



ATTENDANCE MANAGEMENT PLAN FOR BERKLEY NORMAL MIDDLE SCHOOL

Rationale:

At Berkley Normal Middle School we understand that regular attendance is closely linked to student achievement and wellbeing. School age children are required to attend school every day and everyone (school personnel, parents, whānau and communities) play a vital role to ensure this is a top priority. Berkley Normal Middle School's Attendance Management Plan provides a clear process to improve regular attendance by identifying patterns of absenteeism and implementing culturally responsive strategies. It complies with Ministry of Education requirements to monitor and report student attendance and aligns with STAR guidelines (Stepped Attendance Response).

Current State:

The government has set a target for 80% or more students to be attending regularly by 2030. (To be attending regularly, students miss fewer than 5 days across a term.)

At the end of 2025 Berkley Normal Middle School's regular attendance was 65%. A further breakdown of this is as follows:

- Term 1 – 73%
- Term 2 – 67%
- Term 3 – 56%
- Term 4 – 63%

2026 Regular Attendance Target: 70% (*An incremental, realistically achievable amount based on previous year's percentage*). ● Term 1 – 77%

- Term 2 – 70%
- Term 3 – 66%
- Term 4 – 68%

This target will be reviewed and adjusted for 2027.

Supporting Documentation:

Include links to attendance policy and strategic plan (an attendance goal should be part of the next cycle of 3 year strategic planning).

[Attendance Policy](#)

[BNMS Strategic Plan 2026 -2027](#)

Attendance Management Procedure- Stepped Attendance Response

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

Parent/Whanau 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

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

School Procedures

Tumuaki Responsibilities

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.

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

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.00am.
2. Any tamaiti who arrives late to school is to report to the Tari to register that they are late on the Vistab system.
3. Should a tamaiti arrive in class after the register has been taken, ask if they have reported to the Tari. If they haven't, they **MUST** report to the Tari.
4. Afternoon roll must be taken **BEFORE 2.15pm**.
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.

Early leavers (before 3:10pm) If a child is leaving school early, to ensure their safety, parents **MUST** collect them from the office and sign them out using the tablet. They must provide a note explaining why they need to leave early.

Note: any request for frequent early leaving - must be approved by the Principal

Tari 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 HERO from 9.00am.
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, the Office Manager updates the absence with the appropriate code.
 - c. If no reply is received, the child is marked as Truant.
4. The Office Manager will check the afternoon roll from 2.150pm.

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 student management system.

Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds •
- ensure all students, whanau and staff understand the processes and procedures that support student attendance •
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance. •
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

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:

- 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

For students with less than 5 days absence in a school term - GOOD

Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> ● Recognition and Celebration: <ul style="list-style-type: none"> - Acknowledge students with excellent attendance through certificates, assemblies, or newsletters. - Include attendance achievements in student reports and other reporting methods. ● Incentives and Rewards: <ul style="list-style-type: none"> - Offer small rewards (e.g., stationery, vouchers, extra privileges) for consistent attendance. - Create a termly draw or prize for students meeting the attendance goal. ● Positive Reinforcement: <ul style="list-style-type: none"> - Teachers and staff provide verbal praise and 	<ul style="list-style-type: none"> ● Classroom Teachers: <ul style="list-style-type: none"> - Monitor daily attendance and encourage students. - Nominate students for recognition and rewards. ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Maintain accurate records and generate attendance reports. - Coordinate communication with whānau. ● Senior Leadership Team: <ul style="list-style-type: none"> - Approve and support recognition initiatives. - Ensure alignment with school-wide attendance goals and Ministry requirements. 	<ul style="list-style-type: none"> ● Visible Recognition: <ul style="list-style-type: none"> - Termly certificates awarded at assemblies. - Attendance wall or digital dashboard celebrating students with excellent attendance. ● Positive School Culture: <ul style="list-style-type: none"> - Students feel proud of their attendance and motivated to maintain it. - Attendance is seen as a shared responsibility between school and whānau. ● Improved Engagement: <ul style="list-style-type: none"> - Students with strong attendance are more engaged in learning and school activities.

