



ATTENDANCE MANAGEMENT PLAN

At Waterloo School, we recognise that regular attendance is fundamental to student academic, social, and emotional development. This Attendance Management Plan (AMP) outlines Waterloo School’s commitment to ensuring every student has the opportunity to learn and succeed through regular attendance.

Strategic Priorities

A key strategic priority is to increase student attendance levels to align with the Government’s Attendance and Engagement strategy. Our definition of success aligns with the government’s target of 80% of students attending school regularly (defined as more than 90% of the time). Waterloo School aims to have every child’s attendance at 90% or higher. We will monitor progress through termly data reports to the Board.

- Regular attendance is defined as 90% or more of the term
- Every day counts: small absences can add up quickly and affect learning
- Early, supportive intervention is the best way to remove barriers
- Respect for cultural identity and diverse needs is central to our practice
- Attendance is a shared responsibility between school, whānau and community.

Roles and Responsibilities

Role	Responsibility
Waterloo Board	<ul style="list-style-type: none"> ● In accordance with the Education and Training Act 2020 (s35 and s36), the Board will take all reasonable steps to ensure that students attend school when it is open for instruction. ● Investigate and respond to attendance issues in line with the AMP, ensuring that all actions taken in relation to student absences are recorded. ● Review the AMP annually to assess the effectiveness of school responses.
Senior Leadership Team	<ul style="list-style-type: none"> ● Lead the implementation of the AMP and share the plan with whānau. ● Monitor school-wide attendance data and trends. ● Act as the primary contact for moderate and chronic absence cases. ● Liaise with the Ministry of Education, Attendance Services and other support agencies.
Teachers	<ul style="list-style-type: none"> ● Record attendance accurately at the start of each morning and afternoon session.

	<ul style="list-style-type: none"> ● Build strong relationships with students and whānau. ● Act as the first point of contact for students with irregular absences. ● Contact parent early (phone, email, in person) if a student is absent for 3 consecutive days or a pattern of absence is emerging, e.g. every Monday or Friday. ● Report any attendance concerns to the Deputy Principal.
Administration Staff	<ul style="list-style-type: none"> ● Record and update absence notifications daily. ● Follow up on unexplained absences daily. ● Maintain accurate contact details for all students. ● Enter relievers' rolls daily. ● Complete Ministry requirements for Everyday Matters reports.
Whānau/Caregivers	<ul style="list-style-type: none"> ● Ensure their child attends school every day, unless they are unwell. ● Notify the school of absences or lateness via phone, email, app, prior to the beginning of the school day. ● Provide a reason for the absence no later than the end of the school day. ● Arrange appointments, holidays and trips outside of school hours or during school holidays wherever possible. ● Work in partnership with the school to address any attendance concerns should they arise.
Students	<ul style="list-style-type: none"> ● Be present at school every day. ● Arrive at school before 8.55am each day.

Attendance Monitoring Process

- Teachers record attendance electronically via eTAP twice daily at 9:00 am and 2:00 pm.
- Late arrivals sign in at the office via Vistab and the office staff will update eTAP.
- The office staff identifies unexplained absences before 9:30 am.
- A text message is sent to parents/caregivers via eTAP for any unexplained absence and requesting an explanation.
- If no response is received, two further texts are sent, followed by a phone call to primary and emergency contacts if required.
- All absences are recorded using official Ministry of Education Attendance Codes. Unexplained absences that remain unresolved by the end of the school day will be coded as T (Truant).

Stepped Attendance Response (STAR) Thresholds

Waterloo School employs the Ministry of Education's [STAR framework](#) and utilises a tiered approach based on total days absent per term to provide progressive support and intervention.



Threshold (Absence per Term)	Risk Level	School Actions & Interventions
0–4 Days (Good)	Regular 90% or more	<ul style="list-style-type: none"> • Maintain contact details • Provide regular attendance updates to parents • Clear communication of expectations to whānau • Monitor for patterns
5–10 Days (Worrying)	Irregular 80-89%	<ul style="list-style-type: none"> • The teacher contacts whānau to understand the reasons for absence • Support student to catch up on missed learning where required • Notify Deputy Principal of concerns • The school offers support to address any emerging barriers, e.g. transport, food
11–14 Days (Concerning)	Moderate 70-79%	<ul style="list-style-type: none"> • Deputy Principal emails a formal letter outlining attendance concerns with record attached • Meeting with whānau suggested to collaborate on a support plan • Potential referral to external support services
15+ Days (Very Concerning)	Chronic Less than 70%	<ul style="list-style-type: none"> • Deputy Principal informs whānau of escalated response and requests a formal meeting • Referral to the Attendance Services • School continues to work closely with whānau and Attendance Services • Potential escalation to multi-agency response or Ministry-led prosecution as a last resort

Identifying and Addressing Barriers to Attendance

- We work with whānau to identify underlying causes, such as health, neurodiversity, or socio-economic factors.
- For students with diverse needs, we provide flexible supports such as visual schedules, sensory-friendly spaces, or transitional learning plans.
- We adopt a culturally responsive approach, ensuring all interactions with whānau are empathetic and uphold mana. We offer flexible meeting options (kanohi ki te kanohi, phone, online) and engage with community liaisons or interpreters when necessary to ensure cultural barriers do not prevent attendance.
- Where significant barriers exist, the school will request support from the Ministry of Education or other relevant multi-agency services.

Monitoring, Measuring, and Review

- Attendance data is tracked daily via eTAP and analysed termly by the Senior Leadership Team.
- Fortnightly attendance reports are shared with class teachers to identify students in the irregular and moderate absence categories.
- The Principal provides the Board with attendance data, including termly Every Day Matters reports on attendance trends.
- The Board will review this Attendance Management Plan annually in Term 1, incorporating feedback from staff, whānau, and the latest Ministry of Education guidelines to ensure continuous improvement.

Effective Date: 4 February 2026	Review Date: November 2026
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