



**BALMACEWEN
INTERMEDIATE**

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Balmacewen Intermediate's regular attendance percentage (90% or greater) was 63.92% for term 4, 2025. Our target is to lift regular attendance to 75% by the end of 2026.

Board responsibilities

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 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 stepped attendance response aligned with the thresholds to support student attendance.
- ensuring that student absence is investigated, responded too and the actions taken are recorded in our SMS. These actions should align with the attendance percentage thresholds
- ensuring all students, whanau 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.
- providing a termly attendance report to the School Board showing the analysis of data, trends and narratives

Procedures/supporting documentation

Attendance management Procedure - Stepped Attendance Response (STAR)- see below

Monitoring

The principal will maintain 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.

To be reviewed at the conclusion of term 2, 2026

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

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

Reviewed: February 2026

Next review: December 2026

Attendance Management Procedure- Stepped Attendance Response

Rationale

We recognise the importance of regular attendance to help our students achieve their educational potential and goals.

Our attendance procedures ensure students are present and engaged during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we can 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 external agencies where necessary, to improve our levels of student attendance.

Parent/Whanau responsibilities

Whānau have obligations to ensure their tamariki attend school as attendance is a collaboration between Balmacewen Intermediate and Whanau:

- Ensure students attend every day they are able.
- Reinforce good attendance habits
- Have open communication with the school
- Notify the school by 930am if your child is going to be late or absent
- Arrange appointments outside of school hours and family trips outside of term time
- Provide relevant medical information about your child that can assist Balmacewen Intermediate to support your child to regularly attend
- Work with the school to manage attendance concerns
- Follow Balmacewen Intermediate's attendance management plan and associated attendance policies and procedures

School responsibilities

- Clear communication to parents and students on attendance expectations on enrolment at the start of the year and each term
- Communicate to parents what steps the school will take if the student is absent from school
- Monitor student attendance
- Report regularly to parents on attendance through Edge which they can share with their children
- Distribute a fortnightly attendance report that displays the past two weeks attendance

School Procedures

The Principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.

The Office Executive with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information

Students will be identified at the thresholds via a weekly summary created by the Edge. 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

Parents can access student attendance data via the Edge portal.

Outside agencies will be used as appropriate to support attendance.

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.05am.
2. Any tamaiti who arrives late to school is to report to the reception to register that they are late with our Office Executive.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the register. If they haven't, they **MUST** report to the reception.
4. Afternoon roll must be taken **BEFORE** 1.30pm.
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 to inform the Office.

Reception Responsibilities

1. The Office Managers check the texts and emails and take phone calls of absences in the morning.
2. The Office Manager checks all classes' attendance on Edge from 9.05am.
3. Any children marked with a ? are then followed up by the Office Manager:
 - a. A phone call is the first option
 - b. If the phone call is not successful and email will be sent
 - c. An email will be sent if we are aware of potential language barriers
1. The Office Manager will check the afternoon roll from 1.50pm and follow up with an email or another call if we have not received notification from the caregiver.

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.

School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Stepped Attendance Response – STAR

Responding to all absence

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



School Stepped Attendance Response Actions

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. Parents will be contacted if they've reached the threshold to discuss attendance concerns.

Any attendance data related questions please contact the Office Executive

Day to Day Operations			
Actions	Practice	Those responsible	Notes
Communicate with parents.	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents.</p>	<p>Class teacher Senior Leadership Team School Board Administration Manager/team</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily.	<p>Use procedures in place and Edge to quickly identify all student absences and communicate these to parents.</p> <p>Follow-up daily with parents regarding any unexplained absences.</p>	<p>Administration Manager Administration team</p>	<p>Phone call and/or email reminder to be sent from 10 am for all unexplained absences. A further email sent post the afternoon roll being completed.</p> <p>A message will be left if there is no answer. The administration team will follow this up with an email.</p>
Minimise disruptions to the school day and week.	<p>School Board and Leadership Team will prioritise school hours to be for learning.</p>	<p>Senior Leadership School Board</p>	<p>The Senior Leadership Team will consider the planning and scheduling of school/extracurricular events to ensure that there are minimal disruptions to learning during school hours.</p>

