Attendance Service Provision Guidelines
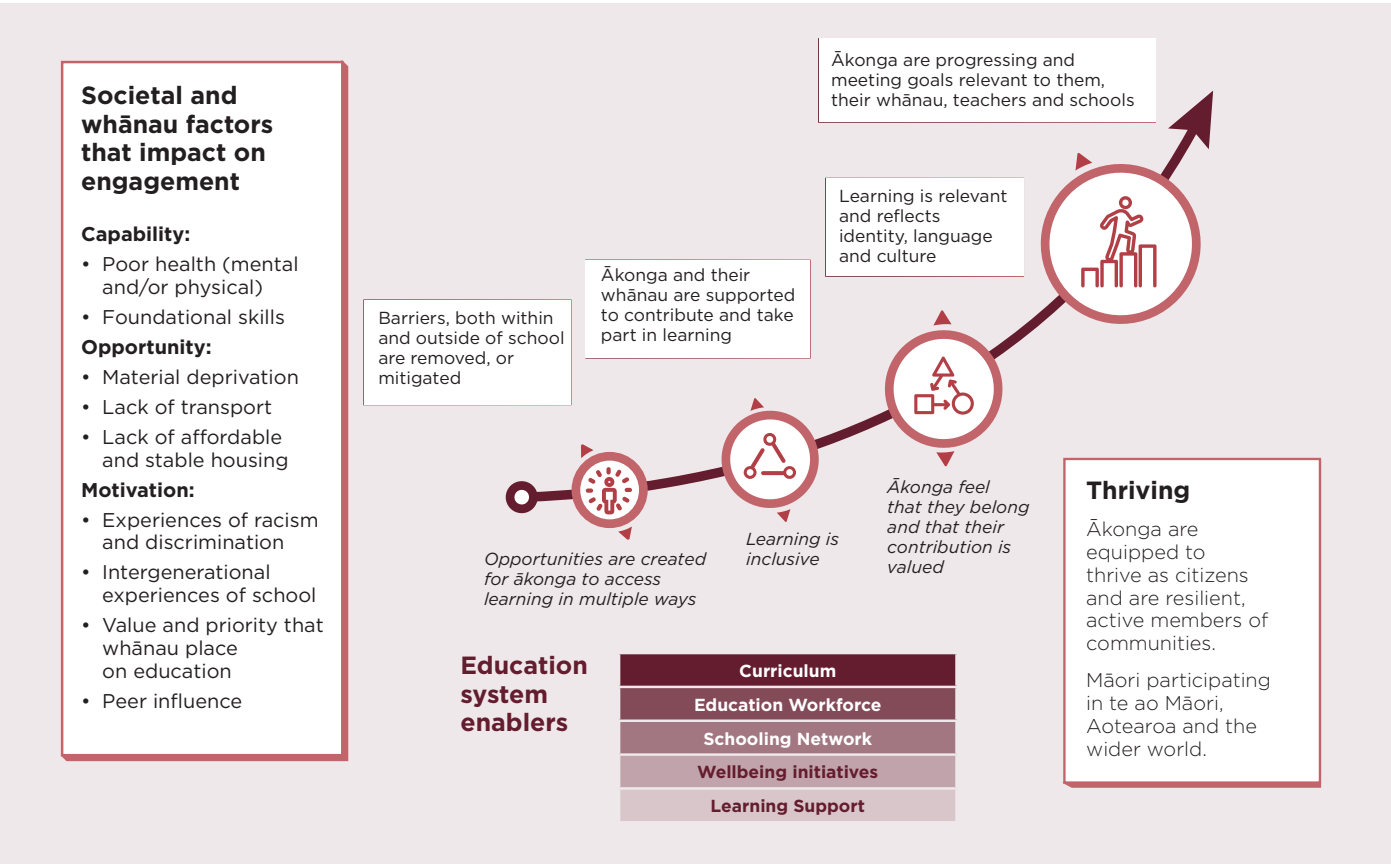
Contents

Purpose

The purpose of this document is to provide clear information and guidance on **Te Tāhuhu o Te Mātauranga | The Ministry of Education** operational policies and processes that support all who have an interest in the provision of Attendance Service.

Delivering the Attendance Service

Overview

Attendance, along with effective teaching, has the greatest influence on ākonga engagement and achievement.

In order to achieve positive outcomes for students and whānau, responsibility for attendance must be shared by the primary stakeholders – providers, schools and the Ministry.

Societal and whānau factors that impact on engagement

Capability:
• Poor health (mental and/or physical)
• Foundational skills

Opportunity:
• Material deprivation
• Lack of transport
• Lack of affordable and stable housing

Motivation:
• Experiences of racism and discrimination
• Intergenerational experiences of school
• Value and priority that whānau place on education
• Peer influence

Barriers, both within and outside of school are removed, or mitigated

Opportunities are created for ākonga to access learning in multiple ways

Learning is inclusive

Ākonga and their whānau are supported to contribute and take part in learning

Ākonga feel that they belong and that their contribution is valued

Learning is relevant and reflects identity, language and culture

Ākonga are progressing and meeting goals relevant to them, their whānau, teachers and schools

Thriving
Ākonga are equipped to thrive as citizens and are resilient, active members of communities.

Māori participating in te ao Māori, Aotearoa and the wider world.

Education system enablers
- Curriculum
- Education Workforce
- Schooling Network
- Wellbeing initiatives
- Learning Support

Primary stakeholders need to maintain and develop close connections with social service providers and within the wider community, Iwi and Pasifika groups. All these agencies and services are equally important to the overall success of the service but are not directly responsible.

