



New Plymouth Girls' High School
Te Kura Taitamawāhine o Puke Ariki

NPGHS Attendance Management Plan

We use KAMAR as our school management system.

Teachers mark their rolls and update student attendance records every day. At the end of the day, KAMAR will check student attendance records and update the count of days absent this term. When a student crosses one of the thresholds listed below, then KAMAR will:

- Automatically create a STAR record in the Attendance category of the Pastoral area.
- Send off the automated email to the caregivers
- Notify nominated staff about student absences.
- At the end of the week, send the STAR information off to the Ministry.

The four stages of the STAR framework are used within KAMAR as below:

- Green - Good. The student has been absent from school for less than 4.5 days this term.
- Yellow - Worrying. The student has been absent from school for 5 - 9.5 days this term.
- Orange - Concerning. The student has been absent from school for 10 - 14.5 days this term.
- Red - Serious Concern. The student has been absent from school for 15 or more days this term.

At the start of each term, the students in each group will initially be those who were in that category in the previous term (Attendance data from Term 4 of the previous year will be used to determine the lists to start Term 1 of the current year). The lists will alter as time progresses and students move in or out of the group as their attendance changes.

For students with less than 5 days absence in a school term (greater than 90% attendance)

Goal - To maintain and reinforce regular attendance patterns,

What we do (A description of the schools actions)	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u></p> <p>Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term.</p> <p>Send a newsletter on attendance to all whānau and students to remind everyone of attendance expectations at the beginning of the year and each term (not in Term 4 for those going on exam leave).</p> <p>Communicate to parents what steps the school will take in the event their child is absent from school</p> <p>Include the codes used to record attendance of each student while also reinforcing that any absences is lost learning time.</p>	<p>Attendance Newsletter introduces attendance team and outlines expectations, supports, and processes.</p> <p>Includes a link to the attendance codes and the school policies.</p> <p>Include the rewards and the positives that are experienced by those who meet the attendance requirements – eg school exchanges/tournament week (>80%), Takatū Poutama and Honours (as per criteria), Y13 Ball, Waka points each term based on average attendance.</p>	<p>SLT</p> <p>Attendance Team</p>
<p><u>Monitoring</u></p> <p>Monitor attendance. Kāwai Huia teacher to prompt students to check for ? in attendance each week, generally Thursday.</p> <p>Roll is marked by class teachers, every lesson and Kāwai Huia time. It should be marked in the first 10 minutes of every lesson. DP/AP for each waka to email any teachers who have unmarked rolls in the past week, usually a Wednesday.</p> <p>Communicate to parents about every absence (daily auto-notification from attendance team)</p> <p>Maintain contact details of parents</p>	<p>The automated KAMAR process will alert those listed in subsequent stages if a student has 5 or more days absent in a term.</p> <p>The DP with responsibility for attendance oversees these processes.</p> <p>Admin Attendance team.</p>	<p>Kāwai Huia Teachers</p> <p>Subject Teachers</p> <p>SLT</p> <p>Business Manager and Admin Attendance team.</p>

Reporting

Provide students with regular updates on their own attendance and report to parents via Schoolbridge and the secure KAMAR portal.

Celebrate success regularly with emails, or principal postcards home.

Example report, sent each Saturday morning.

Attendance this week

	Mon, 21 Oct	Tues, 22 Oct	Wed, 23 Oct	Thur, 24 Oct	Fri, 25 Oct
Period 1	3FIL P	3DVC L	3ENG U	3CAL	3MUS
Period 2	3CAL P	3MUS P	3CHE U	3FIL	3DVC
Tutor	Tutor P	Tutor P	Tutor U	Tutor	Tutor
Period 3	3ENG P	3CAL P	3MUS J	3CHE	3FIL
Period 4	3CHE P	3FIL P	3DVC J	3ENG	3CAL
Period 5	3MUS P	3CHE P	3FIL ?	3DVC	3ENG
Period 6	3DVC P	3ENG P	3CAL ?	3MUS	3CHE

?	Unexplained Absence
U	Unjustified Absence <i>e.g. Explained but unjustified / Holiday during term time / Truant (unable to explain absence)</i>
P	Present
J	Justified Absence <i>e.g. Illness / Suspended / Exam Leave / Justified within school policy</i>
L	Late (Present)

<https://kiwicollege.school.kiwi/ics/19002-4AVMCTXBM9T8HKQZ007KE0S7.ics>

Attendance This Year

	Term 1	Term 2	Term 3	Term 4	Year
Attendance Rate	98%	98%	100%	96%	98%
Late Occurrences	1	1	0	1	3
	Regular Attendance <i>(attending more than 90%)</i>	Regular Attendance <i>(attending more than 90%)</i>	Regular Attendance <i>(attending more than 90%)</i>	Regular Attendance <i>(attending more than 90%)</i>	Regular Attendance <i>(attending more than 90%)</i>