<p>encouragement.</p> <ul style="list-style-type: none"> - Display attendance achievements on classroom or school noticeboards. <p>● Whānau Engagement:</p> <ul style="list-style-type: none"> - Send positive communication home to whānau acknowledging their support. - Invite families to celebrate attendance milestones at school events. <p>● Monitoring and Feedback:</p> <ul style="list-style-type: none"> - Track attendance data regularly to ensure students remain on track. - Provide feedback to students on their attendance progress. 	<p>● Whānau / Caregivers:</p> <ul style="list-style-type: none"> - Support regular attendance through routines and communication with the school. 	<ul style="list-style-type: none"> - Whānau feel valued and involved in their child's success. <p>● Data-Driven Support:</p> <ul style="list-style-type: none"> - Attendance data used to identify and support students who may be close to the threshold. - Early intervention prevents minor absences from becoming patterns.
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For students with up to 10 days absence in a school term - WORRYING		
Actions	Who is Responsible	Outcome
<p>● Early Identification and Monitoring: - Use weekly attendance reports to flag students approaching or exceeding 10 days of absence.</p> <ul style="list-style-type: none"> - Track patterns (e.g. frequent Mondays/Fridays, illness-related absences). <p>● Initial Contact and Check-In:</p> <ul style="list-style-type: none"> - Teachers or pastoral staff initiate a friendly check-in with the student. - Contact whānau to understand reasons for absence and offer support. 	<p>● Classroom Teachers:</p> <ul style="list-style-type: none"> - Monitor attendance and initiate early conversations. - Provide catch-up work and maintain a welcoming classroom environment. <p>● Pastoral Care / Guidance Counsellors: -</p> <ul style="list-style-type: none"> - Lead student meetings and develop support plans. - Liaise with whānau and external support services. 	<p>● Proactive Support:</p> <ul style="list-style-type: none"> - Students feel noticed and supported before attendance becomes a serious concern. - Staff respond with empathy and solutions, not punishment. <p>● Improved Attendance:</p> <ul style="list-style-type: none"> - Students begin to attend more regularly due to increased support and motivation. - Absences decrease over time, especially when barriers are addressed.

<ul style="list-style-type: none"> ● Supportive Conversations: <ul style="list-style-type: none"> - Hold informal meetings with students to discuss attendance and any barriers. - Use restorative practices to build trust and encourage open dialogue. ● Tailored Support Plans: <ul style="list-style-type: none"> - Develop short-term attendance goals with the student. - Offer support such as counselling, learning catch-up sessions, or mentoring. ● Whānau Collaboration: <ul style="list-style-type: none"> - Invite whānau to participate in planning and support strategies. - Provide resources or referrals to external agencies if needed. ● Positive Reinforcement: <ul style="list-style-type: none"> - Recognise improvements in attendance with praise or small incentives. - Celebrate progress publicly or privately, depending on student preference. 	<ul style="list-style-type: none"> ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Generate regular attendance reports. - Record interventions and communications accurately. ● Senior Leadership Team: <ul style="list-style-type: none"> - Oversee implementation of attendance strategies. - Ensure consistency and alignment with school policies and Ministry expectations. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Engage in communication and support attendance goals. - Share relevant information that may impact attendance. 	<ul style="list-style-type: none"> ● Stronger Relationships: <ul style="list-style-type: none"> - Trust builds between students, staff, and whānau. - Students feel safe discussing challenges and asking for help. ● Data-Driven Decisions: <ul style="list-style-type: none"> - Attendance data informs targeted interventions. - School leadership can evaluate the effectiveness of strategies and adjust as needed.
For students with up to 15 days absence in a school term - CONCERNING		
Actions	Who is Responsible	Outcome

