Taikura Attendance Management Plan

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Overarching attendance objectives and strategic priorities

The Ministry of Education has set student attendance targets for regular attendance and chronic and moderate absence.

Ministry of Education Attendance Targets		
Measure	**2024 Target**	**2026 Target**
Percentage of akōnga attending school **regularly** (attending more than 90%, an average of 9 days a fortnight)	70%	75%
Percentage of akōnga who are **moderately absent** (attending more than 70% up to 80%, missing two to three days a fortnight)	6%	4%
Percentage of akōnga who are **chronically absent** (attending 70% or less, missing three or more days a fortnight)	5%	3%

Taikura Attendance Data – 2024 and 2025										
		Regular Attendance above 90%	Irregular Absence 80-90%	Moderate Absence 70-80%	Chronic Absence below 70	Medical M	Accepted but unjustified E	Holiday in term time G	?	Justified J
2024	Term 1	54%	31%	9%	5%	50%	22%	15%	11%	1%
	Term 2	53%	30%	9%	8%	62%	15%	7%	11%	4%
	Term 3	51%	32%	9%	9%	55%	16%	15%	9%	4%
	Term 4	49%	33%	12%	7%	56%	18%	4%	17%	5%
2025	Term 1	64%	23%	9%	4%	51%	21%	12%	13%	3%
	Term 2	52%	27%	16%	6%	58%	16%	11%	9%	6%
	Term 3	48%	30%	13%	9%	62%	13%	10%	8%	6%
	Term 4									

Attendance Focus areas identified by ERO September 2024	
Outcomes Actions taken below are expected to result in:	Meeting or exceeding the MoE target for regular attendance.
ERO Agreed **next steps**	Work with parents to focus on improving attendance rates for all learners.
ERO Agreed actions in the **next six months**:	Strengthen strategies and approaches that support attendance and assist the school community to understand the correlation between regular attendance and academic progress and achievement.
Every six months:	Monitor the effectiveness of strategies to increase and sustain regular attendance.
ERO Agreed actions **annually**:	

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Attendance policy

Student Attendance

Taikura Rudolf Steiner School is transitioning towards the new attendance model and attendance management plan required by the Ministry of Education. This policy will be updated to meet the new requirements before term 1 2026.

At Taikura Rudolf Steiner School, our attendance procedures ensure students are accounted for during school hours and activities as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to **attend school regularly**, unless a specific exemption has been approved by the school and the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Taikura Rudolf Steiner School attend school when it is open (Education and Training Act, s 36).

Taikura Rudolf Steiner School records and monitors attendance using set attendance procedures. We have annual targets for student attendance, and work with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and staffing entitlements. We keep our attendance registers for seven years from the date of last entry.

Parent/Guardian and student responsibilities

Parents and guardians have legal obligations to ensure their children attend school (Education and Training Act, s 244). We expect parents/guardians to:

- notify the school as soon as possible if their child is going to be late or absent
- arrange appointments and trips outside school hours or during school holidays where possible
- work with the school to manage attendance concerns.

We share attendance expectations with students and their parents/guardians and caregivers, and require students to be present and attend classes on time.

Parents/Guardians may ask for their child to be excused from certain areas of the curriculum for religious or cultural reasons. The principal reviews these requests and considers the preferences of the student. The school provides supervision for any students who do not participate in certain areas of the curriculum.

School hours and supervision

Taikura Rudolf Steiner School staff comply with our schedule and release students at set times. For information about supervision outside of school hours, see **Before and After School Supervision**.

Students are not allowed to leave the school during school hours unless permission is requested by parents/caregivers and given by the school. The student must sign out at the office.

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Senior students may be allowed to leave school grounds (e.g. during lunch time or study periods). This is at the discretion of the principal and permission may be withdrawn if students do not return on time or do not meet our behaviour expectations while away from the school.

If a student is ill or injured at the school or a school-related activity and needs to be taken elsewhere (e.g. home or a medical facility), we follow our procedures for **Managing Injuries and Illness**.

The principal assures the board that student absences are correctly recorded, monitored, and followed up. See **Review Schedule and Board Assurances**.

Related policies

- **Board Responsibilities**
- **Communicating with Parents and Whānau**
- **School Records Retention and Disposal**
- **Health Education**
- **Before and After School Supervision**
- **Managing Injuries and Illness**

Legislation

- Education and Training Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga:
  - **Student attendance guide**
  - **School and kura roll returns**

Release history: **Term 2 2024**, **Term 2 2023**, **Term 4 2022**, **Term 2 2019**

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Attendance Procedures

Taikura Rudolf Steiner School is transitioning towards the new attendance model and attendance management plan required by the Ministry of Education. Changes will be term 1 2026.