Engaging ākonga in learning has been a long standing and complex challenge in Aotearoa. Many of the ākonga who are referred to the service are or have already received interventions from other community and Government services. Services must work within the context of the family and whānau to achieve a sustainable return to school.

Learning is essential to our collective wellbeing. It sustains and grows the knowledge, skills and capabilities of ākonga, whānau and communities to look after each other. Attendance is the first step in accessing learning and is important for educational success, achieving qualifications and attaining wider social and economic outcomes.

Our vision

The Attendance Services' vision is: Every ākonga attending school every day, as a foundation for engagement in learning and achievement. It is also centred on ākonga and whanau who lie at the heart of efforts to improve attendance, engagement and, ultimately achievement of ākonga.

The Attendance Service (AS) is designed to support schools to maximise attendance as a foundation for engagement in learning and achievement.

The vision of the Attendance Service is reflected in the:

• Statement of National Education and Learning Priorities (NELP)
• Ka Hikitia – Ka Hāpaitia
• The Action Plan for Pacific Education
• The Learning Support Action Plan
• The Attendance and Engagement Strategy

Attendance Service re-design

In 2013, Attendance Services' replaced the more localised District Truancy Service (DTS), and nationally managed Non-Enrolment-Truancy-Service (NETS).

In 2019, the schooling sector raised concerns about the distance between schools and the integrated Attendance Service with the then Associate Minister of Education, Minister Martin. Following sector feedback on the service, the Associate Minister asked the Ministry of Education to explore a new model of Attendance Service that would bring services closer to schools.

In 2022, Associate Minister Tinetti reiterated that the redesign should continue to focus on bringing services closer to schools and engage with local iwi and Māori. Furthermore, a Select Committee Inquiry into attendance was initiated with its finding and recommendations released in March 202[1].

The redesign closely aligns with Priority 6 of The Learning Support Action Plan and the recommendations of the Select Committee Inquiry into Attendance (specifically recommendations 12, 15 and 162) and the Engagement in Learning Strategy. These include a wide range of strategies, interventions and approaches to support building inclusiveness and supporting ākonga to be present, participate and progress in our education system. This will improve education for ākonga and young people who are at-risk of disengaging,

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1   Inquiry into school attendance - New Zealand Parliament (www.parliament.nz)

Objective

The prime objective of the Attendance Service is to support schools to make shifts in lifting attendance and engagement of ākonga who have previously struggled to attend school at all levels of absenteeism.

The objective for Attendance Service is in line with the targets set out in the Attendance and Engagement Strategy.

Targets

Measure	2024 Target	2026 Target	2015 Rates	Current (2021) rates
Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	70%	75%	69.5%	59.7%
Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	6%	4%	6.3%	8.5%
Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5%	3%	4.6%	7.7%
Percentage of unexplained absences where schools have notified whānau on the day of absence and initiated intervention after 5 days of unjustified absence in a term	95%	100%	This is a draft measure and is subject to further work with the sector. There is currently no mechanism for measuring this activity.	

Description of service

The Attendance Service is a national service supporting ākonga, who are chronically absent or not enrolled to attend more regularly or re-enrol in education.

To do this, the Attendance Service works with ākonga and their whānau, schools and kura, iwi and hapū, community partners and agencies to address the root causes of non-attendance which are often diverse and complex. Many of the ākonga who are referred to the service are or have already received interventions from other community and Government services. Services must work within the context of the family and whānau to achieve a sustainable return to school.

Attendance Service providers will use a centralised database, Attendance Service Application (ASA), to receive referrals from schools and kura. ASA acts as a case management and data collection tool. Data collected through ASA enables key statistics to be drawn about provider performance, and how well the AS is working as a national service.

The Attendance Service supports the commitment of Te Tāhuhu o Mātauranga to:

- Uphold, honour and give practical effect to Te Tiriti o Waitangi. Shaping an education system that delivers equitable and excellent outcomes. Supporting all tamariki to thrive and flourish.
- Lift achievement for all ākonga, particularly Māori and Pacific ākonga who are currently underserved by the education system.
- Increase attendance and engagement by focussing on ākonga being present, participating and progressing in their learning.
- Demonstrate giving practical effect to Ka Hikitia – Ka Hāpaitia through the services they provide. The overarching vision of Ka Hikitia – Ka Hāpaitia is Māori enjoying and achieving education success as Māori, as they develop the skills to participate in Te Ao Māori, Aotearoa and the wider world.
- Demonstrate giving practical effect to the Action Plan for Pacific Education where the vision is that diverse Pacific ākonga and their whānau feel safe, valued and equipped to achieve their education aspirations.
- Implement the National Education and Learning Priorities (NELP). Creating education environments that are ākonga-centred.

Culturally responsive practice

Te Tiriti o Waitangi | Treaty of Waitangi

Partnering with Māori and aligning our work with the aspirations of iwi and hapū are integral to the Attendance Service and the wider educational system in Aotearoa. Te Tāhuhu o Te Mātauranga | The Ministry of Education undertakes practical action to give effect to Te Tiriti o Waitangi and embeds our commitment to Te Tiriti through strategy, policy, practices, behaviours, actions, services, and resourcing.

The Ministry of Education is committed to the vision of Ka Hikitia: Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world.

The education system has underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in our education system. This has significant social, cultural, health and economic impacts for whānau, hapū, iwi, Māori and New Zealand as a whole.

We are guided by the principles of Ka Hikitia in the design, implementation and delivery of learning supports and services across all education settings including the Attendance Service.

