Attendance Service Delivery Guidelines

Te Mahau

Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government
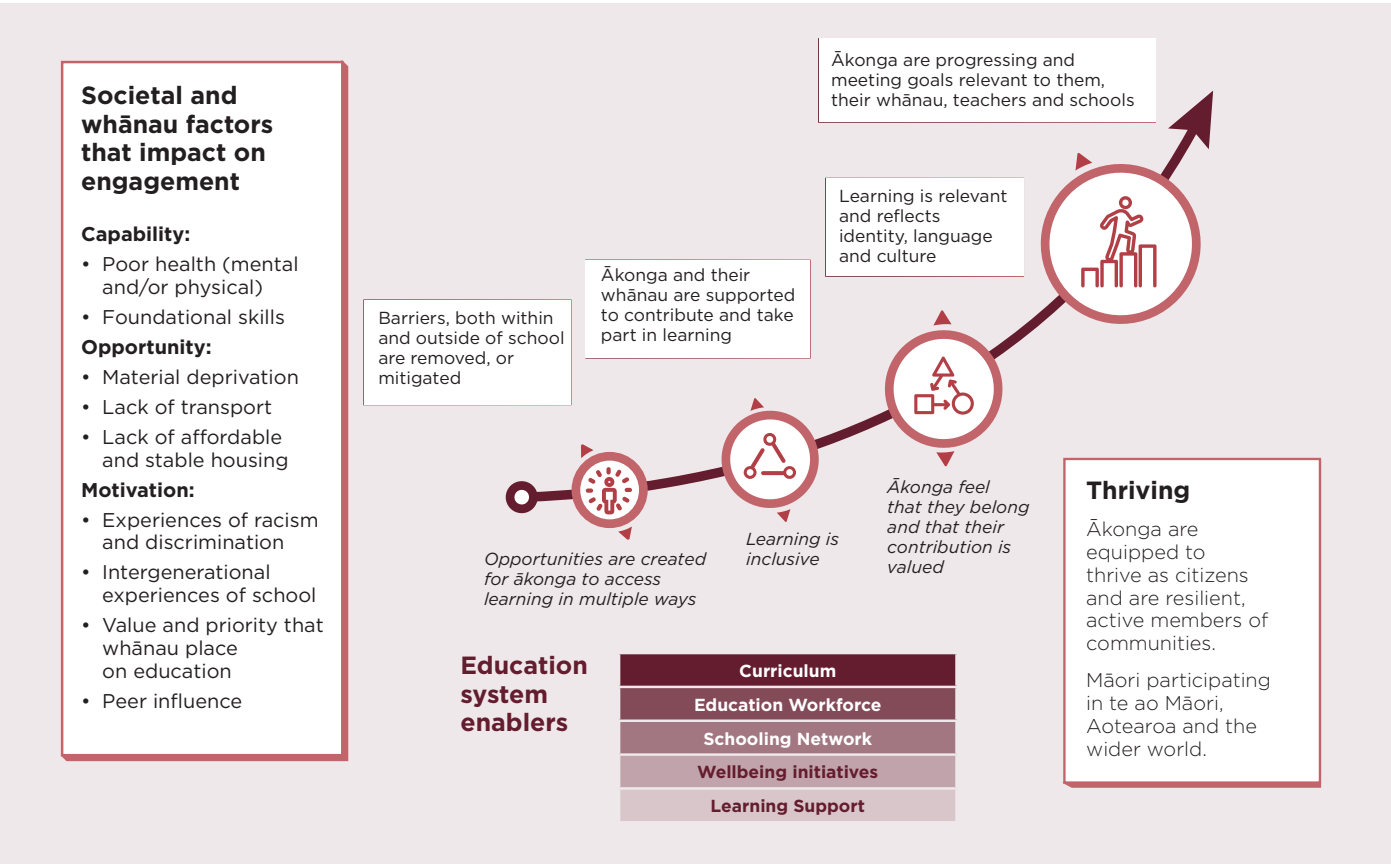
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Purpose

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.

About 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

Best practice

Communicating with the community

The Attendance Service extends beyond returning a student back to school. It looks at all factors contributing to a student's unjustifiable absence or non-enrolment and identifies what school, family/whānau, community and social service support is required to sustain attendance.

Introduction meetings

- Contact the schools listed in the area in the first term to explain the service offered and how they can be reached. This could be done in person, via a community newsletter or other correspondence.

- Ensure school staff are aware of how to make referrals to the Attendance Service. Support on how to make a referral can be found here.

- Meet with schools across the service area through one-on-one hui, Kāhui Ako hui and established forums.

The design of the Attendance Service supports schools to manage attendance effectively. Building on local knowledge of what works in each community and what works for Māori and Pasifika, the Attendance Service is designed to build a connected service for students, schools, parents/whānau, Iwi, Pasifika groups, the community and social services.

See page 28, for Appendix 1: Community Newsletter example.

Building relationships

- Meet with Relationship Managers to learn about Ministry processes and how to navigate pathways like Te Kura, Home-schooling, and Early Leaving exemptions. Find information on Education Pathways in the Attendance Service Provision Guidelines.