Taikura Rudolf Steiner School has procedures to record and monitor attendance, and and follow up concerns. We share attendance expectations with students and their parents/caregivers, and staff are responsible for reminding students of these expecta

Recording attendance

We record attendance accurately to ensure all students are accounted for, including f emergency situations. The school provides attendance data to the Ministry of Educati day, as required by the Education and Training Act 2020 and Education (School Atter Regulations 2024. We monitor absence patterns using our student management syst notify parents/caregivers of any concerns.

Classroom teachers, learning support staff, and office staff work together to ensure attenda recorded correctly. Relievers, itinerant teachers, and specialist teachers provide attendance as necessary to the relevant teacher, or directly to the school office.

We record students as present or absent using Ministry of Education attendance code absence may be justified (e.g. for medical reasons) or unjustified (e.g. for an unappr holiday or other unsatisfactory reason), and we record this in our attendance register

Monitoring attendance

The school office receives attendance information from classroom teachers and/or relievers specialist teachers, and is responsible for checking and updating attendance information (e. students arriving late or going home early). Office staff follow up absences, monitor for char trends in student attendance, and coordinate with relevant staff as needed.

Staff are encouraged to report any attendance concerns to the sponsor teacher, attenc or principal.

The Ministry of Education collects attendance data from the school, including:

- the proportion of students who **attend regularly**
- students with five or more full days of unjustified absence in a term
- absences remaining unexplained at the end of each week.

Student absences

Parents/Caregivers are expected to notify the school as soon as possible (before or during th day) if their child will be absent. A reason for absence must be provided no later than the en school week. Taikura Rudolf Steiner School will contact parents/caregivers directly if no expl provided for student absence.

Under the Education and Training Act 2020 (s 45), the principal may allow a student absent from school for up to five days if there is a justified reason for absence (e.g. illness, a funeral or tangihanga, or other approved reason at the discretion of the scl

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SCHOOL ATTENDANCE PROCEDURES:

First roll taking of the day

- Classes 4-12 by 9am on KAMAR - If a Class Teacher/High School Main Lesson Teacher knows the reason for an absence they need to write it in NOTES and add their initials afterwards. Students are not to mark the roll.
- Classes 1-3 send absence notes to the office by 9.15am - If a Class Teacher knows the reason for an absence they need to indicate the source, eg: sick, appointment or holiday.

Attendance Codes

Late	**L** Student is late to class	Student arrives in class up to 10min after the start	If a student arrives late to class period 1-4 teachers must record on KAMAR. Teachers must also record a reason for the lateness on KAMAR and if there is no valid excuse then student must be notified that they have a Late Detention, and this will be recorded in the attendance notes on KAMAR as a Late DT. The teacher is to follow up on KAMAR to check the Late DT has been completed, if not then a referral needs to be made to BDT for not attending Late DT. Once this referral has been made then this goes through the usual BDT lunchtime detention process If a teacher is responsible for a class, group or individual student being late to a lesson then they are to complete an out of class blue slip or write a note to the next teacher to explain.
Justified	**M** Student absent due to short-term illness/medical reasons	Student is at home, or in hospital, because of illness or other medical reason.	Depending on school policy a medical certificate may be requested for prolonged illness. E.g., three days, or as policy requires. Mental Health Days, the schools may consider whether absence is due to a mental health reason – e.g., anxiety - or whether there are other reasons behind it. Schools should consider how they are supporting learners who have been absent for mental health reasons when they return to school.
	J Justified absence	The school does have discretion on how this is applied.	Unplanned absences such as a bus breakdown, accident, road closure, extreme weather conditions etc Planned non-attendance such as national/local representation in a sporting or cultural event in New Zealand or overseas. Approved absence (also overseas) including bereavement, visiting an ill relative, exceptional family circumstances or a Section 45 Visiting another school to change school within area
Un - justified Absences	**T** No information provided – truant (or throw-away explanation)	An absence where either no information is provided, or the explanation is trivial (throw-away) or when the	I didn't feel like Maths, so I took the period off I had to finish an important assignment I went down to the river Tired Sleeping in and may or may not be there later.

