



**WHANGANUI**  
**HIGH**  
SCHOOL



### Whanganui High School Attendance Management Plan

|                                   |   |
|-----------------------------------|---|
| Purpose:                          | To improve student attendance and engagement, ensuring all ākonga are present, participating and progressing. Our plan aims to lift regular attendance (51%) by 7% each year to achieve 80% by 2030. We also hope to reduce chronic absenteeism (14%) by 3% with particular focus on equity for Māori and Pasifika learners.  |
| Guiding Principles:               | <ul style="list-style-type: none"> <li>• Every day counts – consistent attendance is linked to learning, wellbeing and future success.</li> <li>• Whanaungatanga – strong partnerships with whānau and community.</li> <li>• Manaakitanga – a supportive approach that recognises barriers (health, transport, wellbeing).</li> <li>• Equity focus – targeted strategies for groups with historically lower attendance.</li> <li>• Data-driven – track, analyse and respond quickly to patterns.</li> </ul> |
| Key Goals:                        | <ol style="list-style-type: none"> <li>1. Increase overall regular attendance (51%) by 7% annually.</li> <li>2. Reduce chronic absenteeism (14%) by 3%.</li> <li>3. Ensure all students have a documented attendance support plan if attendance falls below 70%.</li> <li>4. Strengthen whānau-school communication around attendance.</li> </ol>   |
| Structures & Responsibilities     | <ul style="list-style-type: none"> <li>• SLT (Principal/Pastoral DP/Attendance data DP): Strategic oversight, reporting to BOT/MoE.</li> <li>• Year Level Deans: Daily monitoring, contacting whānau, maintaining records and student support plans.</li> <li>• Form/Whānau class teachers: First responders for absence follow-up, build relationships.</li> <li>• Counsellors &amp; Pastoral Team: Address wellbeing barriers (anxiety, bullying, health).</li> </ul>                                     |
| Strategies to improve attendance: | <ol style="list-style-type: none"> <li>1. Positive incentives: Attendance awards, recognition at assemblies.</li> <li>2. Whānau partnerships: Hui with whānau, phone calls/texts/emails home.</li> <li>3. Remove barriers: Breakfast club, free lunches for juniors, uniforms, transport solutions, wellbeing support.</li> <li>4. Curriculum relevance: Strengthen engagement through future pathways (STAR, Vocational programmes).</li> </ol>  |

## Overarching Attendance Objectives and Strategic Priorities

### STRATEGIC PRIORITIES:

Regular school attendance is vital for students to reach their potential and for their ongoing success and wellbeing. Attending school every day supports our students to build strong foundations for their continued learning and academic success, and social development which supports better life choices.

The national target is 80% of students attending school at least 90% of the time. This means that our ākonga should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

Baseline Data informing our Attendance Management Plan is Term 2 Attendance 2025 (from Every Day Matters).

Our Term 2 Regular attendance rate (attending school at least 90% of the time) is 51%, our aspirational target is 7% gains yearly in Regular Attendance, to achieve 80% by 2030. This means between 2-3% improvement each term.

Our sub targets are to: **Improve attendance for our Māori and Pasifika learners**

- Māori attendance -moving chronic attendance from 25% by 3% each term to reduce to 13%, and improving regular attendance (38%) by 7%
- Pacific attendance -moving chronic attendance from 21% by 3% each term to reduce to 9%, and improving regular attendance (42%) by 7%

### BOARD RESPONSIBILITIES:

The Board is responsible for taking all reasonable steps to ensure that our ākonga attend 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.

## **PRINCIPAL RESPONSIBILITIES:**

The Principal is responsible for:

- Appointing staff and delegating duties to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.
- Developing and implementing a Stepped Attendance Response aligned with the thresholds to support student attendance
- Ensure that student absence is investigated, responded to and actions taken recorded aligned with the thresholds
- Ensure all students, whānau 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.

## **MONITORING:**

- The Principal and relevant Deputy Principals will maintain reporting of daily attendance data.
- The Board will receive attendance reporting including the attendance data to date at each Board meeting. The Board will also receive termly 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.
- Faculty reports will also include in their reporting any emerging trends, barriers to attendance and areas of concern for the Principal and the Board's consideration.

## **PARENT/WHĀNAU RESPONSIBILITIES:**

- Ensure students attend every day they are able
- Notify the school as soon as possible if their child is going to be late or absent
- Reinforce good attendance habits
- Keep open communication with the school
- Work with the school's attendance management plan and associated attendance policies and procedures.