- Attend interagency forums and hui with stakeholders to establish the role of the Attendance Service in the wider services community e.g., Fortnightly hui with Police focussed on youth justice, meetings with health nurses, Oranga Tamariki, other Attendance Service providers within the region, Strengthening Families, REAP and other agency forums.

- Connect with and develop support functions and resources e.g., kia ora club, donated food, community resources, taking food to home visits with whānau.

- Investigating pathway options available in communities and meeting with community providers to learn about what's on offer for older ākonga.

See page 30, for Appendix 2: Community Meeting Template example.

See page 31, for Appendix 3: Community Social Service Contacts example.

Communication

- Providing guidance material to Principals and administration staff on when and how to make a referral and keep in contact regularly with school staff to mitigate knowledge loss through staff turnover.

- Regularly communicate about the service in the community through school or community newsletters. Or by promoting the service through social media presence. Utilising school social media to raise awareness works well.

Managing case loads

Managing the workflow of incoming referrals and allocating them is a daily and is sometimes a twice daily activity. Your MoE Relationship Manager will provide you with a weekly list of cases assigned to your Provider Service. This list will provide case details, such as; case ID, NSN, student age and the duration the case has been open. This list can be used to address priority cases and support with basic triage.

Work-Coordinators complete the following tasks:

- Basic triage (checks addresses, reads any notes from referring school, past referrals, immigration and MSD checks, connecting with other services, finding resources and agencies that can help)

- Sends acknowledgment to the school for UA referrals, and

- Assigns to Attendance Advisor or team lead if their organisation structure has one

- Providers may assign referrals immediately and the Attendance Advisor completes the triage checks and sends the acknowledgement to the schools.

- Acknowledgements are sent to schools either via Outlook or ASA email. The preference should be using the ASA email as this creates a record of the email in the action log so that you have the history retained in the case file.

Attendance Advisors once allocated complete the following activities:

- Sends acknowledgement to the school for the UAs if the Work Coordinator hasn't

- Contacts the referring school to try and get more information. The Attendance sheet is seen as a very useful tool to show the family what the students pattern of attendance is

- Tries to make contact with the family prior to visit

- Conducts a home visit

- Conducts a cold call if unable to make contact

Attendance Service Application (ASA)

The Attendance Service supports ākonga, whanau and schools to manage attendance by receiving and acting on two types of referrals using the Attendance Service Application (ASA). ASA is a Ministry of Education case management system which holds referral information in one place and builds the case history for each learner referred to the Attendance Service. It is a web-based application supported by the Ministry.

For support and help with the Attendance Service Application (ASA), please contact:

Resourcing & E-Admin Contact Centre

Tel: 04 463-8383

Email: e.admin@minedu.govt.nz

Access

- **ASA user access request form** — all attendance provider staff will require a form completed and signed by the Contract holding CEO / School Principal or delegated authoriser, the authoriser needs to check ID requirements (not required to be sent in).
- **ASA delegated authoriser form** — all approvals need to be signed by the Contract holding CEO / School Principal unless they have delegated someone in their team as the authoriser. This form delegates that authority.

Please have these forms sent to the Service Desk for processing — service.desk@education.govt.nz. As part of that process an Invitation Email is sent to the applicant by the Service Desk.

The invitation email confirms who the person is that is making the request, then invites them to choose a username and password.

In creating their profile, they will be asked if they have an ESL / ENROL Log In, and they must say NO (even if they are a school and already do). This allows a new Attendance Service ESL Log In to be created.

Then the application passes to our ASA 2nd Level Support team for activation, and this step can at times have at least a two-day turnaround.

See page 33, for Appendix 4: ASA Access Form.

See page 35, for Appendix 5: ASA Delegated Authoriser Form.

Referral process

All referrals (non-enrolment and unjustified absence) are lodged in ASA. A case workflow is generated and allocated to the Attendance Service Provider. When a referral is made in ASA it is progressed through a number of states depending on the referral type. These are detailed below.

Provider training on how to use the application can be found here.

Unjustified absence referral

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:

- 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 or being regularly

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 board of trustees and the attendance management policies that they have in place.

Schools generate Unjustified Absence referrals directly via the ASA system Schools Desk. The referral will be sent to the Provider contracted to support that school, who will allocate the referral to the appropriate Attendance Advisor/Kaiāwhina for action. School referrals are sent to providers overnight.

UA Workflow
Once a school exhausts all reasonable steps to solve the absenteeism problems of a student, the school submits an unjustified absence (UA) referral though the attendance service application (ASA)
State 0 - Loaded for action
• Referral has been loaded into the system directly by the school
• Provider Work Coordinator reviews and progresses to State 1. Open
• Assigns the referral to an Attendance Advisor / Kaiāwhina

State 1 – Open

- The case is active and being actioned by the Attendance Advisor / Kaiāwhina
- The student is located and supported in their return to school or legal learning environment
- Progress to State 2. Monitoring or 3. Pending Closure

State 2 – Monitoring

- Student has been returned to school
- Action plan has been put into place to monitor and support sustained attendance where there is repeated unjustified absence referrals, or family / whānau and student require additional support etc. (See 'Monitoring explained- Pg. XX)
- Return to State 1. Open (if sustained attendance is not occurring and more work is required) or progress to State 3. Pending Closure

