



Attendance Management Plan (AMP) – Vauxhall School

Introduction

At Vauxhall School, we are committed to supporting regular attendance, recognising that attending school every day is critical for learning, wellbeing, and long-term success.

Our goal is to achieve **at least 80% regular attendance**, aligned with the Ministry of Education's national priorities.

We have adapted the **Stepped Attendance Response (STAR)** model to provide timely support at different attendance thresholds.

Important:

In line with Ministry of Education guidance, **all absences** (justified, unjustified, or unexplained) affect a student's attendance rate.

Our response will **differentiate** based on whether absences are explained (e.g., illness) or unexplained/unjustified.

STAR Attendance Response Framework

Stage	Trigger	Response Summary
Universal (Regular)	<5 days absent (attendance >90%)	Promote strong attendance culture; daily checks and positive reinforcement.
Worrying (Irregular)	5–9 days absent (80–90%)	Early whānau contact to understand reasons; informal support strategies.
Concerning (Moderate)	10–14 days absent (70–80%)	Meeting with whānau; develop an Attendance Support Plan.
Serious (Chronic)	≥15 days absent (<70%)	Escalated intervention; legal warning; potential referral to Attendance Service.

Stage 1: Universal (Regular Attendance)

Trigger:

- Fewer than 5 days absent per term (attendance >90%), regardless of absence reason.

Actions:

- Celebrate and reinforce strong attendance habits.
- Ensure daily attendance is marked accurately.
- Same-day follow-up for any unexplained absence (via SMS, phone, or email).

Key Point:

Even justified absences (e.g., illness) are tracked, but no intervention is needed unless patterns emerge.

Roles:

- Principal: Promote school-wide culture of attendance.
 - Teachers: Mark attendance daily; alert office to any concerns.
 - SENCO: Monitor vulnerable students closely.
 - Deputy Principal: Support teachers with follow-up as needed.
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Stage 2: Worrying (Irregular Absence)

Trigger:

- 5–9 days absent per term (attendance 80–90%), explained or unexplained.

Actions:

- Class teacher or office contacts the family early to check in.
- Confirm reasons for absences: if explained (e.g., medical), offer support; if unexplained or unjustified, stress the importance of regular attendance. Leadership team notified for follow up concerning unjustified or unexplained absences.
- Informal support strategies offered (e.g., regular check-ins, attendance incentives).

Communication:

- Early "concern" letter or email sent for unjustified and unapproved absences (template below) *[Teacher]*.
- Tone remains warm and solutions-focused.

Example Template:

Dear [Parent],
We've noticed that [Student]'s attendance has dropped below our target 90% this term. We understand that there may be good reasons, and we'd love to check in with you to offer any support needed. Please contact [Teacher/SENCo/DP/Principal] to meet or discuss this further.

Stage 3: Concerning (Moderate Absence)**Trigger:**

- 10–14 days absent per term (attendance 70–80%).

Actions:

- Meeting with family, led by Deputy Principal or Principal for concerning justified, unjustified or unexplained absences.
 - Develop an **Individual Attendance Support Plan** setting goals and strategies.
 - Involve SENCO or external agencies if needed.
 - Acknowledge genuine medical absences while focusing on how to maintain connection to learning.

Communication:

- Meeting invitation letter sent for unjustified and unapproved absences (template below) *[SENCoDeputy Principal/Principal]*.

Example Template:

Dear [Parent],
[Student]'s attendance has now dropped to 90% this term. We'd like to meet with you to discuss a plan to support [Student]'s attendance and learning. Please contact the office to arrange a meeting with [SENCoDeputy Principal/Principal]. We look forward to working together.

Stage 4: Serious (Chronic Absence)**Trigger:**

- 15+ days absent per term (attendance below 70%).

Actions:

- For concerning justified, unjustified or unexplained absences, issue a formal **Warning Notice** regarding legal obligations under the Education and Training Act 2020.
- Refer to Ministry of Education's Attendance Service if there is no improvement.
- Continue to offer support, but make clear the seriousness.
- Acknowledge genuine medical absences while focusing on how to maintain connection to learning.

Communication:

- Formal warning letter issued *[Principal]*.

Example Template:

Dear [Parent],
[Student] has been absent for [X] days this term, and their attendance has dropped below 70%. Despite previous conversations and support offers, attendance remains a concern. Regular attendance is a legal obligation.
If [Student]'s attendance does not improve by [Date], we may need to refer this matter to the Ministry's Attendance Service for further action. Please contact us urgently to discuss this.

Key Reminders:

- **Track all absences.** Explained absences still impact attendance percentages.
- **Tailor the response.** Be understanding where genuine reasons exist but keep the focus on connection to school.
- **Escalate gradually.** Clear, step-by-step communication helps families know what to expect.
- **Record all actions.** Keep notes of all contacts, meetings, and letters sent.



Vauxhall School - Attendance Response Flowchart (STAR)

✓ Stage 1: Universal (Regular Attendance)

- **Trigger:** Attendance >90% (fewer than 5 days absent)
 - **Action:**
 - Celebrate attendance.
 - Daily roll checks.
 - Same-day follow-up for any unexplained absence.
 - **Key:** No action unless a pattern of absence appears.
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⚠ Stage 2: Worrying (Irregular Attendance)

- **Trigger:** 5–9 days absent (attendance 80–90%)
(All absences, whether explained or unexplained)
 - **Action:**
 - Teacher/office phones home to check in.
 - Early letter/email sent [*Teacher*].
 - Offer support if needed (e.g., check-ins, incentive systems).
 - **Key:** Warm, early intervention.
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◆ Stage 3: Concerning (Moderate Absence)

- **Trigger:** 10–14 days absent (attendance 70–80%)
 - **Action:**
 - Meeting arranged [*SENC Deputy Principal/Principal*].
 - Develop Individual Attendance Support Plan.
 - Involve SENCO if barriers identified (e.g., anxiety, health).
 - **Key:** Collaborative planning with whānau.
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Stage 4: Serious (Chronic Absence)

- **Trigger:** 15+ days absent (attendance <70%)
 - **Action:**
 - Formal Warning Letter sent [*Principal*].
 - Referral to Attendance Service if no improvement.
 - Continue support offers alongside formal process.
 - **Key:** Clear communication of legal obligations.
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Important Notes

- **All absences** count (justified or unjustified). Our response will **differentiate** based on whether absences are explained (e.g., illness) or unexplained/unjustified.
 - Tailor conversations based on absence reasons (medical vs unexplained).
 - **Document** every step (contacts, letters, meetings).
 - **Early and positive contact** makes later stages easier.
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