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		student arrives over 10min into the lesson	
	E Student is absent. The reason is Explained, but Unjustified	The explanation for the absence is accepted by the school as the reason for the absence. But the reason is not a justifiable reason to take the student off school. Attending school camp with another school and parents to Waitangi Treaty grounds.	Visiting relatives - Student's education is the priority. The student can see relatives outside school hours. Taking day off for their birthday - Student's education is the priority. Birthday can be celebrated outside school hours. Visiting another school (if not organised by the school) Family appointments - Need to make other arrangements for someone to look after student / siblings. If they have difficulty with that, then perhaps there is some way for the school to help. Extra-curricular activities - These activities need to be arranged for outside school hours. Examples include: a. Outside of school Sport/cultural training opportunities or exams during school hours for all or part of a period. For example: archery, dance, piano or equestrian. b. Senior students Y12 & 13 attending self-organised job interviews before signing out of school during school hours. c. Students attendings exams / training for external clubs / extracurricular activities during school hours. d. Spirit of adventure, and Outward-bound absences (and other similar student experience opportunities with other recognised institutions) not organised through school. - The student and their family/whānau can choose to do this, however the school still must mark the absence as E. The only exception would be if it was school organised - as part of the planned PE curriculum for example. e. Tutoring - not school instigated Extended absences that exceed school policy for justified length. E.g. Absent for an excessive number of days following attending a funeral. Absences due to parental concerns that attendance at school is unsafe because of the risk of contracting COVID-19 should generally be considered unjustified.

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Late Students

- All students who arrive late to school (after 8.45am) need to sign in at the office and the office will update KAMAR. The student will be given a late note to pass onto their class teacher. High School notes will include the time to ensure there is not an unacceptable delay in the student transitioning from the office to the classroom – these notes do not need to be kept.
- If a student arrives late to class period 1-4 teachers must record on KAMAR. Teachers must also record a reason for the lateness on KAMAR and if there is no valid excuse then student must be notified that they have a Late Detention, and this will be recorded in the attendance notes on KAMAR as a Late DT. The

teacher is to follow up on KAMAR to check the Late DT has been completed, if not then a referral needs to be made to BDT for not attending Late DT. Once this referral has been made then this goes through the usual BDT lunchtime detention process

- If a teacher is responsible for a class, group or individual student being late to a lesson then they are to complete an out of class blue slip or write a note to the next teacher to explain.

Communication via the Office

- The Office receives phone calls and texts each morning from parents to explain absences.
- The Office marks students absent on KAMAR, adds code, and adds reason.
- The Office sends a TEXT message and an email to parents regarding unexplained absences by 9:30am.
- The Office to add reasons for absence if a reply is received from parents.

Attendance during the day

- High School Subject Teachers - mark the roll for each period on KAMAR. Students are not to mark the roll.
- Class 4-7 Teachers – mark class roll in the afternoon on KAMAR. Students are not to mark the roll.
- Class 1-3 Teachers – mark a paper roll at 1.25pm and send it to the office and it will be added to KAMAR.
- Specialist Teachers of Classes 4-7 – Mark the roll on KAMAR each period. Students are not to mark the roll.
- About 11:00am the office will note unexplained absences – any concerns to be notified to the Principal.
- If a High School student is withdrawn from a lesson or class, the teacher responsible needs to enter an appropriate attendance code on KAMAR. Students are not to mark the roll.
- If a student does not turn up to class and there is no explanation on KAMAR please notify the office so that this can be followed up – especially if this student has been marked present earlier in the day.

Following up unexplained absences - Sponsors and Class Teachers

- Each day follow up unexplained absences from the previous day.
- Identify and follow up on any issues and patterns – please refer to steps below
- Enter known absence in advance, eg appointments, holidays etc.

Truancy - Bunking of Lessons - All Teachers

If a student decides to remove themselves from the lesson with no justification or communication with the teacher, and they are absent for more than 10min of the lesson then the teacher responsible will enter the Truancy on KAMAR under the Attendance tab and the Consequence is to refer to the BDT. This will result in a catch up of time missed.

Camp or trip or assembly

- The staff member with overall responsibility for the camp/sport event/ trip enters future absence with appropriate code onto KAMAR.
- For whole school activities (assembly/performances/festivals) – the DP or Office will enter onto KAMAR.

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Relief

- **Internal -** Staff to complete roll on KAMAR or provide KAMAR relief sheets. (Absent teacher to supply relief sheets).
- **External -** Where possible this is to be done on KAMAR - see Relief teachers guide for instructions.
- Induction needed with all relievers.
- The Relief Coordinator or staff member who organises relief is responsible for notifying the office with the relevant details.

