



Wadestown School Attendance Management Plan 2026

Attendance Statement

At Wadestown School, we believe that regular school attendance is important for all our ākonga/students to achieve both academic success and to feel a sense of belonging. Research shows that students with a high sense of belonging have better wellbeing.

Working in partnership with our whānau, we aim to ensure that all our students are at school on a daily basis and that they feel safe, happy and ready to learn.

We are aware that regular attendance can look different for each child (and their family). Our intention is to work in partnership to ensure that our students and whānau have the support they need to get their child/ren to school every day.

A key factor in absenteeism at our school relates to overseas travel or family holidays during term time.

Strategic Targets and Priorities

This document outlines the Attendance Management Plan (AMP) for Wadestown School. This plan is designed to be a living document. It aligns with the Ministry of Education's requirements for AMPs and the Stepped Attendance Response (STAR) framework.

The government's target is for 80% of all students across New Zealand to be regularly attending school by 2030.

At Wadestown School, our regular attendance rate is: **84%** with 96% of all students arriving on-time regularly (i.e. over 90% of the time).

Reference: Every Day Matters - Final Attendance Report Term 4, 2025 (Ministry of Education).

Our target is to reach **92% regular attendance** by the end of 2026 with 98% of all students arriving on-time regularly.

Roles and Responsibilities

Role:	Responsibilities:
Wadestown School Board	<ul style="list-style-type: none">● Commit to getting every child to school, everyday● Discuss and review this attendance plan on a regular basis● Support our school staff to put the necessary supports in place● Reinforce and support the school's messaging around expectations about regular attendance at school for all students
Principal	<ul style="list-style-type: none">● Commit to getting every child to school, everyday● Communicate our school's expectations about regular attendance at school● Monitor student absences● Continue to share the MoE "Everyday Matters" termly attendance reports with the Board, Leadership Team and SENCos● Share our attendance plan with our staff and ensure that everyone upholds its intent● Regularly report to the board about student attendance and any issues or concerns● Develop and maintain an environment in which parents and families feel comfortable to raise any concerns relating to their child's attendance at school
DP and Team Leaders	<ul style="list-style-type: none">● Commit to getting every child to school, everyday● Monitor student attendance and punctuality within and across teams● Discuss student attendance at Team Meetings● Develop and maintain an environment in which parents and families feel comfortable to raise any concerns or issues relating to their child's attendance



	<p>at school (e.g. barriers to coming to school). Promote this with the teachers</p> <ul style="list-style-type: none"> • Inform the Principal of any concerns you have about a child's absence from school
SENCo	<ul style="list-style-type: none"> • Commit to getting every child to school, everyday • Act as a key point of contact for any students and their whānau who are experiencing barriers to coming to school • Lead on seeking outside assistance and support from other agencies and work in partnership with our whānau
Parents and Whānau	<ul style="list-style-type: none"> • Commit to getting every child to school, everyday • Inform the office of any daily absences before 9:00am by either calling the office or emailing our absence line • Provide a reason for your child/ren's absence from school • Support our messaging about the importance of attending school on a regular basis and reinforce good attendance habits • Raise any concerns you might have about your child, in a timely manner. Ideally, with the classroom teacher. • Ensure the school has up-to-date contact details
Administration Team	<ul style="list-style-type: none"> • Commit to getting every child to school, everyday • Monitor student absences across the school; including those students who are regularly late to school • Follow up on any and all unexplained absences from school • Maintain good relationships and strong lines of communication with our parental community • Ensure all classroom attendance has been recorded, twice a day, for every child in the school. • Inform the Principal of any issues or concerns in regards to student attendance • Discuss the coding of student absences using the MoE guidance with the Principal. • Share attendance data with the MoE on termly basis • Ensure we have up-to-date contact details for every family in the school. Update these as/when parents provide new information.
Classroom Teachers "Noticing"	<ul style="list-style-type: none"> • Commit to getting every child to school, everyday • Accurately record every students' attendance via ETAP (our student management system) twice a day; morning and afternoon • Build and maintain a relationship with every child in their classroom • Develop and maintain open communication with each child's family/whānau • Inform their Team Leader of any issues a student or their family might be experiencing around attendance. • Support any child's return to school after a period of absence (e.g. serious illness) • Report attendance in all written school reports (twice a year) • Discuss with parents and students in Three Way Conferences, any concerns about attendance.

Legislative Compliance/ Legislation

- [Education and Training Act 2020](#)
- [Education Attendance rules](#)
- [Education Attendance Management Plan regulations \(yet to be passed\)](#)



Wadestown School's 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 schools' hours. This allows school staff to identify and respond to student attendance concerns and to support families to get their child/ren to school.