Te Tāhuhu o Te Mātauranga | The Ministry of Education is committed to the vision of The Action Plan for Pacific Education: Pacific learners and their families feel safe, valued and equipped to achieve their education aspirations.

The Action Plan sets out five key shifts that have been prioritised by Pacific communities and a series of associated actions as the first step to achieving this vision.

The Attendance Service will work closely with Māori students and Pasifika students, their whānau and communities to achieve excellent education outcomes.

Contributing factors

There is a complex range of societal and within-school factors that act as barriers to engagement and achievement.

Some factors lie within the education system, such as school culture and inclusiveness, having locally responsive curriculum, supporting wellbeing and mental health, and having strong relationships with ākonga, whānau, iwi, hapū and community.

External factors include broader societal issues, such as such as housing affordability and security, family violence and poverty. These are not issues that the education sector can tackle alone. This requires a collective effort at a local level to connect whānau and ākonga with the supports they need to address out-of-school factors.

Key areas of focus

Meeting the needs of Māori and Pacific learners and their whānau. AS providers must be culturally responsive in their practice.

- Responding to unjustified absence referrals and non-enrolment notifications from schools and kura, locating and returning ākonga back into education or another legal learning environment.

- Work with ākonga and their whānau to identify and address the root causes for their absence/non-enrolment.

- Proactive initiatives to address the identified underlying root causes of unjustified absence.

- Through the Strategic Advisory Group, identify and undertake proactive, collaborative initiatives and identify areas for growth and strategic direction.

- Early intervention, working proactively with primary-school-aged ākonga, thereby over time reducing the number of older ākonga who have entrenched patterns of absence from school.

- Building relationships with schools, kura, whānau, community groups, iwi, hapū and government agencies to create a collaborative focus on supporting attendance in the community.

Roles and responsibilities

Attendance Service Providers	• Work with Te Mahau to address the Attendance Service requirements for its communities
	• Provides a service that is responsive to the needs and aspirations of Māori and Pasifika ākonga, their whānau and communities in ways that value and validate their identity, language and culture
	• Employs culturally competent front-line staff
	• Continually improve the AS and shift over time to a more proactive service focussed on early intervention
	• Ensures appropriate professional development, training and supervision is available for all staff
	• Deliver a service that represents value for money and contributes to improving attendance rates and reducing unjustified absence rates nationally
	• Work collaboratively and meet regularly with other regional and local providers to ensure national consistency of systems and practices
	• Promote and develop awareness of the service
	• Develop and maintain effective relationships with schools, parents/family/whānau, iwi, Pasifika groups, the community, interagency services and Te Mahau
	• Ensure consistent and thorough use of data to inform practice
	• Identify root causes of unjustified absence and non-enrolment of/for ākonga and implement strategies to address these
Attendance Advisors	• Maintain contact with referring schools, notifying them when ākonga are unable to be returned
	• Liaise as appropriate with the school, family/whānau and others involved in order to identify the likely reasons for ākonga non-attendance

Reporting

Attendance Providers are required to plan, monitor, self-evaluate and report against defined and agreed performance measures. Te Mahau takiwā lead the management of the Attendance Service provision for their region. Te Pae Aronui enable Te Mahau takiwā to lead by providing operational guidance and support.

Managing reporting

Regular meeting arrangements with the Provider and Ministry are built into provider contracts. The purpose of these meetings is for the Provider and the Ministry to share learning, give feedback, and track progress. These set meeting arrangements will ensure an increase in the frequency of meetings, include discussion on strategic direction and alignment and involve senior personnel from both organisations for at least some of the strategic level discussions.

Roles and responsibilities

Attendance Service Providers	• Delivers and reports on contract outcomes, outputs and service level agreements (KPI) • Identifies issues/ best practice related to schools' performance and informs Te Mahau`
Te Mahau Takiwā	• Monitors and reviews reporting • Manages the relationship with the AS providers
Te Pae Aronui	• Carries out national data analysis to inform a national view of the AS • Ensures national consistency through monitoring effective regional practice and recommendations for continuous improvement • Works with Te Mahau takiwā to address any contract or performance related concerns

See Appendix 1 for Meeting schedule and requirements
See Appendix 2 for Reporting template
See Appendix 3 for Follow up & Feedback Form

Payments

School Providers

Payments will be made directly to the Provider through the Ministry's Pourato payment system for schools and kura every school term. Invoices do not need to be submitted to the Ministry.

NGO/IWI Providers

Providers will send through invoices to regional Relationship Managers.

Invoice Requirements:

•   Service Provider name

•   Invoice number- individual invoice number for individual payments.

•   Description of invoice, ie. Term 2 Attendance Service or Milestone payment 2

•   Purchase order number

•   Payment amount as per the payment schedule

Payment amounts and due dates are outlined in the 'Payment approvals and processing' schedule of the Attendance Service contracts. Relationship Managers review the invoice by checking that the above invoice requirements are included and accurate. Relationship Managers add the RC code and Purchase order number to the invoice and send to the following email address for payment: accountspayable. invoices@education.govt.nz

Payments will be made within ten business days of the Ministry receiving the invoice for the payment due.

See Appendix 4 for invoice layout details.

Overview of referral process

Referrals

The Attendance Service supports ākonga, whānau and schools to manage attendance by receiving and acting on two types of referrals.

Unjustified absence

When a student is absent from school without a satisfactory explanation, they can be referred to the Attendance Service to support them to re-engage.