## SCHOOL RESPONSIBILITIES:

- Clear communication to whānau and students on attendance expectations on enrolment, at the start of the year and daily
- Communicate to whānau what steps the school will take if the student is absent from school
- Monitor student attendance
- Provide students with regular updates on their own attendance
- Report regularly to whānau on attendance of their young person

## SCHOOL PROCEDURES:

- The Principal will appoint staff and delegate duties, to manage the recording of electronic student attendance register and the follow-up procedures for non- attending students.
- Admin/Support staff with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information.
- Classroom teachers are responsible for recording student attendance each period, for maintaining accurate and current records and supporting the attendance systems. Classroom teachers will welcome and support students on their return to school after any absence.
- Form/Whānau class teachers will monitor and follow-up on lateness and absences from lessons.
- Pastoral Dean team is responsible for monitoring student attendance, ensuring that parents are informed of attendance concerns. SLT and relevant personnel will be kept informed of serious student absence situations.
- Parents will receive student attendance data via weekly emails/ parent portal/ termly updates.
- Outside agencies will be used as appropriate to support attendance. (Te Mahau Attendance Service, RTLB, Te Mahau Learning Support, Oranga Tamariki, Strengthening Families, Real )
- Patterns of attendance and specific interventions being used will be evaluated by the Pastoral Dean team regularly to review outcomes and effectiveness of these interventions
- Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in Kamar Notes. The Pastoral Dean team meets fortnightly with the Deputy Principal (Pastoral) and the Principal.

## TRANSITION

| What and Who                 | Responsibility   | Actions/ Practice  | Attendance Thresholds | Attachments  |
|------------------------------|--|--|-----------------------|--|
| TRANSITION<br>Year 9         | Transition Team<br>(SENCO, Year 9<br>Pastoral Deans)                           | <ul style="list-style-type: none"> <li>• Transition information from contributing schools. Recorded on KAMAR. SENCO information recorded on KAMAR.</li> <li>• Ko Wai Au self assessment recorded on KAMAR Notes</li> <li>• Deans check Attendance data for &lt; 70% - contact whanau offering support.</li> <li>• Priority students identified by RTLB, Te Mahau, contributing schools. Information recorded, contact with SENCO.</li> <li>• Priority Transition session for identified students (anxiety, school refusal, ADHD, dyslexia, trauma).</li> <li>• Year 9 and new enrolments " Welcome to WHS" pack - digital or paper.</li> </ul> | < 70%                 |  |
| TRANSITION<br>New Enrolments | Enrolment DP<br><br>Transition Team<br>(SENCO,<br>Relevant Year<br>Level Dean) | <ul style="list-style-type: none"> <li>• Attendance / Pastoral / Achievement information from previous school.</li> <li>• Meetings with whanau, co construction of timetable, linked to future aspirations.</li> <li>• Buddy for orientation.</li> <li>• Attendance support if &lt;80%.</li> </ul>   | < 80 %                | Request from school office to previous schools for Achievement, Attendance, and Pastoral information |

## DAILY MONITORING OF ALL STUDENTS

| What and Who                  | Responsibility                               | Actions/ Practice   | Attendance Thresholds  | Attachments  |
|-------------------------------|--|---|--|--|
| Summary of Escalating Actions | Form/Whānau class teachers, Subject teachers | <ul style="list-style-type: none"> <li>Monitoring attendance daily.</li> <li>Teachers complete the school roll on KAMAR at the beginning of the period.</li> <li>Notice Nag Notify (notice attendance / absence – Talk to student - contact whanau - refer to pastoral team).</li> <li>Form/Whānau class teachers to contact whānau for conversation regarding missed learning after 3 missed lessons (in any two-week period of time).</li> <li>Co-construct with whānau and student any follow up.</li> <li>Welcome student's return to school from absences.</li> <li>Ensure missed learning is available, accessible, achievable.</li> <li>Refer to Pastoral Team.</li> </ul> | In school absences<br>3 lessons                                | <p>(Hyperlinks cannot be viewed externally)</p> <p>MOE <a href="#">Individual Attendance Plans</a></p> |
|                               | Year Level Deans                             | <ul style="list-style-type: none"> <li>Collaborate with whānau.</li> <li>Involve Subject and Form/Whānau class teachers.</li> <li>Engage Support services.</li> <li>Refer to Attendance Services.</li> <li>Monitor Support plan.</li> <li>Escalate notifications home.</li> </ul>   | <p>Unexplained absence</p> <p>Medical absence - 15 periods</p> | <p>MOE <a href="#">Individual Attendance Plans</a></p>   |