State 3 – Pending Closure

- Student has been returned to school
- Student has attended school for a set period of time (as part of a set plan)
- School is notified that the case is being closed.
- Return to State 1. Open (if case needs further work) or Progress to State 4. Closed

State 4 - Closed

- The case is closed

Referral for students over 16 years

If the student is over the age of 16, the school is required to provide additional information about when making an unjustified absence referral. As a 16 year old student is not legally required to be at school, if the school is having an issue with intermittent unjustified absence's the following questions may be useful:

- Has contact been made with the family?
- Is the family aware that their child is unjustifiably absent?
- Does the family want the school to act on the unjustifiable absence?
- Is the family aware of the impact their child's non-attendance will have on National Certificate of Educational Achievement (NCEA)?

Before a referral is made to the service, the school needs to:

- Formally ascertain from the family that they would like the school to continue to work with the student to keep him or her engaged in education
- Document the steps they have already taken to try to locate and re- engage the student.

Non-enrolment notification

When a student is non-enrolled from a school the Ministry is alerted.

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 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 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 notification task is sent to the school from ENROL. The school then submits a NEN in ENROL within 5 school days providing information such as the intended school, contact details for the student/whanau (if known) and any identified contributing factors to the students non-attendance. This will assist CIT who undertakes the initial 'filtering' of cases in an attempt to identify and resolve cases when a student is already enrolled.

Schools may submit an immediate non-enrolment notification (NEN) for a student when withdrawing him or her in ENROL, i.e. they don't have to wait for 20 days to lapse. This is particularly important when dealing with at risk students.

CIT will allocate NEN cases to the appropriate Provider, based on the students address provided by the school in the referral, NOT the referring school. You can see your provider boundary, and the addresses within it here. CIT use this to allocate NENs.

NEN Workflow

Non-enrolment notifications (NEN) are initiated in ENROL by the

school and processed overnight into ASA

State 0 - possible data error

- This may be caused by an excluded student having a NEN created.
- This is not necessary as we are already working with the student

State 1 - With Central Investigation Team (CIT) for filtering

- CIT review each workflow and will often contact parents, schools to see if the student has started in a new school but ENROL hasn't been updated
- Where the leave reason is 'gone overseas', an immigration check will be performed, other checks such as contacting MSD may take place
- If the student is already enrolled or has been confirmed as gone overseas the workflow will be closed, progress to state 6 (Closed)
- CIT progresses the case to State 2 (Loaded for Action) and assigns to the appropriate Attendance Service Provider

State 5 – Pending Closure

- Student has been re-enrolled and returned to a school (but ENROL may not have been updated) Student has attended school for a set period of time (as part of action plan)
- Return to State 3. Open (if case needs further work) or Progress 6. Closed

State 6 – Closed

- The case is closed

School boards of trustees are legally required to take all reasonable steps to ensure enrolled students 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 'obliged' to ensure their child attends but are not legally required to do so until they turn 6.

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.

Support for using ENROL can be found here.

Monitoring explained

Once a student has either been enrolled into an educational placement or returns from an unjustified absence, a decision needs to be made to determine if the student needs to be monitored.

When to consider monitoring

Monitoring is a process that on return to education tracks the student's attendance based on an agreement by the student, parent/caregiver, school and the Attendance Advisor/Kaiāwhina.

Certain conditions need to be taken into account when considering monitoring:

- The referral history
- The complexity of the case
- Schools support in monitoring.

If it is decided that the student should be monitored, then it is important to create and agree a monitoring plan.

Creating a monitoring plan

Formulating and agreeing a monitoring plan is a collective activity involving the student, their parent/caregiver/whānau, the school and the Attendance Advisor/Kaiāwhina.

Things to include in the monitoring plan are:

Agreement upon an improvement indicator

Agreement of actions required from the:

- School — e.g. changes the school will make, support for student put into place, tracking attendance and immediately notifying the Attendance Advisor/Kaiāwhina if student is absent
- Family — e.g. commitment to encourage attendance and get the student to school, identify needs in respect of school, health, social and family
- Student — e.g. go to school, identify own needs in respect of school, health, social and family
- Attendance Advisor/Kaiāwhina — e.g. maintains regular communication with all parties, supports student, family and school, follows up on any absences, facilitates and engages other community services if required.

Review date and how it will be done.

- An escalation plan what will happen if attendance is not improving? This could include referrals to other agencies or community services, or commencing prosecution action.

Monitoring in action

- It is important that the monitoring plan once in place is then managed.
- Some suggestions around this could be:
- School keeps track of student's attendance daily and informs the Attendance Advisor/Kaiāwhina as soon as they are absent. The Attendance Advisor/Kaiāwhina contacts the parent/caregiver and provides feedback to the school
- Review dates occur for progress and updates

The case is closed based on agreement from all parties involved in the plan.

Case notes

Transferring cases

All relevant information must be entered into ASA to ensure a full case history is created and the steps taken to support the learner to return to education are captured. Entering accurate case management notes into ASA is extremely important. If the case leads to prosecution the case notes will be used to form part of the prosecution.