Reasons could include:

- Has been absent for more than three consecutive days without a justifiable reason
- Intermittent absences, i.e regular absence on particular days of the week
- Regular absence at certain times of the day, e.g missing the same class each day/week

It is important to note that the school needs to take all reasonable steps to engage the student back into education before referring them to the Attendance Service. These steps will be determined by the school's boards and the attendance management policies that they have in place.

Schools make referrals that are sent to providers overnight.

If the intermittent attendance by a 5-year-old is a concern for the school, then the options available for them are to consult the Attendance Service, and community agencies such as, Oranga Tamariki or the Police, to address concerns. If the student is over the age of 16, the school is required to provide additional information when making an unjustified absence referral.

Detailed steps on the Unjustified Absence referral process and case management can be found in the Attendance Service Delivery Guidance document.

Training for school leaders and administration staff in managing attendance can be arranged by emailing the Ministry's Training Services Team: training.services@education.govt.nz

See Appendix 5 for High level Unjustified Absence referral process map.

Non-enrolment

There are a number of reasons why a student is non-enrolled from a school:

- the school has been advised that the student is no longer attending,
- the student has been absent for 20 consecutive school days without the principal being informed that the absence is only temporary. Schools are encouraged to lodge an Unjustified Absence referral prior to this time elapsing.
- the student has been absent for less than 20 consecutive days, but the principal has reason to believe they will not return to school.

If a student is withdrawn from one school and hasn't shown to be enrolled in another school, where the last date of attendance leads to 20 consecutive days, a non-enrolment (NEN) notification task is sent to the school from ENROL. The school will submit a NEN within 5 school days. The NEN provides information such as the intended school, contact details for the student/whanau (if known) and any identified contributing factors relating to the ākonga non-attendance.

This will assist CIT who undertakes the initial 'filtering' of cases in an attempt to identify and resolve cases when the ākonga is already enrolled. If CIT cannot locate the ākonga, they will refer the case to the Attendance Service Provider who is responsible for the service area of the school that non-enrolled the ākonga.

Schools may submit an immediate NEN for ākonga when withdrawing him or her in ENROL, i.e., they don't have to wait for 20 days to lapse. This is particularly important for supporting ākonga who are at risk.

School boards are legally required to take all reasonable steps to ensure enrolled ākonga attend school every day, even if under 6 or over 16.

Once a parent enrols their child who is under 6 years old in school, the parent is legally required to ensure their child attends every day, unless they terminate enrolment altogether. Detailed steps on the Non-enrolment notification referral process and case management can be found in the Attendance Service Delivery Guidance document.

Support for using ENROL can be found here.

Training for school leaders and administration staff in managing attendance can be arranged by emailing the Ministry's Training Services Team: training.services@education.govt.nz

See Appendix 6 for High level non-enrolment notification referral process map.

Roles and responsibilities

Schools and Kura	• Makes unjustified absence referrals (using ASA) when additional support is required • Notifies Te Tāhuhu when ākonga are removed from the school roll by making a non-enrolment notification
Attendance Service Providers	• Manages and co-ordinates the referrals assigned to their service area
Attendance Advisors	• Maintain accurate and up to date records of all referrals and actions • Notify CIT team when additional checks are required to locate the akonga • Use the Attendance Service Application (ASA) to receive and record all referrals and notes regarding cases referred to them.
Central Investigations Team (CIT)	• Completes the first stage filtering for non-enrolment notifications • Manages agency checks including MSD and immigration searches • Transfers cases between AS providers

Safety guidance

All employees must accept personal responsibility for keeping safe. Service Providers will need to have Health and Safety related policies in place on keeping employees safe when working alone and/or out visiting ākonga, their parents, caregivers and/or whānau. Detailed steps on general safety can be found in the Attendance Service Delivery Guidance document.

Home and offsite visits

The Attendance Advisors/Kaiāwhina need to consider health and safety guidelines when attending home and off-site visits.   They need to monitor themselves to ensure they are not overly involved with their clients and always maintain clear professional boundaries. Detailed steps for home and off-site visits can be found in the Attendance Service practise manual.

Communications

All Ministry employees and contractors are required to adhere to the policies relating to the use of social media and communicating with the Media.

The Social Media policy establishes the key principles, responsibilities, and standards for Te Tāhuhu o te Mātauranga | Ministry of Education's social media use. The social media policy is published on Te Tāhuhu here.

All media queries concerning the Ministry of Education are answered by our media team. Send queries to media@education.govt.nz. The team will acknowledge your email.

Privacy

The ASA contains information that is confidential to the Ministry of Education and/or its customers. The system must be used in accordance with the Ministry of Education's Code of Conduct, and Information Privacy and Security Policy. Unauthorised or inappropriate use of the ASA can lead to disciplinary and/or legal action.

• Security of Information Policy (purpose, protecting info, user responsibility, provider responsibility, policy details)

Types of schools

Whilst most ākonga attend state-funded schools, there are a range of school types to choose from. Most schools teach in the English language, but there some schools who teach in Māori. Most state schools are secular (non-religious).

Information on types of schools in New Zealand can be found here.

Support within schools

Information on English for Speakers of Other Languages (ESOL), home schooling, student wellbeing, scholarships and competitions, learning support and options to help students enter, return to, or leave the school system can be found here.

Information on helping schools support ākonga who are entering, returning to or leaving the New Zealand school system can be found here.

To find information on School-based social work programmes click here.

Stand-downs, suspensions, exclusion, expulsion

Stand-downs

The formal removal of a ākonga from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

When a ākonga is stood down, the school processes it in ENROL.

The ākonga must go back to school when the stand-down period is reached. If not, the school processes an unjustified absence referral in ASA.

