

Devon Intermediate School - Attendance Management Plan



Effective from: January 1st 2026

Review cycle: Annually

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Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for no more than one day a fortnight to ensure that they can have continued success at school.

At Devon Intermediate School, our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamaiti can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan

Term 3 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Absence
42%	29%
	Concerning/Moderate Absence
	11%
	Serious Concern/Chronic Absence

	18%
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What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance.

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

Annual Target

Regular/Good Attendance	Concerning/Moderate Absence
42% ↑19%	11% ↓2%
61%	9%
Worrying/Irregular Absence	Serious Concern/Chronic Absence
29% ↓9%	18% ↓8%
20%	10%

Rational for increases in Regular Attendance and drops in the other three categories: In 2025 with our Alternative Education program running, students are given provisions to work from home and have a shorter school day on the premises. Changing the way in which we code these students, from being absent, but J (justified), to A (Alternative Provision) or Q (Board Approved Offsite Learning), would see an increase in student attendance. Implementing our school Attendance Management Plan will also see an increase in students moving from Worrying/Irregular Absence to Regular/Good Attendance.

Strategic Plan and Annual Implementation Plan

Strategic Goal 3: Attendance – Engaging Every Learner

To increase regular attendance and engagement by partnering with whānau and community to remove barriers, strengthen belonging, and ensure every ākonga is present, participating, and thriving in their learning.

Actions	Evidence
<p>80% of students achieve a minimum attendance rate of 80%.</p> <ul style="list-style-type: none"> • <i>Implement an Attendance Management Action Plan.</i> • <i>Celebrate improved attendance through class and school recognition.</i> 	<ul style="list-style-type: none"> • KAMAR attendance reports sent. • Home–school contact logs. • Termly analysis. • 100% Attendance letters sent.
<p>Staff actively monitor attendance and engagement to support student wellbeing.</p> <ul style="list-style-type: none"> • <i>Fortnightly attendance data sent to whānau.</i> • <i>Pastoral Team meet fortnightly.</i> • <i>Attendance discussed at all pastoral meetings.</i> • <i>School attendance procedures will identify students with concerns.</i> 	<ul style="list-style-type: none"> • KAMAR records showing emails/texts sent • Pastoral meeting minutes/notes documenting observations of student engagement. • Increase in school attendance rates.
<p>Attendance focus integrated into school culture and leadership.</p> <ul style="list-style-type: none"> • <i>Staff PD on attendance, engagement, and whānau relationships.</i> • <i>Evidence of school-wide systems.</i> 	<ul style="list-style-type: none"> • Staff Reflective Journals. • School data and STAR response shared with staff and community. • Attendance management plan followed.

Attendance Policy**Rationale**

Non-attendance at school has been identified as a major barrier to learning and a significant indication of at-risk students. It is the right of everyone in New Zealand to attend school, and the responsibility of parents/caregivers to ensure attendance of all children up to the age of 16.

Policy Statement

The Board recognises that it must take all reasonable and practicable steps to ensure full attendance of students. It will take measures to:

- Assist students to attend school on a regular basis
- Optimised learning requires that students attend school at all times that it is open.

Policy Guidelines

- Attendance registers will document attendance and non-attendance
- Attendance information will be placed on students' cumulative records
- An at-risk register will be kept on which will be placed the names of students whose attendance causes concern
- The school will have an enrolment procedure in line with the Education and Training Act 2020, and school guidelines
- Procedures outlined in the Attendance Procedures will be followed when students are identified as truant
- Emergency closure procedures are in place
- The school will have a consistent system for marking attendance registers
- Suspension procedures in line with Ministry of Education requirements and school guidelines will be met
- School management will carry out detailed analysis of student attendance on a termly and annual basis providing the Board with information on trends and issues. These may include details of ethnicity, year level, gender.

Attendance Management Procedures

Attendance Expectations

We regularly communicate with our tamariki and whānau about attendance expectations, consisting of:

- Communication in the fortnightly Pānui
- Korero at Learning Conferences
- Korero on enrolment
- Facebook reminders
- Phone calls with whānau when needed

Recording Attendance - Roles and Responsibilities

Parents/Caregivers

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent and the reason for the absence
- Arrange appointments or trips outside of kura hours or during school holidays where possible

- Work with us (kura) to manage attendance concerns

Classroom Teachers

- Roll marked on KAMAR before 9am; 11:10am and 1:40pm daily
- Keep notes from caregivers regarding absences and record this on KAMAR.
- Contact parents/caregivers following 2 or more days of unexplained absences or when a pattern of absences is recognised. This contact is recorded on KAMAR.
- Contact parents/caregivers if absences continue the Worrying, Concerning and Vary Concerning STAR thresholds. Record this contact on KAMAR.
- Report ongoing attendance concerns to the Deputy Principal.

