



Te Puna Waiora o Hereora / Breens Intermediate School

Attendance Management Plan

Approval:

School Board Signature:

Published on: www.breens.school.nz

Effective Date: 01 February 2026

Review Date: 01 February 2027

Te Puna Waiora o Hereora / Breens Intermediate School recognises that regular school attendance is fundamental to student welfare, academic achievement, and overall well-being. Consistent attendance fosters a sense of belonging, enables continuous learning, and supports the development of crucial social and emotional skills.

Our commitment to high attendance directly supports our strategic goals of sustaining the BEST culture and climate for success.

Summary of our current attendance data:

2025	School Rate	% present 80% or more	% present 90% or more
Term 1: %	91%	92%	68%
Term 2: %	87%	82%	54%
Term 3:	86%	77%	44%
Term 4:	87%	78%	56%

Definition of success:

Our initial goal is to achieve a school rate of at least 92% in each term.

Our primary goal is to achieve the government's target of 80% of students attending regularly (the government definition of regular is "more than 90% of the time").

Specific targets for 2026 include:

Increase the percentage of students regularly attending to at least 70% per term.

Decrease the percentage of unjustified absences by 2% each term.

Improve the overall average daily attendance rate to 85% each term in 2026.

Attendance Policy

Key legal obligations under the Education and Training Act 2020:

Te puna Waiora o Hereora / Breens Intermediate School adheres to its obligations under the Education and Training Act 2020, which mandates:

- Compulsory enrolment and regular attendance requirements: All enrolled students are required to attend school regularly.
- Board responsibilities: The Board of Trustees is responsible for taking all reasonable steps to ensure student attendance.
- Parent/guardian obligations: Parents/guardians are legally obligated to ensure their children attend school regularly.

Expectations of parents, students, and staff in relation to student absence

Parents/Guardians:

- Ensure their child attends school every day, on time, unless genuinely unwell or with an approved absence.
- Notify the school promptly of any absence, providing a reason.
- Engage with the school to address any attendance concerns and participate in support plans.
- Provide a medical certificate as requested, for ongoing medical absences.

Students:

- Attend school every day, on time, and be prepared for learning.
- Communicate any difficulties or concerns affecting their attendance to a trusted adult at school or home or use the school reach out form.

Staff:

- Accurately record attendance at the start of each school day and after lunch.
- Follow up on unexplained absences in a timely manner.
- Implement attendance management procedures and support students with attendance concerns.
- Foster a positive and inclusive school environment that encourages attendance.

Attendance Management Procedures

Setting and Reinforcing Attendance Expectations

- *Enrolment:* Clear attendance expectations are communicated to parents/guardians during the enrolment process.
- *Start of School Year/Term:* Attendance expectations are reinforced through HERO posts, assemblies, and classroom discussions at the beginning of each term.
- *Communication:* Regular communication regarding the importance of attendance is integrated into school reports, parent-teacher interviews, and school website information.
- *Positive Reinforcement:* We celebrate and acknowledge good attendance through [e.g. awards, recognition in assemblies, class competitions].

Teachers - process for recording attendance

- Attendance is recorded electronically via HERO at 8:55 AM each morning and 1:40 PM for the afternoon session.
- Teachers mark students as present, absent (adding the reason if they know), or late.
- Attendance data is stored securely within HERO and accessible to authorised staff for monitoring and reporting.
- Teachers add a note to the attendance data in HERO if they have notification from a parent about the reason for absence.

Office Manager - process for recording attendance

- The Office Manager checks the texts, emails and phone messages of absences in the morning and codes these as appropriate.
- Any children who arrive late to school must register themselves on the Vistab system in the office.
- If a student is marked absent without explanation (?):

the office manager will attempt to contact parents/guardians via HERO text notification and load

responses to the text using the attendance codes.

Following up with a telephone call (if there is no response).

- Documentation: All attempts to contact parents/guardians and the outcomes are recorded in HERO.
- Escalation: If an absence remains unexplained/truant (? or T) after two days, it will be investigated by the Check and Connect teacher and Classroom Teacher
If this pattern persists the Pastoral team will get involved.
- The principal's PA will check the afternoon rolls are complete, from 1.50pm.

Stepped Attendance Response Activities (STAR)

GOOD Less than 5 days absence in a school term	WORRYING Up to 10 days absence in a school term	CONCERNING Up to 15 days absence in a school term	SERIOUS CONCERN 15 days or more absence in a school term
Monitoring: Day-to-day operations, clear communication of expectations.	Monitoring: Plus previous responses.	Monitoring: Plus previous responses.	Monitoring: Plus previous responses.
School Actions	School Actions	School Actions	School Actions
Communicate good attendance habits, monitor attendance, communicate about every absence, provide students with regular updates on their attendance, support students getting to school, promote a good social and learning environment.	Send formal notification and contact parent/guardian to discuss reasons for absence, support students to catch up missed learning where required, use in-school resources (e.g. counsellor, second hand uniform shop, BEST incentives, public health nurse, youthworker) as appropriate to remove barriers.	Send escalated formal notification to parents, hold meetings to diagnose the reason for absence and to collaborate on a support plan, develop and implement a plan tailored to the diagnosis and circumstances, use in-school resources and request support from the Ministry or other agencies as needed.	Send warning notice and make contact to arrange meetings with parents, escalate to multi-agency response, participate in multi-agency response, implement and monitor improvement plan.
Home Actions	Home Actions	Home Actions	Home Actions
Ensure attendance, encourage good attendance habits, open communication with school.	Return the student to regular attendance, contact school to discuss reasons for absence, support the student to catch up on missed learning, engage in support offered.	Return students to regular attendance, attend meetings at the school to diagnose reasons for absence and to collaborate on a support plan, implement strategies at home.	Return students to regular attendance, engage in improvement plans, and participate in regular meetings.
<p>Escalation pathways:</p> <p>Internal Escalation: The Homeroom teacher will escalate concerns to their Team Leader, who may then involve the Deputy Principal and Pastoral Team.</p> <p>Multi-Agency Involvement: For 'Concerning' and 'Serious Concern' levels, we will involve external agencies as appropriate.</p>			

(including Mana Ake, RTLB, Oranga Tamariki, Health Nurse, Attendance Service).

