Woodford House Attendance Management Plan

Woodford House encourages and supports good attendance habits. Whānau are encouraged to support good attendance habits and do their very best to ensure their daughter/s attend school regularly during term time.

Targets

The government target is that 80% of students are attending regularly (90% of the time) by 2030.

Our target is that 80% of students are attending regularly (90% of the time) in every term of 2026.

Board Responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the 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 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:

- Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- Ensuring that student absence is investigated, responded to, and actions taken recorded aligned with the thresholds
- Ensuring all students, whanau and staff understand the processes and procedures that support student attendance
- Reporting to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures and Supporting Documentation

Attendance Management Procedure – Stepped Attendance Response (STAR) – see below

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting – including 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.

Reviewed: January 2026
Next Review: November 2028

Attendance Management Procedure – Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff, and external agencies where necessary, to improve our levels of student attendance.

Parent/Whanau Responsibilities

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school
- follow the school's attendance management plan and associated attendance policies and procedures.

School Responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and with attendance updates
- communicate to parents 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 parents on the attendance of their child.

School Procedures

The principal will appoint staff and delegate duties to manage the electronic student attendance register and the follow-up procedures for non-attending students.

Non-teaching 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 in their class each period.

Homeroom Leaders are responsible for maintaining accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow-up on lateness and other attendance issues.

Deans and Senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Parents will receive student attendance data at least twice per term. Attendance data will also be available to parents at any time via SchoolBridge and the KAMAR portal.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the pastoral team termly to review outcomes and effectiveness of these interventions.

Stepped Attendance Response Activities

Below is our Stepped Attendance Response (STAR) for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to meet the threshold to take action. All actions taken to respond to absences will be recorded in Kamar. If you have any questions about our Stepped Attendance Response or procedures, please contact office@woodford.school.nz.

Day-to-day Operations			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with Parents	Set expectations, procedures, and responses to student absence	Principal Director of Communications Enrolment's Officer Homeroom Leaders	Expectations and guidance for parents and students is published in the School Handbook, SchoolBridge, and the school website. Expectations for student attendance and steps that will be taken to address attendance are included in enrolment forms. Attendance reporting to students and parents at least twice per term.
Following up absences daily	Use KAMAR and communication systems to quickly identify all student absences and communicate these to parents. Follow-up daily with parents any unexplained absences.	Administration team	Text based reminder to be sent from 10am for all unexplained absences.
Following up absences weekly	Follow-up weekly with students and teachers to ensure attendance records are correct and account for unexplained absences	Homeroom Leaders	Homeroom Leaders to correct any errors in KAMAR. Alert student Dean or administration staff with concerns.

Students with less than 5 days absence in a Term			
Activities	**Practice**	**Responsible Person**	**Notes & Actions**
Communicate with Parents/caregivers	Identify all student absences and reasons	Attendance Officer	Follow-up all absences to confirm reason.
Provide students with regular updates on their own attendance	Reporting via SchoolBridge an Homeroom Leader	Homeroom Leader	Homeroom Leaders to follow up with students
Report regularly to parents on the	Reporting via SchoolBridge and/or emailed notification	Attendance Officer	Updates sent regularly

attendance of their child			
Students with less than 10 days absence (5-9 Days)			
Contact parents to discuss reasons for absence and impact on learning	Email contact after 5 days of absence Phone contact to be made if this is not the first time the student has met the threshold	Homeroom Leader or Dean	Record actions taken on Kamar Concerns to be taken to Dean or SLT
Support students to catch up on missed learning where required	Identify missed learning and action needed	Homeroom Leader	Discuss with student in Homeroom time – student to follow up with appropriate subject teachers Check no internal assessments missed (yr 12-13)
Use in-school resources as appropriate to remove barriers. (e.g. Director of Wellbeing, uniform).	Contact pastoral care team if there are barriers that the school can assist with	Homeroom Leader / Dean	Student provided access to additional resources (e.g. Director of Wellbeing)

Between 5-9 days absence, investigate reasons for the absences and if there is a pattern across the year. Consider actions listed at higher thresholds. Record all actions taken in KAMAR. If students have progressed from having higher absences, provide feedback o the positive improvement on their attendance to both student and whanau. If there is no action taken due to individual circumstance, record this against the student record.