Suspensions

The formal removal of the ākonga from school until the school board decides the outcome at a suspension meeting.

The ākonga must remain on the school roll and can only be removed if they:

• enrol at another school; or

• are granted an exemption from enrolment; or

• leave the school system altogether (if over 16).

Exclusion

The formal removal of a ākonga under 16 years of age from the school by the Board , with the requirement that the ākonga enrols elsewhere.

This means the ākonga (under 16) must not attend the school (unless permitted by the principal) and must enrol at another one. The principal must try to arrange for the ākonga to attend another reasonably convenient school.   The board of any other state school may refuse to enrol the ākonga (unless the Ministry directs the school to enrol the ākonga).

Expulsion

The formal removal of a ākonga aged 16 or over from the school. If the ākonga wishes to continue schooling, he or she may enrol elsewhere.

The ākonga (16 or over) may enrol at another school but does not have to. A school may refuse to re-enrol the ākonga. The board of any other state school may choose not to enrol the ākonga (unless the Ministry directs that school to enrol the ākonga).

Further information on Stand-downs, suspensions, exclusions and expulsions can be found here.

Exemptions

Exemptions from attendance

Section 42 Exceptions to attendance because of well-being or transitional plan

Section 43 Exceptions to attendance because of secondary–tertiary programmes and multiple timetable arrangements

Section 44 Exemption from attendance because of walking distance to school or some other reason

Section 45 Exemption of student from attendance for period of no more than 5 days

Exemptions from enrolment

Section 38 Long-term exemptions from enrolment

Further information for parents and caregivers is available here.

Roles and responsibilities

Parents	• A parent or legal guardian is responsible for making an application to the Ministry to exempt their child from mainstream education for the purposes of home education
	• An individual application is required for each child in the family
	• Children are legally required to be enrolled in school and attending during the Home-Schooling application process
Te Mahau Takiwā	• Responsible for assessing home education applications, and seeking more information where necessary, to be satisfied the child will be educated as regularly as and as well as in a registered school, by negotiating the preferred approach with the applicant
	• Responsible for making decisions on home education applications and approving certificates of exemption for the purpose of home education
Te Pae Aronui	• Responsible for overseeing the provision of the Services Academies nationally

An exemption certificate enables parents to teach their children outside of a registered school (often but not exclusively at home). Parents must apply to the Ministry to receive an exemption certificate.

The Ministry in this context refers to regional office staff and management. These employees have been delegated the following powers:

• Granting or declining an exemption certificate

• Revoking an exemption certificate and assisting parents to transition their child back to school (if they are under 16 years of age).

• Requesting a discretionary ERO review

Section 38 of the Act states that an employee of the Ministry designated by the Secretary for the purpose (a designated officer) may, on application by a parent of the ākonga, grant the parent a certificate that exempts the ākonga from the requirements of Section 35 if the designated officer is satisfied that the ākonga:

a. is to be taught at least as regularly and well as in a registered school; or

b. is to be taught at least as regularly and well as in a specialist school or a special service (if the student would otherwise be likely to need special education).

Children must be **enrolled at and attending a school until the exemption certificate is granted. Failure to do so may result in their child being referred to the Attendance Service via a Non-Enrolment Notification (NEN).**

Section 39 Exemption from enrolment of student who has turned 15.

Information for parents and caregivers is available here.

Roles and responsibilities

Parents	• Applications must be made by the ākonga parent or caregivers
Te Mahau takiwā	• Responsible for assessing early leaving exemption applications and recommending outcomes for the Director of Education.
	• Responsible for making decisions on early leaving exemption applications and issuing certificates of exemption.
Te Pae Aronui	• Responsible for maintaining national oversight of early leaving exemption approvals and supporting area office staff as appropriate and necessary.

Section 19 referral protocol for non-attendance

This protocol seeks to ensure that schools can appropriately refer under s19 of the Oranga Tamariki Act 1989 (the Act) for those children and young people considered to be in need of care or protection because of their non-attendance at school. Non-attendance is defined as an unjustified absence from school, an absence that is not explained or is unsatisfactorily explained.

This protocol establishes:

• Non-attendance as a care and protection concern

• Steps to have been taken by schools prior to referral

• Referral; processes and roles

• Outcomes; processes and roles

Information on the Protocol can be found here.

See Appendix 7 for Section 19 referral form for FGC.

Report of concern

Anyone who is worried about a child or young person can make a report of concern to Oranga Tamariki or the Police. This happens usually when they believe a child or young person has been or is likely to be harmed, ill-treated, abused, neglected or deprived. Or they have serious concerns about the child or young person's wellbeing.

When a report of concern is made for a child, Oranga Tamariki follow steps to assess the family and home situation and the safety of the child, before acting.

Information on the Report of Concern process can be found here.

Prosecutions

Prosecution, or even the possibility of it, is one way of emphasising to parents their legal responsibility with regard to their child's attendance. However prosecuting parents should be the last resort. To prosecute, if it is necessary, schools need to have recorded evidence of the incidents of unjustifiable absence and interventions they have made. This is so schools can produce the necessary documents in court to support the charge.

The Ministry also has the discretion to prosecute parents for their children's non-attendance.

Find information on the prosecution process here.

Legal requirements

The Education and Training Act 2020 (the Act) requires all parents to enrol their children between the ages of 6 and 16 in a school. Attendance is compulsory for all students whenever the school is open.