Signing Out during the day

- All Lower School students need to be signed out at the school office by a parent/caregiver.
- High School students in classes 8-11 need to be signed out at the school office by a parent/caregiver or sign themselves out with a Pass Out issued by a teacher. A Pass Out will only be issued if there is a signed note from a parent. The Pass Out to be carried by the student while absent.
- Class 12 students can sign themselves out at the school office for a lunchtime absence only. If they are signing out at lunchtime but not planning on returning for the afternoon for any reason they need a Pass Out issued by a teacher. As mentioned above.
- During morning tea or lessons Class 12 students need to sign out at the office with a Pass Out, issued by a teacher.
- If a staff member is off site and sees a student and they don't supply a pass, then an incident report is to be added to KAMAR.

Follow up of issues or patterns

- Issue/pattern identified by Class Teacher or Sponsor – issue or pattern could include the following:
    - Less than 90% attendance – without good reason or explanation.
    - A regular time or day when there is an absence – either unjustified or not explained, including lates.
    - An extended, unexplained or unjustified absence.
- If a specialist teacher has a concern regarding a student's attendance they should follow this up with the Class Teacher/Sponsor in the first instance.

Once an issue/pattern is identified the following steps are to be taken.

1. Class Teacher or Sponsor to enter concern on KAMAR under Attendance tab – Consequence is that Class Teacher or Sponsor are to ring home and speak in person to a parent/guardian regarding the issue and update the notes on KAMAR.
2. If there is no change in the behaviour, then Class Teacher/Sponsor is to enter concern on KAMAR under Attendance tab – Consequence is Refer to BDT
3. BDT to action a letter and email to parents/guardians.
4. If there is no change, then a meeting is called between the DP/Principal and the parents/guardians.
5. In the case of long term medical absences a Transition Attendance plan is actioned by DP/Principal. This may include developing or updating IEP, ILP or IBP documentation in consultation with SENCOs.
6. If there continues to be no change in the behaviour, then a referral is made to Attendance Services – up to 16 years of age
7. If there is no change in the behaviour, then restricted access is discussed.

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Taikura Stepped Attendance Response Overview

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Good chance of success	Less chance of success	Hard to make progress	Very hard to make progress
Less than 5 days absent in a school term	Up to 10 days absence in a school term	Up to 15 days absence in a term	15 days or more absence in a term
0 1 2 3 4	5 6 7 8 9	10 11 12 13 14	15
Parents/Guardians	**Parents/Guardians**	**Parents/Guardians**	**Parents/Guardians**
Ensure student attends every day they are able Reinforce good attendance habits Open communication with school around attendance Follow school attendance policies and procedures	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	Return student to regular attendance Participate in meeting with school to analyse reasons for absence and to collaborate on a support plan Implement strategies at home	Return student to regular attendance Engage in support plan Participate in regular meetings
Taikura	**Taikura**	**Taikura**	**Taikura**
Communicate with parents about every absence Maintain contact details of parents Report regularly to parents on attendance of their child Support student to catch up missed learning where required and appropriate.	Contact parents to discuss reasons for absence and impact on learning (including EOTC activities in cases)– if not initiated by parents. Support student to catch up missed learning where required and appropriate. Use in-school resources as appropriate to remove barriers eg counsellor, alternative timetables if appropriate.	Contact parents to escalate concerns, including possible restrictions on EOTC activities. 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.	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 of support plan Unenroll if student will not be returning to school.

Ministry of Education

Attendance Service

Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:

- agreeing changes to be made,
- addressing some unmet basic needs impacting on attendance, and
- referring students to other services as necessary

Collaborate with schools so that

- they remain engaged as plans are developed and implemented, and
- they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

Regional and National teams

- Facilitate involvement of other agencies ›
- Support schools to access other education pathways for a student where appropriate
- Consider system-wide initiatives for high-risk attendance
- Reprioritise regional support resources to where most needed/effective
- Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

