

Te One Attendance Management Plan

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports strong foundations for learning, social development, wellbeing, and a sense of belonging.

Strategic Attendance Objectives

The Board has set the following attendance objectives, aligned with national priorities:

- Increase the proportion of students attending 90% or more of the time
- Reduce the number of students in the *Worrying* and *Concerning* attendance categories
- Reduce patterns of unjustified absence through clarity, early intervention, and partnership with whānau

National Alignment

The Government target is 80% of students attending school at least 90% of the time. For our small-school context, progress toward this target will be monitored termly and reviewed annually, with steady improvement expected over a three-year period.

Measuring Progress

Attendance progress will be measured using:

- Daily attendance data from the Student Management System
- Termly analysis of attendance categories (Good, Worrying, Concerning, Very Concerning)
- Monitoring of justified versus unjustified absences
- Narrative analysis of barriers, supports, and outcomes

The Chatham Island contextual factors such as isolation, transport limitations, weather events, and access to medical services will be explicitly considered when interpreting attendance data.

Board Responsibilities

As required by the Education and Training Act 2020 (sections 35 and 36), all students aged six to sixteen must be enrolled at school and attend whenever the school is open for instruction, unless a specific exemption has been approved.

The Board is responsible for taking all reasonable steps to ensure that all enrolled students attend when the school is open.

The Board will meet its legislative responsibilities by:

- Demonstrating a clear commitment to improving attendance
 - Approving and reviewing this Attendance Management Plan
 - Ensuring a Stepped Attendance Response (STAR) is in place and implemented
 - Receiving termly attendance reports that include data, trends, analysis of justified/unjustified absence, and narratives
 - Ensuring attendance expectations are communicated and transparent
 - Publishing this Attendance Management Plan on the school website
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Principal Responsibilities

The principal holds responsibility for attendance management and pastoral oversight.

The principal is responsible for:

- Implementing and overseeing the Stepped Attendance Response (STAR)
 - Ensuring all absences are investigated, classified, and recorded accurately
 - Applying the School Attendance Agreement consistently when determining justified and unjustified absence
 - Maintaining daily oversight of attendance data
 - Identifying patterns, thresholds, and emerging concerns
 - Engaging directly with whānau to identify barriers and agree on supports
 - Developing and monitoring attendance support plans
 - Referring to Attendance Services or other agencies where required
 - Reporting termly to the Board on attendance progress, barriers, and interventions
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Procedures / Supporting Documentation

This plan is supported by the following documents:

- Attendance Management Procedure – Stepped Attendance Response (STAR)
- School Attendance Agreement outlining Justified and Unjustified Absences

The Attendance Agreement provides clear, locally agreed definitions and examples of justified and unjustified absence. These definitions guide decision-making, support consistency, and provide transparency for whānau, while allowing professional discretion by the principal in exceptional circumstances.

Monitoring

Attendance monitoring occurs at multiple levels:

- Daily: Review of unexplained absences and follow-up by the principal
- Termly: Board reporting on attendance data, trends, justified/unjustified patterns, and STAR actions
- Annually: Evaluation of progress toward strategic attendance objectives

Ministry tools (including *Every Day Matters*) are used to support analysis and reporting.

Legislative Compliance

This Attendance Management Plan aligns with:

- Education and Training Act 2020
 - Education (School Attendance) Regulations 2024
 - Ministry of Education Attendance and STAR guidance
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Reviewed: February 2025

Next Review: December 2028

Attendance Management Procedure

Stepped Attendance Response (STAR)

What Would Success Look Like?

Success is demonstrated by an increase in students with Regular / Good Attendance, with the greatest impact achieved by reducing Worrying / Irregular Attendance.

Parent / Whānau Responsibilities

Whānau have legal obligations under section 244 of the Education and Training Act 2020. Whānau are expected to:

- Ensure their tamariki attend school every day they are able
 - Notify the school as soon as possible if their child will be absent or late
 - Arrange appointments and travel outside school hours or holidays where possible
 - Engage in conversations and supports when attendance concerns arise
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School Responsibilities

The school has clear systems to record, monitor, and respond to attendance concerns. Responsibilities include:

- Accurate twice-daily attendance recording
- Same-day follow-up of unexplained absences
- Classification of absences as justified or unjustified using the Attendance Agreement
- Identification of attendance thresholds (5, 10, and 15 days per term)
- Recording all actions, communications, and decisions in the Student Management System

Attendance expectations and the Attendance Agreement are shared with whānau and revisited as needed.