Section 35 New Zealand citizens and residents between the ages of 6 and 16 to go to school

Section 36 Students required to enrol must attend school

Section 45 Principal may exempt from attendance for short period

Section 244 Penalty for irregular attendance

Section 48 Ensuring attendance of students

Section 82 Secretary for Education's powers when excluded student is younger than 16

Section 87 Secretary for Education's powers when excluded student is over 16

Education (School Attendance) Regulations 1951 require that all schools maintain accurate admissions registers and accurate daily attendance registers for all ākonga enrolled at the school and issue an approved attendance register to record student attendance, unless the school has been given approval by the Secretary for Education to use an alternative attendance register.

International students

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) supports the wellbeing of tertiary and international learners enrolled with New Zealand education providers. It sets out the requirements that education providers must meet for the wellbeing and safety of their learners.

Find information on International Learners here.

Attendance codes glossary and definitions

The attendance codes schools use to record the daily attendance of their ākonga can be found on the Ministry of Education website.

Appendices

Appendix 1: Meeting Schedule and Requirements

Meeting & Frequency	Attendees	Objectives
Operational Management Meeting Once a Term - 1 hour	Regional Relationship Manager Provider Services	• Discuss any operational matters that provider may have encountered • Discussion on how many staff are employed (Attendance Advisers/ Kaiawhina and Work Coordinators) as well as any other staff that might be employed for Attendance Services • Discuss compliance with health and safety procedures and child protection policies • Discuss any other topics providers may raise

Input: Te Pae Aronui: national data report & Provider Services data report

Output: Actions based on discussion including response to objective two regarding staffing

Meeting & Frequency	Attendees	Objectives
Contract Review Meeting Midyear - 1 Hour	Regional Relationship Manager Provider Services	• Discuss provider mid-year reports and term data • Discuss staffing levels (Attendance Advisers/ Kaiawhina and Work Coordinators) as well as any other staff that might be employed for Attendance Services • Discuss relationship management between provider and the schools • Check in on how providers are tracking against national and regional level KPIs • Discuss any other issues that providers may wish to raise

Input: Te Pae Aronui: National data report, Provider Services data report

Provider: Mid-year report

Output: Actions based on discussion including response to objective two regarding staffing

Te Mahau Takiwā: Follow up and Feedback form

Meeting & Frequency	Attendees	Objectives
Senior Management Forum Annual (end of year) - 1 hour	Regional Relationship Manager Provider	• Discuss provider performance against both National and Regional level KPIs • Discussion on how many staff are employed (Attendance Advisers/ Kaiawhina and Work Coordinators) as well as any other staff that might be employed for Attendance Services • Discuss where further service improvements can be met • Discuss and highlights and milestones providers may have achieved throughout the year

Input: Te Pae Aronui: national data report & Provider Services data report | Provider Services: Annual Report

Output: Actions based on discussion including response to objective two regarding staffing | Te Mahau Tākiwa: Follow up and feedback form

Appendix 2: Half-yearly and Final Reporting Template 2023

[Provider Name] – **Half-Yearly and Final Contract Reviews**

Template to be completed for each service area

Reporting measure description	Objective (Target)	Report actual	
		Half-yearly review	**Final review**
		Start of school term 1 to last day of school term 2	Start of school term 1 to last day of school term 4
How well? KPI 1: Ākonga return to a legal learning environment following an unjustified absence referral within 40 school days.	Up to 75%		
KPI 2: No more than 10% of UA referrals are re-referred more than two times in one school year.	< 10%		
KPI 3: All NENs cases open longer than six months must have a plan in place to re-engage the ākonga back into school or a learning environment. The plan must include options that result in a case closure within the following two months. a. cases open longer than six months have a plan in place b. these plans are executed, resulting in NEN case closure within 2 months	 Up to 100% Up to 75%		

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review	**Final review**
Start of school term 1 to last day of school term 2	Start of school term 1 to last day of school term 4

1. Describe some highlights from the period.

2. Describe barriers that have been encountered.

3. Describe enablers that have been encountered.

4. What issues and trends have arisen over the reporting period?

5. Describe proactive initiatives that you have undertaken.

6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?

How have you been able to encourage new schools to make referrals to your Attendance Service (New KPI – page 1. Point 1b above)

7. How have you been able to give practical effect to the Ka Hikitia guidelines for Māori ākonga and the Action plan for Pacific Education for pacific learners? (New)

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review	**Final review**
Start of school term 1 to last day of school term 2	Start of school term 1 to last day of school term 4

8. Please attach two short case studies (not used in a previous report, with no identifiable details):

   a success story, including background/context, what did you do, what was the outcome

   an active complex case, including background/context, what you have done, difficulties encountered.

9. Any other key points from the reporting period? (optional)

10. Please list the local interagency groups your Service is a member of using the following format:

Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?

Note: This information could come from a variety of sources. The information provided should be non-identifying unless permission to publish has been obtained in writing from all identifiable parties.

Please attach a cost breakdown for the Attendance Service for the school year with your annual review report. The breakdown should show how the funding has been spent, including any amount kept by the provider for administration costs and the number and cost of FTEs.

Half-yearly contract review report due date	Signed:	
Before the end of week 3 of school Term 3 2023	Date:	
	Name:	
	Position:	

Final contract review report due date	Signed:	
Before the start of week 2 of school Term 1 2024	Date:	
	Name:	
	Position:	

Appendix 3: Follow-up and Feedback Form

This "Follow-Up and Feedback" form must be completed by the Regional Relationship Manager following the receipt of both the six month and annual reports. This form should be completed after the Relationship Manager has met with the Provider to discuss both the report and the last two terms of ASA data. This form provides a summary of the Provider's performance, identifies any areas needing development, support and/or any follow-up required. This form is given to the Provider as feedback following the review. The Provider should sign the form to indicate they have received it and then scan the form back to the Relationship Manager. A copy of the form will also be provided to National Office.