Assess history of new students.	When enrolling, identify issues or trends in attendance history.	Administration team Principal Senior Leadership	Senior Leadership to contact the previous school to identify and discuss any attendance concerns. Te Rito will be able to supplement any data gaps
Escalate response to attendance issues as needed. Develop support plans. Involve other services, consider referral to 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 Senior Leadership.
Weekly attendance data will be provided to teachers and the leadership team.	Weekly attendance data will be analysed by class teacher and leadership team with appropriate follow up based on need and threshold.	Administration team. Class teacher.	Weekly attendance data will be analysed by class teacher and leadership team with appropriate follow up based on need and threshold.

STUDENTS WITH LESS THAN 5 DAYS ABSENT (0-4 days)

Actions	Practice	Those Responsible	Notes
Communicate with parents, caregivers, and whānau. Maintain current/up to date/correct contact details.	Identify all student absences and communicate these to parents. Regularly connect with and encourage parents to update their contact details.	Administration team Class teacher	Follow-up all absences to confirm the reason for absence.
Parents can share regular updates of their child's attendance through the use of Edge.	Provide regular reporting via Edge and twice yearly reports.	Administration team.	Attendance data will be reported twice yearly on school reports (mid & end year).

			Attendance data is available on Edge. When attendance is 70% below, parents are contacted via phone or email if appropriate.
Report regularly to parents on attendance of their child.	Attendance data is available on Edge.	Administration team.	Attendance data will be reported twice yearly on school reports (mid & end year). Attendance data is available on Edge. Fortnightly attendance updates.
<p>Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence in HERO. Any students already on the attendance list from previous terms will be identified by the Leadership Team at their weekly meetings.</p>			

STUDENTS WITH LESS THAN 10 DAYS ABSENT (5-9 DAYS) - in addition to strategies above			
Actions	Practice	Those Responsible	Notes
Contact parents to discuss reasons for absence and the impact this is having on learning. When attendance is 70% or below parents are contacted via phone call or email if appropriate with the student's attendance record attached.	After 5 days send an email to parents. Phone contact will be used if this is not the first time a student has met this threshold.	Administration team. Classroom teacher (notified by Office Executive)	Record all actions and communication taken in Edge. Follow-up to be within two school days of the meeting threshold. Alert or discuss concerns of escalating situations with Senior Leadership.

Support students to catch up missed learning where required.	Consider activities to support the student where necessary.	Classroom teacher.	Record all actions and communication taken in Edge. Consider activities to support the students where necessary.
Use resources as appropriate to remove barriers e.g. meeting with school counsellor, uniform, assistance with transport.	Discuss with Senior Leadership if identified barriers can be assisted with support from the school.	Classroom teacher. Senior Leadership. Learning Support Co-ordinator (LSC). Special Education Needs Co-ordinator (SENCo)	Record all actions and communication taken in Edge Parents and child are provided with access to additional resources. Consider uniform, transport, access to food, counsellor or a referral to the Public Health Nurse. Remind student of Te Ruuma Atawhai.
<p>Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at the higher thresholds. Record all actions taken to address non-attendance in Edge.</p> <p>For students that have made positive progress from having higher absences, provide feedback on the improvement on their attendance to both student and whanau.</p>			

STUDENTS WITH LESS THAN 15 DAYS ABSENT (10-14 DAYS) - in addition to strategies above

Actions	Practice	Those Responsible	Notes
Contact parents to reiterate concerns.	Further contact with parents. Email and/or phone call as	LSC SENCo	Record actions and conversations taken in HERO.