We have a stepped attendance response to ensure we are able to 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 an external agency, where necessary to improve our levels of student attendance.

Attendance Categories

Attendance Category	Definition	Equivalent Days Absence - per term	Impact on your Child's Learning
EXCELLENT Attendance	Exceptional Attendance 99% to 100%	One or no days absent from school	Highest chance of success
GOOD Attendance	Regular Attendance 90% or more	Absent less than 5 days per term	Good chance of success
School Response: We will keep in touch with you in regards to any absences for your child/ren.			
WORRYING Attendance	Irregular Attendance 80% to 89%	Absent up to 10 days per term	Less chance of success
School Response: We will work with you to identify any barriers to attendance for you and your child/ren.			
CONCERNING Attendance	Moderate Absence 70% to 79%	Absent up to 15 days per term	Hard to make progress
School Response: We will work with you to develop a plan to support your child/ren's attendance and learning. We may seek the support and advice of other agencies to remove barriers to attendance.			
SERIOUS Attendance	Chronic Absence Less than 70%	Absent 15 or more days per term	Very hard to make progress
School Response: We will continue to work with you to implement the plan to support your child/ren's attendance and learning. We will seek the support and advice of other agencies to remove barriers to your child/ren's attendance.			

Students who are persistently late to school

- Students who are regularly late to school also miss out on learning and are not as well set up to learn as those students who are on time or early to school.
- Students use the time before school to connect with their peers and teachers, and to prepare for the day ahead.
- We encourage all Wadestown School students to take responsibility for getting to school on time. And in particular, our senior students who need to be at school early once a week to attend Techni-craft.



- Our SENCo and Leadership Team are always available to discuss and share with families strategies for getting to school on time. We encourage parents to approach the school if they have significant barriers or challenges to doing this.



Day-to-day operations at Wadestown School

Activities	Practice	Responsible Person/s	Notes & Actions
Communicate expectations to parents and caregivers	<ul style="list-style-type: none"> Set expectations, procedures and follow-up steps the school will take when a student is absent. Use newsletters and our school website to set expectations and provide guidance to parents. Verbally reinforce this when discussing or raising attendance with parents in face-to-face discussions or meetings. 	Principal DP SEnCo and Team Leaders Classroom Teachers Wadestown School Board	<ul style="list-style-type: none"> Provide updates to our WS board, leadership team, staff and community about our termly attendance. Share MoE termly reports - Everyday Matters. Expectations and guidance for parents published on our school website. Expectations communicated to parents on enrolling their child, at parent information sessions, through our school reports and in school newsletters. Work with parents and students, where appropriate.
Follow up absences daily - twice a day (as required by the MoE)	<ul style="list-style-type: none"> Use procedures in place to quickly identify all student absences and communicate these to parents Follow-up daily with parents any unexplained absences 	Administration Team Principal/DP/SEnCo	<ul style="list-style-type: none"> Phone call to necessary parent re: absence. Put support in place; as required
Assess history of new students	<ul style="list-style-type: none"> When enrolling, identify issues or trends in attendance history. 	Leadership Team SEnCo	<ul style="list-style-type: none"> Check student history/school records to understand history. Put support in place; as required
Escalate attendance issues as needed	<ul style="list-style-type: none"> Monitor attendance and identify any patterns or trends Seek more support as needed Develop support plans Involve other services, consider referral to Attendance Services 	Administration Team SEnCo DP/Principal	<ul style="list-style-type: none"> Staff are encouraged to escalate issues according to these procedures.



Students with up to 5 days absence

Activities	Practice	Responsible Person	Notes & Actions
Maintain good systems and processes around attendance and sustain good relationships and communication with parents.	<ul style="list-style-type: none"> Identify all student absences Request up-to-date contact details from parents Communicate with and to parents around absences Keep accurate records 	Administration Team Principal	<ul style="list-style-type: none"> Follow-up any unknown absences. Code absence using MoE guidance. Brief the Principal of any immediate concerns or questions; on a daily basis. Principal to raise any concerns with Leadership Team/SENCo Follow up with any gaps or uncertainties in teacher recording of absences.
Monitor student attendance on a weekly basis Consider the reason for absence e.g. holiday during term time.	<ul style="list-style-type: none"> Discuss and review student attendance in Team Meetings 	Classroom Teacher Team Leader	<ul style="list-style-type: none"> Monitor and review student attendance - in class. Minute any key information in relation to student attendance in Team Meeting minutes. Raise any early concerns with overseeing SENCo.
Provide families with updates on their child/ren's attendance	<ul style="list-style-type: none"> Provide regular reporting via parent meetings and via school reports. 	Classroom Teacher Administration team	<ul style="list-style-type: none"> Ensure the information provided is accurate and up-to-date. Complete classroom rolls twice a day.

