



**ATTENDANCE MANAGEMENT PLAN 2026
STEPPED ATTENDANCE RESPONSE (STAR)**

Approval: Board and Principal	Published :Term 1 2026
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This Attendance Management Plan 2026 outlines Hobsonville School’s approach to monitoring, supporting, and responding to student attendance. The School has clear procedures to record attendance daily, track emerging patterns, and identify any concerns early. Attendance expectations and any patterns of concern are discussed with the students and their whānau, and tailored support plans are put in place where needed to help students re-engage and attend school regularly.

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. At Hobsonville we believe very strongly in the partnership between school and parents. **We expect our students to be ready and organised to start the day by 8.50am .**

The 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 Hobsonville School we aim to have 90% of our students having 90% attendance.

Legal Requirements and Board Responsibilities

As required by the Education and Training Act 2020 (Section 35), all children aged six to sixteen must be enrolled at school. Once enrolled, students must attend school regularly unless an exemption has been approved by the school and the Ministry of Education.

The school board must take all reasonable steps to make sure students attend whenever the school is open for instruction (Education and Training Act 2020, Section 36).

The board meets its legal responsibilities by:

- committing to supporting students to return to regular attendance
- having clear processes and procedures that follow a Stepped Attendance Response using attendance data to identify concerns
- recording all absences and responding appropriately
- using effective systems to identify and monitor absence, including patterns and barriers to attendance
- publishing this Attendance Management Plan on the school website

Principal Responsibilities

The principal is responsible for:

- developing and implementing a Stepped Attendance Response that aligns with attendance thresholds to support regular attendance
- ensuring all student absences are investigated, followed up, and that actions taken are recorded in line with the thresholds
- making sure students, whānau, and staff understand the processes and procedures that support attendance
- reporting to the board on attendance trends, barriers to attendance, and interventions used to support students
- providing a termly attendance report to the School Board, including data analysis, trends, and commentary

Monitoring

The principal, Senior Leadership Team, and the Student office administrator will maintain regular reporting of daily attendance data. The board will receive a termly attendance report, including information from the Every Day Matters report. This reporting will highlight any emerging trends, barriers to attendance, and areas of concern for the board to consider.

Student office Administrator

At Hobsonville School, we are committed to meeting our attendance targets. The Student office administrator in their role as Attendance Coordinator, with the support of the principal and SLT, oversees the overall attendance of all students across the school. Hobsonville School follows the Ministry of Education's Stepped Attendance Response (STAR), a national initiative designed to support schools to improve attendance by clarifying why regular attendance matters and identifying actions that maximise students' educational opportunities.