UA cases cannot be transferred. Only Non-enrolled cases (NENs) can be transferred.

When transferring a NEN case ensure:

- you have a valid postal address including a house number

- you update the 'Caregiver details' section of ASA with any new details you have

- you add any relevant details in the 'Alert: Health and Safety Notes:' section of ASA

- your case notes are up to date

- that if the new address is in your region and will be transferred to an Attendance Advisor within your team (service area), to advise them that you will be transferring the case to them

- You assign the case to your Work-Coordinator

All case transfers will be reviewed by your Work-Coordinator and **assigned** to the Central Investigation Team (CIT).

If the school has put through a UA for a student and subsequently the school is advised that the student will not be returning to the school, is moving outside of your service area, or the school decides they need to take the student off the roll for continuous absence, the school needs to request that the Attendance Service close the UA case. Then when the school takes the student off the roll the school should put through a non-enrolment notification using the "NEN now" option unless the school is clear that the student has already, or will be, enrolling in another school (closure reason- transferred to another school). If the school is unsure (closure reason- NEN generated) then they should 'NEN now'. The Attendance Service can discuss this when the school requests the closure of the UA and update the case notes accordingly.

If the student enrols at another school and that school finds that there are attendance issues they are unable to resolve, then that school should submit a UA referral.

Locating students

Communications

MSD checks can be used if all available address information is not valid, or if you are having trouble locating the family. You can perform an MSD check as many times as necessary. Any additional details you gather will assist in this check, ie. caregiver details or additional names.

Contact your Regional Relationship Manager for the MSD check template.

- Please save the spread sheet with the date (in this format – 00.00.00) and initials or provider name you would like the MSD response sent back to.
- MSD checks should be sent to the non.enrolment@education.govt.nz

Immigration checks can be used if MSD checks come back unsuccessful to establish if the student is in or out of the country. You can also request a one off in-depth IMM check if you are confident the student is overseas. This check should only be requested if a previous check has come back as unmatched. Passport numbers will assist this check.

Contact your Regional Relationship Manager for the Immigration check template.

- Use the Extra information column to provide any additional context for searching, such as travelling with grandparents, first name last name. Or also has a British passport No. 1234567
- Please put the name of your provider to help return the immigration results to the right provider.
- Please co-ordinate your requests per provider to ensure the results are returned quickly.
- Immigration checks should be sent to the non.enrolment@education.govt.nz before Friday noon.

ENROL holds details on a students enrolment history and past schools they have attended. Contacting a previous school might provide you with further details of the students or their family to assist in locating them.

Previous Attendance Advisors might have some prior knowledge that could help in locating the student. They might be able to provide details about the family. Checking the action log of a case will indicate previous Attendance Advisors.

Contact details on ASA will assist you in contacting and locating students or their family. Trying these details frequently will be useful.

Third Parties might be able to provide details or updates on a students, or their families, whereabouts. These could include Police or OT.

As a Service Provider contracted to the Ministry, you 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.

Media

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.

Policies

All Attendance Service Providers must have policies and procedures in place including:

- A health and safety policy

- Child protection policy

- Policy and guidance for transporting students safely

- Guidance for staff when managing difficult behaviours

- Guidance for staff conducting home visits.

Appendices

Appendix 1: Community Newsletter example

Newsletter 1, 2022

ROTORUA ATTENDANCE SERVICES
Tuia i te herenga tangata

Kia ora,

The purpose of this newsletter is to update schools about the progress made in the establishment of Rotorua Attendance Service. Most of you will be aware the attendance contract with Datacom in Wellington ceased at the end of 2021. The contract is now based in Rotorua and the attendance advisors have offices in the following schools; Rotorua Boys' High School, Rotorua Lakes High School, Western Heights High School, Rotorua Girls' High School and Murupara Area School. This enables each attendance advisor to work with the schools in their area. The advisors are a community resourse who will work in colaboration with a variety of community providers.

We are committed to provide a high quality service that suits the needs of our community.

ATTENDANCE MATTERS
every student, every day

Key Success Factors

- Strong leadership and vision
- Management vision; integrated management
- Partnerships and networks
- Community and interagency
- Ministry of Education support
- National and regional offices
- Systems and Processes Information captures, referral processes, reporting
- Engagement and relationships with family/ whānau
- Engagement and relationships with schools
- Engagement and relationships with learner Focus on learner potential
- Skills, knowledge and capability of the AA's / Kaiāwhina

Attendance Advisors
ROTORUA CLUSTER

Arapata Kuare (Puttz)   - Rotorua Boys' High School
                         - 0220729981
                         - ahetamatekuare@rbhs.school.nz

Karen Waerea   - Western Heights High School
                         - 0223414795
                         - kwaerea@whhs.school.nz

Tracey Dender   - Rotorua Girls' High School
                         - 0211754252
                         - tdender@rghs.school.nz

Stu Herewini   - Rotorua Lakes High School
                         - 0276492164
                         - stu.herewini@gmail.com

Pauline Teddy   - Murupara Area School
                         - 0273665604
                         - pteddy@msa.school.nz

PLEASE NOTE that Rotorua Attendance Service is only contracted to process UA (Unjustified Absence) referrals

Any queries about delivery of service should, in the first instance be directed to

TOM HALE
Manager of Attendance Hub
0278082463
thale@rbhs.school.nz

Work Co-ordinator

Kendyl Cassidy
- 07 3486169
- kcassidy@rbhs.school.nz

Newsletter 2, 2022

ROTORUA ATTENDANCE SERVICES
Tuia i te herenga tangata

Dear Colleagues,

The Rotorua Attendance Service has now been in operation for one term as we head into Term 2 of the school year. Hopefully without too much disruption from COVID-19. Attencance advisors have visited all school to introduce themselves and explain how they can assist with UA (Unjustified Absence) referrals. Attendance Advisors will receive a case via ASA and work in partnership with the referring school to re-engage the student into education. Our team look forward to working with your school.