DP – Achievement and Attendance
AP - Systems

<p><u>Support</u> Support students to catch up missed learning where required by teachers continuing to build strong relationships with students. Use Microsoft Teams to help students complete work if it is a planned and justified absence.</p>	<p>Culturally sustaining and relational pedagogy throughout our school based routines.</p>	<p>Subject teacher with HoD support when required.</p>
<p><u>Teaching and modelling</u> Use positive feedback to promote the behaviours we want to see. Some awards and activities, such as Takatū Poutama awards, include an attendance requirement. Identify students whose attendance has improved and Pastoral Team email home at end of term to congratulate these students and whānau.</p>	<p>Quiet recognition for improvement, public recognition as part of a wider award.</p>	<p>DP – Achievement and Attendance AP - Systems</p>

For students absent for 5 - 9.5 days in a school term – (80-90% attendance)

Goal -To restore student's attendance to above 90%

<p>What we do (A description of the schools actions)</p> <p>Everything listed above, plus...</p>	<p>How we do it... (Including linked resources)</p>	<p>Who is responsible</p>
<p><u>Communication</u></p> <p>KAMAR notification to signal student has had 5 or more days absent.</p> <p>The School Administrator/First Aider contacts parents or whānau by phone to discuss reasons or barriers for absence and makes notes in KAMAR pastoral regarding barriers or support requested from family. Will contact Waka Kaitiaki directly if they feel this needs to be accelerated.</p> <p>Communicate to parents what steps the school will take in the event their child is absent from school</p>	<p>KAMAR Absence Message</p>	<p>DP Achievement and Attendance School Administrator/First Aider</p>
<p><u>Monitoring</u></p> <p>KAMAR alerts when a student reaches this threshold. Waka Kaitiaki (Dean) monitors for improvement and follows up on School Administrator/First Aider notes.</p>	<p>Waka Kaitiaki monitors for improvement and tries new interventions or supports to assist directly with student. Notes made in KAMAR Pastoral to record supports tried and what was successful.</p>	<p>Waka Kaitiaki</p>
<p><u>Support</u></p> <p>Use in-school resources as appropriate to remove barriers e.g. Provide access to uniform, stationery, assistance with food and transport, counsellor/social worker support.</p>	<p>School Administrator/First Aider talks with whānau and student to determine barriers or patterns of attendance.</p>	<p>School Administrator/First Aider Waka Kaitiaki Senior Leaders</p>

For students absent for 10 - 14.5 days in a school term – (70%-80% attendance)

Goal - to re-engage students and increase attendance.

<p>What we do (A description of the schools actions)</p> <p>Everything listed above, plus...</p>	<p>How we do it... (Including linked resources)</p>	<p>Who is responsible</p>
<p>Send escalated formal notification to parents, by Waka Kaitiaki</p> <p>Email and/or text sent inviting whānau to be part of solution</p> <p>Attendance meeting with Waka Kaitiaki and a member of SLT (by waka) to review the previous plan, and to develop and implement a plan tailored to the reasons and circumstances around the child’s absence.</p> <p>Explanation of what will happen if attendance does not improve (including Attendance Service involvement, and the MoE will be made aware of the plan that has been developed).</p>	<p>Notification from KAMAR</p> <p>Hui held and plan developed and monitored</p>	<p>Waka Kaitiaki, supported by SLT</p>

For students absent for 15 or more days in a school term - LESS THAN 70% attendance

Goal- Intensive intervention to overcome complex barriers.

What we do (A description of the school's actions) Everything listed above, plus...	How we do it... (Including linked resources)	Who is responsible
<p><u>Communication</u> Send escalated message notification from KAMAR, by DP Attendance/Achievement.</p> <p>In-School Attendance Support (ISAS) makes contact home, and arranges another meeting, or potentially a home visit, to talk with whānau.</p>	<p>KAMAR notification system</p> <p>ISAS arranges meeting with student, whānau and DP Achievement and Attendance and discusses goals, additional barriers, what support has been tried and why it did or did not work, next steps, and what happens if attendance does not change.</p>	<p>ISAS supported by DP – Achievement and Attendance</p>
<p><u>Monitoring and Support</u> ISAS makes daily connection with students in this category. In Term 1, the students in this group will initially be those who had less than 70% in Term 4 the previous year. The list will alter as time progresses and students move in or out of the group as their attendance changes.</p> <p>Implement and monitor improvement plan.</p> <ul style="list-style-type: none"> • If attendance does not improve, move to next steps, which might include removal from roll and/or referral to external Attendance Service (made by DP Achievement and Attendance). • If attendance starts to improve, continue supports and continue to work with student and whānau until attendance is over 80%. 	<p>ISAS and DP – Achievement and Attendance, in conjunction with AP – Pastoral, implement and monitor the improvement plan.</p> <p>The improvement plan may include a daily school pick up for a short and agreed period of time.</p> <p>Regular meeting (fortnightly minimum) between DP- Achievement and Attendance, and External Attendance Service provider.</p>	<p>ISAS DP – Achievement and Attendance External Attendance Service provider.</p>
<p><u>Reporting</u> Refer to external Attendance Service and interagency supports.</p>	<p>Feedback sought from external Attendance Service provider. Supportive action taken if whānau willing to engage.</p> <p>If attendance still does not improve, work with external attendance provider to refer students to Interagency Hui. Consider referral to the Ministry to consider action, including prosecution, when supports are offered and not taken.</p>	<p>ISAS DP – Achievement and Attendance External Attendance Service provider.</p>