KAIRANGI   MANAAKITANGA   WHANAUNGATANGA

Introduction

At Viscount School, we are dedicated to fostering a vibrant learning-focussed environment for our students. We recognise that regular school attendance is crucial for the cumulative educational success of our students. Attending each school day supports our students to build strong learning foundations and social/emotional capabilities.

Excellent education is the passport to the future. What our students learn today, shapes their tomorrow. **Every moment matters** at Viscount School, this means **regular attendance** as well as being **on-time for learning** (punctuality). We remain united as Board and staff, in partnership with parents, enabling our students to **soar to new heights of success.**

Our **Viscount School Values – Kairangi** (high expectations and achievement), **Manaakitanga** (respect for people, place and provisions), and **Whanaungatanga** (pride in identity and belonging), underpin our learning-focussed relationships with students, and our approach for improving attendance.

The Viscount School Board ensures all legislative and regulatory requirements for student attendance are met, including recording and monitoring attendance, and following up absences and attendance concerns. Our stepped attendance response supports **all students to be present, participating and progressing**.

This AMP aligns with **Section 36, 48 of the Education and Training Act 2020,** requiring our Board to take all reasonable steps to ensure student attendance. We remain committed and continue to strive towards reaching the **Government's 2030 target of 80%** of students attending school at least 90% of the time. This means that students should on average be **absent for no more than one day a fortnight** to support cumulative educational success.

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1. Strategic Priorities

The Viscount School and Board remain committed to its Vision of ensuring all students receive the best educational opportunities, best teaching practice and best resourcing possible, so that they **soar to new heights of success**.

The School's attendance strategy is within the Board's Strategic and Annual Implementation Plan (AIP):
1) Rich Curriculum & Responsive Assessment (a),
2) Equity & Inclusion (c), and
3) Community Connections (c).

- **Regular Attendance Growth:** *Increase the percentage of students in the "Regular Attendance" category (>90%) by 5% across all year levels. Increase daily attendance to 90%.*
- **Punctuality Standard:** *Maintain a school-wide "On Time for Learning" rate of* **90%+***, building on the 2025 breakthrough where punctuality rose from 45% to 90%.*
- **National Alignment:** *Progress toward the Government's 2030 target of 80% of students attending regularly.*

2. Annual Attendance Comparison (Longitudinal: 2020–2025)

*Our long-term data, shows that we are successfully emerging from the disruptions of the early 2020s with renewed momentum and commitment to students being **present and punctual**. In particular, in 2024 and 2025, with 2025 marking a **historic high for Term 1 attendance and Term 4 punctuality (on-time for learning)**.*

*The School currently uses the SMS Edge for its daily attendance record keeping and parent communications. The Senior Leadership Team (SLT) and key Office staff analyse and promote daily attendance data. The data below draws from the Ministry's **Every Day Matters Termly Reports** for Viscount School.*

Regular Attendance Trends (>90%)

Term	2020/21 Avg	2022 (Est.)	2023	2024	2025	5-Year Shift
Term 1	~40%	~32%	37%	46%	**61%**	+21%
Term 2	~35%	~28%	31%	41%	**39%**	+4%
Term 3	~30%	~25%	26%	39%	**43%**	+13%
Term 4	~32%	~24%	25%	40%	**43%**	+11%

*__Affirmative Note:__ While attendance was low 2020 to 2023 (COVID and Maangere flooding impacts), in 2024 it rose to 46% in Term 1 and again to **61% in Term 1 2025**. Overall, the past two years show presence and punctuality is improving; we <u>are</u> heading in the right direction.*

On-time for Learning: A Success Story
*A key shift is most visible in our **punctuality** data. By focusing on the **first 10 minutes of the day**, we are reclaiming vital "being on-time for learning" for our students.*