## BENCHMARK NOTIFICATIONS

|  |     |   |  |  |
|--|-----|---|--|--|
| ALL STUDENTS<br><br>Term by Term<br>benchmark<br>notifications for<br>ALL students | SLT | <ul style="list-style-type: none"><li>At the end of each term all students and whānau receive a summary of the year to date.</li></ul><br>Regular/ Good attendance( > 90% )<br><br>Irregular / Worrying attendance ( 80% - 89% )<br><br>Moderate absence / Concerning (70% - 79% )<br><br>Chronic absence/ Very Concerning ( <70% ) |  | (Hyperlinks cannot be viewed externally)<br><br><a href="#">REGULAR /GOOD ATTENDANCE</a><br><br><a href="#">IRREGULAR / WORRYING ATTENDANCE</a><br><br><a href="#">MODERATE / CONCERNING ABSENCE</a><br><br><a href="#">CHRONIC/ VERY CONCERNING</a> |
|--|-----|---|--|--|

## REGULAR/GOOD - less than 5 days absent a term

| What and Who                                    | Responsibility   | Actions/ Practice  | Attendance Thresholds  | Attachments |
|---|--|--|--|-------------|
| <p>(&gt; 90%)</p> <p><i>Tier 1 students</i></p> | <p>Subject teachers,<br/>Form/Whānau<br/>class teachers,<br/>Pastoral team</p> | <ul style="list-style-type: none"> <li>Attendance noticed, praised, recognised in assemblies.</li> <li>To whānau : Informal message about STAR, attendance, learning, WHS processes, what whānau can do, who can support, work in with Yr 9 Deans. Reminder package for other year levels, work with pastoral team.</li> <li>Single period absences noticed and addressed by subject teachers and/or Form/Whānau class teachers.</li> <li>Subject teachers provide opportunities for work to be accessed and completed, via google classroom or other resources as appropriate, while the student is absent, or on their return to school.</li> <li>Pastoral team collaborate with subject teachers and whānau to support engagement.</li> </ul> <p><b>Actions can be:<br/>Conversations with students, contact home,<br/>reflection and reset opportunity.</b></p> <ul style="list-style-type: none"> <li>Any Actions to be recorded under 'Attendance' on KAMAR pastoral entries.</li> </ul> | <p>&lt; 90%</p> <p>In school<br/>absences</p> <p>3<br/>lessons</p> |             |



## IRREGULAR / WORRYING - up to 10 days absence a term

| What and Who                   | Responsibility   | Actions/ Practice   | Attendance Thresholds   | Attachments  |
|--------------------------------|--|---|---|--|
| (80% - 90%)<br>Tier 2 students | Subject teachers,<br>Form/Whānau<br>class teachers,<br>Pastoral team | <ul style="list-style-type: none"> <li>Single period absences noticed and addressed by subject teachers - learning discussion.</li> <li>Form teachers discuss with students, contact home.</li> <li>Subject teachers provide opportunities for work to be accessed and completed via google classroom or other resources as appropriate.</li> <li>Pastoral team collaborate with subject teachers and whānau to support engagement.</li> </ul> <p><b>Actions can be:</b><br/> <b>Conversations with students, contact home, co- constructed support plan, interval reflection, school service, CICO (Check-In Check-Out) card for attendance and engagement, intention for ASA (Attendance Services Agency referral)</b></p> <ul style="list-style-type: none"> <li>Actions to be recorded under 'Attendance' on KAMAR pastoral entries.</li> <li>IRREGULAR ATTENDANCE email sent.</li> </ul> | <p>&lt; 80%<br/>In school<br/>absences</p> <p>3<br/>lessons</p> | <p>(Hyperlinks cannot be viewed externally)</p> <p><a href="#">IRREGULAR Attendance</a></p> <p><a href="#">U16 ASA intention</a></p> |

## MODERATE / CONCERNING ABSENCE- up to 15 days absence in a term

| What and Who   | Responsibility | Actions/ Practice   | Attendance Thresholds | Attachments   |
|--|----------------|---|-----------------------|---|
| <b>(71% - 80%)</b><br><i>Tier 2 students</i><br>-----<br><b>UNDER 16</b> | Pastoral Team  | <ul style="list-style-type: none"> <li>Single period absences noticed and addressed by subject teachers - learning discussion.</li> <li>Missed learning - establish expectation of catching up missed classwork.</li> <li>Course work, single lessons available on Google classroom or paper -</li> <li>HOF knows how to access work available for each teacher.</li> <li>Develop processes in each Learning Area Faculty.</li> <li>Form teachers discuss attendance with students, contact home.</li> <li>Subject teachers provide opportunities for work to be accessed and completed via google classroom or other resources as appropriate.</li> <li>Pastoral team collaborate with subject teachers and whānau to co-construct a support plan</li> <li>Support from counsellors, School Nurses, Pastoral team, Kaiāwhina, Deans' House Support Workers.</li> </ul> <p><b>If attendance is not improving, continues to decline, no whanau engagement</b></p> <ul style="list-style-type: none"> <li>a notification to ATTENDANCE SERVICES AGENCY (ASA)<br/>ASA request early referral, ie: if a pattern or trend is obvious.</li> </ul> | < 80%                 | (Hyperlinks cannot be viewed externally)<br><br><a href="#">U16 ASA intention</a><br><br><a href="#">U16 ASA Referral</a> |
|  |                |   | < 80 %                |   |
| <b>OVER 16</b>   |                | <ul style="list-style-type: none"> <li>Request a face-to-face meeting with the Pastoral Team and/or the Principal.</li> <li>Co-construct an attendance support plan.</li> </ul> <p><b>If attendance is not improving, or continues to decline, or no whānau engagement, send the Moderate Absence Concern email</b></p>   |                       | <a href="#">Moderate Absence Concern</a>  |