Students with less than 15 days absence (10-14 days)			
Contact parents to escalate concerns	Further contact with parent – email and/or phone call as required	Homeroom Leader, Dean, and/or SLT	Record actions taken in KAMAR.
Hold a meeting with the parent/caregiver and the student (where appropriate) to analyse reasons for absence	Arrange a meeting including parents and student.	Homeroom Leader and/or Dean	Consider who is needed at this meeting.
Develop and implement a support plan talilored to the reasons and circumstances around the child's absence	Hold all accountable for their part in the plan	Homeroom Leader and/or Dean	Take action quickly where expectations aren't being met.
Use in-school resourecs as appropriate to remove barriers and requires support from external agencies as needed	Discuss with pastoral team what further supports are available	Homeroom Leader and/or Dean	

Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.
If there is no action taken due to individual circumstance- record this against student record.

Students with greater than 15 days absence			
Contact parent to escalate concerns	Further escalating email and/or phone call	Director of Junior School or Deputy Principal – Student Outcomes	Record actions taken in KAMAR
Hold a meeting with the parent/caregiver	Arrange promptly for meeting including parents	Director of Junior School or Deputy	Plan to return student to regular attendance

and the student (where appropriate) to analyse reasons for absence	and student. Consider who will be in attendance.	Principal – Student Outcomes with Dean	
Request support from Attendance Service or other agencies as needed

Participate in multi-agency response | Refer to Ministry of Education attendance services or other agencies

Support access to services and collaborating with specialists | Pastoral care team | Before referral check all previous actions followed (e.g. support plan).

Resources and supports will continue to be provided as appropriate

Reintegration plan in place to return student to regular attendance |
| Maintain implementation and monitoring of support plan | Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met | Pastoral care team | Support plan in place

Continue monitoring

Steps taken to reintegrate student |
| *Over 15 days absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance.*
If there is no action taken due to individual circumstance- record this against student record. | | | |

Further Information and Expectations:

Daily absences:

- Whānau are asked to communicate with the school if their daughter is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety) or for any other justified reason by emailing or phoning the school or using SchoolBridge
- Absences are recorded in Kamar by the attendance officer.
- Absences during the day e.g. for appointments, require contact from whānau.
- Students must sign out for appointments and sign in upon return.
- Students must sign in at the admin office if they are late to school.

Leave requests:

- Extended leave requests for absences of 3 days or more, must be in writing to the principal at least one week prior to the requested date. The granting of any leave is dependent upon the circumstances of the request. When planning leave, whānau and parents are expected to put school commitments first and understand that any absence from class has the potential to impact adversely on student learning, achievement and involvement in school events.
- A letter of confirmation is returned to the parent, Homeroom Leader, and Dean and added to the student's notes on Kamar. The letter will outline the type of leave granted under the Ministry of Education Regulations.
- Explained and approved leave will be recorded as Justified leave. Justifiable reasons for absence include:
    - Family emergencies
    - Bereavement

- Representing in national / cultural events
- Special family events
- Approved exemptions
- Accompanying parents on overseas diplomatic / military postings.

- Explained but unapproved absences will be recorded as Unjustified Leave if the reasons provided do not meet our expectations. Examples include:
  - Not wanting to attend a school event e.g. sports day
  - Working (paid or unpaid)
  - Attending non-approved events

- Holidays during term time is Unjustified absence.

Missing Student Procedure:

The attendance officer monitors attendance and teaching staff are aware of students on safety plans who are identified as our highest risk. We have a missing student procedure to follow should a student's whereabouts be unknown. As we are a boarding school, there are two procedures, one for day school and one for boarding. They can be found here:

Missing student procedures.docx