

WOODLEIGH SCHOOL - ATTENDANCE MANAGEMENT PLAN



Approval (BoT):	19/2/2026 ✓	Published on:	www.woodleigh.school.nz
Effective Date:	2 February 2026	Review Date:	3 December 2026

Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development.

Regular attendance also promotes achievement success as tamariki 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 tamariki should be absent for no more than one day a fortnight to ensure that they can have continued success at school.

At Woodleigh School our school vision of 'Learning each day, each day' underpins our approach to attendance - every tamaiti being at school to learn. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamaiti can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan

Term 4 Attendance 2025 (from Every Day Matters)

Regular/Good attendance	Worrying/Irregular Attendance
<h1>69%</h1>	22%
	Concerning/Moderate Attendance
	5%
	Very Concerning/Chronic Attendance
	4%

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 focus on the other two categories, a greater shift can be made focusing on these tamariki and whanau with Worrying/Irregular Attendance.

Annual Target

Regular/Good attendance	Worrying/Irregular Attendance
69% ↑5%	22% ↓5%
74%	17%

Rationale for 5% increase: From Term 1 2025 to Term 2 2025, our Regular Attendance was on average 75%. We are therefore setting an aspirational target to move 5% (19 tamariki) from Worrying/Irregular attendance to Regular/Good Attendance.

We aim to increase Regular Attendance by 5% every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:

Strategic Goal 1 (Hauora: Foster all learners' mental (taha hinengaro), social (taha whānau), physical (taha tinana) and spiritual (taha wairua) wellbeing): Nurture a safe emotional and physical environment

Annual Implementation Plan 1: *The Board and School Leadership team will use reviews to evaluate - Attendance trends and effectiveness of interventions.*

Attendance Policy

Woodleigh 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.

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 Woodleigh School attend when it is open for instruction (Education and Training Act 2020 s36).

Whanau have legal obligations to ensure their tamariki attend school (Education and Training Act s24). Whanau 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

Further supporting information can be found in our [School docs - Student attendance](#).

Attendance Management Procedures

Attendance Expectations

We regularly communicate with our tamariki and whanau about attendance expectations, consisting of:

- Communication in our Newsletter/Panui
- Korero at Learning Conferences
- Korero on enrolment
- Facebook reminders
- Phone calls with whanau when needed

Recording Attendance

Teacher/Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **BEFORE** 9.05am.
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** 1.50pm.
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 (through the Roll on HERO) to inform the Office.

Office/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 9.05am.
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 1.50pm.

Whanau Responsibilities

Whanau 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 child/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

Monitoring Practices

Every week, the Principal and Deputy Principal will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- adhere to the STAR thresholds

The Principal will:

- report attendance data twice termly to the School Board
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives
- adhere to the STAR thresholds
- Review the plan termly after considering the Every Day Matters Report

Absence Thresholds in reaction to the Stepped Attendance Response (STAR)

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days of more absence in a term
Whanau	Whanau	Whanau	Whanau
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other 	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings

<p>whanau to reinforce good attendance habits</p> <ul style="list-style-type: none"> ● Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> ● Support student to catch up on missed learning ● Engage in supports offered 	<p>absence and to collaborate on a support plan</p> <ul style="list-style-type: none"> ● Implement strategies at home 	
School/Kura	School/Kura	School/Kura	School/Kura
<ul style="list-style-type: none"> ● Communicate with whanau about every absence ● Maintain contact details of all parents ● Provide students with regular updates on their own attendance ● Report regularly to whanau on attendance of their child. ● Support student: <ul style="list-style-type: none"> - Attending school - To continue learning if unable to attend each day. ● Including using MOE approved wellbeing or transitional plans, or health school where appropriate. ● To access other education pathways where appropriate 	<ul style="list-style-type: none"> ● Contact parents to discuss reasons for absence and impact on learning ● Support student to catch up missed learning where required ● Use in-school resources as appropriate to remove barriers. Eg counsellor, alternative timetables 	<ul style="list-style-type: none"> ● Contact parents to escalate concerns ● Hold meeting to analyse reasons for absence and collaborate on a support plan ● Develop and implement a support plan tailored to the reasons and circumstances around the child's absence ● Use in-school resources as appropriate to remove barriers ● Support from attendance service or other agencies as needed 	<ul style="list-style-type: none"> ● Contact parents to inform of escalated response ● Request support from Attendance Service or other agencies as needed ● Participate in multi-agency response ● Maintain implementation and monitoring support plan ● Undertake school-led prosecution, or request MOE led prosecution ● When considered appropriate if supports are offered and not taken up - un-enroll student.

Communicating with whanau

Ongoing communication with whanau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to STAR, our school/kura may use the MOE resource [Communicating with parents about attendance](#) to support communication with whanau and if required, escalation of attendance concerns.