Taikura Stepped Attendance Response

Day to day Operations

Activities included in the STAR	What this may look like in practice	Who is responsible	Note any actions needed to incorporate
• Set attendance targets and regularly review attendance data Communicate clearly with parents on expectations, procedures and follow-up steps the school will take when a student is absent.	Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents Teachers required to mark attendance at the start of every lesson. Remind parents that holidays during term time are not considered justified and that both justified absences and holidays during term time need to be applied for in writing via the principal. Remind parents of attendance requirements for NZCSE, especially relating to the missing of assessments.	Management School Board Teachers Management Academic Dean	
Assess attendance history of new students and share attendance history when students move between schools	Contact previous school to request attendance records Identify if any issues or trends in attendance history	Admin team	
Act early in following up absences to support students to stay engaged	All teachers to be aware of absences and to check weekly and termly attendance for any patterns.	Teachers	
Use school-wide strategies, including strong relationships and minimising disruptions to the school day and week.	Utilise trauma informed practices, PB4L and other regular PLD opportunities School boards and school leadership prioritise school hours for learning	School leadership	
Escalate as needed, develop support plans, involve other services, consider referral to Attendance Services	Seek more support as needed	School leadership	

For students with less than 5 days absent in a school term

Activities included in the STAR	What this may look like in practice	Who is responsible	Note any actions needed to incorporate
Communicate with parents about every absence Maintain contact details of parents	Daily text messages sent to parents in the morning if student absent. Parents have access to KAMAR portal and can access attendance data at any time. Parent contact details recorded in KAMAR and parents can check via the portal to ensure details are correct and up to date.	Administration team	
Report regularly to parents on attendance of their child	Parents have access to KAMAR portal and can access attendance data at any time. Weekly attendance reports sent via KAMAR.	Teachers Admin	
Support student to catch up missed learning where required and appropriate.	Identify missed learning objectives and providing notes or activities to bring student back up to speed where required and appropriate. (Medical, justified, requested)	Teacher	

For students with up to 10 days absence in a school term

Activities included in the STAR	What this may look like in practice	Who is responsible	Note any actions needed to incorporate

Contact parents to discuss reasons for absence and impact on learning	5 - 10 consecutive 'E' or 'M' absences or a pattern of absences (either full or part days, for individual student and within families) to be followed up by the Class teacher/Sponsor with the parent and student if age appropriate. Share with parents and students where age appropriate, that absences could impact attending EOTC events – camps and/or day trips. Class teacher/Sponsor to share any identified patterns, either for individual students or within family groups, with all teachers and BDT.	Class Teacher/Sponsor	BDT - Develop email template which Class teachers and sponsors could use. PLD for teachers regarding sending emails from KAMAR.
Support student to catch up missed learning where required and appropriate	Identify missed learning objectives and providing notes or activities to bring student back up to speed as required and appropriate. (Justified, medical, requested) Support students to reintegrate into life of school and restore friendships as required and age appropriate. (Seating plan)	Teacher	
Use in-school resources as appropriate to remove barriers.	Make parents and students aware of additional resources and support to access them EG counsellor, alternative timetables if appropriate to age and situation.	All staff	

For students with up to 15 days absence in a term

Activities included in the STAR	What this may look like in practice	Who is responsible	Note any actions needed to incorporate
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	10 – 15 days of absence in a term – Class Teacher/Sponsor to notify BDT via a KAMAR entry. BDT to follow up with parents and students if age appropriate. BDT to follow up as required and appropriate on a case-by-case basis including developing and implementing an individual student attendance support plan if required and appropriate.	Class Teacher Sponsor BDT	BDT - Ensure KAMAR has a referral option around attendance.
Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed	Make parents and students aware of additional resources and support to access them EG counsellor, alternative timetables if appropriate to age and situation. Engage with the Ministry of Education attendance services to find out about options for support	BDT	

For students with 15 days or more absence in a term

Activities included in the STAR	What this may look like in practice	Who is responsible	Note any actions needed to incorporate
Contact parents to inform of escalated response	BDT to recommend additional support if attendance not improving.	Principal, Deputy Principal	
Request support from Attendance Service or other agencies as needed Participate in multi-agency response as needed	Engage with Ministry of Education to discuss options available and required steps to take if needed.	BDT	
Maintain implementation and monitoring of support plan	Reviewing and updating student attendance support plan if already in place.	BDT	
Unenroll if student will not be returning to school.	Update ENROL as soon as school is made aware a student will not be returning and complete a non-enrolled notification. Share information with other agencies.	Principal, Deputy Principal	

Monitoring and measuring progress

Weekly admin/management check of absence recording on KAMAR with follow up at weekly BDT hui

Termly attendance reports reviewed at management level and discussed at faculty hui.

Responses and practice adjusted in response to termly reports as required.

Attendance Management Plan reviewed at the end of 2026