Hobsonville School Stepped Attendance - STAR

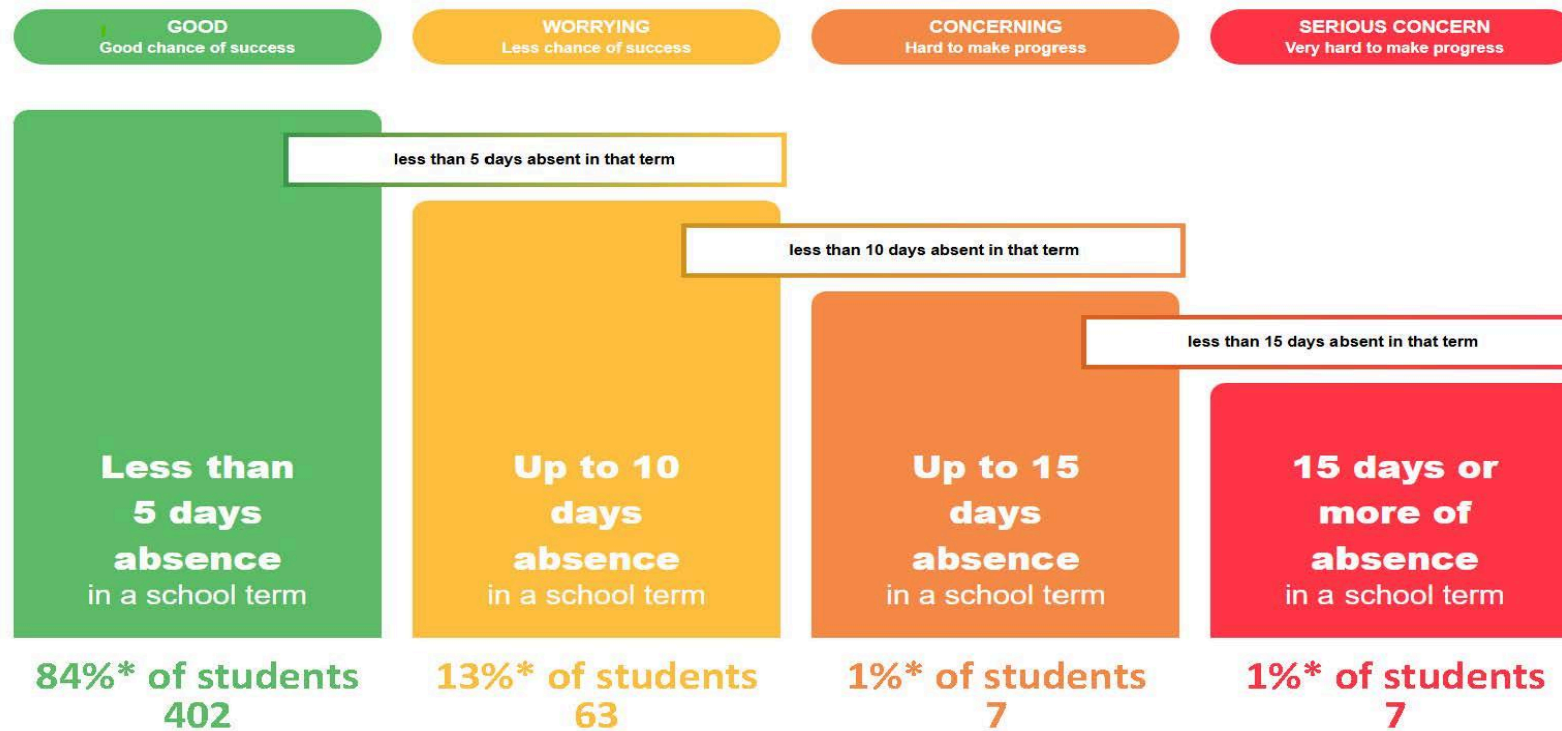
The infographic below shows our STAR data for Term 1, 2026. This system allows us to access attendance information for any point in the year by selecting individual terms or custom date ranges. STAR provides not only attendance percentages and student numbers, but also the names of individual students. This enables the school—and particularly the Attendance team (Principal, Deputy Principal and Office Administrator) to closely track attendance patterns, identify trends, and determine appropriate next steps or strategies to reduce absenteeism.

The four categories are “Good”, “Worrying”, “Concerning”, “Serious Concern”

Stepped Attendance Response - STAR

Responding to all absences

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.



Key Objectives and Attendance Targets for 2026

- To improve and increase our school attendance in line with the Ministry national target of 80% of students attending school at least 90% of the time.
- Last year our average attendance was 67%. Our school's target this year is to have 85% of our students attending school at least 90% of the time".

Measuring Success

Success will be measured by an increase in "Good" attendance. Our current rate sits between 67% and 84%, and our goal is to eventually meet the target of 90%. As mentioned above our target for 2026 will be increasing our average attendance from 84% TO 90%. The greatest opportunity for improvement lies within the "Worrying" attendance category. By supporting students in this group to attend more regularly, we aim to reduce these numbers and increase the percentage of students in the "Good" attendance category. At the same time, we will continue to recognise and reward students who attend school consistently and use incentives to encourage those in the "Worrying" category to return to regular attendance.

