



Whanganui City College Attendance Management Plan January 2026

Approval	Date approved at Board Mtg	Published on	
Effective Date	3 February 2026	Review Date	

Overarching attendance objectives and strategic priorities

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

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

At Whanganui City College our school vision of 'Challenging Ourselves for a Better Future' underpins our approach to attendance - every young person striving to their potential. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every student will attend every class, every day and can strive to be the best they can be.

Our Attendance Management Plan is based on the STAR Stepped Attendance Response which is an obligation for all schools and kura in Aotearoa from February 2026.

Attendance Policy

Whanganui City College has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with students and whānau, and staff are responsible for reminding our community of these expectations.

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 at Whanganui City College attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their young people attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

For students with less than 5 days absence in a school term - 90%+ attendance			
Goal: to maintain and sustain regular attendance patterns			
Activities	What we do	How we do it	Who is responsible
Communication			
Clear comms to parents and caregivers on attendance expectations on enrolment, at the start of school year, and each term	Newsletter to include attendance expectations: start of year, enrolment and termly	Regular attendance focus in regular termly newsletters, outline processes	SLT collective
Share processes with whānau so they know what	Tell whānau what the codes mean	Letters home Attendance codes on display	DP Inclusion/Wellbeing Attendance team/ Student Welfare Officer

steps the school will take in the event their child is absent from school	Celebrate success early in week one and thereafter, regularly		
Monitoring			
<p>Monitor attendance</p> <p>Communicate to parents about every absence</p> <p>Maintain contact details of parents</p>	<p>Roll marked by Whānau Teacher between 8.40-8.50am</p> <p>Subject teachers mark the roll during class time</p> <p>Weekly data is collated and shared, on a google sheet in Drive, with Whānau Teacher and Hapu Pou, Attendance team/ Student Welfare Officer.</p> <p>Weekly full staff hui on Thursday to corroborate data, plan responses</p> <p>In the morning Whānau Teachers identify students absent the day before and have a conversation around the cause of the absence.</p> <p>Weekly placement of avatars on the green arrow red arrow chart to show where students' attendance levels are. This occurs on a Friday hui time using data</p>	<p>Attendance team/ Student Welfare Officer generates the data in 2026.</p> <p>Attendance team/ Student Welfare Officer oversees these processes</p> <p>Receptionist</p> <p>Whānau Teachers keep in regular contact with whānau</p> <p>Social Media Facebook - keeps caregivers up to date and celebrate success</p>	<p>Whānau Teacher</p> <p>Hapu Pou</p> <p>Subject Teacher.</p> <p>Attendance team/ Student Welfare Officer</p> <p>These people are accountable to the DP Inclusion/Wellbeing.</p> <p>SLTs conduct enrolments</p>

	<p>from Thursday hui. KAMAR generates the list of students absent for the full day. In Block 4 one of the Attendance team contacts home of each student on the list to inform them of the absence. Records contact to home on student pastoral entry and notifies Whānau Teacher via KAMAR. Absence Manager (Text message generated and sent out by Attendance team/ Student Welfare Officer) to all students recorded as absent at end of P1</p> <p>Gather details at enrollment. Re-establish the details at the start of year, and term</p>		
Reporting			
Provide students with regular updates on their own attendance	Weekly update on Thursday morning WT time, shift avatar on the green		Whānau Teacher Hapu Pou.

<p>Report regularly to parents on attendance of their child</p>	<p>arrow red arrow to reflect current week's attendance of individuals Mana-building conversations with those students at 90-93%. Celebrate high achievers in House assemblies, and in full school assemblies. Data available on school portal. Accurate data on school reports. Celebrate success regularly on social media platforms and in local newspapers.</p>		<p>DP Inclusion/Well being. Inschool Attendance Student Welfare Officer generates posts. DP approval.</p>
<p>Support</p>			
<p>Support students to catch up missed learning where required</p>	<p>Teachers build strong relationships with students. Provide work for students to complete ahead of absence if it is a planned absence. Use Google Classroom to document lesson Resources. What else? Review Google classroom</p>	<p>Culturally Relevant and Relational Pedagogy</p>	<p>Subject teacher</p>