Period the submitted report covers	For the period [Insert from and to dates]	
Programme	Attendance Service	
Purpose of Agreement	The aim of the Attendance Service is to achieve a sustainable return to school for students who are persistently not attending. Providers work with students and their families to address the root causes of non-attendance, which are often complex.	
Date of Review Meeting		
Review Meeting Attendees		
Relationship Manager (signature) / Date		
Ministry Manager (signature) / Date		
Attendance Service Provider Manager (signature) / Date		

General Summary	
General summary comment	
Ministry Manager's comment (optional)	

Practice	
Areas of great practice	*KPIs – may be one or several.*
	Responding to referrals and working with students and whanau.
	Working with schools.
	Collaboration with the community, including participation in interagency groups and advisory group.
	Proactive initiatives.
	Meeting the needs of Māori and Pasifika learners.
	Early intervention.
	Long term cases.
	Working with MOE.
	Systems and processes, and leadership and vision.
	Skills and knowledge of kaiawhina.
	Other

Areas identified as needing follow up or development	*KPIs – may be one or several.*
	Responding to referrals and working with students and whanau.
	Working with schools.
	Collaboration with the community, including participation in interagency groups and advisory group.
	Proactive initiatives.
	Meeting the needs of Māori and Pasifika learners.
	Early intervention.
	Long term cases.
	Working with MOE.
	Systems and processes, and leadership and vision.
	Skills and knowledge of kaiawhina.
	Other
Areas identified as needing support	*This is a place to record where it has been identified that the Ministry can assist the Provider. Each area of assistance should be identified with a comment on how this will be progressed.*

Data	
Comment on Attendance Service Application Data	*Looking at the termly data report are there any noteworthy trends or patterns, and is any action required to respond to these.*

Report	
Comment on strength of report	*This is a place to record how well you think the report has been written. Is it comprehensive enough? You may also wish to make a comment here if the report was late.*

Health and Safety	
Comment on health and safety policies and practices	*This is a place to record how the provider is complying with its health and safety obligations.*

Meeting	
Questions/issues raised in the report that were resolved in the meeting	*An example could be where the report queries a piece of data but this is explained by the Relationship Manager. It may be useful to reference the page number in the report.*
Any other noteworthy comments raised in the meeting	*This is a place to record discussions or comments made at the meeting which may be outside the scope of the report or not otherwise included in this form.*

Action Points		
Action	**Person Responsible**	**Due Date**
What has been agreed will be done?	*Who will do it?*	*When is it agreed to be done and/or when will an update be provided?*

☐ Provider Report

☐ Provider Attendance Service Application Data for Period

Purpose

This one form combines the following:

- Previous Internal Review form
- Previous Follow up and Feedback form
- Meeting notes

The objective is that this form will be a useful record of the meeting for both the Ministry (not just the current regional relationship manager) as well as the Provider. It should also give useful feedback on the report, and the Provider's performance. It should be read in conjunction with the Provider's report as well as the most recent ASA termly data report.

Timing

The form should be completed after the meeting with the Provider. It may be useful to take this template to the meeting with you so that you can ensure that you have covered off all the necessary topics. It may also be beneficial to have someone with you at the meeting to take comprehensive notes so that you can engage fully in the discussion.

General use of Form

The boxes will expand as you type. The form is designed to be completed electronically rather than to be handwritten on.

The highlighted text should be deleted and replaced with your comments.

When filling in this form it is useful to remember that it has a wider audience than the people who were at the meeting (e.g. yourself and the Provider manager). The form will be read by your manager, by National Office staff, it may be referenced by someone who is doing your job in the future, and the Provider may show it to their staff and manager. For this reason it is useful to ensure your comments have context.

This form is a formal record of both your response to the report and your meeting with the Provider. It is an important element of contract management and helps to ensure that the Provider is meeting its obligations under the Attendance Service contract. It is also important in ensuring that the Ministry is providing the required support.

Practice Section

The form asks you to make comments on the "Areas of great practice" and "Areas identified as needing follow up or development". To assist with knowing what should be addressed in these sections there are twelve categories. These categories have been selected as they are important elements of the work of an Attendance Service Provider.

For both "Areas of great practice" and "Areas identified as needing follow up or development" you should consider whether within each category there are things that the Provider is doing which are great practice or which need development. If the category is not applicable – for example if the Provider works very well with the schools in its service area and there is no need for follow up or development – you should not make any comment in this box in the section "Areas identified as needing follow up or development" (see Tech Tips below for how to then delete the unneeded category's box).

Action Points

This section at the end of the form captured all the agreed actions. The agreed actions may be discussed elsewhere in the form but should be repeated in this section so that it is easily seen who has agreed to do what, and by when.

Tech Tips

You can insert a row into the above table (for example if you have further action points). To do so take the following steps:

- Click on the section of the table you would like to add row/s to
- Click on the "Layout" tab
- In the "Rows & Columns" section click "Add above" or "Add below"
- You can do this multiple times to add multiple rows

In the "Areas of great practice" and "Areas identified as needing follow up or development" sections if you are not making a comment in one of the categories and wish to delete that box you should follow these step:

- Delete the text from the box so the box is empty.
- Highlight both the empty box and the box above or below it.
- Click on the "Layout" tab.
- In the "Merge" section click "Merge Cells".

