



One Tree Point School

TE ARAKAHIKA

*Empowering Learners who CARE
Te Whakamana i ngā Ākonga e Tiaki ana*

One Tree Point School Attendance Plan

Date Approved by Board:		Review Date:	
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Overarching Attendance Objectives

Regular attendance is essential for the success and wellbeing of our tamariki. Being at school every day allows children to build strong foundations for learning, strengthen friendships, and experience the full curriculum we offer at One Tree Point School.

The Government's national target is for 80% of students to attend school at least 90% of the time. This means tamariki should miss no more than one day a fortnight to ensure continued progress and success.

At One Tree Point School, our vision and CARE values — Confidence, Aroha, Respect, and Encouragement — guide our approach to attendance. We believe that regular attendance supports children to feel connected, confident, and ready to learn.

Our attendance approach is built on strong relationships, early intervention, and supportive partnerships with whānau.

Summary of our Attendance Management Plan -Template

In line with the government's target of 80% of students regularly attending school by 2030.

We're currently at

Our school has a target

60% → **80%**

Regular attendance by Term 3, 2025

Regular attendance in Term 3 2030

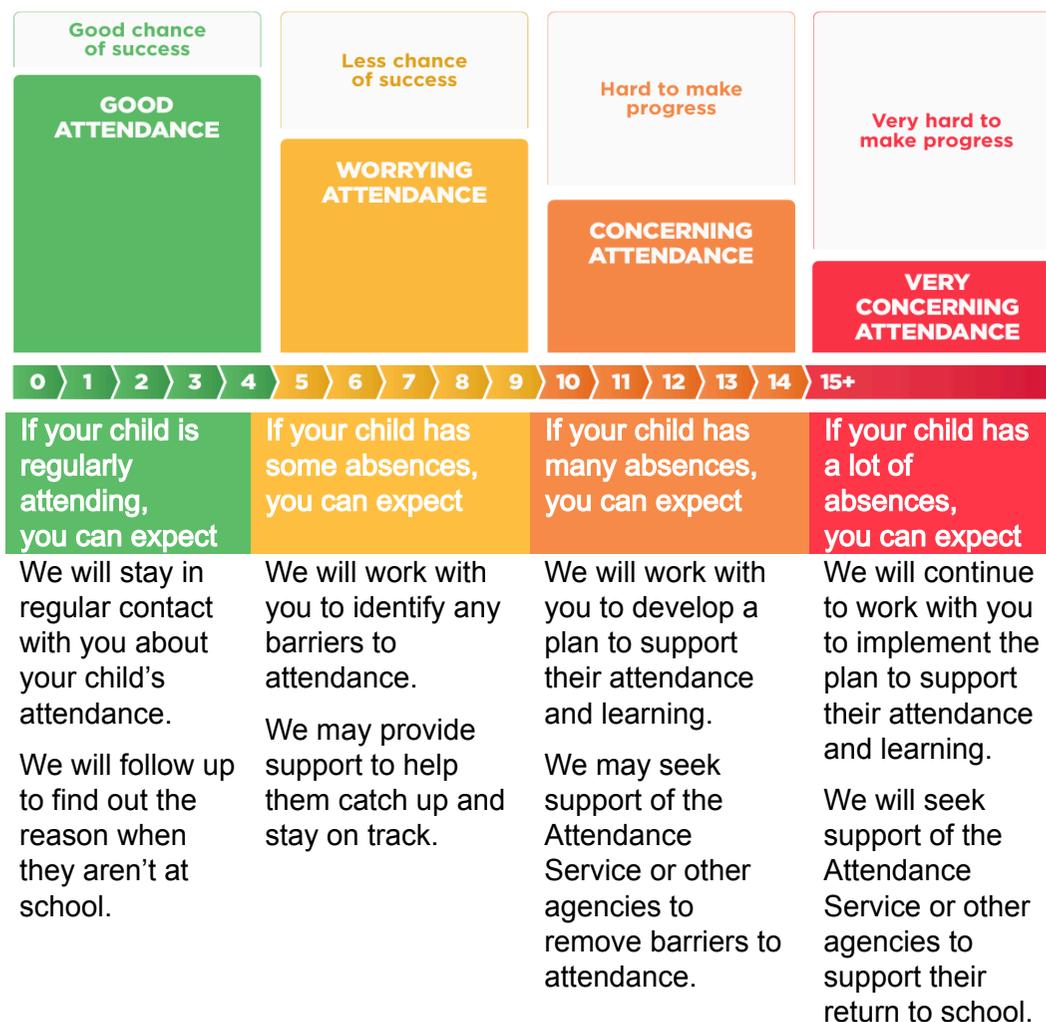
Our **Attendance Management Plan** sets out:

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

This includes:

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences at different thresholds
- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

Our school uses the Stepped Attendance Response (STAR) to guide when and how we respond to absences.



