

# Brandon Intermediate School: Attendance Management Plan and supporting STAR procedures

## Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government's target is that 80% of students will be regularly attending school by 2030.

Our school currently has 47% regular attendance in 2025 and a target of lifting regular attendance to 80% by the end of 2026.

## Board responsibilities

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

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:

- committing to support students' 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 not attending regularly
- 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 stepped attendance response aligned with the thresholds to support student attendance
- ensuring that student absence is investigated, responded too and actions taken are recorded aligned with the thresholds
- ensuring all students, whānau and staff understand the processes and procedures that support student attendance
- reporting 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 (STAR) - see below

## Monitoring

The school office receives attendance information from classroom teachers and/or relievers, specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up on absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

The Ministry of Education collects attendance data from the school, including:

- the proportion of students who attend regularly
- students with five or more full days of unjustified absence in a term
- absences remaining unexplained at the end of each week.

Staff are encouraged to report any attendance concerns to the attendance officer. The attendance officer will maintain the reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

## Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education \(School Attendance\) Regulations 2024](#)

[Education \(School Attendance\) Amendment Regulations 2025](#)

## Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential. Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff and an external agency, where necessary to improve our levels of student attendance.

## Parent/Whānau responsibilities:

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent
- arrange appointments or trips outside of kura hours or during school holidays where possible
- work with us (kura) to manage attendance concerns

## School responsibilities

The school takes all reasonable steps to ensure all students enrolled at Brandon Intermediate attend school when it is open. We do this by:

- having clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicating to parents what steps the school will take if the student is absent from school
- monitoring student attendance
- providing students with regular updates on their own attendance
- reporting regularly to parents on the attendance of their child.

## School Procedures

Brandon Intermediate has procedures to record and monitor attendance, and to identify and follow up on concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

### Principal Responsibilities

The principal will appoint staff and delegate duties, so as to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students. Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations. Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence. Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT termly to review outcomes and effectiveness of these interventions.

### Classroom Teacher Responsibilities

1. Roll to be taken by the Classroom Teacher **BY** 9.05am.
2. Any student who arrives late to school is to report to the Office to register that they are late on the Vistab system.
3. Should a student arrive in class after the register has been taken, ask if they have reported to the office. If they haven't, they **MUST** report to the office to complete the late sign in process.
4. Afternoon roll must be taken **BY** 1.25pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in

the room or the internet is down.

6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance and mark the attendance as ? to which Office staff will confirm correct attendance coding.

### **Office Responsibilities**

1. Office staff check the texts and emails and take phone calls of absences in the morning.
2. Office staff check all classes' attendance on HERO from 9.05am.
3. Any children marked with a ? are then followed up by the Office Manager:
  - A. A text is sent out to all children who are marked with an ?
  - B. When replies are received, Office staff update the absence with the appropriate code.
  - C. If no reply is received, the child is marked as Truant.
4. Office staff will check the afternoon roll from 1.30pm.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in the student management system.

Staff are encouraged to report any attendance concerns to the attendance officer.

We monitor absence patterns using our student management system and notify parents/caregivers of any concerns.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the Senior Leadership team termly to review outcomes and effectiveness of these interventions.

Outside agencies will be used as appropriate to support attendance.

The school provides attendance data to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in HERO.

## School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance. Contact parents asap (ideally within 2 school days) and arrange meeting for as soon as possible. Below is our stepped attendance response for responding to individual student absence.

<b>Good Attendance</b> Less than 5 days absence in a school term	<b>Worrying Attendance</b> Up to 10 days absence in a term	<b>Concerning Attendance</b> Up to 15 days absence in a term	<b>Very Concerning Attendance</b> 15 days or more absence in a term
<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>	<b>Whānau</b>
<ul style="list-style-type: none"> <li>● Ensure student attends every day they are able</li> <li>● Reinforce good attendance habits</li> <li>● Support other whānau to reinforce good attendance habits</li> <li>● Follow school attendance management plan and procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Return student to regular attendance</li> <li>● Contact school to discuss reasons for absence and impact on learning</li> <li>● Support student to catch up on missed learning</li> <li>● Engage in supports offered</li> </ul>	<ul style="list-style-type: none"> <li>● Return student to regular attendance</li> <li>● Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan</li> <li>● Implement strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>● Return student to regular attendance</li> <li>● Engage in support plan</li> <li>● Participate in regular meetings</li> </ul>
<b>Kura</b>	<b>Kura</b>	<b>Kura</b>	<b>Kura</b>
<ul style="list-style-type: none"> <li>● Communicate with whānau about every absence</li> <li>● Maintain contact details of all parents</li> <li>● Provide students with regular updates on their own attendance</li> <li>● Report regularly to</li> </ul>	<ul style="list-style-type: none"> <li>● Contact parents to discuss reasons for absence and impact on learning</li> <li>● Support student to catch up missed learning where required</li> <li>● Use in-school resources as appropriate to remove barriers, eg: counsellor,</li> </ul>	<ul style="list-style-type: none"> <li>● Contact parents to escalate concerns</li> <li>● Hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>● Develop and implement a support plan tailored to the reasons and circumstances</li> </ul>	<ul style="list-style-type: none"> <li>● Contact parents to inform of escalated response</li> <li>● Request support from Attendance Service or other agencies as needed</li> <li>● Participate in multi agency response</li> <li>● Maintain implementation</li> </ul>

whānau on attendance of their child			
-------------------------------------	--	--	--

## School Stepped Attendance Processes

Day-to-Day Operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate clearly with parents: expectations, procedures, and follow-up steps the school will take when a student is absent	<p>Set expectations, procedures, and follow-up steps the school will take when a student is absent.</p> <p>Use newsletters, the website, and enrolment packs to clearly state attendance expectations and the steps the school will take if a child is absent</p>	School leadership team	<p>Termly attendance features, including updates on data in newsletters. Expectations and guidance for parents are published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance are included in enrolment forms. Work with parents and students, where appropriate.</p>
Act early in following up on absences to support students in staying engaged	Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents.	Administration team	Text-based reminder to be sent from 9:30am for all unexplained absences.

