

# Attendance Management Plan

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## Overarching attendance objectives and strategic priorities

Attendance at school is foundational for connection with wider school life, academic achievement, and ora. Through this plan, we will continue to emphasise the importance of attendance for these outcomes, and attempt to increase engagement at school.

As per the funding agreement, the school will improve the attendance of students supported with the funding, so that at least 70% of supported students demonstrate improved attendance in the term following the term of referral. This will be measured as either:

- achieving an attendance level of over 70%, or
- if attendance remains below 70%, showing an improvement of at least 50% from their baseline attendance level (the term of referral)

If we are able to close a case, we expect that students whose cases are closed will maintain good attendance levels. Our aim is at least 80% of supported students, will maintain or exceed their improved attendance level in the term following the term after their case is closed (so a student whose case is closed in term 1, will have their outcome measured in term 3).

The table below shows the whole school attendance data comparison from 2023 to 2025 measured each term.

Term / Year	2023	2024	2025
1	51%	54%	61%
2	47%	44%	56%
3	35%	43%	48%
4	47%	44%	

## Attendance policy

In line with our [school attendance policy](#) (School Docs login required), and as required by the [Education and Training Act 2020 \(s35\)](#), 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 the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Wellington High School and Community Education Centre attend school when it is open ([Education and Training Act, s36](#)).

The Ministry of Education considers regular attendance to be 90% attendance or above. This is the equivalent of having fewer than 10 half days or 5 full days off school per term. Exemptions to this include early leaving exemption, or wellbeing / transitional plans.

Parents and guardians have legal obligations to ensure their children attend school ([Education and Training Act, s244](#)). We expect parents / guardians to:

- notify the school as soon as possible if their child is going to be late or absent,
- arrange appointments and trips outside school hours or during school holidays where possible,
- work with the school to manage attendance concerns.

We share attendance expectations with students and their parents/guardians and caregivers, and require students to be present and attend classes on time.

## Attendance management procedures

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At WHS, we record attendance for every student for every period (including rōpū) during the day. Our aim is that rolls will be marked in the first 10 minutes of class, although there can be exceptional circumstances where this is not possible.

Attendance is recorded in our student management system, KAMAR, using Ministry approved attendance codes. If a student is marked absent:

1. the student's rōpū teacher will investigate any unexplained absences with the student and, if needed, with whānau. Printed attendance sheets are produced for each Monday rōpū for checking.
  - a. Codes are altered accordingly and patterns of non-attendance are identified (eg same double missed).
  - b. Any ? needs to be changed to 'T' if there is no explanation.
  - c. Dean - rōpū teacher meetings on Thursday mornings are partly used for attendance purposes
2. a text (school kiwi) will go home on the day if the student's absence hasn't been explained (after period 3 and after period 5).
3. If student absence reaches 12 half days a term, the first step in the STAR process will be triggered.
4. There is more detail in this document for rōpū teachers - [WHS attendance procedures](#).

For many students, these procedures will help them to maintain good attendance at school. This is backed up by the following school procedures:

- An email is sent every term to every student containing the number of half days absent in the term and the student's overall percentage attendance.
- Instructions on how to gain access to the parent portal and to 'live' check a student's attendance are shared in this email home.

Despite these procedures, there will be students whose attendance will fall below the STAR thresholds (particularly the 70% chronic absentee threshold). For these cases, WHS has additional steps to manage attendance.

1. Deans, with their line manager, have created a 'call' list. These 'call' lists are shared with JMC and TSM in student services. They will call any students on the 'call' list as soon as they are marked absent in their first period for the day.
2. If whānau do not respond or if there is no improvement for students on the call list, they will be referred to school and regional truancy services, in addition to STAR steps in the [WHS attendance procedures](#). In term 4 2025 and the first half of 2026, the school will be trialling some different approaches to engaging students who have below 70% attendance:
  - a. Establishing mentoring relationships between students and two onsite attendance mentors.
  - b. Meeting with students to make sure they are settled and prepared for classes, on any given day.

- c. The focus of the programme will be students in years 9 to 11 as students in year 12 and 13 (over the age of 16) who are not attending can be encouraged into other pathways. However, the system will run with year 12 and 13 students because the letters are a good prompt for other pathways and actions.
- d. The school will also use the regional truancy service and make referral to other outside agencies such as Zeal, BGI and Challenge.
- e. Integral in establishing a mentoring relationship is the establishment of a relationship with whānau.

There will be a number of strategies used to reintegrate students who have had extended absences from school. This could involve:

- referrals to mental health services,
- transition attendance plans,
- ongoing mentoring from outside agencies,
- in school counselling,
- other educational pathways or training or work.
- develop individual support plans

## Monitoring and measuring progress

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Progress will be monitored on a weekly basis with SLT holding oversight in 2026 of different year groups as follows:

- Year 9 - SLM
- Year 10 - TRS
- Year 11 - RSR
- Year 12 - SLM
- Year 13 - KLD

SLT will work with Deans, student services, attendance mentors, and any outside agencies involved, to monitor the overall approach to STAR and the improvement of students on the 'call' lists and mentoring list.

TRS (Deputy Principal) will have overall responsibility to make sure that data is being easily generated to inform decisions and he will work closely with all parties involved in the process.