



## 2023 Attendance Turnaround Package

### Attendance officer initiative

#### Guidance – reporting template

Twice yearly reporting is part of the Attendance Officer contract. There is a reporting template.

Three questions are asked in the mid-year summary report due in term 3 2023, and one additional question for the annual report due in term 1 2024.

The Ministry notes that mid-year summary report is due in Term 3 2023 when attendance officers will be in an 'early implementation' stage. We expect reported activities will grow and change and impacts will emerge over time. The information requested in the mid-year and annual reports may change to reflect the maturity of this initiative.

This guidance should be read alongside the reporting template, to provide some context and explanation for the questions being asked.

Q1. List the number of people employed in the attendance officer role and the total FTE at the end of the reporting period

This question asks you to indicate how many FTE you employed over the reporting period, including start and any end dates. This will allow the Ministry to know how many active FTE are operating, across regions and the country, as well as turnover in role.

Q2a. As per your contract, there is a list of schools and kura in your service area that you will support and engage with during the school year. In **Appendix One**, please list the schools and kura you have engaged with so far and describe what this engagement looked like.

Engagement might include building connections, gathering information, sense-making and collaborative analysis, sharing of best practise, collaborative planning for goal-oriented action, actioning plans, and reviews.

This question asks you to outline the various engagements you have had with schools and kura within your service area. If you are using the Activity Log, you could copy and paste information from the 'Engagement Log' tab into the reporting template to answer Q2a.

This information will enable the Ministry to see which schools/kura are being reached by the Attendance Officer and the type of engagement that is occurring.

## Attendance Officer: Guidance for reporting template

Q2b. There are schools on your list that you may not have engaged with during the reporting period. If so, please provide some general comments about why (examples below) (it is not necessary to make a comment for each school).

Each Attendance Officer will have a different number and different types of schools and kura within their service area. It will not be possible to contact and work with all schools/kura all the time. Relationships and trust also take time to build. Schools and kura will be managing their attendance issues in different ways, with different results.

This question asks you to list the various reasons engagements may not have taken place with schools or kura in your service area. General comments are requested; it is not necessary to make a comment for each school/kura.

Again, if you are using the Activity Log, you could copy and paste information from the 'Engagement Log' tab into the reporting template to answer Q2b.

This will allow the Ministry to identify common trends and gauge the type of engagement Attendance Officers are having with schools and kura.

Q3. Please describe how schools and kura are improving attendance outcomes for ākonga Māori and/or Pacific learners with irregular or moderate absence. These should take account of [\*Ka Hikitia – Ka Hāpaitia\*](#) and the [\*Action Plan for Pacific Education\*](#) 2020-2030

This question asks for your observations about how you are seeing schools and kura are improving attendance outcomes specifically for Māori and Pacific learners. These could be initiatives, processes or systems that are deliberate policies or actions.

This will help the Ministry to identify good practices that could be adopted by other schools and kura to benefit these priority learners.

Q4. Provide examples of stories of success to illustrate impact of role (acknowledging this may take time to emerge). Using information gathered over the reporting period, how have you applied your findings to support schools/school groups?

- a. Ways you have supported a school/kura has shifted to more effectively support students who have been irregularly or moderately absent, including ākonga Māori and Pacific learners.
- b. Ways you have supported a cluster of schools/kura and have shifted to more effectively support students who have been irregularly or moderately absent, including ākonga Māori and Pacific learners.

This question only needs to be answered in the annual report, due in term 1 2024.

The question asks you to describe your efforts and the impact of your role on an individual school or kura and on a cluster of schools/kura. Again, this will help the Ministry to identify good practices that could be adopted by other schools and kura.