- ***The Foundation (2020–2023):*** *Historical on-time rates hovered between **35% and 42%**.*
- ***The Turning Point (2024):*** *We ended 2024 with a steady **45%** on-time rate.*
- ***The Breakthrough (2025):*** *Through intentional promotion, partnership, and the introduction of a <u>late arrival SMS text to parents showing data frequency</u> in Term 3, we reached **90% of students arriving on-time** for learning by Term 4.*
  - ***Term 1 2025:*** *45% of students were on-time to class.*
  - ***Term 2 2025:*** *This rose to 49%.*
  - ***Term 3 2025:*** *A major leap to **83%** of students arriving on-time regularly.*
  - ***Term 4 2025:*** *We finished the year with a record **90%** on-time rate.*

*__2026 Strategic Target:__ "Every Moment Matters" Maintain a school-wide on-time rate of **90+%** to maximise every learning opportunity from the first bell.*

3. Cohort and Year-Level Analysis

"Winter Slump": We notice Regular attendance drops significantly in Term 2 and Term 3, largely due to medical reasons. Illness remains the highest justified reason. While the School make no excuses, we acknowledge that 'times are tough' for many parents/whaanau, for varied and sometimes complex reasons.

- **Junior School (Years 1–3):**
  - **Trend:** Highest medical/illness rate, which accounted for 55%–63% of absences in Terms 2 and 3 of 2025. Stable improvement.
  - **2026 Strategy:** Promote "Winter Wellness" and support health literacy and transition before the end of Term 1 and Term 2, to maintain momentum during peak illness months (typically Term 2 dip).

- **Middle School (Years 4–6):**
  - **Trend:** This cohort has shown the most consistent improvement in regular attendance since 2023. Moderate to strong gain.
  - **2026 Strategy:** Promote Cohort as Attendance Champions to encourage younger peers (Year 3s now Year 4s in this cohort). Maintain and model foundation habits.

- **Senior School (Years 7–8):**
  - **Trend:** While historically prone to higher "Unexplained" absences (peaking at 48% in 2024), this cohort led the **"On Time for Learning"** shift in 2025, reaching a **90% punctuality rate**.
  - **2026 Strategy:** Reinforce student agency/leadership; seniors managing their own attendance data to lead the "first 10 minutes" of daily class on-time for learning.

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4. Board Responsibilities
- **Overseeing:** Ensure all reasonable steps are taken to ensure student attendance under Section 36 of the Education and Training Act 2020. Sets the annual attendance targets, and reviews data twice a term.
- **Publishing:** Publish the Viscount School AMP online by the start of Term 1, 2026.
- **Resourcing:**   Prioritise funding for proactive attendance initiatives, including the SMS notification system and parent/community engagement events.

5. Principal Responsibilities
- **Leading and Promoting:** Leads with SLT, other Lead Champions, LSC, community supporters and the new attendance service personnel, to promote and improve presence and participation.
- **Daily Recording:** Ensure student attendance systems and procedures are implemented, monitored, analysed, reviewed, and reported at various levels.
- **Twice-Term Reporting:** Ensure that attendance response information (actions taken at each threshold) is sent to the Ministry of Education.

6. Deputy Principal Responsibilities
- **Overseeing:** Oversee the attendance procedures in liaison with the Principal and Office staff (accurate recording in the electronic register (eAR).

- o **Supporting:** *Support teachers and Team Leaders with presence and participation noticings and concerns (Tier 2).*
- o **Weekly Reporting:** *Analyse weekly attendance summary data with Office staff to identify and respond to patterns. Manage Tier 3-4 interventions. Contact/meet with parents to identify barriers and for improving attendance. Ensure that attendance response information (actions taken at each threshold) is sent to the Ministry of Education.*