Office Administrator

- Update the status of students whose absence has been communicated to the school via email, phone messages, texts or Skool Loop notifications on KAMAR.
- Follow up on all unexplained absences during the morning by activating the automatic text function of the SMS to contact parents/caregivers of students who are absent and update the status with comments and/or reasons from caregiver contact onto KAMAR.
- Enter reliever rolls onto KAMAR.
- Daily check that staff have completed rolls.

Deputy Principal

- Will make referrals to truancy after 5 consecutive days of unexplained absences, or a pattern of unexplained or unjustified absences between 10-15 days absence.
- Manage serious attendance concerns through contact and potentially meeting with parents/caregivers and oversee referrals to truancy, if deemed necessary by the Principal.

Principal

- Decides on which/when truancy referrals are made in consultation with the Deputy Principal.

Stepped Response to Absence (STAR)

The STAR classifies attendance as follows:



Good Attendance	Worrying Attendance	Concerning Attendance	Seriously Concerning Attendance
<i>Less than 5 days absence in a school term</i>	<i>Up to 10 days absence in a term</i>	<i>Up to 15 days absence in a term</i>	<i>15 days or more absence in a term</i>
Whānau/Caregivers	Whānau/Caregivers	Whānau/Caregivers	Whānau/Caregivers

<ul style="list-style-type: none"> ● Ensure student attends every day they are able ● Reinforce good attendance habits ● Support other whānau to reinforce good attendance habits ● Follow school attendance management plan and procedures ● Update the school with current contact details 	<ul style="list-style-type: none"> ● Return student to regular attendance ● Contact school to discuss reasons for absence and impact on learning ● Support student to catch up on missed learning ● Engage in supports offered 	<ul style="list-style-type: none"> ● Return student to regular attendance ● Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan ● Implement strategies at home 	<ul style="list-style-type: none"> ● Return student to regular attendance ● Engage in support plan ● Participate in regular meetings
<p>Kura</p>	<p>Kura</p>	<p>Kura</p>	<p>Kura</p>
<ul style="list-style-type: none"> ● Communicate with whānau about every absence ● Maintain contact details of all parents ● Provide students with regular updates on their own attendance ● Report regularly to whānau on attendance of their child ● <u>Support student:</u> attending school to continue learning if unable to attend school every day, including using MOE approved wellbeing or transitional plans, or health schools to access other education pathways where appropriate 	<ul style="list-style-type: none"> ● Contact parents to discuss reasons for absence and impact on learning ● Support student to catch up missed learning where required ● Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetables, PB4L, Kaiarahi Tamatane and Kaiarahi Wahine. 	<ul style="list-style-type: none"> ● Contact parents to escalate concerns ● Hold meeting to analyse reasons for absence and to collaborate on a support plan ● Develop and implement a support plan tailored to the reasons and circumstances around the child's absence ● Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed 	<ul style="list-style-type: none"> ● Contact parents to inform of escalated response ● Request support from Attendance Service or other agencies as needed ● Participate in multi-agency response ● Maintain implementation and monitoring support plan ● Undertake school-led prosecution, or request MOE led prosecution, when considered appropriate if supports are offered and not taken up ● Unenroll if student will not be returning to school

Communication with Whānau

Caregivers/whānau can notify the school of an absence via:

- Skool Loop app
- Phone (Voicemail)
- Email - Class teacher

Caregivers will have access to up-to-date attendance rates for their child/ren:

- KAMAR - Parent Portal to give access to attendance data
- Fortnightly attendance report emailed to parents via KAMAR

Caregivers/whānau are contacted via if student is absent without explanation:

- Text (automated via KAMAR)

After 2 days without explanation or response:

- Class teachers to contact caregivers/whānau

Attendance Codes

The following codes are used for marking student attendance three times per school day on KAMAR.

P - Present

The student is present and with the teacher who has completed the roll.

L - Late

The student arrives at class 5 minutes or more after class has begun.

J - Justified

The student is absent from school, but for a justified (approved by the school) reason, such as attending funeral or tangi.

E - Explained

The student is absent from school and the school has been notified, but not for an approved reason, such as a long weekend away.

Q - Board approved offsite learning

The student is physically absent from school grounds, for an event or pre-approved reason from the board. This includes school trips, strike days and camps.

M - Medical

The student is absent from school due to illness or medical appointments.

A - Alternative Provision

The student is physically absent from school, but as part of alternative education or pre-approved alternative timetable.

T - Truant

The student is absent from school without any explanation from the whānau/caregivers.