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>Whānau and kaitiaki whānau contact expected prior to 10 day absence being noted</li> <li>Multiple visit over 10 days absence occurs - WH, include medical support letter allowing support available - request for return via phone or meeting, return options</li> <li>Discussion of whānau or factors regarding attendance plan if support established, kaitiaki, pou or school support when medicine is considered for working program, Plan for Attendance support program (MIL)</li> <li>Continued monitoring by kaitiaki whānau and kaitiaki</li> </ul>	<p><b>Up to 15 days absence in a school term</b></p> <p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Request student to register attendance</li> <li>Participate in meeting with school to explore reasons for absence and to collaborate on support plan</li> <li>Implement changes at home</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>Attendance concern escalation</li> <li>Kaitiaki and attendance concern letter 15 absence of continued concern and request attendance list</li> <li>Meeting held with appropriate staff depending on support needed e.g. kaitiaki, involvement kaitiaki or kaitiaki and whānau</li> <li>Look at whānau, pou, and school attendance, kaitiaki support plan</li> <li>Plan could include immediate changes whānau, whānau to school or a support agency or services like Health, kaitiaki, or home investigation. The next step is Attendance Services referral</li> </ul>	<p><b>15 days or more of absence in a school term</b></p> <p><b>Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>Receive student to register attendance</li> <li>Participate in meeting with whānau and explore reasons for absence and to collaborate on a support plan</li> <li>Implement changes at home</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>High attendance concern escalation letter 15 absence of 15 or more absence and no final, initial and possibility of prosecution. Initiatives to seek on plan learn plan only</li> <li>Attendance Services referral may be appropriate. Engagement with medical support, kaitiaki if appropriate, with a support agency (e.g. Whānau, the Y, Te Kōwhiri Whānau/ AIC)</li> <li>Participate support plan for working and ongoing</li> <li>Contact with school when there is no engagement or response seen, to support, and to attend, if response or possible steps</li> </ul>
<p><b>Ministry of Education</b></p> <p><b>Attendance Service</b></p> <ul style="list-style-type: none"> <li>Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:             <ul style="list-style-type: none"> <li>• identifying things to do now</li> <li>• addressing some current issues needs impacting on attendance and</li> <li>• referring students to other services as necessary</li> </ul> </li> <li>Collaborate with schools as they:             <ul style="list-style-type: none"> <li>• try to remain engaged in schools are developed and implemented, and</li> <li>• they can continue to provide support as the student works on their attendance at school, and the additional Attendance Service support is withdrawn.</li> </ul> </li> </ul> <p><b>Regional and National teams</b></p> <ul style="list-style-type: none"> <li>• Identify involvement of other agencies</li> <li>• Support schools to access other education pathways for a student where appropriate</li> <li>• Consider system wide initiatives for high risk attendance</li> <li>• Reprioritise regional support resources for where most needed/ effective</li> <li>• Undertake Ministry led intervention when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>			