Kind Regards,
Tom Hale

ATTENDANCE MATTERS
every student, every day

Arapata Kuare (Puttz)
Rotorua Boys' High School
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- ahetamatekuare@rbhs.school.nz

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Murupara Area School
- 0273665604
- pteddy@msa.school.nz

Kendyl Cassidy
Work Co-ordinator
- 07 3486169
- kcassidy@rbhs.school.nz

Tom Hale
Manager
- 0218082463
- thale@rbhs.school.nz

Term 2

This term the attendance service has met with the Rotorua Police Youth Aid Team and will be working on two projects.
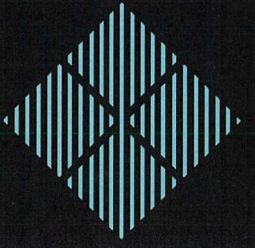
- Creating a truant free zone in the CBD
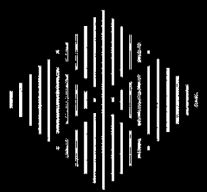- Making joint home visits

We look forward to working in collaboration with the Youth Aid Team on joint projects.

The Attendance Service is contracted to respond to Unjustified Absences.

A student can be referred when they have:

- Been absent for more than three consecutive days without a justifiable reason.

- The school has written multiple letters, phone calls, and made home visits without success.

- Each school will have its own processes to work with families prior to making a UA referral.

Appendix 2: Community Meeting Template example

ROTORUA ATTENDANCE SERVICE
Tuia I Te Herenga Tangata

Community Action Team Meeting

Attendance Advisor	

Name	
DOB	
Year Level	
Last School Attended	

Outline of work taken to date:

-
-
-
-

Plan:

-
-
-
-

Support Agencies : Action to be taken

1.	
2.	
3.	

Appendix 3: Community Social Service Contacts example

Rotorua Attendance Service

Social Services In Rotorua

Rotorua Budget Advisory Service Inc.	Rotorua Budget Advisory Service	Free, confidential and non-judgmental budget advice and BFC services	PH: (07) 346 3236 Email: rbas@rotoruabudgetadvice.co.nz
KOROWAI AROHA Health Centre	Korowai Aroha Health Centre	Korowai Aroha is a kaupapa Maori Health Service and this shapes who we are and how we treat each other.	PH: 0800 507092
stand Tū Māia	STAND children's Services	Counselling for Youth, Whanau Support, Social Work	PH: (07) 3459097 Email: NationalOffice@standforchildren.org.nz
Family Works NORTHERN	Family Works Northern	We aim to build safe, strong and connected families. Our social services help children, young people and families feel supported and included in their communities	PH: (09) 639 2016 Email: admin.lesliecentre@fwn.org.nz
MAATUA WHANGAI	Maatua Whanagi	We provide holistic support services to empower and strengthen whānau	PH: (07) 348 1231 or 0800 622 822 Email: admin@maatua-whangai.co.nz
TE WAIARIKI PUREA TRUST	Te Waiariki Purea Trust	We offer rangatahi and whanau services supporting rangatahi to be active in their communities, achieve in education, culturally connected and engage with whanau	PH: (07) 348 5051 Email: reception@twptnz.org
Habitat for Humanity	Habitat for Humanity	Building strength, stability and self-reliance through shelter	PH: (09) 579 4111

Appendix 4: ASA Access Form

Rotorua Attendance Service

OPEN HOME FOUNDATION	**Open Home Foundation - Rotorua**	A Child and Family Support Service	**PH:**(07) 348 8009 **Email:** rotorua@ohf.org.nz
Citizens Advice Bureau	**Citizens Advice Bureau - Rotorua**	Free and confidential advice, information and advocacy for everyone	**PH:** (07) 3483936 or 0800 367 222 **Email:** rotorua@cab.org.nz
Te Runanga o Ngati Pikiao	**Te Runanga o Ngati Pikiao Community Health**	We focus on providing services that are whānau-centred and give the level of support, awhi and guidance that tamariki, rangatahi, pakeke and koeke need most	**PH:** (07) 347 3195 **Email:** admin@pikiaorunanga.org.nz
ORANGA TAMARIKI Ministry for Children	**Oranga Tamariki – Ministry for Children**	Dedicated to supporting any child in New Zealand whose wellbeing is at significant risk of harm now, or in the future	**PH:** (05) 08 326 459 **Email:** contact@ot.govt.nz