Appendix 4: Invoice Requirements

Busy Lizzy Relocations

PO Box 9297K

Otematata 3281

New Zealand

The supplier's name and address should be clearly stated

Invoice Number: INV0009132

Phone: 09 555 4993

accounts@busylizzys.co.nz

The invoice should be clearly made out to the Ministry of Education and include our address

The GST number of the supplier should be clearly stated

GST No.: 105 333 889

The words Tax Invoice must be in a prominent place

Tax Invoice

Ministry of Education
PO Box 1666
Wellington 6140

The date the invoice was issued

Invoice Date: 31/11/2021

Attn: Alice Blamaire

The full name of the Ministry of Education person who will code the invoice

Purchase Date: 31/12/2021

Purchase Order: KE40068429

The Purchase Order number (if applicable)

A description of the goods and/or services that have been supplied

Item	Description	Unit 5	Unit Price (Ex GST)	Tax Type		Amount (Ex GST)
65	Labour	Hrs	3.25	65.00	GST	211.25
VC2	Vehicle Change	Qty	2	35.00	GST	70.00

The quantity or volume of the goods and/ or services supplied

Sub-total (ex GST):	$281.25
GST:	$42.19
Total (inc GST):	$323.44
Amount Paid:	$0.00
Amount Due (inc GST):	$323.44

When coding invoices, make sure GST is captured exactly the same way as it's displayed on the invoice (either GST inclusive or exclusive)

- *The amount, excluding GST*
- *The GST and the total amount payable, OR*
- *A statement that GST is included in the final price (if is has been)*

All invoices must be sent to:
Accountspayable.invoices@education.govt.nz

Appendix 5: High Level Unjustified Absence Referral Process Map

Attendance service unjustified absence referral and case management process

Appendix 6: High Level Non-enrolment Notification Referral Process Map

Attendance service (non enrolled) referral and case management process

Appendix 7: S19 Referral Form for FGC

ORANGA TAMARIKI
Ministry for Children

S19 referral by a school to a Care and Protection Coordinator under the Protocol for Non-Attendance

Note: This referral form is where the care or protection concern is for non-attendance only. All other cases involving care or protection concerns should be notified to the National Contact Centre on 0508FAMILY (0508 326459) or email to contact@ot.govt.nz

1. Full name of te tamaiti:	2. Date of birth:
3. Ethnicity:	4. Home address:
5. Referred by:	
School:	
Address:	
Telephone Number:	

6. Te tamaiti must be on the school roll (Please confirm this is so)	☐ YES

7. Family details	
Mother's Name:	Father's Name:
Name:	Name:
Address:	Address:
Telephone Number:	Telephone Number:
Present Caregiver's Name: (If mother or father please indicate)	
Name:	
Address:	
Telephone Number:	

Names And Addresses Of Any Known Family/Whānau: (please indicate relationship)	
Name:	Name:
Address:	Address:
Telephone Number:	Telephone Number:
(H)	(H)
(W)	(W)
Relationship:	Relationship:
Name:	Name:
Address:	Address:
Telephone Number:	Telephone Number:
(H)	(H)
(W)	(W)
Relationship:	Relationship:

Name:	Name:
Address:	Address:
Telephone Number:	Telephone Number:
(H)	(H)
(W)	(W)
Relationship:	Relationship:

8. Other Significant People (e.g. Teacher, GP)

Name:	Name:
Address:	Address:
Telephone Number:	Telephone Number:
(H)	(H)
(W)	(W)
Relationship:	Relationship:

Name:	Name:
Address:	Address:
Telephone Number:	Telephone Number:
(H)	(H)
(W)	(W)
Relationship:	Relationship:

9. Please detail steps the School has taken to address the truancy problem and the outcomes

Please specify the specific grounds under section 14(1):

• Section 14(1)(a) the child or young person is suffering, or is likely to suffer, serious harm, having regard to the circumstances described in section 14AA(2)(a) - a child's or young person's development or physical or mental or emotional well-being is being, or is likely to be, impaired or neglected, and that impairment or neglect is, or is likely to be, avoidable;

and

• 14(1)(d) the child or young person has behaved, or is behaving, in a manner that –

   I. Is, or is likely to be, harmful to the physical or mental or emotional wellbeing of the child or young person or to others; and

   II. the child's or young person's parents or guardians, or the persons having the care of the child or young person, are unable or unwilling to control.

Reasons te tamaiti is in need of care and protection:

Details of contact people who can substantiate this belief:

10. Please detail steps the family/whānau has taken to address the truancy problem

Has there been a Strengthening Families meeting held?

[ ] YES   [ ] NO

11. What was the outcome of the Strengthening Families meeting?

12. Has the School Board of Trustees or approved person/body as set down in your School Policy been advised of this referral? (Please tick box)

[ ] YES   [ ] NO

13. Have the Parents been fully advised of the difficulties experienced by the School?

[ ] YES   [ ] NO

14. What explanations have the parents offered regarding the truancy?

15. What explanations has te tamaiti offered regarding the truancy?

16. Please record the details of te tamaiti's absence and attach any documentation available:

17. Have the parents been advised of this referral? (Please tick box)

☐ YES ☐ NO

Has the referral been made with the consent of the family/whānau?

☐ YES ☐ NO

18. Person to represent the school at the FGC:
    (must be a staff member with authority to make decisions on behalf of the school)

Name and Position:

Contact Number:

Email address:

19. Any other relevant details/comments:

20. Additional information – not to be shared with family/whānau
    e.g. risk factors for engagement or home visits

21. Any recommendations as to the course of action

22. Name and Position of person signing

Signed:	Date:

Te Mahau

We **shape** an **education** system that delivers **equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga** kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

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Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government