	Follow up daily with parents on any unexplained absences.		
Minimise disruptions to the school day and week	Prioritise learning time. Hold parent-teacher meetings after school and use callback days for professional development where possible	School leadership team	
Assess the attendance history of new students	When enrolling, contact the previous school to get attendance records for new students. Identify issues or trends in attendance history	Enrolment / Administration Team	
Escalate as needed, develop support plans, involve other services, and consider requesting support from Attendance Services	Seek more support as needed	All staff as appropriate	Staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with the attendance officer.
Set attendance targets and regularly review attendance data	Set and update attendance targets each year. Review with the Board throughout the year and share a summary of attendance with the parent community	School leadership team	
Create a welcoming environment	We encourage positive connections between tamariki and all staff to have a trusted adult at school that they can go to at any time	All staff as appropriate	

### Students with less than 5 days absent in a term

Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents/caregivers	Identify all student absences and communicate these to parents	Administration team	Maintain contact details. Follow-up all absences to confirm the reason for absence.
Provide whānau with regular updates on their own attendance	HERO will provide parents with regular, easy-to-understand updates on their child's attendance.  Parents receive termly reports on their child's attendance	All staff as appropriate	Updates sent to students and parents through HERO regularly
Collaborate with families	Work together to address attendance problems and develop solutions. Provide resources to families who may be struggling to get their children to school, i.e, offer breakfast club, support with the school nurse.	All staff as appropriate	

**Between 0-4 days of absence, all absences need to be followed up on to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the SENCO team at their weekly meetings.**

### Students with up to 10 days absent in a term

Activities	Practice	Responsible Person	Notes & Actions
Formal notification to parents.	After 5 days, send an email to	Classroom Teacher	Record actions taken in HERO in

Seek a discussion regarding reasons for absence and the impact on learning.	the parent (use template). Phone contact to be used if this is not the first time the student has met the threshold.	Administration Team Attendance Officer	the Attendance Interventions tab. <ul style="list-style-type: none"> <li>If there is no action taken due to individual circumstance, record this against the student record.</li> </ul> Follow-up to be within 2 school days of meeting the threshold.
Support students to catch up on missed learning where required	Teachers identify missed learning and provide notes or activities to help the student catch up	Class Teacher	
Use in-school resources as appropriate to remove barriers, e.g. counsellor, uniform, school lunches	Contact the SENCO team if barriers are identified that the school could assist with - School Nurse, Fuel the need, Breakfast club...	Classroom Teacher School leadership team	Parents and students provided access to additional resources.
<b>Between 5-9 days of absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non attendance. For students who have progressed from having higher absences, provide feedback on the improvement on their attendance to both the student and whānau.</b>			

<b>Students with up to 15 days of absence with a term</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact the parent to escalate concerns	Further contact with the parent Email and/or phone call as required for escalation	School Leadership Team Attendance Officer	Record actions taken in HERO under the Attendance Intervention tab. <ul style="list-style-type: none"> <li>If there is no action taken due to individual circumstances, record this</li> </ul>

			against the student record
Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange a meeting including parents and the student	School Leadership Team Attendance Officer	Consider who is needed at this meeting. Develop an action plan to address attendance
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan	Classroom Teacher / School Leadership Representative Student Whānau Attendance Officer	Act quickly where expectations aren't being met Consider referral to attendance services if ongoing absences are a concern
Use in-school resources as appropriate to remove barriers and request support as needed	Contact the SENCO team if barriers are identified that the school could assist with - School Nurse, Fuel the need, Breakfast club	School Leadership Team Attendance Officer	Parents and students provided access to additional resources
<b>Between 10-14 days of absence, investigate reasons for this absence and if there is a pattern across the year, consider actions listed at higher thresholds. Record all actions taken to address non attendance. If there is no action taken due to individual circumstances, record this against the student record.</b>			

<b>Students with 15 days or more absence in a term</b>			
<b>Activities</b>	<b>Practice</b>	<b>Responsible Person</b>	<b>Notes &amp; Actions</b>
Contact the parent to escalate concerns	Further escalating email (use template)	School leadership Team	
Hold a meeting with the parent/caregiver and student (where appropriate) to analyse reasons for absence.	Arrange promptly for a meeting, including parents and the student. Consider who will be in attendance	School leadership team representative Classroom Teacher Student Whānau	Plan to return the student to regular attendance

		Attendance Officer	
Request support from the Attendance Service or other agencies as needed	Refer to the Ministry of Education attendance services or other agencies Support access to services and collaborate with specialists	School Leadership Team Attendance Officer	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate Reintegration plan in place to return student to regular attendance
Participate in a multi-agency response	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	School Leadership Team Attendance Officer Ministry of Education	Support plan in place Continue monitoring Steps taken to reintegrate student
<b>Over 15 days of absence, investigate reasons for this absence and refer to SENCO team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstances, record this against the student record.</b>			