## CHRONIC ABSENCE/VERY CONCERNING – 15 days or more a term

| What and Who  | Responsibility                                 | Actions/ Practice   | Attendance Thresholds | Attachments  |
|---|--|---|-----------------------|--|
| <p>(&lt; 70%)</p> <p><i>A student who, despite multiple interventions, continues to be absent from school without a justified reason.</i></p> | Subject Teachers / Pastoral Team / SENCO / SLT | <ul style="list-style-type: none"> <li>• Inform whānau.</li> <li>• Re-notification to ATTENDANCE SERVICES (U16).</li> <li>• Students and whānau are given ongoing opportunities to work further with Pastoral Team to improve attendance.</li> <li>• Pastoral Team collaborates with subject teachers and whānau to support engagement.</li> <li>• Each student is considered individually.</li> <li>• Utilise wide range of support agencies.</li> <li>• Request face-to-face meeting with Pastoral Team and/ or Principal.</li> <li>• Co-construct an attendance support plan. At times when individual attendance plans are required to support ākonga, we will always use the Ministry of Education template.</li> </ul> <p><a href="#">Individual Attendance Plans</a></p> | < 70%                 | <p>(Hyperlinks cannot be viewed externally)</p> <p><a href="#">&lt; 70 % Chronic Absence Concern</a></p> <p><a href="#">U16 ASA Referral</a></p> |
| <p><b>Under 16:</b></p> <p>Intent for Removal from Roll (optional)</p>  |  | <p>By law, all students under the age of 16 are required to be at school. MOE guidelines indicate that, if at all possible, a student under 16 needs to be retained on the school roll. However, if a student is absent for 20 consecutive days or has a long-standing pattern of non-attendance, the school, through the Principal, can remove them from the roll.</p> <p>Refer to the Principal for removal from roll early, MOE will then become involved.</p>   |                       |  |
|   |  | <ul style="list-style-type: none"> <li>• Refer to Principal to remove from roll.</li> </ul>   | <70%                  | <p><a href="#">U 16 Chronic Absence</a></p> <p><a href="#">U16 Intent to remove from roll</a></p>  |
| <p><b>Over 16:</b></p> <p>Intent for Removal from Roll ( refer to Principal )</p>   |  | <ul style="list-style-type: none"> <li>• Refer to Principal with following information:</li> <li>• 20 consecutive days absent.</li> <li>• Specify attendance statistics.</li> <li>• Date of last whanau engagement.</li> <li>• Student's future plans.</li> </ul>   | < 70%                 | <p><a href="#">O16 Intent to remove from roll</a></p> <p><a href="#">O16 Chronic Absence- REMOVE FROM ROLL</a></p>                               |

## MEDICAL ABSENCES

Subject Teachers  
/ Pastoral Team /  
SENCO / SLT

- Form/Whānau class teachers contact home, remind student and whānau (5 days absence).
- If possible, subject teachers provide opportunities for work to be accessed and completed via google classroom or other resources as appropriate.
- WHS Medical Attendance Thresholds - KAMAR will notify at 12 periods of absence from school.
- Pastoral Team to contact home and collaborate with subject teachers and whānau to support engagement.
- Discuss re entry to school or need for an individual learning plan. Refer to SENCO if necessary.
- Co-construct individual learning plan with subject teachers, SENCO, Dean, Student and whānau.
- If a student has a pattern of ongoing unsubstantiated 'M' absences, (> 15 days) refer to Deputy Principal (Pastoral) who will also contact whānau/refer to Attendance Services Agency if needed.
- May also refer to our school Counsellors, Central Regional Health School Active Treatment Plan, Te Kura Correspondence School Reintegration Plan.
- Refer to Principal for removal from roll early, **the sooner MOE become involved the better.**