7. Office Responsibilities

- o **Daily Recording:** *Ensure student attendance systems and procedures are accurately followed by teachers. Check attendance is marked twice a day in the eAR, and for any changes throughout the day that may trigger 'missing student' procedures. Ensure relievers have the correct class paper roll for the day.*
- o **Same-Day Notification:** *Ensure processes are followed and parents are notified (via SMS/email/phone call) of unexplained absences by 9:15 am each day.*
- o **Daily Reporting:** *Receive and reply daily to parent responses. Ensure correct codes are entered. <u>All</u> temporary <?> codes are cleared and the appropriate code is entered by 3:30 pm each day.*

8. Teacher Responsibilities

- o **Daily Recording:** *Ensure every student's attendance is accurately recorded twice in the electronic register (eAR).*
- o **Notice, recognise, respond:** *Know their learners' aspirations and needs. Grow positive learning-focussed relationships with students and parents/whaanau. Promote, acknowledge and affirm presence, participation and progress ("HERO" being on-time for learning each school day) (Tier 1). Monitor class patterns and be first point of contact for low level concerns (Tier 2).*
- o **Reporting:** *Seek support from Leaders for any concerns. Accurately record attendance results in students' twice year Achievement Reports (mid and end of year).*

9. Parent Responsibilities

- o **Enrolling:** *Read and understand attendance requirements and the School's procedures. Ensure children attend regularly and on-time for learning (before 8:55 am). Notify the School of any absences early. Work with the School to reach solutions that support engagement, progress and achievement.*

On each day a student is away, by 9:15 am, parents promptly notify the Office to provide a clear reason for absence.

- o **Calling:** *Speak directly with the Office Reception, and/or leaving a phone message*
- o **Recording:** *Enter the reason for absence via the **Viscount School website 'Absences' Tab***
- o **Emailing:** *admin@viscount.school.nz or office@viscount.school.nz*

10. School Procedures: Stepped Attendance Response (STAR) Framework

Viscount School Policies
The Viscount School Board have adopted its Policies set out in the <u>Viscount School SchoolDocs</u> portal online via the School's website (click on the "Our School" Tab). Specific procedures that align with relevant legislation are outlined in the Viscount School's **Student Attendance Policy**, via our SchoolDocs portal online.

Parent Notifications – stating that a child is "not at school today" cannot be accepted as a valid explanation and the student's absence will be recorded as *Truant* on the day.

Viscount School Attendance Management Procedures
Refer also to above 'responsibilities' section.

PROCEDURE	DAILY ATTENDANCE & PUNCTUALITY RECORDING	RESPONSIBILITY
Roll marking	Attendance is recorded accurately using the electronic attendance register (eAR) in SMS Edge or on paper rolls, twice daily by 9:15 am and after lunch break.	Teacher/reliever Office Staff
Absence notification	Parents/caregivers are expected to notify the School of any absence before 9:15 am on the day of absence, stating the reason.	Parents/caregivers
First day follow-up	Office staff contact the parent/caregiver via SMS notification, email, or phone call for any unexplained absence by 9:30 am.	Office/Admin staff
Attendance coding	The School uses Ministry of Education approved attendance codes for all records. Unexplained absences are resolved or coded as 'unjustified' (i.e., 'E' for explained but unjustified, 'T' for truant/unexplained).	Office/Admin staff/ DP
Late arrivals	Students arriving late must sign in at the Library, and the time and reason for lateness are recorded. A 'late arrival' email is sent from the School's SMS to notify the student's parents and provides the most recent 'late' data and an 'on-time for learning' reminder. The Office, Teachers and SLT monitor and address patterns of lateness.	Office/Admin staff Teachers

At Viscount School, for health and safety reasons, **making a response can happen at any stage,** we do not have to wait for any student to reach any threshold. Increasing student **presence, participation and progress** requires us to be proactive, because **every moment matters.**

We use the national **STAR thresholds** to trigger specific, escalating support.