Identifying Barriers to Attendance

Barriers to attendance are identified through:

- Analysis of attendance patterns and absence types
- Use of justified/unjustified classifications
- Direct discussion with whānau
- Consideration of health, transport, weather, cultural obligations, and access to services

This process ensures responses are targeted, proportionate, and supportive.

Attendance Thresholds and Specific Responses

The school applies the following attendance thresholds per term. Actions may occur earlier, where patterns or concerns emerge.

Less than 5 Days (Good Attendance)

- Reinforce positive attendance messages
- Monitor emerging patterns (e.g. frequent Mondays/Fridays)

Up to 10 Days (Worrying Attendance)

- Principal contacts whānau to discuss reasons for absence
- Review whether absences are justified or unjustified
- Identify emerging barriers
- Support the student to catch up on missed learning

Up to 15 Days (Concerning Attendance)

- Meeting with whānau to analyse underlying causes
- Development of a documented attendance support plan
- Agreed strategies at home and school

15+ Days (Very Concerning Attendance)

- Escalated response led by the principal
- Review of ongoing unjustified absences
- Referral to Attendance Services or other agencies where appropriate
- Ongoing monitoring and review

All actions taken are recorded in the Student Management System.

Responding to Unjustified Absence

Unjustified absences are managed in accordance with the School Attendance Agreement, which provides specific local examples such as holidays during term time, discretionary travel, fatigue, or social commitments.

Where unjustified absences occur:

- The principal will discuss the classification with whānau
- The impact on learning and wellbeing will be explained
- Attendance expectations will be restated clearly

Persistent unjustified absence will result in strengthened support plans and possible referral to Attendance Services. Legal processes are considered only as a last resort.

Equity, Wellbeing, and Local Context

Attendance responses are mana-enhancing, strengths-based, and culturally responsive. Decisions are made in partnership with whānau, recognising local realities while meeting statutory obligations.

Approval

Approved by the Board on: _____

Board Chair: _____

Principal: _____

Te One School categorisation of Justified and Unjustified absences.

The Te One Board has looked at the general expectations for NZ schools; however, we realise that these may need differentiation for the Chatham Islands. Therefore, attendance will be marked according to this basic outline. There is always room for discretion through discussion with the principal.

The MOE categorised attendance under 3 main headings: Present, Justified, and Unjustified.

Justified	Unjustified (aka Parental Assisted Truancy)
<p>Medical reasons on island <i>Eg, cold/flu, covid, tummy bug, breaks/bad injury</i> A medical certificate is required after 5 days away to remain a justified absence.</p>	<p>These are examples of unjustified absence.</p> <ul style="list-style-type: none"> ● ‘Holiday’ in NZ or overseas. ● “A bit tired today”. ● Hanging out with people who are visiting. ● Spending a day in the shed. ● Extended medical without a medical certificate. ● Extended bereavement leave is not discussed with the principal. ● Had a big weekend. ● Leaving the island before the term ends or returning late. <i>We understand that the flights can dictate some travel; however, it is still considered an absence by choice rather than necessity.</i> ● Heading to Pitt. <i>Pitt Island School will welcome our students who need to be on Pitt for valid reasons (not just a holiday), in which case they are not considered absent; however, this must be prearranged.</i>
<p>Medical reasons that require a trip to NZ <i>Eg, optometrist, dentist, specialist appt.</i> “Plane to plane” (approx 1 week) is justified. After that, a medical certificate is required to continue being justified.</p>	
<p>Bereavement On island, 1 day is justified. Off island, “plane to plane” is justified. If there are other considerations to be taken into account, please speak with the principal.</p>	
<p>In NZ, with mum having a baby For the time that mum is out. It is suggested that schoolwork is taken out.</p>	
<p>Visiting sick relatives in NZ On a case-by-case basis. Please speak to the principal.</p>	
<p>Cultural Days <i>Eg, attending a pōwhiri, helping at an event for Hokitehi or Ngāti Mutunga</i> On a case-by-case basis. Please speak to the principal.</p>	
<p>Extreme Weather Conditions <i>Eg, inability to cross Stoney Crossing</i> On a case-by-case basis. Please speak to the principal.</p>	