<ul style="list-style-type: none"> ● Comprehensive Attendance Review: <ul style="list-style-type: none"> - Conduct a detailed review of the student's attendance history and patterns. - Identify underlying causes (e.g. health, anxiety, family issues, disengagement). ● Formal Meeting with Student and Whānau: - Schedule a meeting involving the student, whānau, and key staff. 	<ul style="list-style-type: none"> ● Classroom Teachers: <ul style="list-style-type: none"> - Provide learning support and maintain a positive classroom environment. - Contribute to the development and monitoring of the AIP. ● Pastoral Care / SENCO / Guidance Counsellors: <ul style="list-style-type: none"> - Lead meetings and coordinate support plans. 	<ul style="list-style-type: none"> ● Structured Support: <ul style="list-style-type: none"> - Students have a clear plan and know who is supporting them. - Staff work collaboratively to address barriers and monitor progress. ● Improved Attendance and Engagement: - Students begin to re-engage with school and attend more consistently.
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<ul style="list-style-type: none"> - Discuss barriers to attendance and co-develop a re-engagement plan. ● Individual Attendance Improvement Plan (AIP): - Create a written plan with clear goals, timelines, and support strategies. <ul style="list-style-type: none"> - Include academic catch-up, wellbeing support, and attendance targets. ● Referral to Support Services: <ul style="list-style-type: none"> - Engage internal supports (e.g. SENCO, counsellors) and external agencies (e.g. RTLB, social workers, health services). - Ensure wraparound support is coordinated and culturally responsive. ● Regular Monitoring and Follow-Up: <ul style="list-style-type: none"> - Weekly check-ins with the student to review progress and adjust support. - Maintain ongoing communication with whānau. ● Escalation if Necessary: <ul style="list-style-type: none"> - If attendance does not improve, follow school procedures for escalation. - This may include formal letters, involvement of Attendance Service, or further agency referrals. 	<ul style="list-style-type: none"> - Liaise with external agencies and monitor wellbeing. ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Track attendance data and document interventions. - Ensure accurate reporting to the Ministry and Attendance Service. ● Senior Leadership Team: <ul style="list-style-type: none"> - Oversee implementation and ensure accountability. - Approve referrals and manage escalations. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Actively participate in meetings and support attendance goals. - Communicate openly about challenges and progress. 	<ul style="list-style-type: none"> - Academic and social outcomes improve as attendance stabilises. ● Stronger Whānau Partnerships: <ul style="list-style-type: none"> - Whānau feel heard and supported, leading to better collaboration. - Trust and communication between home and school are strengthened. ● Accountability and Escalation Pathways: <ul style="list-style-type: none"> - Clear documentation and procedures ensure accountability. - Escalation is used appropriately when support efforts are exhausted.
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For students with 15 days or more absence in a school term - SERIOUS CONCERN

Actions	Who is Responsible	Outcome
<ul style="list-style-type: none">● Urgent Case Review:<ul style="list-style-type: none">- Conduct a full review of the student's attendance, wellbeing, academic progress, and previous interventions.- Identify chronic patterns and contributing factors (e.g. mental health, family crisis, disengagement).	<ul style="list-style-type: none">● Classroom Teachers:<ul style="list-style-type: none">- Maintain a welcoming environment and provide differentiated support.- Communicate learning progress and needs to support staff.● Pastoral Team / SENCO / Guidance Counsellors:	<ul style="list-style-type: none">● Intensive, Individualised Support:<ul style="list-style-type: none">- Students receive tailored interventions that address both academic and personal challenges.- Staff and agencies work together to provide holistic care.

● **Formal Intervention Meeting:**

- Convene a formal meeting with the student, whānau, senior leadership, and relevant support staff. Include external agencies such as

Attendance Service, Oranga Tamariki, or health professionals if appropriate.

● **Comprehensive Re-engagement Plan:** -

Develop a detailed plan with clear attendance goals, timelines, and wraparound support. Include flexible learning options (e.g. part-time attendance, online learning, alternative education pathways).

● **Multi-Agency Collaboration:**

- Coordinate with external services to address complex needs (e.g. housing, mental health, family support). Ensure culturally responsive and trauma-informed approaches are used.

● **Intensive Monitoring and Support:**

- Assign a key adult (e.g. mentor, counsellor) to check in with the student multiple times per week. - Track attendance daily and adjust support as needed.

● **Escalation and Legal Compliance:**

- If non-attendance persists, follow legal protocols including formal notifications and referrals to the Attendance Service.
- Document all actions and communications thoroughly.

- Lead the development and implementation of the re-engagement plan.

- Coordinate with external agencies and monitor wellbeing.

● **Attendance Officer / Admin Staff:**

- Maintain accurate records and ensure timely reporting to the Ministry and Attendance Service.

- Support communication with whānau and agencies.

● **Senior Leadership Team:**

- Oversee the intervention process and ensure accountability.

- Authorise flexible learning arrangements and manage legal compliance.

● **Whānau / Caregivers:**

- Engage actively in meetings and support the re-engagement plan.

- Communicate openly about barriers and progress.

● **External Agencies:**

- Provide specialist support and resources tailored to the student's needs.

- Collaborate with the school to ensure continuity of care.

● **Flexible Learning Pathways:**

- Students may access alternative education, part-time attendance, or online learning to support re-engagement. Plans are responsive to student needs and circumstances.

● **Improved Attendance and Wellbeing:** -

With consistent support, students begin to attend more regularly and feel safer at school.

- Wellbeing improves as barriers are addressed.

● **Clear Documentation and Accountability:** - All actions are recorded

to ensure

transparency and legal compliance. The school can demonstrate proactive efforts to support the student.