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Education On-line services access for Attendance Providers

Using Education Sector Logon (ESL)

ESL Form 140
Attendance
Provider Access

November 2022

This form is used to apply for access to on-line educational services for Attendance provider.
Use this Education Sector User Access Request form to:
- Apply for an ESL account if you don't already have one
- Request access to on-line educational services (ASA or ENROL) using your ESL account

Instructions:
1. Complete parts 1, 2 and 4.
2. The Education Sector Authoriser or Delegated Authoriser for your organisation should complete part 3.
3. Submit the completed form

I have an ESL account	☐ Provide enough information in part 1 to find your existing ESL account.
I don't have an ESL Account	☐ Evidence of Identity (EOI) needs to be sighted by your organisation's Authoriser (CEO or equivalent) or Delegated Authoriser.

Part 1: Account owner's details

Education Sector Logon Username *(if known)*		Title (Mr, Mrs, Ms etc)	
Given Names*[1]			
Surname *[1]			
Preferred Name		Work Contact Phone	
Date of Birth* *(dd/mm/yyyy)*		Gender*	Male ☐ Female ☐ Other ☐
Email Address*			
Attendance Service Contract Provider Name*			
Service Provider Area*			

* Fields denoted with an asterisk are mandatory.
[1] Given and Surnames must match EOI documents. Add a Preferred Name when a non-legal name is preferred.

Part 2: Account owner's declaration

- I declare that all information included in this application and any EOI Documents provided are valid and correct.
- The personal information collected is used to establish your identity and provide you with an ESL account. The information will be used for these purposes and may be shared with other agencies to operate education sector applications. Your information will not be used or disclosed for any other purposes unless permitted or required by law. You do not have to provide this information, but we may not be able to provide you with an ESL logon if you don't. The information collected will be held by the Ministry of Education and you have the right under the Privacy Act 2020 to request access to and correction of this information. I acknowledge that I have read and agree to provide my personal information for ESL use.

Account owner's signature*   Account owner's name (please print full name)*   Date*

ESL Form 140 Attendance Service Provider Education Services Logon Access request   Page 1

Education On-line services access for Attendance Providers

Using Education Sector Logon (ESL)

ESL Form 140
Attendance
Provider Access

November 2022

Part 3: Authoriser's confirmation
This section must be completed by your organisation's Authoriser (CEO or equivalent) or Delegated Authoriser

- ▪ I confirm that the Evidence of Identity (EOI) documents presented are proof of the applicant's identity. (Please refer to Education Sector User Account Guide for appropriate EOI documents).
- ▪ I authorise access to the online services requested in Part 4 of this form for our organisation.

_____
Education Sector Authoriser signature*   **Date***

_____
Education Sector Authoriser's Name (please print full name)*

_____
Position in Organisation*

Post or email the completed form to the Education Service Desk		
Post	Education Service Desk PO Box 1666 Wellington, 6140	**Email** service.desk@education.govt.nz
		Phone 0800-422-599

Part 4: Application Access

Application	Access Roles
Attendance Service Application (ASA)	☐ **Provider Attendance Advisor** Responsible for locating students, updating, and actioning cases. ☐ **Provider Work Coordinator** Responsible for assigning cases received from MOE (via the CIT role) to the Attendance Advisors.
ENROL	☐ **Attendance Service Provider** Allows Attendance Service Providers read only access. Note: You will be required to complete ENROL training from Ministry Training Services Team

Privacy and ESL terms of use can be found here:
https://applications.education.govt.nz/education-sector-logon-esl/esl-application-privacy

ESL Training - Security Awareness and Privacy Best Practice Guide
https://applications.education.govt.nz/education-sector-logon-esl/esl-training

Evidence of Identity Guidance
See https://applications.education.govt.nz/education-sector-logon-esl/how-use-esl/evidence-identity-eoi
to find out about Evidence of Identity (EOI) documents to support ESL account applications.

_____
ESL Form 140 Attendance Service Provider Education Services Logon Access request   Page 2

Appendix 5: ASA Delegated Authoriser Form

CONNECTING THE SECTOR

Attendance Service (ASA) Delegated Authoriser Request

Your organisation's CEO or equivalent (e.g. Principal) approves access to Attendance Service (ASA) for their employees. Complete the Delegated Authoriser request if the CEO or equivalent wants to delegate this responsibility to you.
If you require access you will need to fill out the form: Attendance Service (ASA) User Access (Service Provider).

Section 1: Delegated Authoriser Details [Mandatory fields are marked with an asterisk (*)]

Given Name(s)*			
Preferred Name		**Family Name***	
Date of Birth *(dd/mm/yyyy)***		**Gender***	**Male [ ] Female [ ]**
Place of Birth*		**Work Phone***	
Work e-mail*			
Attendance Service Contract Provider Name*			
Attendance Service delivery name *(if different from above)*			
Service Area*			

Section 2 : Delegated Authoriser Declaration [Mandatory fields are marked with an asterisk (*)]

- • I declare that all information included in this application is true and correct.
- • I understand that access to this service may be cancelled if I fail to meet Education Sector Conditions of Use
- • I have read and understood the Privacy Statement

Full name* *(please print)*			
Job Title*		**Date***	
Signature*			

Section 3: Organisation CEO (or equivalent) / School Principal [Mandatory fields are marked with an asterisk (*)]

- • I authorise Delegated Authorisation for this user at our Service Provider.
- • I confirm that the Evidence of Identity (EOI) requirements, set out below, have been met for the Delegated Authoriser.
- • I confirm all information included in this application is true and correct to the best of my knowledge.