Students with up to 10 days absence (5-9 days)

Activities	Practice	Responsible Person	Notes & Actions
Understand the reason for absences. Contact parents to discuss reasons for absence and impact on learning.	<ul style="list-style-type: none"> Ring or meet with parents if absences are regularly occurring (e.g. every Tuesday) or if there has been a continuous period of absences e.g. 3 days in a row. 	Classroom Teacher Supported by Team Leader and/or SENCo	<ul style="list-style-type: none"> Discuss with the child's parents or caregivers directly - raise any concerns e.g. an emerging pattern of a child who is absent every Tuesday. Use reports from eTAP to support discussions with families. Record actions taken in eTAP (pastoral note) or through Team Meeting minutes. Share note with Team Leader/SENCo. Put support in place for the child and/or family; as necessary



<p>Support student to catch up missed learning where required</p>	<ul style="list-style-type: none"> • Provide support for student, as appropriate and practical, to catch up on missed learning. 	<p>Classroom Teacher</p>	<ul style="list-style-type: none"> • Work alongside the student to ensure they have the knowledge and skills they need to complete new learning.
<p>Identify and remove barriers e.g. counsellor, uniform, bus pass Consider introducing other supports e.g. RTLB, GP etc</p>	<ul style="list-style-type: none"> • Contact SENCo if barriers identified that the school could assist with e.g. access to transport, uniforms, counselling etc. 	<p>Classroom Teacher SENCo and DP/Principal</p>	<ul style="list-style-type: none"> • Parents and student/s provided access to additional resources. • SENCo seeks additional support through outside agencies (if appropriate)
<ul style="list-style-type: none"> • Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. • For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau. 			



Students with up to 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent/s to identify and address concerns	<ul style="list-style-type: none"> Raise concerns with parent via email or phone call in the first instance 	Classroom Teacher Team Leader and SENCo <i>DP/Principal support available if needed</i>	<ul style="list-style-type: none"> Record actions taken in eTAP. If there is no action taken due to individual circumstances- record this.
Hold meeting with parent/s to discuss and unpack reasons for absence	<ul style="list-style-type: none"> Discuss openly reasons for absences and put in place strategies to mitigate these. 	Classroom Teacher Team Leader and SENCo <i>DP/Principal support available if needed</i>	<ul style="list-style-type: none"> Consider who is needed at this meeting. Provide supports to assist the child to return to school
Develop and implement a support plan tailored to the reasons and circumstances around the student's absence	<ul style="list-style-type: none"> Hold everyone accountable for their part in the plan. 	Classroom Teacher Team Leader and SENCo <i>DP/Principal support available if needed</i>	<ul style="list-style-type: none"> Address issues as and when they arise Monitor and review
Use in-school resources as appropriate to remove barriers and request support from as needed	<ul style="list-style-type: none"> Discuss with SENCo/SLT what further supports are available 	SENCo DP Principal	<ul style="list-style-type: none"> Seek outside assistance e.g. RTLB if the situation requires it. Monitor and review impact of supports on attendance
<ul style="list-style-type: none"> 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. Apply supports appropriate to the individual circumstances 			

Students with greater than 15 days absence

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	<ul style="list-style-type: none"> Ring parent to set up a face-to-face meeting 	Classroom Teacher Team Leader and SENCo <i>DP/Principal support available if needed</i>	<ul style="list-style-type: none"> Ensure meeting takes place
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence.	<ul style="list-style-type: none"> Arrange promptly for meeting including parents and student. Consider who will be in attendance. 	Classroom Teacher Team Leader and SENCo <i>DP/Principal support available if needed</i>	<ul style="list-style-type: none"> Plan to return student to regular attendance
Request support from Attendance Service or other agencies as needed Participate in multi-agency response	<ul style="list-style-type: none"> Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists 	Classroom Teacher Team Leader and SENCo <i>DP/Principal support available if needed</i>	<ul style="list-style-type: none"> Before referral check all previous actions like support plan are in place. 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	<ul style="list-style-type: none"> Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met 	Classroom Teacher Team Leader and SENCo <i>DP/Principal support available if needed</i>	<ul style="list-style-type: none"> Support plan in place Continue monitoring Steps taken to reintegrate student



- **Over 15 days absence, investigate reasons for this absence and refer to SENCo 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.**