	Attendance Protocols	Personnel/ Supporting Documents
Parent's responsibility	Parents must notify the school and provide a clear reason for their child's absence by 9:15 am: <ul style="list-style-type: none"> • Through the School Caregiver APP • By Email studentadmin@hobsonville.school.nz • By telephone (09) 416 8619 ext 1 	Whānau/parents/ caregivers
Teachers' responsibility	<ul style="list-style-type: none"> • Classroom rolls are marked twice a day on eTap at 9:00 a.m and 2:00 p.m by teachers and the roll is electronically sent to the office administrator • For every student that is away, the teacher uses the '?' code <ul style="list-style-type: none"> • If the teacher has been informed of the reason for absence, they can enter the appropriate code 	Teachers/office administrator
What happens when	<ul style="list-style-type: none"> • The school monitors daily attendance by checking on any students with a "?" 	Office Administrator

students are absent?	marked against their name <ul style="list-style-type: none"> Using whānau/parents/caregivers information/notifications the correct code is recorded. 	Decision Tree					
Office Administrator's responsibility	By 9:30 a.m any '?' codes still in place are followed up through an eTap notification, phone call or email of the absence requesting clarification/explanation <ul style="list-style-type: none"> Office administrator records any unexplained absences Office administrator changes '?' code to 'T' (truant) If the student arrives after the 9:30am eTap notification, the office staff have to change Attendance to reflect the reason for lateness. Teachers can see from their eTap rolls that the '?' has been changed to 'T' or other code. 						
What happens when students are late?	<p style="text-align: center;">Lateness Email Process</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0; padding: 5px;">1.) Student signs in - The student signs in at the office upon arrival.</td> </tr> <tr> <td style="background-color: #d0e0ff; padding: 5px;">2.) Student Marked as Late - The student is marked as 'L' for late in the system.</td> </tr> <tr> <td style="background-color: #d0e0e0; padding: 5px;">3.) Student officer Administrator Tracks Lateness - tracks the percentage of lateness from the attendance report.</td> </tr> <tr> <td style="background-color: #d0e0d0; padding: 5px;">4.) Lateness reaches 30% - The students lateness reaches 30% for the term.</td> </tr> <tr> <td style="background-color: #fff2cc; padding: 5px;">5.) Email Sent to the Family - The Student Administrator sends an email to the student's family.</td> </tr> </table>	1.) Student signs in - The student signs in at the office upon arrival.	2.) Student Marked as Late - The student is marked as 'L' for late in the system.	3.) Student officer Administrator Tracks Lateness - tracks the percentage of lateness from the attendance report.	4.) Lateness reaches 30% - The students lateness reaches 30% for the term.	5.) Email Sent to the Family - The Student Administrator sends an email to the student's family.	Lateness Email
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STEP	PURPOSE	ACTION/COMMUNICATION	TONE/NOTES
Step 1: Early Concern / Reminder (Good 0-4 days absent)	Alert parents to absences or lateness, offer support	<ul style="list-style-type: none"> - Teacher and Student Office Administrator initiates contact with the family - Note absences or lateness - Explain why attendance matters (learning, routine) - Ask if there's a reason for absences - Offer school support 	Warm, positive, supportive
Step 2: Follow-up / Meeting Request (Worrying 5 days absent)	Discuss reasons for absences and plan support	<ul style="list-style-type: none"> Learning Support Coordinator/<u>Deputy</u> Principal - Share number of absences / % attendance - Invite parents to meet - Discuss support options 	Warm, firm, collaborative
Step 3: Continued Low Attendance /	Attendance has not improved;	<ul style="list-style-type: none"> - Remind of prior discussions 	Warm but firm; emphasize impact

	<p>Action (Concerning 10 days absent)</p>	<p>urgent plan needed</p>	<ul style="list-style-type: none"> - Share current absences / impact on learning - Request urgent meeting to make attendance plan 	<p>on learning</p>	
	<p>Step 4: Legal Warning / Referral Consideration (Serious Concern 15+ days absent)</p>	<p>Alert parents of legal obligations; possible Ministry referral</p>	<p>Principal</p> <ul style="list-style-type: none"> - Outline ongoing absences - State legal responsibility (Ed & Training Act 2020, S36 & S244) - List school interventions already tried - Give deadline for improvement - Explain next steps (possible referral to Ministry of Education) 	<p>Firm, respectful, legally clear; emphasize need for improvement</p>	