Supporting Students to Return to School

Strategies or actions to support loss of learning:

Individualised catch-up plans (e.g. peer tutoring, learning assistant support, online resources).

Prioritising key learning areas upon return.

Strategies or actions to reintegrate the student into the wider school environment and friendships:

Tuakana leader support.

Daily support from Check and Connect Teacher / Counsellor

Facilitating re-engagement in extracurricular activities.

Classroom discussions on empathy and inclusion.

Supporting students to join in school-based activities:

Encouragement and active invitation to spend time in Kōmananwa, or connect with a peer to access

and engage with school activities/clubs at break times, plans to engage with our badge programmes.

Addressing any financial or logistical barriers to participation sensitively with the whānau if appropriate.

Keeping the parent informed about progress:

Regular communication (phone calls, emails) with parents/guardians regarding the student's progress.

Scheduled meetings (informal or formal) to review reintegration plans and make adjustments as needed.

Monitoring and Measuring Progress

Monitoring Practices

The pastoral team regularly reviews attendance data to identify individual student patterns of absence (e.g., frequent Monday/Friday absences, recurring illness), as well as broader trends within specific year levels or demographic groups.

This helps us to proactively identify potential barriers to attendance, such as:

- Health issues (physical or mental)
- Family circumstances
- Social difficulties or bullying
- Learning difficulties
- Disengagement from school

Monitoring Procedures

- Regular Audits: Weekly examination of attendance records are completed in weekly team meetings to ensure accuracy and timely follow-up on unexplained absences.
- Staff Training: Ongoing professional development for staff on attendance procedures and the STAR model.
- Leadership Oversight: School leadership regularly reviews attendance reports and discusses adherence to procedures through weekly Senior Leadership team meetings.

Monitoring Effectiveness

- Data Analysis: Analysis of attendance data each term to assess the impact of interventions on student attendance rates.
- Feedback: Gathering feedback from students, parents, and staff on the perceived effectiveness of attendance support strategies.

Reporting to the Board

School leadership will provide a comprehensive attendance report to the Board each term which will include:

- Overall school attendance rates.
- Breakdown of students across the STAR categories.
- Analysis of trends and patterns.
- Summary of interventions implemented and their effectiveness.
- Recommendations for any policy or procedural adjustments.
- Assurance that legal obligations regarding attendance are being met.

Review and Response

Scheduled Reviews: This Attendance Management Plan will be formally reviewed annually by the Board and school leadership, typically in February.

Response to Changes: The plan will be adjusted as necessary in response to changes in legislation or Ministry of Education guidance, significant shifts in school attendance data or identified patterns, feedback (from parents, students, staff, or external agencies), outcomes of internal monitoring and effectiveness reviews.

Attendance Codes

The following are the attendance codes set by the Ministry of Education.

In some circumstances these codes will be used at the discretion of the school.

Attendance Code Descriptions



Present for ½ day calculations

P Present

Student is present in class. This includes supervised dual tuition with Te Kura.

L Late to class

Student is late to class. Schools set the threshold for lateness (e.g. 10 minutes) in their school policy.

A Alternative provision

Student is present in a Ministry-approved alternative provision, such as a teen parent unit, alternative education, secondary-tertiary program, health school or activity centre.

V Unsupervised exam study

Student is present in an examination or unsupervised study where the student is on-site.

N Present but out of class

Student is present but out of class due to an on-site school activity (cultural or sporting event), internal appointment, temporary removal from class, or time in the sickbay.

Q Board approved offsite learning

Student is present in Board-approved off-site learning, including courses, school-organised activities, and work experience.

D Approved external appointment

Student is present but has a medical appointment which is unable to be scheduled outside of school hours (e.g. doctor or dentist and includes travel time) or is participating in court proceedings.

Justified absence

J Explained and approved

Student is absent due to explained and approved reasons (e.g. family emergencies, bereavement, representing in national / cultural events, approved exemptions, or accompanying parents on overseas diplomatic / military postings).

M Illness / Medical absence

Student is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety).

X Exam leave

Student is absent studying offsite preparing for exams. NOTE: Time allocated to this code is not included in Ministry attendance calculations.

U Stood down or suspended

Student is absent due to formal stand down or suspension. This code applies to the period of the stand-down or suspension, excluding the day it was imposed.

Unjustified absence

T Truant

Student is absent without explanation or permission from a parent / caregiver (e.g. skipping class)

E Explained but not approved

Student is absent and the reason provided does not meet the school's policy for a justifiable absence (e.g. a parent states their child didn't want to attend sports day).

G Holiday during term time

Student is absent due to a holiday taken.

? Unknown (temporary)

Temporary code used when the reason for a student's absence is initially unknown. This will be updated once the reason is confirmed.