	<p>required.</p> <p>Include updated student attendance data.</p>	Leadership Team.	
<p>Meet or have a conversation with parent/caregiver or whānau and student (where appropriate) to understand reasons for absence.</p>	<p>Arrange a meeting including parents and student (where appropriate).</p> <p>If the reason is medical, request a medical certificate to support the absence.</p> <p>If the absence is prolonged due to illness discuss a referral to the Southern Health School.</p>	<p>LSC</p> <p>SENCo</p> <p>Leadership Team.</p>	<p>Record actions and conversations taken in HERO.</p> <p>Consider who is needed at this meeting (e.g., Dean, PHN, LSC, Ministry of Education Learning Support).</p>
<p>Develop and implement a support plan (transition plans) tailored to the reasons and circumstances around the child's absence.</p> <p>Use resources as appropriate to remove barriers e.g. meeting with school counsellor, uniform, assistance with transport.</p>	<p>Encourage everyone to take ownership and actively contribute to the success of the plan.</p> <p>Discuss with the Leadership Team what further support is available.</p>	<p>LSC</p> <p>SENCo</p> <p>Leadership Team.</p> <p>LSC</p> <p>SENCo</p> <p>Leadership Team.</p>	<p>Act promptly and proactively when expectations need to be better aligned or supported.</p> <p>Arrange a follow up meeting.</p> <p>Record all actions and communication taken in HERO.</p> <p>Parents and child are provided with access to additional resources.</p> <p>Student could access Thrive Te Pae, Mirror Counselling, CAFMHS, Gumboot Friday, Te Hou Ora Navigators.</p> <p>Parents can access Te Eopu</p>

			<p>Tautoko ki te Tonga, Vaka Tautua, Catholic Social Services, Anglican Family Care, Presbyterian Support.</p> <p>Consider uniform, transport, access to food, school counsellor or a referral to the Public Health Nurse.</p>
<p>Between 10-14 days absence, investigate reasons for this absence, and if there is a pattern across the year, consider actions listed at the higher threshold. Record all actions taken to address non-attendance on EDGE.</p> <p>For students that have made positive progress from having higher absences, provide feedback on the improvement on their attendance to both student and whānau.</p>			

STUDENTS WITH GREATER THAN 15 DAYS ABSENT - in addition to strategies above			
Actions	Practice	Those Responsible	Notes
Contact parents to reiterate and emphasise concerns.	<p>Further contact with parents.</p> <p>Email and/or phone call as required.</p>	<p>Senior Leadership</p> <p>Classroom teacher</p> <p>SENCo</p> <p>LSC</p>	Record actions and conversations taken in Edge.
Meet with parent/caregiver or whanau and student (where appropriate) to understand the reasons for absence.	<p>Arrange a meeting including parents and student (where appropriate).</p> <p>Consider what professionals are</p>	<p>Senior Leadership</p> <p>Classroom teacher</p> <p>SENCo</p>	<p>Record actions and conversations taken in Edge.</p> <p>Plan to support student to return to regular attendance.</p>

	needed at this meeting (e.g. SENCo, LSC, MOE, RTLB etc)	LSC	
<p>Request support from Attendance Service (Otago Youth Wellness Trust) or other agencies (e.g. Oranga Tamariki Section 19, Police, PHN etc) as needed.</p> <p>Participate in a multi-agency response.</p>	<p>Refer to Ministry of Education attendance services, guidelines or other agencies.</p> <p>Support access to services and collaborating with specialists.</p>	Leadership Team	<p>Record actions and conversations taken in Edge.</p> <p>Before referral check all previous actions like support plans are in place.</p> <p>Resources and support will continue to be provided as appropriate.</p> <p>Reintegration plan in place to return the student to regular attendance.</p>
<p>Maintain and implement and monitoring of support plan.</p>	<p>Encourage everyone to take ownership and actively contribute to the success of the plan.</p> <p>Take action quickly where expectations aren't being met.</p>	<p>Leadership team</p> <p>Attendance Service</p>	<p>Record actions and conversations in Edge.</p> <p>Support plan in place.</p> <p>Continue monitoring.</p> <p>Steps taken to return student to regular attendance.</p>
<p>Over 15 days of absence, investigate reasons for this absence, and if there is a pattern across the year consider actions listed at the higher threshold. Refer to the Leadership Team for further actions. Record all actions taken to address non-attendance on Edge. For students that have made positive progress from having higher absences provide feedback on the improvement on their attendance to both student and whanau.</p>			