Baseline Data (Attendance 2025 from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
60% Compared to 58% in Term 3, 2024	26% Compared to 26% in Term 3, 2024
	Concerning/Moderate Attendance
	9% Compared to 12% in Term 3, 2024
	Very Concerning/Chronic Absence
	5% Compared to 5% in Term 3 2024

What would success look like?

Success means more of our tamariki attending regularly and fewer students falling into patterns of irregular or concerning attendance. A positive shift in the Worrying/Irregular category will have the greatest impact on children achieving regular/good attendance.

Annual targets will be developed each year using termly data from Every Day Matters reports.

Annual Targets 2026

Regular/Good Attendance	Worrying/Irregular Attendance
65% (increase of 5%)	21% (decrease of 5%)

Rationale for 5% Increase

From term 3 2024 to term 3 2025 our Regular Attendance improved by 2%. We are therefore setting an aspirational target to move at least 5% (12 tamariki) from Worrying/Irregular to Regular Good Attendance. This target would enable us to meet the government target of 80% of children attending 90% of the time by 2030.

Alignment With OTP Strategic Priorities

This Attendance Plan supports our strategic goals to:

- Provide a safe, supportive learning environment where all tamariki can thrive.
- Partner with whānau to improve wellbeing, engagement, and learning outcomes.
- Live our CARE values in everyday actions and decisions.

Attendance Policy

One Tree Point School maintains accurate attendance records, monitors patterns closely, and follows up promptly on concerns.

Under the **Education and Training Act 2020**, attendance is compulsory for children aged 6–16 unless a valid exemption has been approved.

The Board of Trustees must take all reasonable steps to ensure attendance when school is open for instruction.

Whānau are legally responsible for ensuring their child attends school, and are expected to:

- Notify the school early when their child is late or absent.
- Arrange appointments outside of school hours when possible.
- Work with the school to resolve attendance concerns.

Attendance Management Procedures

Attendance Expectations

We communicate attendance expectations through:

- School newsletter
- School website and Facebook page
- Enrolment conversations
- Learning conferences
- Phone calls and proactive communication where needed

Kaiako Responsibilities

1. Rolls are taken in ETAP **before 9:00am**.
2. Afternoon rolls are taken **before 1:50pm**.
3. Any tamaiti arriving after 8:45am must sign in at the office.
4. If a whānau member informs the kaiako directly about an absence, please add a note in ETAP to inform the office.
5. Relievers or staff with internet issues may send a paper roll to the office if needed.

Office Administrator Responsibilities

1. All attendance is checked **before 9:00am** in ETAP.

2. Any student marked with "?" is followed up immediately:
 - A **text is sent home** asking for an explanation.
 - When a reply is received, the absence is coded appropriately in ETAP.
3. If **no reply**, the student is **marked as truant (T)**.
4. The office also checks afternoon rolls at 1:50pm.

Whānau Responsibilities

Whānau are expected to:

- Notify the school early in the morning if their child will be absent.
- Communicate openly about any barriers to attendance.
- Work with the school to support improved attendance if concerns arise.
- Arrange holidays, appointments, or family commitments outside school hours where possible.

Monitoring and Follow-Up Processes

Weekly Monitoring

- **The Principal and Office Manager review attendance weekly, identifying:**
 - Patterns or sudden drops
 - Continued "T" (truant) codes
 - Students approaching thresholds of concern

Follow-Up Actions

Our stepped approach is relational and supportive:

1. Text to whānau for all unexplained absences

2. Phone call home if concerns persist
3. Home visit when necessary to strengthen connection and support
4. Referral to Attendance Services when available and appropriate

These steps align with our CARE values, ensuring whānau feel respected and supported rather than judged

Attendance Level	Absence Per Term	Kura Actions	Whānau Actions
Good	Fewer than 5 days	Continue encouragement, communicate successes, maintain attendance habits	Reinforce daily attendance
Worrying / Irregular	Up to 10 days	Phone call home, identify early patterns, offer support	Contact kura, discuss reasons, engage in support
Concerning	Up to 15 days	Meeting with whānau, develop support plan, consider internal supports	Attend meetings, implement agreed strategies
Very Concerning / Chronic	15+ days	Home visit, multi-agency approach, Attendance Services referral, possible MOE escalation	Work with kura and agencies, engage fully in plan

Communicating With Whānau

We use a warm, mana-enhancing approach in line with our values.

Communication may include:

- Texts

- Phone calls
- Meetings
- Learning conferences
- Home visits
- Attendance Service support

Ministry of Education resources may be used to help guide communication when escalation is required.

Reporting

The Principal will:

- Report attendance twice termly to the Board.
- Provide a termly summary including trends and narratives.
- Review this plan annually following Every Day Matters updates.
- Ensure attendance records are stored securely for 7 years.

Our Commitment

At One Tree Point School, attendance is about more than data.

It's about providing a place where every child experiences:

- **Confidence** – feeling able and ready to participate
- **Aroha** – knowing they are cared for and valued
- **Respect** – being included and understood
- **Encouragement** – supported to do their best every day

Regular attendance allows tamariki to thrive in an environment where they feel safe, connected, and inspired to learn.