TIER	THRESHOLD Attendance Category	DAYS ABSENT (per term)	SCHOOL RESPONSE (stepped intervention)
Tier 1	REGULAR Good	90% or more 0 – 4 days	**Monitor, acknowledge and affirm:** *Teachers, Leaders, and Support Staff daily affirmations and reinforcement; daily Top Class day, week and Term announcements, daily class points (Manu Groups), fortnightly Team Assembly "HERO"/on-time Certificates, School Assembly Certificates, School Annual Awards (Cups, Certificates)*
Tier 2	IRREGULAR Worrying	80% – 89% 5 – 9 days	**5-Day Check-in – Targeted Support:** *Teacher contact with parents/whaanau to identify barriers early and offer appropriate support. DP/SLT in monitoring and communication.*
Tier 3	MODERATE Concerning	79% – 70% 10 –14 days	**10-Day Meeting – Intensive Support:** *DP contact with offer to meet with parents/whaanau (formal letter). May involve LSC, and external personnel/resources to create an improvement support plan. Principal in monitoring.*
Tier 4	CHRONIC Serious Concern	Less than 70% 15+ days	**15-Day Referral:** *Principal formal warning letter. Repeat offer of urgent meeting parents/whaanau. Escalation for a multi-agency response, and the new Attendance Service.*

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11. Monitoring and Measuring Progress

Regular Analysis: Attendance data is analysed regularly by the Principal (daily, weekly, Termly, annually). **Target:** apply affirmative strategies. The DP identifies any students needing intervention.

Reporting: A summary of attendance data and progress against targets is reported by the Principal to the Board twice a Term. The Ministry's **Every Day Matters Termly Reports** for Viscount School are shared with all staff and analysed comparing Term with Term and longitudinally by year, once received by the Ministry (i.e., usually received the following Term). **Target:** monitor shifts and that improvement aligns with prior Terms'/Years' results and the School's AMP expectations.

Review: The Viscount School Attendance Management Plan (AMP) is formally reviewed by the Board with the Principal to ensure alignment with regulations, effectiveness, and community needs. **Target:** Evaluate attendance progress and continue to work towards the national target of 80% students attending 90% of the time by 2030.

Progress is monitored and measured mainly by tracking the number of students who shift out of the high-risk attendance categories (Tiers 3-4) towards the School's targets, and the national goal of Regular Attendance.

TIER	THRESHOLD Attendance Category	DAYS ABSENT (per term)	MEASURING PROGRESS (intervention)
Tier 1	REGULAR Good	90% or more 0 – 4 days	Notice and respond to any emerging patterns in daily attendance rates (e.g., day of the week, a specific cohort) to avoid students drifting into risk categories.
Tier 2	IRREGULAR Worrying	80% – 89% 5 – 9 days	Track number of students who return to regular attendance.
Tier 3	MODERATE Concerning	79% – 70% 10 –14 days	Track number of students meeting individual attendance support plans within agreed timeframe.
Tier 4	CHRONIC Serious Concern	Less than 70% 15+ days	Track number of students who engage with agencies and attendance shows a sustained improvement.

12. Legislative Compliance

The Viscount School AMP complies with the following:
- **Education and Training Act 2020/2025:** Section 137A (requiring AMPs) and Section 36, 48, mandates enrolment and requires the Board to take "all reasonable steps" for attendance.
- **Education (School Attendance) Amendment Regulations 2025:** Effective January 15, 2026, mandating national thresholds of 5, 10, and 15 days. to ensure accurate half-day recording and reporting of absences.
- **Section 244:** Outlines parental offences for irregular attendance.
- **School Attendance Rules 2025:** Requiring accurate daily reporting and weekly response activity submissions at specific thresholds.

Affirmative Conclusion

Our transition from a 41% on-time for learning rate in early 2024 to 90% in late 2025, and attendance category shifts in the right direction, show that progress is possible when we remain **a united Viscount School community**. In 2026, we will build on this legacy to ensure every Viscount School student has the opportunity to thrive and **soar to new heights of success**.

Review and approval: 1 December 2025	Effective: 9 February 2026	Published: www.viscount.school.nz