Flow Chart for
Whānau/parents/
caregivers



**Hobsonville
School**

Be the BEST you can be
KIA EKE KI TOU TAUMATA

Stepped Attendance Process Response STAR

We all want to successfully set our children up to be the best they can be to thrive in their learning and well-being. Being at school every day matters, it helps children build confidence, connection and a strong sense of self and purpose.

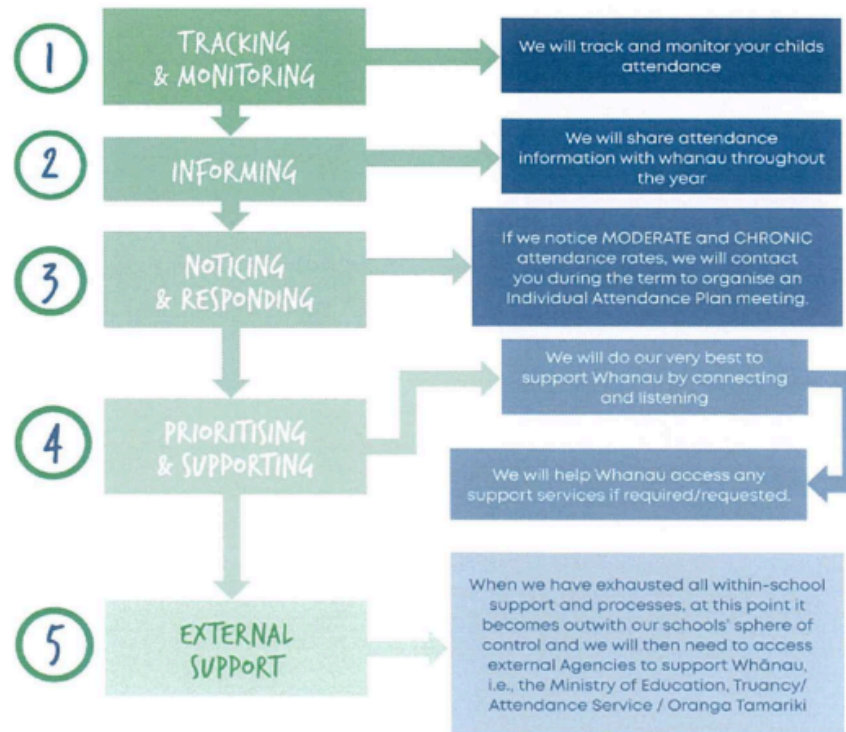
Our goal is to have over 90% of Akonga/Learners ATTENDING school ON TIME regularly.

Placed in School newsletters, social media and emailed to school community each term

Stepped Attendance Process Response STAR

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Flow Chart for Teachers

Attendance Management Plan

Step-by-Step Attendance Support			
Step	Purpose	Actions	Tone & Notes
1 Early Concern / Reminder	Alert parents to absences or lateness	<ul style="list-style-type: none"> ● Note absences ● Explain importance ● Ask if there's a reason ● Offer support 	Warm & Supportive
2 Follow-up / Meeting Request	Discuss reasons and plan support	<ul style="list-style-type: none"> ● Share absences ● Invite to meet ● Discuss solutions 	Firm & Collaborative
3 Continued Low Attendance / Action	Urgent plan needed	<ul style="list-style-type: none"> ● Review prior talks ● Show impact on learning ● Arrange urgent meeting 	Warm but Firm
4 Legal Warning / Referral	Possible Ministry referral	<ul style="list-style-type: none"> ● Outline absences ● Explain legal duties ● Set improvement deadline 	Firm & Clear

Attendance Flowchart

