



# RAPHAEL HOUSE

## RUDOLF STEINER SCHOOL

*Sparking a lifelong passion for learning through a holistic curriculum journey.*

## Attendance Management Plan

### Purpose and Philosophy

At Raphael House Rudolf Steiner School, we believe that regular, rhythmic attendance is essential to the healthy development of every child. Our approach to attendance is grounded in our Waldorf-Steiner philosophy, which recognises that education is a journey of the head, heart, and hands — thinking, feeling, and willing.

Attendance is not only about being present at school; it is about being connected, engaged, and participating fully in the social and learning life of the class community.

This plan outlines how we monitor, support, and promote student attendance in line with Ministry of Education expectations and our special character. It is designed to ensure that every student can fully experience the rich curriculum, artistic experiences, and sense of belonging that underpin their holistic development.

### Our Attendance Approach

We aim to:

- Foster a school culture where attendance is valued and celebrated.
- Identify barriers to attendance early and work in partnership with whānau to address them.
- Support students and families compassionately when challenges arise.
- Align our processes with the Ministry of Education's *Stepped Attendance Response (STAR)* framework.
- Maintain accurate records and act promptly on patterns of absence or lateness.

We acknowledge that our community is diverse and that some families have overseas family connections. A significant number of families take extended trips abroad. We understand the value of these cultural and family experiences and are prepared to work alongside families to support them to take responsibility for any ongoing learning during these times. Our [Travelling Overseas in Term Time](#) document helps families plan meaningful educational programmes while away.

### Roles and Responsibilities

#### Board of Trustees / Proprietors

- Oversee implementation of this plan and ensure it is reviewed and published online.
- Monitor attendance data as part of school performance and wellbeing indicators.

## Principal and Senior Leadership

- Ensure systems and processes for recording and monitoring attendance are effective.
- Provide regular reports and analysis to staff and the Board.
- Oversee communication with families and external agencies as needed.
- Make referrals to pastoral and/or pathways team when necessary

## Teachers

- Take the daily roll promptly and accurately using approved MOE attendance codes.
- Communicate with whānau if patterns of absence or lateness develop.
- Encourage a positive classroom culture that supports belonging and motivation.

## Whānau and Parents

- Notify the school of any absence by 8:30 am.
- Plan holidays during term breaks whenever possible.
- Engage with their children to support individual learning during extended trips abroad.

## Students

- Arrive at school on time and ready to participate.
- Communicate with teachers if struggling with attendance or engagement.

## Attendance Monitoring and Recording

- Daily rolls are taken in all classes within 10 minutes of the start of the day and in Spell 1 and Spell 2.
- Attendance is recorded in **Hero** using MOE-approved attendance codes.
- Any unexplained absences are followed up by the office by 10:00 am.
- Attendance data is reviewed regularly to identify patterns or trends of concern.
- The school will use STAR thresholds to guide responses and interventions.

## Attendance Thresholds and Response (STAR Framework)

Level	Pattern of Absence	School Response
<b>Level 1: Regular Attendance</b>	0–5 days absent per term	Celebrate positive attendance. Reinforce value of daily participation.

<b>Level 2: Early Concern</b>	6–10 days absent per term	Teacher/Kaiarataki contacts whānau to check in and understand reasons, only if reasons are not clear. No need to follow this if reason given is medical or overseas travel. Note any discussion in Hero. Monitor for improvement.
<b>Level 3: Moderate Concern</b>	11–15 days absent per term	Senior leader- Pathways involvement. Whānau meeting to identify barriers and create an Attendance Support Plan where necessary. . Explore pastoral or learning support if needed.
<b>Level 4: Serious Concern</b>	16+ days absent per term	Principal leads case review. Consider referral to Attendance Service. Formal attendance plan developed with whānau. External agencies may be involved if barriers extend beyond school.

Each response aims to be relational, not punitive. We seek to understand what is happening for the child and family, and to offer practical and empathetic support.

### **Identifying and Addressing Barriers to Attendance**

Common barriers may include:

- Health or wellbeing issues
- Transport difficulties
- Anxiety or social challenges
- Family circumstances
- Cultural or travel commitments

We respond by:

- Providing pastoral care and teacher–whānau conversations
- Adjusting learning or timetable arrangements where appropriate
- Connecting families to internal or external support services
- Maintaining communication during periods of absence to ensure continuity of learning and belonging

### **Supporting Learning While Abroad**

We recognise that extended family travel can be an enriching part of a child's education and family life. Families planning an extended absence (more than 5 days) are asked to:

- Inform the school in writing as early as possible.
- Read the [Travelling Overseas in Term Time](#) document in collaboration with the class teacher.
- Maintain connection through agreed learning activities such as journaling, reading, and artistic work.
- Share experiences on return to support community learning.

These arrangements ensure continuity of rhythm and educational growth while respecting family ties, responsibilities and traditions.

## Communication and Engagement

- Attendance expectations and procedures are shared with families at enrolment and revisited annually.
- Class teachers maintain warm, ongoing contact with families around attendance and wellbeing.
- Attendance information and the full plan are available on the school website.
- School newsletters include reminders and celebrations of positive attendance patterns.
- Staff engage in regular professional discussions on how to support student engagement and belonging.

## Review and Continuous Improvement

This Attendance Management Plan will be:

- Reviewed annually by the senior leadership team and Board.
- Updated as needed to align with any new Ministry of Education guidance or STAR framework adjustments.
- Evaluated through attendance data trends and feedback from staff and families.

Our goal is to continually improve the ways we support attendance as a reflection of connection, belonging, and joy in learning.

## Legal and Policy Context

This plan aligns with:

- The **Education and Training Act 2020**, which requires schools to maintain accurate attendance records and take all reasonable steps to ensure students attend.
- The **Ministry of Education Attendance Management Plan requirements (2026)** and **Stepped Attendance Response (STAR)** framework.

The **Privacy Act 2020**, ensuring all attendance information is handled sensitively and confidentially.

## Raphael House Rudolf Steiner School

Attendance Management Plan

- *Created: October 2025*
- *Approved: November Board Meeting 2025*
- *Next review: October 2026*
- *Published on school website: February 2026*