	effectiveness in this context		
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For students with over 5 days and up to 10 days absence in a school term - 80% attendance			
Goal: to raise student's attendance to 90%+			
Activities	What we do	How we do it	Who is responsible
Communication			
<p>Send formal notification and contact parent/ guardian to discuss reasons for absence</p> <p>Communicate to parents what steps the school will take in the event their child is absent from school</p>	<p>At the weekly attendance hui the Whānau Teacher identifies the pattern of more than 1- 2 days a fortnight absent. Whānau Teacher identifies their concern to Hapu Pou who contacts the parent to make a plan for the student to return to school.</p> <p>Hapu Pou records contact home in KAMAR.</p> <p>Contact whānau via Absence Message or phone call home</p>	<p>KAMAR Absence Message</p> <p>In School Attendance team</p> <p>Whānau Teacher with Hapu Pou support uses the 'My Attendance Plan' to guide hui with whānau, and the student at the centre. Apply 'Collaborative problem Solving approach' and Mana building by utilising strengths, and being real about barriers</p> <p>Whānau Teacher emails weekly</p>	<p>Attendance team/ Student welfare request Kamar entries from Whānau Teacher to be updated</p>

Monitoring

Monitor attendance
 Communicate to parents about every absence
 Maintain contact details of parents

KAMAR flags students who have been absent 3 days and then 5 days
 PLD for staff on this

Hapu Pou check to see if absence has been explained by Whānau Teacher and if not refer to In School Attendance team/ Student Welfare Officer via KAMAR

Whānau Teacher
 Hapu Pou
 In School Attendance team/
 Student Welfare Officer

Reporting

Provide students with regular updates on their own attendance
 Report regularly to parents on attendance of their child

Check and Connect Hui

Support

Support students to catch up missed learning where required
 Use in-school resources as appropriate to remove barriers e.g. counsellor, 2nd hand uniform shop, new uniform

Use of Google classroom to enable students to catch up on missed work
 Teacher supports additional catch up - when? How?
 After school catch ups?

Ensure students have access to Google classroom

Subject Teacher
 Curriculum Leader

For students with up to 15 days absence in a school term - 70% attendance

Goal: to re-engage students and increase attendance

Activities	What we do	How we do it	Who is responsible
Communication			
<p>Send escalated formal notification to parents Hold meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a plan tailored to the reasons and circumstances around the child's absence</p>	<p>Letter of concern sent inviting whānau to be part of solution Hapu Pou hold Attendance Hui Plan is developed</p>	<p>Letter delivered by In School Attendance team/ Student welfare Hui held and plan developed and monitored Whānau Teacher with Hapu Pou support uses the 'My Attendance Plan' to guide hui with whānau, student at the centre. Apply 'Collaborative problem Solving approach' and Mana building by utilising strengths, being real about barriers</p>	<p>In school Attendance team/ Student Welfare Officer Hapu Pou supported by Part-time Counsellor for complex cases Attendance team/ Student Welfare Officer request Kamar entries from Whānau Teacher to be updated and prepares referral to Attendance Services Hapu Pou to follow up if needed Check re service provider</p>
Monitoring			
<p>Monitor attendance Communicate to parents about every</p>	<p>Discussion at Hapu Pou Hui Absence Message text or phone call home</p>		

absence Maintain contact details of parents	by In School Attendance team/ Student welfare		
Reporting			
Provide students with regular updates on their own attendance Report regularly to parents on attendance of their child			
Support			
Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed	Uniform, Stationery provided to remove barriers Access to counselling support	In school Attendance Team/ Student Welfare Officer Guidance Network	

For students with up to 15 or more days absence in a school term - LESS THAN 70% attendance			
Goal: intensive intervention to overcome complex barriers			
Activities	What we do	How we do it	Who is responsible
Communication			

Send warning notice and make contact to arrange meeting with parents	Home visit to inform whānau of next steps	In school Attendance Team/ Student Welfare Officer delivers letter explaining next steps	In School Attendance Team/ Student Welfare Officer responsible to DP Inclusion/Wellbeing
Monitoring			
Implement and monitor improvement plan When criteria is met, follow prescribed processes to un-enrol the student	Hapu Pou and In School Attendance Team/ Student Welfare Officer Part-time Counsellor with complex cases After 21days student is taken off roll and NENs	Referral to Guidance Network Student Support Co-ordinator consults DP Inclusion/Wellbeing and then takes student off the roll	Hapu Pou supported by Part-time Counsellor for complex cases DP Inclusion/Wellbeing
Reporting			
Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up	Refer students to Interagency Hui - MOE are part of this and Police	Run two Interagency hui each term to develop a pathway for intervention	DP Inclusion/Wellbeing
Support			
Escalate to multi-agency response Participate in multi-agency response	Refer students to Interagency	DP Inclusion/Wellbeing runs two Interagency Hui each term with representations from MOE, OT, local social support	DP Inclusion/Wellbeing

		agencies, Police, Youth Justice	
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