Full name* *(please print)*			
Job Title*		**Date***	
Signature*			

Section 4: Please fax or e-mail your completed form to the Attendance Service

Fax	Post	e-mail
(04) 463 8001	**Attendance Service** **Ministry of Education** **PO Box 1666** **Wellington 6140**	attendance.service@education.govt.nz

Attendance (ASA) Delegated Authoriser Request   © Ministry of Education   Page 1 of 1

Attendance Service Application (ASA)

Form Information Guide

CONNECTING
THE SECTOR

This Education Sector Logon User Account Guide explains your responsibilities when applying for and using an Education Sector User Account to access education sector services online for an organisation.

Education Sector Access
For users to be able to access educational services online for your organisation, users will need to complete an Education Sector Request form available for download here.
http://services.education.govt.nz/education-sector-logon/access/

Evidence of Identity (EOI) Information

EOI Requirements for an Education Sector Logon User

Two types of Evidence of Identification documentation as outlined below;
- One EOI document to be provided from the Primary Identification Documents listed below
- One EOI document to be provided from the Supporting Identification Documents listed below

Please Note

- Users requesting a change to their given or family name (e.g. by marriage or deed poll) should provide a third document from the Name Change Requirements section below as certification of the name change.
- All EOI documentation should be current (not expired).

You can use a combination of identification documents, for example:

Primary Identification documents		Secondary Identification documents
One document from the following:		One document from the following:
• NZ Passport		• Community Services Card
• Overseas Passport		• NZ Driver Licence*
• Emergency Travel Document (ETD)		• SuperGold Card
• NZ Refugee Travel Document (RTD)		• Veteran Super Gold Card
• NZ Certificate of Identity (issued to non-NZ citizens who cannot obtain a passport from their country of origin)	+	• IR Number
		• Electoral Roll Record
		• Confirmation of Permit Status
• NZ Certificate of Identity (issued to people who have refugee status)		• International Driving Permit*
• NZ Firearms Licence		• Student identity card*
• NZ Birth Certificate		• Employee identity card*
• NZ Citizenship Certificate		• 18+ Card*
		• A current utility bill (e.g. power, phone)
		• Steps to Freedom Form
		• Qualifications and professional registration

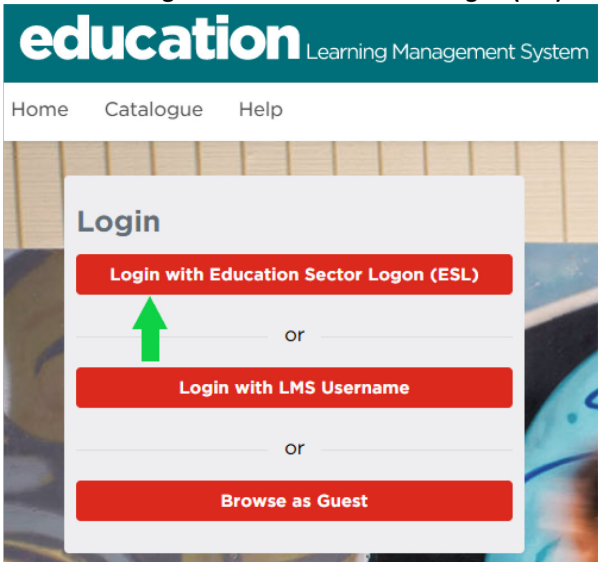*Document/record contains a photograph of the holder.

If the Evidence of Identity documents provided by the user indicates a name change (e.g. by marriage or deed poll) the applicant should also be advised to provide one of the following documents as certification of that name change:

• NZ Marriage Certificate	• New Zealand Divorce Papers
• NZ Civil Union Certificate	• Certificate of Annulment
• Change of Name by Deed Poll	• Change of Name by Statutory Declaration
• NZ Name Change Certificate	

Education Sector Conditions of Use Information

For terms of user go to http://services.education.govt.nz/education-sector-logon/about/terms-of-use/

Appendix 6: Access to Training as a School User
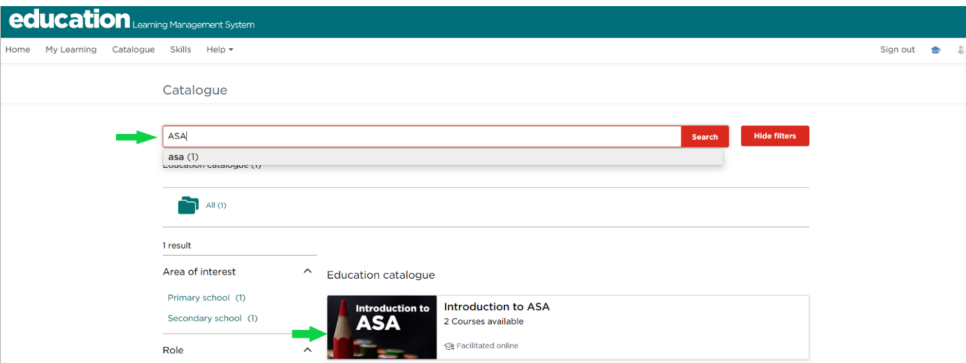
1. Go to https://training.education.govt.nz/

