



Our Place to Grow and Learn Together: *Ko tātou kura, kia tipu, kia ako ngātahi*

# WHS Attendance Management Plan 2026

Attendance at WHS is not yet where it needs to be to meet the Governments Target for 80% of students to attend regularly - that is to attend more than 90% of the time.

As a Board we are setting a target to improve by 10% each year until we reach the Government's aspirational target. You can see we met the target in Terms 2, 3 and 4 in 2025.

## WHS ATTENDANCE RATES - from Everyday Matters MOE reports

	2024	2025	Target for 2026	Actual attendance in 2026
Term 1	63%	66%	76%	
Term 2	49%	61%	71%	
Term 3	36%	50%	60%	
Term 4	58%	68%	78%	

Maintaining positive relationships with our whanau and community is essential to the culture of WHS, so we are enacting the aspirations of the MOE Attendance Plan whilst being mindful of working WITH our community.

We have high numbers of sickness during terms 2 and 3 with cold and flu season. - 68% of absences in Term 2, 2025 and 51% in Term 3. We support our whanau to keep their children home when sick to avoid the spread of illness to both staff and other students. Children with genuine illnesses will not be included in the formal notifications sent each term.

We have a proportion of students who are coded as Justified; this might include; funerals, or other significant events and any children on a transition to school plan. This was 7% of absences in Term 4 2025. These children will also not be included in the formal notifications sent each term.

We also had 16% of students who were on holiday in term time in Term 4, 2025, this is a trend in our community and in Term 3 2025, 32% of absences were due to G - holidays in term time. Families are well aware that this is not encouraged by the MOE or WHS Board, however it is just too expensive to go in the traditional holiday times, so we are not making much headway in changing this culture currently. These children will receive the formal notifications should their combined attendance, including further attendance days, reaches the concerning or very concerning attendance levels

At the end of each term the Principal, SENCO and office administrator will meet to identify taurira who are within each of the STAR categories. We will then implement the plan. This Attendance Management Plan will be reviewed annually.

### STEPPED ATTENDANCE RESPONSE: WHS



## WHS ATTENDANCE MANAGEMENT PLAN:

Less than 5 days absence in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a school term	15 days or more absence in a school term
<p><b>Whanau</b></p> <ul style="list-style-type: none"> <li>- Encourage regular attendance</li> <li>- Communicate absentee by providing the reason before 9am on the day</li> <li>- Share with teacher early if an issue has arisen (anxiety, social) that prevents regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage child to return to school after a long illness</li> <li>- Keep holidays in term time to a minimum</li> <li>- Support to catch up on any missed work if absent due to holidays in term time</li> <li>- Engage with any supports provided by the school</li> </ul>	<ul style="list-style-type: none"> <li>- Attend a meeting at school to collaborate on a support plan</li> <li>- Follow up on home strategies in the plan</li> <li>- Keep in communication with the school via the teacher, SENCO/Principal or office</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in an improvement plan and any other additional services as required; attendance service or learning support team.</li> <li>- Participate in regular meetings</li> </ul>
<p><b>School</b></p> <ul style="list-style-type: none"> <li>- Follow up all absences on the day</li> <li>- Monitor attendance and notice early and patterns of frequent absences</li> <li>- Report regularly to parents on attendance; a termly total sent in Week 9 of each term.</li> <li>- Communicate with</li> </ul>	<ul style="list-style-type: none"> <li>- Contact whanau to discuss reasons for absence and impact on learning. Except for students who have already informed school that absence was due to illness.</li> <li>- Consider any barriers and find ways to reduce the</li> </ul>	<ul style="list-style-type: none"> <li>- Send more formal notification about attendance and set a time to meet. Excluding those absent due to significant illness</li> <li>- Implement the plan</li> <li>- Use any in-school resources available to remove barriers</li> </ul>	<ul style="list-style-type: none"> <li>- Invite for further meetings to resolve any further barriers</li> <li>- Escalate to multi-agency response</li> <li>- Unenrol students after 20th consecutive day absent</li> </ul>

<p>community about good attendance habits through newsletter</p> <ul style="list-style-type: none"> <li>- Use the correct codes for absences as per MOE guidelines</li> </ul>	<p>impact of these</p> <ul style="list-style-type: none"> <li>- Support students to catch up on any missed work, if due to illness.</li> <li>- Formal response to holidays in term time sent to whanau about impact on learning and friendships if holiday is more than 5 days.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with SENCO to see if any outside agencies are required</li> </ul>	
<p><b>MOE Attendance Service</b></p> <ul style="list-style-type: none"> <li>- Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance.</li> <li>- Collaborate with the school throughout the process</li> </ul>		<p><b>Regional and National MOE</b></p> <p>Facilitate involvement of other agencies</p> <p>Support schools to access other education pathways for a student where appropriate</p>	

**Resources**

[Communicating with Parents](#)

[Individual Attendance Plans](#)

[STAR in your School](#)