2. Click on the **'Login with Education Sector Logon (ESL)'** button
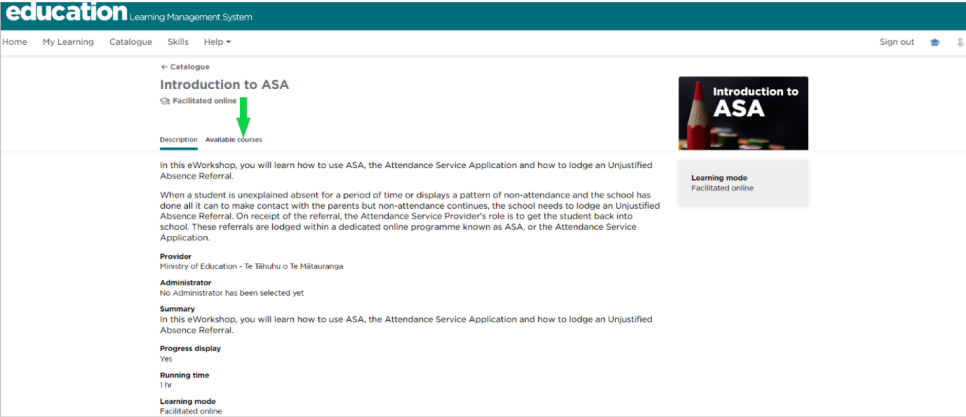

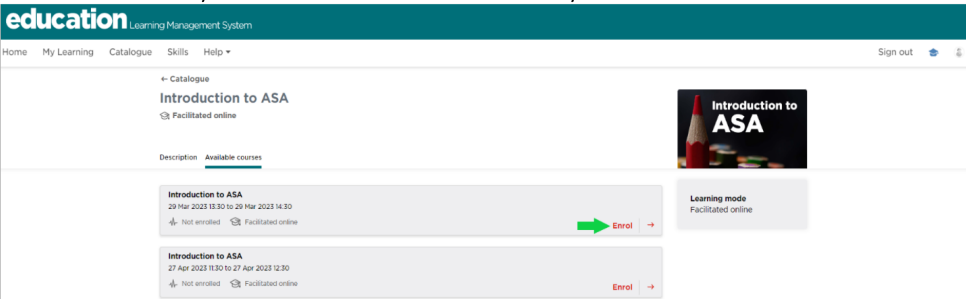3. Once you have logged in using your ESL username and password, click **Catalogue**
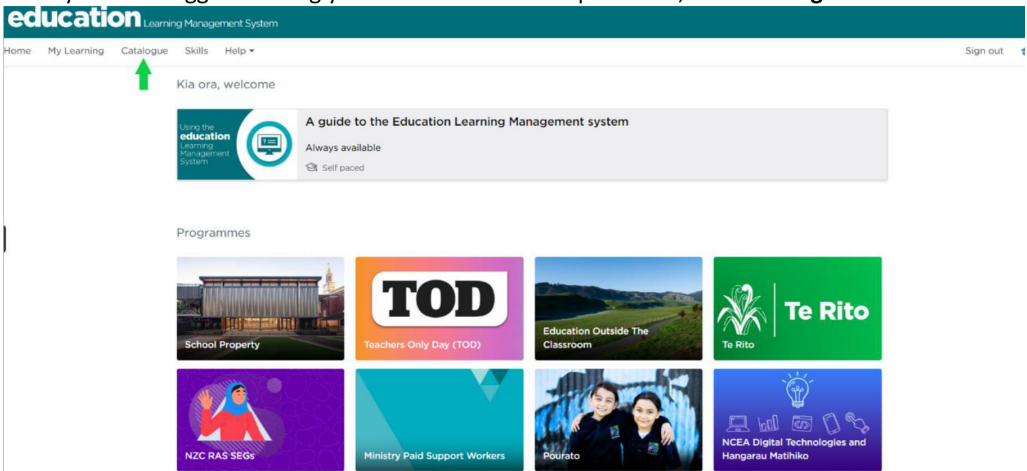
4. Type **ASA** in the search bar and click on **Introduction to ASA**

5. Click **Available courses**

6. Select **Enrol** to book yourself to a date which is suitable for you.

(Please note this image is just for reference and the times and dates you see will vary depending on availability)

Schools and Kura

School staff access

For school or kura staff that need to request access to education sector applications, please contact your school or kura ESL Delegated Authoriser. If you are not sure who your school or kura ESL Delegated Authoriser(s) are then please check with a colleague or contact the Education Service Desk.

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**

temahau.govt.nz | education.govt.nz

Te Mahau
Ministry of Education

**Te Tāhuhu o
te Mātauranga**
Ministry of Education

**Te Kāwanatanga
o Aotearoa**
New Zealand Government